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Spin offs!

Education Emergency Wards

"The intake will commonly include many children of the long-term unemployed, some of whom have never been read to, or even held a book, or know that the pages are turned from right to left.



Such schools are the emergency wards of Australian education. Yet they are deprived of the specialist support normal in such circumstances in a hospital."

[Ken Boston (pictured above), Gonski Review member, writing about the needs of government schools with a concentration of disadvantaged students]

Public funds: Private Advantage

"It is a nonsense to have similar, often adjacent, schools

Dear Colleague,

Welcome to the second edition of the 2017 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

Victorian Curriculum

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



Student Reporting - Use of Towards Foundation Levels A to D

DET has issued clarifying details about the use of achievement standards (Levels A-D) for students who are progressing towards the F-10 curriculum achievement standards.

"Student reports reflect achievement at a point in time for each student's learning. Teachers should place a student against the position on the continuum that most accurately reflects the student's level of achievement against the achievement standards.

All students' achievement can be recorded using the scoring range **A to 11.0**. Using these scores will support the monitoring of progress along the learning continuum.

The Towards Foundation Level A to D continuum is able to be used for students who are progressing towards achieving the Foundation - 10 curriculum achievement standards but who are not yet assessed as having reached 0.5 for this reporting period.

Levels A-D should be used in this situation as they reflect the Victorian Curriculum continuum of learning and are available for all students, including those students with additional learning needs or a disability.

The scoring range for The Victorian Curriculum no longer includes a score 0.0. The 0.0 score has been removed from the scoring range because it did not reflect the fact that learning growth had occurred during the reporting period."

receiving similar levels of taxpayer support yet operating under different obligations to the public that pays for them.



[Chris Bonnor and Bernie Shepherd (*The Vanishing Private School*) pointing out that many private schools receive the same or more government funding than the local public school without the same universal access.]

Failing the Cross-Cultural Test



Q: There is a common saying in China that government officials only speak the truth when?

A: They are drunk or careless.

[Question and "correct" answer in an online test for Chinese students studying in Monash University's Business School. This led to an outcry on social media in China.]

Leaks from One Nation



"In the world of science you have to have an open mind, but not so open that your brain leaks out".

[Alan Finkel, Australia's Chief Scientist, at the Senate estimates hearing responding to conspiracy theories about climate change from One Nation Senator Malcolm Roberts (pictured). *The Age* 2/6/17]

Publications

Professional Voice

Professional Voice is the AEU's professional journal. It is sent to all members on the e-news Coordinator list. The last edition was sent to all list members in April 2017. The next edition is due in the second half of 2017.



Resources to support schools can be accessed from the Student Reporting website [here](#).

[Quick Guide](#) for a visual guide to assist locating key information and resources related to the Victorian Curriculum F-10.

Professional Learning

[Professional Learning sessions for the Victorian Curriculum](#)

[Past professional learning sessions for download](#)

[Statewide professional learning sessions for government schools via regions](#)

State Budget 2017 Initiatives



The Victorian State Budget was delivered in May. It contained the following funded education programs for schools.

[Addressing underperformance in schools](#) (\$50.7 million over four years)

Support will be provided for 'almost 350 of the lowest performing Victorian government schools to improve performance'. Tailored support will include assistance from 'mobile turnaround teams, deployment of an executive principal, school improvement partnerships, and specialist teaching teams'.

[Digital education](#) - Critical IT supporting every student (\$68 million over five years)

This initiative includes funding for upgrades of classroom IT, including Wi-Fi improvements and renewed 'virtual conferencing infrastructure'.

[Excellence in teacher education](#) (\$9.8 million over five years)

This initiative includes a range of measures targeted at teacher education including the strengthening of support for graduate teachers, the development of alternative pathways for school leavers who don't meet the entry requirements for teacher education, and funding for Teach For Australia and the National Exceptional Teachers for Disadvantaged schools programs.

[Lifting the quality of teaching and school leadership](#) (\$23.7 million over four years)

This initiative includes a range of measures including the expansion of the Professional Learning Communities initiative to include an additional 200 schools, increasing the number of participants in the aspiring principal assessment process, and 'providing grants to principal network chairs for professional learning'.

[Program for Student with Disabilities- Demand](#) (\$58.4 million in 2018)

This growth funding will be used to provide PSD support for an additional 2,600 students in 2018.

[Education State in 2018](#) - (\$90 million in 2018)

'As part of making Victoria the Education State, the Government will allocate additional funding for the 2018 school year. This funding will be held centrally and Government will make further announcements to confirm how it will be allocated.'

Online NAPLAN further delayed

The last minute decision to require all Victorian students to do pen-and-paper NAPLAN tests in 2017 puts paid to the viability of the plan to have all students doing NAPLAN online by 2018.

Back Copies

A limited number of hard copies of previous editions of *Professional Voice* are available. They contain articles by leading writers on education from Victoria, interstate and overseas. They also contain interviews with many of the most highly regarded educationists such as Linda Darling-Hammond, Andy Hargreaves, Richard Elmore, Pasi Sahlberg, Diane Ravitch, Alan Reid, Kenneth Leithwood, Bill Hannan, Raewyn Connell and Jill Blackmore.

To view the contents of past copies go to [here](#).

To request a copy of a specific edition send an email to Marlene McLean at marlene.mclean@aeuvic.asn.au indicating the volume, number, and title of the edition and your postal address.

The VCAA sent out a Notice to Schools (42/2017) on 19 April, just three weeks before the NAPLAN tests were scheduled to begin, indicating that the online pilot would not proceed because "technical issues pose too great a risk".



The VCAA had indicated as late as March of this year that the 2016 trials of NAPLAN online had gone well and that students in 160 schools would sit their NAPLAN tests online in 2017 with the rest of schools going online in 2018.

However, at the April meeting of Commonwealth and State Education Ministers (the Education Council) concerns were expressed about unresolved technical issues with the NAPLAN Online platform and supporting technology.

Reports were given about power failures, freezing, browser issues and broken internet connections during trials. Victorian Education Minister, James Merlino, said that he lacked confidence in the present state of the technology as it may impact on student performance in the tests.

The Education Council agreed that schools across Australia will start to go online from 2018 on an opt-in basis. State/territory education authorities are responsible for determining when their state/territory moves to NAPLAN Online.

The VCAA said that it will advise schools regarding the future implementation of NAPLAN Online "in due course".

Increased demand for public school places



The Victorian Government report *Victoria in Future 2016* projects that the school-aged population of five to 17 year-olds will increase by around 90,000 students - nearly 10 per cent - between 2017 and 2022.

The Department of Education and Training predicts that 50 additional government schools will need to be built by 2021 to meet this growing demand. This may be an underestimate of the demand for government school enrolment places as it is based on a prediction that 66 per cent of primary school students and 56 per cent of secondary school students will choose a government school education.

The proportion of students in government primary schools has been rising since 2014 and reached 67.6 per cent in 2016. A two per cent increase (above 66 per cent) in the proportion of students in public primary schools would add an additional 11,000 students to the projected number. In 2016 the proportion of students in government secondary schools was 56.3 per cent and has been stable since 2014.

The recently released report by the Auditor-General on school infrastructure ([Managing School Infrastructure - May 2017](#)) indicated that at present 52.3 per cent of government primary school enrolments and 53.3 per cent of government secondary school enrolments come from outside the school catchment.

As well as building new schools, DET will have to expand existing schools and ensure that they are well maintained. The A-G's report expressed concern about the level of school maintenance.

School maintenance continues to be underfunded and is at levels below industry standards. As a result, schools will continue to postpone much-needed repairs and struggle to maintain their assets effectively. (p.viii)

Levels of disability in schools



Program for Students with Disabilities – Management System (PSDMS)

Viewing budget and resource allocation
Training Demonstration
Student Wellbeing Branch



The [Nationally Consistent Collection of Data](#) (NCCD) on students across Australia requiring adjustment for disability found that in 2015 there were 674,323 students (18 per cent of all students) receiving some form of "adjustment".

The NCCD is an attempt to have all schools and governments in Australia reporting in a nationally consistent way on the numbers of students requiring an educational adjustment to access education because of a disability. 2015 was the first year when all schools were included.

The NCCD breaks up the cohort of students with disability into four levels of support/adjustment:

- 5.5 per cent (206,058 students) were receiving some form of differentiated teaching practice - 6.6 per cent in Victoria
- 8.2 per cent (307,257 students) were receiving some form of "supplementary" support at specific times eg modified or tailored programs, specialised technology, intermittent specialist teacher support - 6.0 per cent in Victoria
- 2.8 per cent (106,577 students) were receiving "substantial" support such as frequent teacher-directed individual instruction and adjustments to delivery modes - 2.7 per cent in Victoria
- 1.5 per cent (54,431 students) were receiving "extensive" support through essential specific measures and resourcing at all times - 1.9 per cent in Victoria

The data also breaks up students into four categories of disability:

Category of Disability as a percentage of total student population

Category of Disability	Victoria	National
Cognitive	8.8%	9.8%
Physical	3.5%	3.4%
Sensory	0.5%	0.7%
Social-Emotional	4.3%	4.1%
Total all Categories	17.1%	18.0%

Victorian government schools

Published DET data about the level of students receiving specific funding for disability in Victorian government schools shows a steady increase from 1992 to 2016 (see table below).

Funded students with disabilities in Victorian government schools

	In regular schools	In special schools	Total	% of total student cohort
1992	5,619	4,738	10,357	1.94
1997	6,338	4,963	11,301	2.18
2007	9,691	7,707	17,398	3.25
2012	11,875	9,721	21,596	4.0

2016	12,980	11,515	24,495	4.2
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[Source: DET, Summary Statistics for Victorian Schools, 2000-2017]

These figures also reveal the gap between the percentage of students with disability funding as compared to the percentage of students with identified additional learning needs who are funded out of school budgets.

In 2012 the Auditor-General estimated that 20 per cent of all students had additional learning needs. The 2016 [DET review of the Program for Students with Disabilities](#) estimated that 15 per cent students fell into this category.

This means that between 94,000 (A-G report) and 65,000 (PSO report) students with additional learning needs are being funded out of school budgets.

News: National

Smoke-and-Mirrors or Pea-and-Thimble: The Turnbull Funding Plan

The National Convenor of Save Our Schools, Trevor Cobbold, who used to work as an economist at the Productivity Commission, has analysed the Coalition Government's school funding plan and concluded it is a bad deal for public schools.



He finds that under the Turnbull deal the majority of non-government schools across Australia will be over-funded while the large majority of public schools will remain under-funded.

Despite the appearance of a large increase in school funding to 2026-27, it will deliver only a miniscule increase in inflation-adjusted funding to public schools of \$506 per student over ten years (or \$50 per year).

In essence, the Turnbull Government has pulled a financial confidence trick in highlighting the total funding increase over 10 years without making allowance for increasing costs and enrolments. It is a case of a big total amount over a long period disguising a small increase per student year-by-year.

Deceptively described by the Turnbull Government as Gonski 2.0, it provides a total increase per student over the ten years around 60 per cent lower than the increase planned under the original Gonski funding agreement. This means that disadvantaged public schools will continue to be massively under-resourced despite the smoke-and-mirrors use of the term "Gonski" by the Coalition Government.

The Turnbull plan puts a rigid cap on Commonwealth funding of public schools of 20 per cent of the Schooling Resource Standard (SRS). This represents a major retreat by the Commonwealth Government in funding public schools and disadvantaged students, over 80 per cent of whom attend public schools.

Cobbold's analysis also reveals that there will be a fourfold increase in the percentage of Independent schools which are over-funded from 17 per cent to 65 per cent (in Victoria the rise will be from 20 per cent to 45 per cent). This arises from the Turnbull commitment to fund private schools to 80 per cent of their SRS without taking account of the fact that many private schools are already funded by state governments at over 20 per cent of the SRS.

The present over-funding of Catholic schools which occurred after a series of special deals were made will be reduced but not eliminated. Individual Catholic schools will still be significantly above the standard and Catholic systemic schools in Victoria will be funded at 103 per cent of the SRS.

When all schools in each sector are taken into account, Cobbold finds that the Turnbull plan will result in a significant gap between the funding of public and private schools in Victoria. Public schools will be funded at 86 percent of the SRS, Catholic schools at 100 per cent and Independent schools at 101 per cent.

[\[Trevor Cobbold \(2017\). Gonski 2.0 is a 40% Gonski. Save Our Schools\]](#)

[\[Trevor Cobbold \(2017\). Gonski 2.0 provides even more over-funding for private schools. Save Our Schools\]](#)

The Vanishing Private School

Researchers Chris Bonnor and Bernie Shepherd, after analysing data from My School, have concluded in funding terms "private" schools are on the verge of disappearing.



All but the wealthier private schools are essentially funded by governments, most commonly at 90-95 per cent (2014 figures) of the funding going to similar public schools. Their fees provide additional income which takes their total resourcing to levels well above similar public schools.

This raises long-forgotten questions about differences in the operation and obligations of what are now virtually two publicly-funded sectors. In contrast to their private counterparts, public schools must be available to every child from every family in every location and circumstance.

Bonnor and Shepherd explore the question: "To what extent is it now possible to maintain such an inclusive public system alongside privately owned and operated schools - with similar levels of public funding but significantly fewer accountabilities and obligations?"

The My School website shows that two-thirds of schools lie in the 950-1150 ICSEA range. 93 per cent of Catholic schools fall in this range and they receive between 90.8 per cent and 99.5 per cent of the public dollars going to similar public schools.

79 per cent of Independent schools fall in this range and they receive between 79.5 per cent and 94.6 per cent of what goes to similar public schools. These are national figures.

Catholic schools in Victoria receive 104.8 per cent and Independent schools 91.5 per cent of government funding going to public schools in the same ICSEA range.

[Chris Bonnor and Bernie Shepherd (2017), [The Vanishing Private School](#)]

News: International

Public Education under Trump

Public school advocacy groups say that they are now fighting what feels like a multi-front war against vouchers, dramatic budget cuts, and what some describe as a general antipathy toward public schools and disadvantaged children.



The Trump administration wants to cut \$9 billion (13 per cent) from the Education Department's roughly \$70 billion budget, including slashing key programs that help pay for teacher quality initiatives and after-school programs. In addition the health-care bill could squeeze up to \$4 billion in funding that schools use to cover special education services.

The Trump administration has asked for \$1 billion in funding to be directed to school choice in its budget request. And the spending plan also seeks increased funding for charter schools and resources for a private school initiative.

Some organizations say they are struggling to preserve what they see as victories from the Obama years, including a larger role for the department in looking out for children's civil rights and a focus on resource equity.

A spokesperson for the largest teacher union (3.2 million members) in the United States, the National Education Association, said that the appointment of Betsy DeVos, as Education Secretary was a disaster for public education:

"For the first time, we have a secretary of education who has no background in public education and who has a singular focus on school choice. Every time she opens her mouth, she shows her lack of qualifications for this job."

Public school advocates say that the level of unpredictability under Trump (which is not an education-only problem) makes it impossible to plan for the long term. Communication with federal employees is described as difficult - they are really hesitant to communicate via email and say things like: "It is so hostile over here. ... everyone is walking on eggshells."

[From Alyson Klein and Andrew Ujifus (2017), [How Trump's altered the landscape for education advocates](#), Education Week, May 12]

Moral education in Japan

In Japan, public schools cannot choose their textbooks freely. Instead, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) oversees a "school textbook authorisation system."



Publishers must prepare draft textbooks that meet curriculum guidelines provided by the ministry.

The MEXT and the authorisation committee check and evaluate submitted drafts before any are officially approved. Only then may each public school "choose" from the approved textbooks.

However, Japan's authorisation system is frequently the target of formal protests by China and South Korea. Their major concern is that it allows the government to choose only "acceptable" information by obscuring subject matter deemed "inappropriate".

Japan has been accused of whitewashing its wartime record through this system. For example, one history textbook referred, only in a footnote, to the 1937-38 Nanking Massacre as an "incident", and glossed over the issue of comfort women altogether.

Recent moves in the official direction of Japanese moral education have shone a new spotlight on the failings of this authorisation system. Earlier this year, the government announced a shift from a lecture-based model to a deliberation-based moral education during compulsory schooling.

According to the MEXT, the change would enable students to cultivate moral judgements anchored in critical thinking and a tolerance of diversity. It soon became clear that the evaluation criteria still reflected government-endorsed moral frameworks.

For example, the following simple story was written in accordance with the curriculum guidelines. These require textbooks to cultivate a respect for tradition, along with a love for Japan and local culture.

During a walk around his city, a boy has a chat with the staff in a greengrocer and buys bread from a bakery. This experience raises his interest in the city where he lives.

The authorisation committee deemed this content "inappropriate" because it was set in a bakery. The bakery originally derives from Europe, so the committee thought it inappropriate as a setting for students to deliberate on Japanese culture.

The publisher replaced the bakery with the much more appropriate *wagashiya* (a traditional Japanese confectionery store). The textbook was then approved.

The curriculum guidelines encourage, at least on paper, deliberative citizens to think critically and to appreciate diversity. The evidence however, is that morality is regulated as an extension of government-prescribed nationalism.

[Kei Nishiyama, [From bakery to wagashiya: a textbook case of 'moral education' in Japan](#), *The Conversation*, May 1 2017]

Reports and Resources

Working Memory

'Working memory' describes the ability to hold in mind and mentally manipulate information over short periods of time. The capacity to do this is crucial to many learning activities in the classroom.

Differences in working memory capacity between different children of the same age can be very large. For example, in a typical class of 30 children aged 7 to 8 years, we would expect at least three of them to have the working memory capacities of the average 4-year-old child and three others to have the capacities of the average 11-year-old child, which is quite close to adult levels.

Children with poor working memory struggle with activities where they are required to hold in mind some information (for example, a sentence to be written down) while doing something that for them is mentally challenging (such as spelling the individual words in the sentence).

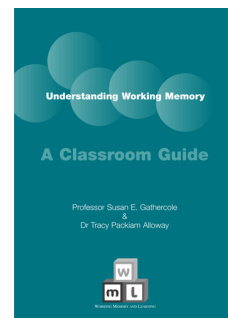
They often fail to complete an activity properly because they have lost from working memory the crucial information needed to guide their actions.

Typically, children with poor working memory: are well-adjusted socially; are reserved in group activities in the classroom; behave as though they have not paid attention; frequently lose their place in complicated tasks; forget the content of messages and instructions; make poor academic progress during the school years, particularly in the areas of reading and mathematics; are considered by their teachers to have short attention spans and also to be easily distracted.

Approximately 70 per cent of children with learning difficulties in reading obtain very low scores on tests of working memory that are rare in children with no special educational needs.

Classroom strategies to support students with working memory problems

- Recognise working memory failures
- Monitor the child's working memory regularly in the course of demanding activities



- Evaluate the working memory demands of learning activities
- Reduce working memory loads if necessary In order to avoid working-memory-related failures
- Frequently repeat important information
- Encourage the child to develop strategies for overcoming memory problems - the use of memory aids, the use of rehearsal to maintain important information, breaking tasks down into component parts, asking for help when important information has been forgotten.

[Susan E. Gathercole, and Tracy Packiam Alloway (2007), [Understanding Working Memory: A Classroom Guide](#), Centre for Working Memory and Learning, Universities of York and Durham, UK]

Other classroom resources:

[Workshop for schools](#)
[Classroom resources](#)

Recent Research on Working Memory

"The extent to which deficits in working memory (WM) are characteristic of children with reading and mathematics difficulties was investigated in a large sample aged 5-15 years reported to have problems in attention, learning and memory.

WM performance was highly correlated with reading and mathematics scores. Although deficits in individual tests of short-term memory (STM) and WM occurred in less than half of the children with detected learning difficulties, three-quarters of the children with low reading and mathematics scores obtained one or more WM scores in the deficit range.

These findings are consistent with proposals that WM, or the broader cognitive dimensions it taps, impede school-based learning, and point to the importance of managing WM loads in the classroom."

[Susan E Gathercole, Francesca Woolgar, Rogier A. Kievit, Duncan Astle, Tom Manly and Joni Holmes (2016), *How Common are WM Deficits in Children with Difficulties in Reading and Mathematics?*, [Journal of Applied Research in Memory and Cognition](#), 5: 2016, pp384-394]

Research Digest

Australia in top tier for school segregation

New OECD data analysis has positioned Australia as having one of the most socially segregated schooling systems in the world.



Using the data generated by PISA 2015 the OECD researchers analysed the social mix of schools by looking at the concentration of students in schools according to their parents' occupation, where occupation is classified in the two categories of blue-collar or white-collar jobs.

The concentration is measured by a social segregation index ranging from 0 to 100, with values close to 0 indicating that children of blue-collar and white-collar workers are distributed evenly across schools, and values closer to 100 indicating that children of blue-collar and white-collar workers are likely to attend different schools.

Australia emerged as the 9th most segregated schooling system out of the 68 countries measured. With an index score of 27, Australia was one of only 11 countries with a score above 25. The OECD average was 20.5.

Other countries with scores above 25 included Chile, Qatar, Indonesia, Peru and Israel. USA, UK and Canada were all significantly below the OECD average. New Zealand and Finland were two of the least segregated schooling systems in the world.

The study authors comment that much of the uneven distribution of children across schools reflects the fact that children of white collar workers are more likely to study in private schools than the children of blue-collar workers, so that selective private education is a source of socio-economic segregation across an education system.

[OECD (2017), [PISA 2015 Results, Students' Well-Being](#), vol. III, pp 177-180.]

Bullying higher in Australia

Bullying in Australian schools is significantly higher than the OECD average according to a new international study.

The OECD study arising out of the most recent PISA testing program found that 14.8 per cent of 15-year-old Australian students reported that they were frequently bullied compared to the average across OECD

countries of 8.9 per cent.

Levels of bullying at school experienced by 15-year-olds (% of students)



	Australia	OECD Average
Once a week or more	10.7	8.1
A few times a month	13.5	10.5
A few times a year	32.5	30.0
Never/almost never	43.3	51.4
Boys (a few times a month or once a week or more)	25.4	19.9
Girls (a few times a month or once a week or more)	23.0	17.4

[Source: OECD (2017), *PISA 2015 Results, Students' Well-Being*, vol. III, PP370-375]

The study found that across OECD countries, low performers tend to report greater exposure to physical, verbal and relational bullying. It suggested that frequent exposure to bullying among low performers might be related to the concentration of these students in schools that lack the resources to address disciplinary problems.

Schools where the incidence of bullying is high by international standards (more than 10 per cent of students are frequently bullied) scored 47 points lower in science, on average, than schools where bullying is less frequent (schools where less than 5 per cent of students are frequently bullied).

On average across OECD countries, about 42 per cent of students who are frequently bullied - but only 15 per cent of students who are not frequently bullied - reported feeling like an outsider at school. Research shows that students who are frequently bullied may feel constantly insecure and on guard, and have clear difficulties finding their place at school.

As a way to reduce their exposure to bullies, they often forego making friends or miss out on taking chances that could help them become better integrated with their schoolmates.

Countering Bullying

A school's disciplinary structure and adult support of students are the two key components of a positive school climate to counter bullying.

- Disciplinary structure refers to the idea that school rules are perceived as strict but fairly enforced.
- Adult support refers to students' perceptions that their teachers and other school staff members treat them with respect and want them to be successful.

Schools with a low incidence of physical and relational violence tend to have more students who are aware of school rules, believe that these rules are fair, and have positive relations with their teachers.

[OECD (2017), *PISA 2015 Results, Students' Well-Being*, vol. III]

Girls experience more schoolwork anxiety

In all countries and economies that participated in PISA 2015, girls reported greater schoolwork-related anxiety than boys. Australian students overall had higher levels of anxiety than the OECD average with the same gender difference between boys and girls.

37.4 per cent of Australian boys and 56.4 per cent of Australian girls reported that they get very tense when they study. Across OECD countries the average for boys was 30.3 per cent and the average for girls was 42.5 per cent.

59 per cent of Australian boys and 76 per cent of Australian girls reported feeling very anxious even when they are well prepared for a test. Across OECD countries the average for boys was 47.1 per cent and the average for girls was 63.9 per cent.

PISA 2015 shows that anxiety about schoolwork, homework and tests is negatively related to performance in science. The fear of making mistakes on a test often disrupts the performance of top-performing girls who "choke under pressure".



Among the top 25 per cent of students in their country in science performance 55 per cent of girls, compared to 38 per cent of boys, reported that they feel very anxious for a test even if they are well prepared.

Gender differences in anxiety are also observed among low-achieving students.

OECD (2017), *PISA 2015 Results, Students' Well-Being*, vol. III, pp 294-298]

Teacher support in "happy" schools

A large OECD study of student well-being (based on PISA data) found that happier students tended to report positive relations with their teachers.

Students in "happy" schools (schools where students' life satisfaction is above the average in the country) reported much greater support from their teachers than did students in "unhappy" schools.

On the whole most 15-year-old students are relatively satisfied with their life, and those who are motivated to achieve reported even greater satisfaction. However, the results also indicated that schoolwork-related anxiety and the prevalence of bullying at school ("on average, there's a bully in every class...") erode students' well-being.

Student well-being, as defined in this report, refers to the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life. Well-being is defined by the quality of life of students as 15-year-old individuals.

PISA 2015 asked students to rate their life on a scale from 0 to 10, where 0 means the worst possible life, and 10 means the best possible life. On average across the OECD and partner countries, students reported a level of 7.3 on a life-satisfaction scale ranging from 0 to 10.

Roughly speaking, this suggests that the "average" adolescent in an OECD country is satisfied with life. One characteristic of the results was that students in the high academic performing countries in Asia - Japan, South Korea, Hong Kong, Taiwan, Macao and four Chinese mainland cities - had some of the lowest life satisfaction scores amongst all of the countries surveyed.

Across OECD countries, 29 per cent of girls compared to 39 per cent of boys reported that they are very satisfied with their life. Girls were more likely than boys to report low satisfaction with life - 9 per cent of boys compared to 14 per cent of girls reported a level of life satisfaction equal to 4 or lower on a scale of 0 to 10.

[OECD (2017), *PISA 2015 Results Vol. III Student Well-Being*]

Impact of Parent Involvement

A clear way to promote students' well-being is for schools to encourage all parents to be more involved with their child's school life.

Students' perceptions of how interested their parents are in them and in their school life impacts on student attitudes towards education and their motivation to study. Those relationships are particularly strong among low-performing students - and stronger than the impact of most school resources and other factors measured by PISA.

Students whose parents reported "spending time just talking to my child", "eating the main meal with my child around a table" or "discussing how well my child is doing at school" regularly were between 22 per cent and 39 per cent more likely to report high levels of life satisfaction.

"Spending time just talking" is the parental activity most frequently and most strongly associated with students' life satisfaction.

Students whose parents reported "spending time just talking" were two-thirds of a school year ahead in science learning; and even after accounting for socio-economic status, the advantage remains at one-third of a school year.

[OECD (2017), *PISA 2015 Results Vol. III Student Well-Being*]

Student
Wellbeing
Centre



Statistics

15 year-old Australian students' aspirations (%)

	Australia	OECD Average
Aim to be one of best students in class	74	59

Expect to undertake a university degree	54	44
Expect to do tertiary VET course	3	15
Presently working while still at school	35	23

[Source: OECD (2017), *PISA 2015 Results, Students' Well-Being*, vol. III]

Funding v Needs

	Govt schools	Catholic schools	Independent schools
2009-15 increase in total recurrent federal and state government funding	17.6%	35.6%	38.7%
Proportion of student population in lowest SES (disadvantaged) quartile	30.2%	14.4%	8.9%

[Source: B.Shepherd, My School data]

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 are able to book your activity online.

The AEU also runs online webinars and member forums throughout the year.

These events are free to AEU members but you must register to attend. All events can be found in the [AEU Events Calendar](#).

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

AEU Professional Learning Centre

If you are interested in improving and enhancing pedagogical practice for all staff by researching and modelling quality teaching across all year levels then the courses below will capture your passion.



Leading Learning in your School

Teacher-Leaders do need to know what expert teaching looks like if they are to lead, manage and support high quality education. This four-day intensive course aims to support teacher-leaders to develop an essential skillset, with the knowledge and understanding of instructional fundamentals that make a difference in student learning.

This four-day program is designed for individuals who:

- are focused on developing instructional leadership skills which are a positive and lasting impact on student learning;
- want to understand and apply current research and frameworks in meaningful ways;
- want to add to their leadership skills by effectively leading and managing essential teaching and learning practices.

Facilitator: Maryanne Pearce is an experienced education consultant and school reviewer who works with schools and networks across Victoria, the ACT and Queensland. Instructional leadership has been a core focus of Maryanne's work with teachers and leaders for over 11 years. Maryanne brings a deep knowledge and understanding of the work required to shift culture and practice.

Course materials, morning tea and lunch provided,

Date:

Wednesday, 26 July 2017 (day 1)
Thursday, 7 September 2017 (day 2)
Tuesday, 31 October 2017 (day 3)
Monday, 6 November 2017 (day 4)

Time:

9.00am - 4.00pm

Location:

AEU Building, 126 Trenerry Crescent, Abbotsford

Cost:

Members \$450/Non-members \$562.50

To register:

Click <https://www.aeuvic.asn.au/event/leading-learning>
or contact Anne Huggins on 9418 4847 or anne.huggins@aeuvic.asn.au

If you are thinking about using your great classroom skills to lead others in improving classroom practice then the courses below will appeal to you.

McREL Classroom Instruction that Works

Classroom Instruction That Works will inspire school leaders and teachers to refine their approach to teaching and assist them with the F.I.S.O by asking and answering these questions: What works in education? How do we know? How can educational research find its way into the classroom? How can we apply it to help individual students?

This all-new program involving three workshops by McREL is based on years of research, practice, and results to re-analyse and re-evaluate the nine instructional strategies that have the most positive effects on teaching and learning and are central to teachers, teacher-leaders and school leaders striving to implement the Framework for Improving Student Outcomes (F.I.S.O).

28 July, 11 August and 25 August

School Improvement program - McREL Balanced Leadership Program

This six-day program goes beyond simply explaining what to do and how to do it - it helps participants connect vision with action. The program helps school leaders create high-performance school cultures. It focuses on what matters most, how to establish a culture that fuels success, how to manage the effect of change and how to ensure a smooth transition. It provides a strong narrative on school improvement and the need for "balanced leadership".

Presenters Julie Chandler and Muffy Hand are education consultants and facilitators who specialise in leadership and school improvement as well as enhancing the effectiveness of leaders and their teams in schools. Click on the dates below to register.

30-31 August, 14-15 September, 26-27 October

Application Writing and Interview Skills for Leading Teacher Positions

This one day workshop assists aspiring leading teachers to recognise their strengths and skills and translate these into effective applications and interview presentation.

This is a unique opportunity to establish a foundation for demonstrating your leadership capacity in light of the Education Department's Developmental Learning Framework. The workshop reflects the current emphasis on demonstrating the capabilities and behaviours required of a leading teacher.

One day workshops will be held on:

2 August, 5 September, 2 October and 2 November

Women in Leadership

The program acknowledges that women are under-represented in the principal class in relation to their numbers in the school education workforce. A significant practitioner in the area and effective female principals will lead the program that explores the complexities of leadership. Click on the date below to register.

14 June

Review of your Application and Feedback

Going for a new position as a Leading Teacher, Assistant Principal or Principal?

If you are going for a leadership position this year in schools we can assist you with individual support with your application on a fee-for-service basis. Please contact David Tyson, Manager, Professional Learning Centre david.tyson@aeuvic.asn.au or call 9418 4939.

Detailed Feedback of application

\$275 AEU members

\$302 non-AEU

One-on-one interview and application support

One-on-one interview and application support at Abbotsford

\$350 AEU members

\$385 non-AEU

One-on-one interview and application support via SKYPE for Country and remote locations.

\$100 AEU members

\$125 non-AEU

This service assists serving and aspiring school leaders to articulate a personal response to leadership and develop their application writing and interview skills for leadership positions (Leading Teacher, Assistant Principal and Principal).

Please contact David Tyson, Manager Professional Learning Centre on 9418 4939 or email david.tyson@aeuvic.asn.au

Application Writing and Interview Workshops on site at your school

The PLC can provide a workshop for staff after school on application writing and interview skills.

This workshop goes for between one and half and two hours and costs \$660 (includes GST) and is a great way of supporting all teachers.

Please contact David Tyson on 9418 4939 or email david.tyson@aeuvic.asn.au

We can help you in all kinds of ways

Over the last couple of years, the PLC has assisted many schools (primary, secondary and special setting) to deliver engaging and meaningful targeted professional learning at a very low cost for aspiring leaders.

The Professional Learning Centre can provide the sort of support you need when you're facing a mountain of work with lots of meetings to attend, and you know you have a professional learning day to plan.

Please look at our [website](#) for ideas and then contact David Tyson, Manager, Professional Learning Centre david.tyson@aeuvic.asn.au or call 9418 4939.

Professional development with TLN

Teacher Learning Network

TLN in 2017

The Teacher Learning Network is your professional development provider, supported by your union - AEU Victoria.



TLN operates on school based memberships - your school pays a one-off membership fee and then all staff in your school can access the following benefits FREE of any further cost.

1. Over 100 professional development courses each year delivered by 'teachers for teachers'. See the full list at www.tln.org.au
2. Courses that meet the needs of ES staff working with students or having to manage challenging conversations with other adults.
3. Most courses are delivered online and are accessible anywhere in Victoria.
4. Multiple copies of professional journals three times per year. In 2017 the journal themes are Feedback; Digital Literacy - implementing the new curriculum; and New Pedagogies (assessing the new teaching models from Hattie, Marzano, McRel etc.)
5. Over 70 recorded courses - available to all staff on-demand. Topics include literacy, numeracy, behaviour management, working with students with a learning disability, differentiation.

New in 2017 (accessible to TLN members only)

Autism in the Classroom - On-demand Package. An innovative 8-hour package of video recordings, podcasts, professional reading, forums and practical activities on teaching students with Autism. This is the

best introduction to this teaching skill.

Professional Certificate in Education Leadership

In 2017, the Teacher Learning Network has introduced a Professional Certificate in Education Leadership. This is leadership development that is practical and school focused. The Certificate is designed for new, aspiring and emerging leaders.

The Certificate comprises 16 hours of TLN leadership development. There is over 24 hours of course time available in the Certificate, so participants can tailor the program to meet their development needs and the school improvement plan.

Many courses are being run in partnership with the Professional Learning Centre. See below for a sample of the courses available to participants. More information is available from Michael Victory mvictory@tlm.org.au, (03) 9418 4992 or for more information go to www.tln.org.au

Course	Presenter	Date	Venue
Leading a curriculum/KLA team	Lori Pereira (North Geelong Secondary College)	5 September	Online

Join TLN

If your school is not a member (you can check at www.tln.org.au) then you and the staff at your school are missing out. School membership is much cheaper than you imagine.

Curriculum Coordinators e-news is edited by John Graham john.graham@aeuvic.asn.au

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