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Curriculum coordinators e-news

May, 2015 Volume 11, Issue 2

In This Issue

Spin offs!

Classroom Trouble-Maker

"You don't think of Shakespeare being a child, do you? Shakespeare being seven? He was seven at some point. He was in somebody's English class, wasn't he? How annoying would that be?"

[Ken Robinson: 'How Schools Kill Creativity']

Send in the Clown (1)

"I am fixing Labor's failures

Dear Colleague,

Welcome to the second 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

Regional Review Underway

The Department is reviewing the existing regional structure and support services. It has produced a consultation paper - *Strengthening DET regional relationships and support* - to obtain feedback on a series of proposals for changing the current situation.

The Napthine Government largely dismantled the regional support infrastructure for schools as part of its $600 million cuts to school education. An estimated 600 central and regional staff positions were removed over the period 2011-2014. This severely diminished the Department's capacity to support and assist schools and had a particular impact on the level of services for students with high needs.

The AEU State of Our Schools survey (2014) found that over 90 per cent of principals reported that regional support for schools had deteriorated over the previous year. Principals voiced common concerns about the remoteness of regions and their lack of understanding of how schools operate and the work that they do and the demands and pressures placed on them

The regional consultation paper acknowledges that the present four regions and their support services are not meeting the identified needs of schools. It identifies "core areas of expertise" that the regions should provide for schools: partnership building and brokerage across sectors (including facilitation of school networks); school improvement and management; curriculum, assessment and pedagogy; school operations; well-being and engagement (particularly for students who are vulnerable, have disabilities or exhibit challenging behavior).

The consultation paper proposes three possible models for the regions:

- Model A - retain the status quo of 4 regions but provide additional resources/staff

because I am a fixer... Because I am a fixer. So I fixed it."

[Christopher Pyne, the Federal Minister of Education, on his higher education "reforms" and his unsuccessful attempt to link their passage to de-funding scientific research, *The Australian* 16/3/15]

Send in the Clown (2)

"Where are the, ah...hang on. Where are the holes? It isn't high enough you loser. It's a set-up, look it is a set-up, it was far too low! What about Anthony, what's he doing? Absolutely f-all! Where are the nuts! You know I have to go to the airport with these filthy hands now."

[Christopher Pyne, the Federal Minister of Education, changing a tyre to authenticate his claim to be Mr Fixit on Channel 9's *Today Show* 20/3/15]

Publications

Professional Voice

Next edition: *Teaching Teaching*

This edition contains a series of articles on initial teacher education in the wake of the national report on teacher education. It will also feature articles on the changing school landscape since the Gonski report, Autism Spectrum Disorder and middle class choice of government schools.

The journal is scheduled to be sent to coordinators in July.

TLN Journal

- Model B - return to the previous 9 regions
- Model C - retain 4 administrative regions but shift the department's primary system interface to seventeen smaller local areas.

The Department regional consultation paper can be found here.

AEU Response to Regional Review

The AEU is developing a submission setting out our concerns about the present regional structures and support services and how they should be improved.

The submission will outline the principles which we believe should underpin any new regional arrangements. These would include having regional support services and resources which are: close at hand; sufficient to prevent them being over-burdened (and therefore inaccessible when required); able to provide the level of knowledge and expertise that schools need when they need it; inclusive of all of the relevant areas of the role schools perform.

There are presently many service areas where additional resources are required: curriculum implementation support; literacy and numeracy support; student welfare and management; programs and support for students with disabilities; OH&S; infrastructure/facilities; emergency management, critical incidents and complaints.

There is also a need for a change in mindset regarding some important general issues such as an emphasis on support and development rather than performance management for schools and advocacy for government schools.

The most suitable regional structures flow out of decisions about these previous principles and issues. Any restructure which leads to more bureaucracy, or disruption, without identifiable improvements for schools is not worth doing.

Invitation for feedback

If you have any ideas about what needs to be done to improve regional support services and structures please email your ideas asap to John Graham john.graham@aeuvic.asn.au for use in our submission.

IBM Back's Abbott's Victorian P-TECH Schools

IBM will back the development in Victoria of the US school model, called Pathways in Technology Early College High School, or P-TECH, championed by Tony Abbott after a visit last year to one of the schools in Brooklyn, New York.

The Federal Government has provided $500,000 to be used to set up two pilots in Ballarat and Geelong. The two schools are expected to be set up within existing high schools in partnership with employers and local TAFE colleges or universities.

The American P-TECH model is based on a six year course in science, technology, engineering and maths (STEM) starting in Year 9 in secondary school. Students who complete the course receive a high school diploma, and an associate degree in either applied science, computer science or engineering after the final two years at a community college.

What Do I Teach

The latest TLN Journal - entitled *What Do I Teach* - is now out in schools. It focuses on the decisions made by teachers and principals about what is taught in schools.

TLN member schools get multiple copies of the TLN Journal. An annual subscription to the journal itself (three editions) costs $60. Contact the TLN office for copies 9418 4992. Order online here.

The P-TECH IBM American schools are run in conjunction with the company which helps to develop the curriculum and is the school's corporate sponsor. The company is responsible for the part of the course called "workplace learning", it identifies the skills industry needs, it provides mentors for students and it gives students who have successfully completed the course priority interviews for available jobs.

Stan Litow, IBM's vice-president of corporate citizenship and corporate affairs, said the company will take responsibility for a pilot P-TECH school in Ballarat and would support the other pilot school in Geelong. It is unknown which employers will sponsor the Geelong school.

The company would pay for a person with an education background, employed by IBM to work with the Ballarat P-TECH school, who would help integrate workplace learning into the curriculum. In the US the IBM employee "leads the IBM model" in each school. "They help support the mentors, help support the teachers and lead in a collegial fashion," according to Mr Litow.

The STEM-based curriculum in Ballarat was likely to also include writing skills, presentation skills, problem solving, teamwork and collaboration and students who completed P-TECH with the required skills would be "first in line" for jobs with IBM. Article

Better Primary-Secondary Transition Needed

The Victorian Auditor-General found that the transition from Year 6 to Year 7 in government schools needs to be improved.

The VAGO report concluded that DET lacks a strategy or framework for managing middle-years transition and that there was an overall pattern of a decline in engagement and academic outcomes as children move into secondary school.

It contrasted the problematic transition to secondary school with the success of the preschool to primary transition. It recommended a standardised minimum set of data for each student similar to the transition statements used by preschool teachers.

It also recommended that DET provide schools with clear advice about the use and disclosure of children's information and data and the development of transition networks between geographically similar schools.

A particular concern reported in the VAGO report was the timing of the review of funding for students with disability. Presently this review occurs in Year 6 with about half of these students having their funding and support modified or cancelled in the lead up to the transition to secondary.

VAGO recommends this review should take place in Year 7 so a more accurate assessment of needs could take place.

The report is available here.

News: National

School Equity Going Backwards

Research by Bernie Shepherd using data on My School has found that in the years since the Gonski review began its work the schooling system has become less equitable.

Comparing school NAPLAN performance against ICSEA (SES student background factors) Shepherd found that in 2014 schools in the lower range of socio-educational advantage are on average scoring more poorly on NAPLAN than they did four years earlier. Conversely, schools in the upper range are scoring better than they

did in 2010.

The slope of the socio-educational gradient has risen nationally from 32% in 2010 to 37% in 2014. The steeper the slope, the more influence those socio-educational factors will be having on outcomes. If they had no influence at all, the line would be horizontal.

Both of the slopes are lower in the case of Victorian schools, however the change in slope between the two measures is greater (i.e. 27% to 34%), suggesting that whatever influence has produced the change, it is stronger in Victoria than nationally.

In looking at the reasons for the change, Shepherd found that on average the high ICSEA schools steadily increased in size between 2008 and 2014. At the same time, the enrolment in low ICSEA schools contracted.

Furthermore, over the period 2010-14 the proportion of relatively disadvantaged families in low ICSEA schools increased while the proportion in high ICSEA schools declined. Similarly, the proportion of advantaged families in disadvantaged schools declined, while it increased in the more advantaged schools.

The result is that the low-ICSEA schools now have a greater concentration of disadvantage which is itself a further impediment to success.

Over the same period as the difference between high and low ICSEA school groups increased in terms of educational need, funding moved in the opposite direction. The rate of funding increase was greater for the high ICSEA schools.

According to figures reported on My School, the total of state and federal government funding for Victorian government schools increased at about 2.7% per annum since Gonski and up to 2013. Over the same period, government funding of non-government schools increased by around 7.5% per annum.

Whatever the basis for the funding decisions might have been, student need appears to have formed little or no part of it.

[Bernie Shepherd (2015), *The Question of Equity*, Professional Voice (forthcoming). Also Gonski, My School and the Education Marketplace*: Updated.*

Compulsory Maths Science

Federal Minister for Education Christopher Pyne wants compulsory maths or science for all Australian Year 11 and 12 students. He will lobby for the changes at an Education Council Meeting of state and territory education ministers in Brisbane on Friday 29 May.

This looks like an attempt to steal Bill Shorten's thunder after his budget reply speech proposing that university graduates of STEM courses - science, technology, engineering, mathematics - would not only receive their university fees back but would then have access to 25,000 teacher scholarships to encourage them to become STEM teachers.

One of the many problems with Minister Pyne's proposal is that without a recruiting incentive like the Labor announcement, there would not be enough qualified maths and science teachers to meet the demand.

Victorian Education Minister James Merlino has indicated he does not support the proposal. He does not believe making these subjects compulsory would lead to a greater interest in maths or science.

NAPLAN Writing to be Marked by Computers

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has announced that it intends to have student NAPLAN writing marked by computers.

It stated that federal and state education ministers had decided that NAPLAN results must be made available to parents two weeks after the tests are taken in May each year. Using the current person marking approach it takes up to four months for the test results to be returned to schools.

ACARA wants computerised marking to be introduced in 2017. However its research program to analyse the issues and the feasibility of the change is not due to be finalised until March 2016. The capacity of machine-marking to accurately and fairly assess the complexity of writing without any narrowing of the type of writing tested is still open to question.

On-line student NAPLAN testing is due to begin with a state/territory opt-in process from 2017 with all jurisdictions on-line by 2019.

School Coding Proposal

The Federal Opposition has called for computer coding to be taught in every primary and secondary school in Australia and pledged that it will introduce this if it comes back into government. The Labor policy has been supported by the Business Council of Australia.

Labor proposes that children are taught coding from the beginning of formal learning to lift digital literacy to the status of literacy and numeracy in the Australian Curriculum. To enable this to happen, there will be PD programs for teachers to build their computer programming and code skills.

A National Coding in Schools centre will be established where business and industry can connect with teachers to drive and promote innovative teaching of coding in schools.

At present Code Club Australia, established with the support of Telstra, and led by teachers and volunteers, aims to teach children the basics of computer programming and logic, to help them develop creativity and problem solving skills.

New Zealand and Singapore are in the process of including coding in the curriculum. Computer programming and coding is already part of the primary curriculum in England, Belgium, Finland, Estonia, the Netherlands, Italy and Greece. Article can be found here.

News in Brief

Teacher Education Numbers Fall

The Australian Council of Deans of Education reported that there has been a 12.5% drop in 2015 of applicants for teacher education courses. A spokesperson for the Deans said that the drop was due to the public devaluing of teaching as a profession, including comments about low ATAR scores for teaching courses.

[ACDE Media Release, 16/3/15]

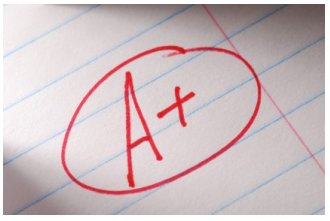
Increase in ASD Students

The Australian has reported that data it has received from the country's education departments show nationally a three-fold increase in the number of students with Autism Spectrum Disorder (ASD). At least one in six students in Victorian schools has been diagnosed with a disability, mental health issue or learning disorder - including ASD, Aspergers Syndrome, dyslexia and attention deficit hyperactivity disorder.

[The Australian 27/4/15, p.3]

News: International

World Education Rankings



The OECD has published a new league table ranking the maths-science performance of school students in 76 countries.

The rankings are based on an amalgamation of international assessments, including the OECD's PISA tests, the TIMSS tests run by US-based academics and TERCE tests in Latin America, putting developed and developing countries on a single scale.

The table was headed by Singapore followed by four other Asian countries - Hong Kong, South Korea, Japan and Taiwan. Finland at 6th was the top non-Asian country. It was followed by Estonia, Switzerland, Netherlands and Canada.

Australia came 14th behind Vietnam in 12th position and ahead of New Zealand in 17th, United Kingdom in 20th and United States in 28th. Malaysia was in 52nd position, Indonesia in 69th and Ghana in 76th.

The tables, compiled by the conservative American economist Eric Hanushek and the German academic Ludger Woessmann, were part of a paper presented at the United Nations World Education Forum arguing that there is a strong link between education standards and national wealth. Article can be found here.

Curriculum Reforms in Finland

Finland is introducing a move from subject-based teaching to teaching by topic.

A new National Curriculum Framework (NCF) is due to come into effect in August 2016. The NCF is a binding document that sets the overall goals of schooling, describes the principles of teaching and learning, and provides the guidelines for special education, well-being, support services and student assessment in schools.

The concept of "phenomenon-based" teaching - a move away from "subjects" and towards inter-disciplinary topics - will have a central place in the new NCF.

Children will learn via periods looking at broader topics, such as the European Union, community and climate change, or 100 years of Finland's independence, which would bring in multi-disciplinary modules on languages, geography, sciences and economics.

What will change in 2016 is that all schools for seven to 16-year-olds must have at least one extended period of multi-disciplinary, phenomenon-based teaching and learning in their curricula. The length of this period is to be decided by schools themselves.

Helsinki, the nation's capital and largest local school system, has decided to require two such yearly periods that must include all subjects and all students in every school.

NCF 2016 states that students must be involved in the planning of phenomenon-based study periods and that they must have a voice in assessing what they have learned from it.

Some teachers in Finland see this current reform as a threat and the wrong way to improve teaching and learning in schools. Others think that breaking down the dominance of traditional subjects and isolation of teaching is an opportunity for more fundamental change in schools.

In Helsinki a "co-teaching" approach to lesson planning is being advocated, with input from more than one subject specialist. About 70 per cent of Helsinki's high school teachers have now been trained in adopting the new approach.

Finland's school reforms won't scrap subjects altogether.
Subject teaching in Finnish schools is not being abolished.
Finland schools: Subjects scrapped and replaced with 'topics' as country reforms its education system.

Coasting schools under attack in the UK

The recently re-elected Cameron Government in the UK has announced that it will take on new powers to intervene in any school judged to be "coasting" by sending in experts or forcing it to become an academy (self-governing school).

More than 3,300 schools in England are labelled as "requiring improvement". The Government's new definition of coasting is expected to include having been judged as "requires improvement" for some time, and having test or exam results that fall below some new measure.

Under the plans, England's most successful head teachers would be sent into these schools to help their existing leaders to make swift improvements. Coasting schools will also be put on immediate notice to improve, and given new leadership if they are unable to demonstrate a clear plan to fulfil the potential of their children.

Article can be found here.

All UK Year 7s to get Coding Device

The BBC has launched a major UK-wide initiative (*Make it Digital*) to inspire a new generation to get creative with coding, programming and digital technology. The initiative includes:

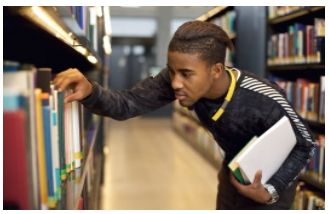
- A major partnership to develop and give a 'Micro Bit' coding device to all year 7 children across the UK for free - 1 million devices in total
- A season of programmes and online activity involving the BBC's biggest and best-loved brands, including Doctor Who, EastEnders, Radio 1, The One Show, Children in Need, BBC Weather and many more, including a new factual drama about the development of Grand Theft Auto on BBC Two and a documentary on Bletchley Park

- The Make it Digital Traineeships for up to 5,000 young unemployed people, the largest traineeship of its kind
- Partnerships with around 50 major organisations across the UK, including Apps for Good, ARM, Barclays, British Computing Society, BT, Code Club, DWP, Google, iDEA, Microsoft, Nesta, Samsung, Skills Funding Agency, Tech City UK, the Tech Partnership, TeenTech, Young Rewired State
- A range of formal education activities and events, including Bitesize, Live Lessons and School Report

Article can be found here.

Research Digest

Bright Disadvantaged Students



UK researchers found that early years and primary school experiences, along with better home learning environments in the early years and up to the age of seven, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage.

The research tracked a group of 3,000 young people from the age of three and investigated what predicted the academic success of those from a disadvantaged background at ages 11 and 18.

They found that "bright but disadvantaged" students had better educational outcomes when:

- They attended pre-school, particularly a high quality one
- They had above average engagement in out of school enrichment activities such as educational outings or reading at home
- They did regular homework in Year 11 (this made them nine times more likely to do well at this level)
- Studied groups of subjects which led on to access to a good university (nearly twice as many advantaged as disadvantaged students took these groups of subjects)

[Katalin Toth, Kathy Sylva, Pam Sammons (2015), Subject to Background: What promotes better achievement for bright but disadvantaged students? Sutton Trust]

Moral Virtues in the Classroom

Research suggests that children live and learn better when they are able to apply moral virtues, such as honesty, kindness and gratitude. In a new UK research report a large number of teachers agreed that developing character can have a positive impact on learning. They saw character education as integral to their teaching.

Teachers confirmed that they frequently draw upon virtue-based reasoning in the classroom, especially in areas of moral or practical significance. A large number of teachers also had high expectations of the difference they can make with the children they teach.

There is also widespread agreement on the personal qualities that are needed to be a good teacher. The majority of teachers surveyed saw fairness (78%), creativity (68%), a love of learning (61%), humour (53%), perseverance (45%) and leadership (40%) as the six most important character strengths for good teachers.

However, in describing their own character strengths they reported kindness (49%) and honesty (50%) in place of leadership and perseverance in those top six.

The Centre's research also reveals that the pressure surrounding the modern education system is creating more moral challenges for teachers. Teachers reported that they are not always given the time in the workplace to reflect on the best way to practise moral virtues.

They confirmed that this is largely due to increasing workloads, a very prescriptive education system and a narrow focus on academic success.

[James Arthur, Kristjan Kristjansson, Sandra Cooke, Emma Brown, David Carr (2015), The Good Teacher: Understanding Virtues in Practice, Jubilee Centre for Character and Virtues, University of Birmingham]

Effective Homework for Teenagers

Researchers from the University of Oviedo in Spain looked at the maths and science performance of 7,725 teenage pupils from state and private schools in northern Spain.

The students were given questionnaires asking how often they did homework and how much time they spent on various subjects. They were also asked whether they did their homework alone or whether they had help and, if so, how often.

"Our data indicate that it is not necessary to assign huge quantities of homework, but it is important that assignment is systematic and regular, with the aim of instilling work habits and promoting autonomous, self-regulated learning," said co-author Dr Javier Suarez-Alvarez.

"Homework should not exclusively aim for repetition or revision of content, as this type of task is associated with less effort and lower results."

"The data suggest that spending 60 minutes a day doing homework is a reasonable and effective time." Researchers found that the total amount of homework assigned by teachers was a little more than 70 minutes per day on average.

[from Sarah Knapton, Homework should be limited to 60 minutes a night for best results, The Telegraph, 23/3/15]

Resources

Technology Resources

eSCHOOL NEWS

Presentation Tools

Google Presentation, Prezi, and PowToon. Each tool looks and behaves much like PowerPoint using similar linear reasoning, which makes the learning process easier.

Google Presentation allows students to upload any PowerPoint presentation and keep the original theme in Google presentation.

Prezi can be accessed by students on a PC, Mac, and iPad. It has a 3-dimensional, infinite canvas that allows the creator and user to zoom in for details and out for the big picture. Many students enjoy the open spaces and you can add text and multimedia items, like photo, video and audio files.

Powtoon, is both a presentation tool and a 2d animator. Students like how easy it is to make a high impact.

Collaboration Tools

Google Docs, VoiceThread, and Padlet can work to provide transparent ways for students to show what they know and have fun doing it. Assigning peer editing jobs for students working in groups, learning to be critical and to work together far beyond the classroom walls are some of the basic tenets of Google Apps.

VoiceThread (Edu) allows teachers and students to upload media (pictures, videos, text) into a "virtual slideshow" and then invite others to comment and participate.

Padlet is a virtual corkboard that can be shared privately (or publicly) for students to post to - and is by far the easiest tool on the cloud for connecting students. Posts can contain video, images, text or documents. It is available on all devices.

Communication Tools

Online communication lets students test their opinions, hear other's thoughts, practise communication through writing, and expand their knowledge base. Google Groups allow classrooms to have online discussions around classroom topics in a controlled environment. The discussions are saved in threads. Students can initiate and respond to prompts and/or their peers. EduBlogs or other blog platforms allows the conversation to be extended to a more global audience. Comments are moderated by the blog owner(s) before they are made public.

Curation Tools

Curation involves critical thinking as students synthesize and evaluate resources to make learning connections and answer essential questions. Content curation includes searching, selecting, analyzing, evaluating, annotating, and sharing resources. MindMeister is multi-platform, easy to use, and free, enabling sharing and exporting.

Infographics (information in graphics) such as PiktoChart or Glogster are also excellent synthesizing tools. Google Sites is a place to house resources into a single location.

[adapted from: *Denise Jaffe, technology integration facilitator at West Hartford Public Schools in Connecticut*, published in eSchool News 2/3/15]

Article can be found here.

Identifying Autism Spectrum Disorder

There is no genetic or blood test for Autism Spectrum Disorder (ASD); diagnosis is based on behaviour.

Three things are looked for when deciding whether someone has an Autism Spectrum Disorder:

- Impaired ability to interact socially with others. The person may have reduced motivation and/or skills for engaging with others. During the school years, children may not seem that interested in their peers. Or they may be interested, but not know how to go about forming or maintaining friendships.
- Restricted, repetitive, and/or sensory-seeking behaviours. During the school years, children may enjoy activities or topics that seem very unusual (like flicking string or collecting twigs) or their interests may be age-appropriate, but overly intense. But the difference is children with ASD engage more intensely or in highly specific ways with their special interests, and can do so to the exclusion of other people. Some children with ASD do try to draw others into their hobbies, but don't realise when others just aren't that interested.
- Finally, we look to see whether these social issues and restricted/repetitive behaviours have been there since toddlerhood. ASD is something inherent to the child, not something they "catch" later in life.

Other features can also accompany an Autism Spectrum Disorder, such as anxiety, feeding and sleeping issues, hyperactivity and medical conditions such as epilepsy. Together, these can have a substantial impact on school performance.

[Kristelle Hudry (2015), How to spot an Autism Spectrum Disorder in school-age children, The Conversation 4/3/15]

Statistics

The Gap is not Closing

The persistent gap between the performance of indigenous and non-indigenous school students in literacy and numeracy testing over the past decade has not closed.

NAPLAN Results

Comparing Victorian NAPLAN data from 2008 (the first available) with 2014 shows little indication that indigenous students are closing the performance gap in either reading or numeracy.

In Year 3 and Year 7 the gap has increased in both reading and numeracy. Year 9 shows a smaller gap in both areas. In Year 5 the gap has decreased in numeracy and slightly increased in reading.

Victorian Indigenous/Non-Indigenous Students NAPLAN Reading Results 2008 and 2014 (% at or above national minimum standard)

	Reading 2008	Reading 2014	+/- 2008-2014
Year 3			
Indigenous	88.1	85.3	-2.8
Non-Indigenous	95.6	95.0	-0.6
Year 5			
Indigenous	83.0	82.9	-0.1
Non-Indigenous	94.0	94.6	+0.6
Year 7			
Indigenous	85.5	84.3	-1.2
Non-Indigenous	96.1	95.9	-0.2
Year 9			

Indigenous	79.9	81.8	+1.9
Non-Indigenous	95.0	93.5	-1.5

PISA Results

The OECD results for Australian 15 year-old students shows the performance gap between indigenous and non-indigenous students in both reading and maths slightly widening over the period from when the testing program was first held in each area to the most recent testing in 2012.

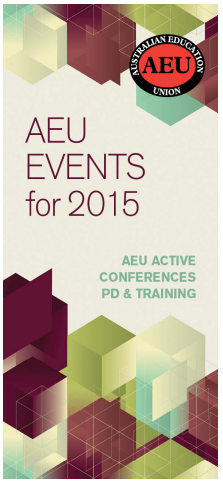
Australian 15 year-old Indigenous/Non-Indigenous Students (mean scores)

	Reading 2000	Reading 2012	+/- 2000-2012	Maths 2003	Maths 2012	+/- 2003-2012
Indigenous	448	428	-20	440	417	-23
Non-Indigenous	531	515	*16	526	507	-19

[PISA 2012: How Australian Measures Up, ACER, https://www.acer.edu.au/documents/PISA-2012-Report.pdf]

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.

Curriculum Connections in a Changing World - 23 June, 2015

This conference, presented by AEU and IEU, promotes a sustainability curriculum tailored for teacher members, from all subject areas and year levels.

The conference aims to:

- Facilitate connection and collaboration
- Provide knowledge and skills
- Connect delegates to the union
- Inspire curiosity and help educators to increase student engagement, including connecting theory to practice
- Provide support and tools for embedding sustainability and real-world learning in the curriculum.

The Victorian Environmental Educator of the Year Awards will be presented at this conference

Further information and bookings can be found here.

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.

Unsure what to do next in your career?

The Professional Learning Centre has programs to support leading teachers, assistant principals and principals to take the next step in leadership. The PLC offers quality programs that target the skills you will need to move your career forward.

If you would like some support around professional learning on leadership contact David Tyson at the Professional Learning Centre on 9418 4939 or email david.tyson@aeuvic.asn.au

Have a look at the PLC section on the AEU website for programs that will enhance your opportunities to take on leadership -http://www.aeuvic.asn.au/775620_9_52976157.html

We can work with you to identify professional learning that best suits your needs.

Term 2 and 3 professional development programs

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

This one-day workshop helps 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. This workshop is to be held at the AEU Abbotsford office. Click on the date below to register.

- August 6

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:

- June 17

Intensive Application Writing & Interview Skills for Principal Positions

This two day intensive program provides thorough preparation for writing an application and then interviewing for a principal position. It focuses on the principal role, responsibilities and expectations and involves one day on interviewing for positions with current principals. Click on the date below to register.

- July 6 & 7

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

Teacher Learning Network

At the Teacher Learning Network we share the following beliefs:

Education

1. Education is a social good with the power to transform the lives of individuals and communities. It has a value beyond test data or economic prosperity.
2. We believe relationships are the foundation of education.
3. We respect high quality, academic peer reviewed research as central to education and professional development.

Teaching

1. We believe teaching is one of the most valuable of all human endeavours.
2. We believe that teaching is one of the most complex of human endeavours.
3. We believe that teaching is leading and all teachers have a responsibility to exercise education leadership.
4. We believe that teachers are the experts in teaching and should be involved in teaching one another.

Community

1. We seek to contribute to creating workplaces that support the dignity of all those accessing them.
2. We believe that education is a communal pursuit and education centres should be engaged with their community.
3. We actively support the role of unions in making a positive contribution to the teaching profession and the education debate.

If you share these beliefs and would like to belong to an organisation that promotes these beliefs then please contact us at the TLN to become a member. You can join online at www.tln.org.au or email Michael Victory at mvictory@tln.org.au or call 9418 4992.

Once your school joins then you can access the following:

- Over 100 professional development courses per year - courses are offered free of charge to member schools
- Multiple copies of the TLN professional journal
- Access to a network of 30 high quality professional development presenters for your own in-house professional development sessions
- The opportunity to network with staff from over 700 schools across Victoria and interstate
- A 20% discount on all TLN press publications

TLN has the following courses available:

Extending Teaching Excellence

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). Go to www.tln.org.au

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 - go to www.tln.org.au). The TLN staff includes experienced authors, editors, graphic designers and digital technology engineers.

Literacy and Numeracy Conference - celebrating words and numbers

Thursday 2nd July, 2015
AEU Building, Abbotsford

Ten workshops from outstanding classroom practitioners covering all aspects of literacy and numeracy teaching.
Go to www.tln.org.au/Conferences to register for this conference.

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