

Curriculum coordinators e-news



August, 2015

Volume 11, Issue 3

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Spin offs!



Digital Learning Environment (1)

The teacher needs to change from being the sage on the stage to the learning engineer.

[Elizabeth Engum]

Digital Learning Environment (2)

Technology is not the innovation, and that's the problem we keep getting into when we look at these big initiatives where technology is seen as the innovation. The innovation is deeper content. It's more active forms of learning and teaching. It's more authentic forms of assessment. It's linking school to life. It's taking the passions that kids have in their informal

Dear Colleague,

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

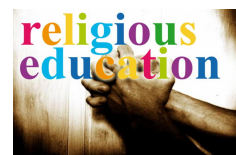
If there is someone else at your school who should receive this e-news (and is an AEU member) please forward it on to them. They will be put on our Coordinators email network once we receive their email address.

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

News: Victorian

SRI Changes for 2016

The Andrews Government has removed Special Religious Instruction (SRI) from class time in Victorian government primary schools. In 2016 schools that continue with the weekly 30 minute program will have to hold it at lunchtime or before or after school.



For many years the numbers of students in SRI classes were artificially buoyed up by the necessity for parents to formally opt out of participation. The State Government change to an opt in policy in 2011 led to a major decline in participation. Enrolments fell 42 per cent from 2013 (92,808) to 2014 (53,361).

This meant only 15.7% of primary school children were in the program. The other 85% were unable to receive any formal teaching in the primary school curriculum while the religious classes were taking place. The Department regulation states:

A principal must ensure that students who do not attend SRI must not be provided with instruction in areas within the Australian Curriculum in Victoria (AusVELS) while other students are participating in SRI.

SRI fell into particular disrepute after the former CEO of the major provider of SRI, Access Ministries, stated:

We must go and make disciples ... What really matters is seizing the God-given opportunity we have to reach kids in schools.

New Curriculum Program: Respectful Relationships

The State Government has announced that it will introduce "respectful relationships education" into the school curriculum in

learning and using technology to bring those into formal learning.

[Chris Dede, the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education]



Digital Learning Environment (3)

Let's just understand exactly what the Leader of the Opposition has asked. He said that he wants primary school kids to be taught coding so they can get the jobs of the future. Does he want to send them all out to work at the age of 11? Is that what he wants to do? Seriously?

[Prime Minister Tony Abbott replying to a question in Federal Parliament from Bill Shorten asking him if he would support coding being taught in every Australian school, 27/5/15]

Publications

Professional Voice

The latest edition of Professional Voice - Teaching "teaching" - has been sent to all members of the AEU Coordinator list. If you have not received a copy please contact Marlene McLean marlene.mclean@aeuvic.asn.au



The articles cover teacher education, teacher supply and demand, school equity and Autism Spectrum Disorder. There is also an interview with Professor Jill Blackmore.

One Labor Minister told me: "Do you know what it's like to talk to Cabinet, when they all send their kids to private schools themselves, for me to tell them that they have to take money away from the private schools to

2016 for all Year levels from Prep to Year 10.

According to the Minister for Education, James Merlino, the program will address the issues involved in family violence and promote gender equity. It will focus on challenging negative attitudes such as prejudice, discrimination and harassment that can lead to violence, often against women.

**Speak Out
and Act**



It will also aim to support students in learning how to build healthy relationships and understand global cultures, ethics and traditions.

The program has arisen out of *Victoria's Action Plan to Address Violence against Women and Children 2012 - 2015* and coincides with the Royal Commission into Family Violence.

Schools will receive training and guidance to deliver the curriculum content. The Victorian Curriculum and Assessment Authority (VCAA) will develop resources to support teachers.

The state-wide introduction of respectful relationships education follows a pilot program in 30 Victorian schools.

Review of program for Students with Disabilities

A review of the Program for Students with Disabilities began in July 2015. It focuses on the transition from primary to secondary school and the specific needs of students with autism and dyslexia.

The Program for Students with Disabilities review will investigate:

- the needs of children with a disability, in particular, children with autism and dyslexia
- how to improve the way the program enables schools to support students with disabilities
- the needs of children with a disability in the transition from primary to secondary schooling
- how the program can support schools to be more inclusive.

In September there will be an online survey open to principals, teachers, parents, students and all other members of the public to provide feedback about how to improve the Program for Students with Disabilities. Alternatively, feedback can be sent to psd.review@edumail.vic.gov.au

The AEU is part of the Advisory Panel for the Review.

Australian's former Disability Discrimination Commissioner, Dr Graeme Innes (pictured), has been leading face-to-face consultations with parents, academics, practitioners, principals and teachers from mid-July 2015.



Please see Review [here](#).

The Education State

The State Government released two consultation papers to help steer discussion and seek feedback on its election commitment to advance Victoria's claim to being "the Education State".

The general Education State Consultation Paper sets out some very broad parameters encompassing all levels of education and training with links to the economy.

Help shape the
Education State



give it to the public"? This is our dilemma in Australia - the lack of political will to deliver social justice.

[From Jill Blackmore's Interview]

TLN Journal



New edition - How Do I

Teach - Now Available (for details see TLN in PD section below).

This journal is free to TLN member schools. If you would like to access the journal then you can join online at www.tln.org.au or email Michael Victory at mvictory@tln.org.au or call 9418 4992.

The Education State Schools Consultation Paper lists a series of target areas for improvement:

- increased student safety and wellbeing
- increased proportions of students in the top achievement bands
- increased participation in STEM subjects, particularly for girls
- increased rates of senior school certification
- close the gap for students from Koorie and low-SES backgrounds and students with a disability
- increased parent engagement in schools
- improved system connections between different levels of education and the community and
- increased retention to Year 12.

It also contains target areas for "ideas about how we can work differently". They include: increased public standing of the teaching profession; improved community confidence in government schools; increased parent and community engagement with schools and increased use of evidence to guide judgement.

The AEU position is that education is *our* industry, and our voice as a profession and as a union of teachers and other education workers will be at the forefront of the debate and discussion.

Victoria's real engine of social and economic development is its highly educated population. Investment in education has to be prioritised in a knowledge-based economy where manufacturing is either declining or being transformed, where the global is replacing the local and where the state you live in already has world-class education institutions.

The cornerstone of any education state must be a universal public education system. The case we make is that public education has been, and will continue to be, central to a democratic and cohesive society and a thriving economy. Only a universal system of public education can provide educational opportunities for all Victorians on an equal basis and show that our community values all of its young people.

A key performance indicator for the AEU will be when our education state reaches at least the national average for public education funding per student rather than languishing at the bottom of the national league table.

The Government has announced that it will develop a range of proposals to help deliver the Education State from later this year.

[Education State School Consultation Paper](#)
[Education State Consultation Paper](#)

<http://educationstate.education.vic.gov.au/>

Victorian students do well in NAPLAN

Victorian students did well in the 2015 NAPLAN tests according to the preliminary results published by ACARA.

Compared to other states/territories, Victoria came either first or second in reading, writing and numeracy at all Year levels (3, 5, 7 and 9). The only jurisdiction that did better than Victoria at any level in any of these areas was ACT. So Victoria had the highest state performance in these areas.

In the areas of spelling and grammar/punctuation, Victorian students were first at Year 3, second at Year 5, second in grammar/punctuation and third in spelling at Year 7 and third in grammar/punctuation and fourth in spelling at Year 9.



Victoria was above the national average in all areas in terms of the percentage of students who reached the national minimum standard. In terms of the average score Victoria was above the national average in all areas except Year 9 spelling.

Looking at the progress from 2008 - 2015 statistically Victorian performance remained the same except that:

- Year 3 improved in reading (and improved from 2014 to 2015 in writing)
- Year 5 improved in numeracy
- Year 7 and year 9 remained the same in all areas.

Data link <http://reports.acara.edu.au/NAP/TimeSeries>

Bracks Inquiry into School funding

Coming out of the Budget the State Government set up the Bracks Review of school funding.



The review was commissioned following an investigation into the previous Napthine Government's black hole of more than \$800 million in missing state Gonski funding across the 2016 and 2017 school years as well as a \$53 million shortfall across the 2014 and 2015 school years.

It also follows the Victorian Auditor-General's report on the costs of schooling for families in Victoria which provided compelling evidence of the inadequacy of current SRP funding.

The review is considering how government school funding is currently allocated and used including:

- Commonwealth contributions to government school funding in Victoria;
- how the Student Resource Package is calculated, constructed and distributed; and
- how to make sure the school funding system is clear and transparent for principals and school communities.

It is due to report by the end of 2015 and is expected to inform education funding deliberations for the 2016/17 State budget. It is also expected to make recommendations about the outstanding issue of years 5 and 6 Gonski funding for 2018-19.

The AEU has made a submission to the Inquiry.

P-Tech Schools

The Prime Minister has announced (6 August) that the first Australian STEM P-Tech schools will be set up at Newcomb College in Geelong and Federation College (part of Federation University) in Ballarat.



The P-Tech (Pathways in Technology Early College High School) concept has been taken off the shelf from the US after Prime Minister Abbott visited a school like this sponsored by IBM in New York.

The specific curriculum and programs to be offered by the "schools" are still to be outlined. The Federal Assistant Education Minister, Simon Birmingham, stated that there will be: "...real businesses working alongside teachers and the schools themselves to actually deliver training in the schools and work opportunities for those students within their businesses."

In Geelong the P-Tech school will be linked to the Committee for Geelong and work with local businesses like Sky Software and Barwon Health which "will be providing year 9 students upwards with work opportunities, with real curriculum in the classroom that links to on-the-job-skills". Students in the program will do their VCE and begin a vocational qualification.

The Federal Government has committed \$500,000 to setting up the P-Tech school at Newcomb College in 2016.

The Ballarat school will be a partnership between IBM and Federation University.

Principal Health and Well-Being Survey

The interim results of the 2015 annual principal health and well-being survey, conducted by Philip Riley from the Australian Catholic University, found that between 10 and 12 per cent of principals recorded a low quality of life score including some who said they felt like harming themselves in the past week.



This number had doubled from the 2014 survey.

Over the period 2011-2014 the two sources of stress which had significantly increased for Victorian principals were "expectations of the employer" and "government initiatives". The top five sources of stress for principals in 2014 were:

- 1 (=) Sheer quantity of work
- 1 (=) Lack of time to focus on teaching and learning
- 3 Expectations of the employer
- 4 Government initiatives
- 5 Resourcing needs.

[The Age 14/8/15, p.8]

<http://www.principalhealth.org/reports.php>

Private Schools Bankrupting Parents

Eltham College, Geelong Grammar, Wesley College, Camberwell Grammar and Melbourne Girls Grammar have all initiated bankruptcy proceedings against parents.



Wesley College has pursued 22 families since 2006 and last year launched bankruptcy proceedings against three families.

Eltham College applied to bankrupt a single mother over \$12,000 it said she owed - \$5,000 in unpaid fees, \$6,000 for withdrawing her son without enough notice and \$2,000 worth of costs and interest.

[Henrietta Cook and Rania Spooner, *Private schools move to bankrupt parents*, [The Age](#), 15/7/15]

News: National

National Primary Curriculum Changes

Federal Education Minister Christopher Pyne told *The Australian* (8/8/15) that history and geography will be scrapped as separate subjects in the new national primary curriculum.

A new Humanities and Social Sciences subject will merge the existing topics of history, geography, civics and citizenship, and economics and business into a single learning area.



Some state curriculum authorities have complained to ACARA that the changes will "dilute" the teaching of history and geography.

The new curriculum will also mandate the use of phonics to teach children to read. Pyne said the new curriculum will have a "back-to-basics" approach with a "laser-like focus" on literacy and numeracy.

The changes will be considered by state and territory education ministers next month.

[Natasha Bitu, *Curriculum Focus on Core Skills*, [The Weekend Australian](#), 8/8/15, p.1]

New Boss at ACARA

In June 2015 Christopher Pyne appointed Steven Schwarz as the new Chair of the Australian Curriculum Assessment and Reporting Authority (ACARA) which is responsible for the national curriculum and NAPLAN.

Schwarz's background is as a psychologist and a controversial university corporate manager. He has been Vice Chancellor at three universities - Macquarie and Murdoch in Australia and Brunel in the UK.



Steven Schwarz

At Murdoch University the staff issued a vote of no-confidence in him. At Brunel University: an employment tribunal found Schwarz guilty of the victimisation of two employees, another no-confidence vote was carried by an online poll of university union members and he was nominated by the union to participate in Channel 4's television show 'Britain's Worst Boss'.

Apart from being the head of ACARA, Schwarz is also a Director of Teach for Australia and a Senior Fellow at the right wing Centre for Independent Studies.

In his brief period as head of ACARA he has thrown his weight behind phonics-based teaching and agrees with Christopher Pyne that it is the best method of helping children read.

"You wouldn't put someone in front of a piano and say, 'Figure out how to play it', Why sit a child in front of a book and say, 'Learn to read'? It's inefficient and silly - some kids will learn to read no matter what you do but for most kids, phonics is the way to go."

AITSL Union Clean-Out

In June 2015 Federal Education Minister Pyne removed the teacher union representatives on the Australian Institute of Teaching and School Leadership (AITSL) Board.



The body which describes itself as having a "mission" to develop professional standards for teachers and principals now comprises two department bureaucrats, two academics, the NSW private schools' head, an ex-Liberal politician and now head of the Catholic Education Office in Melbourne, the deputy principal of Haileybury College, an ex-Victorian Regional Director and now South Australian principal, a representative of a non-union principals' group, the CEO of the VIT and Jennifer Buckingham - the right wing columnist employed by the Centre for Independent Studies.

This is the body which will now pontificate to public school teachers across the country about what they should be doing and how they should be doing it.

<http://www.aitsl.edu.au/about-us/directors>

Family Violence Programs

The Meeting (COAG) of Premiers with the Prime Minister at the end of July received a report from its Advisory Panel on Reducing Violence against Women and their Children recommending strategies to address this problem.

The Panel found that at present one in four young men believes that controlling and violent behaviour is a sign of male strength.

At its next meeting COAG will consider programs on domestic violence to be delivered in schools with supporting resources for teachers, students and parents.

<https://www.coag.gov.au/node/524>



Inquiry into Electoral Education

The Joint Standing Committee of the Federal Parliament is carrying out an inquiry into improving electoral education.

It is looking at the electoral education services presently provided to schools, the teaching methodology and results of the national civics and citizenship curriculum and evolving technology and platforms for delivering electoral education.

The AEU has made a national submission to the Inquiry.

See link [here](#).

Sporting Schools Program

In July of this year the Federal Government launched the Sporting Schools program. The program is partnered with the Australian Sports Commission and 30 national sporting organisations to increase participation in sport.



The Australian Institute of Sport has developed a new online guide to accompany the program offering tips to parents about how they can nurture their child's interest in sport. The Senior Consultant at the AIS responsible for the guide refers to the research which shows a definite reduction in children's fundamental movement skills and competencies over the past 15 years.

The program is available to all Australian primary schools. Schools can receive grants of between \$1,300 and \$3,100 per term based on the school population, the expected participant numbers and whether schools face higher costs because they face special circumstances (eg rural and remote schools).

The funding can be used for the delivery of endorsed sports programs to cover the costs of such things as coaches, equipment, supervision, facilities and transport and PD for teachers.

Around 4,000 schools registered for the first round of funding. The second round is in November and the third round in May 2016. Schools can register at <https://www.sportingschools.gov.au/>

Federation Options Undermine Public School Funding

The Commonwealth Government's Green Paper on Reform of the Federation was launched in June 2015. It contains a series of options which would have major implications for the funding of public schools.

The Paper claims that the level of overlap and duplication between the Commonwealth and the States and Territories "is becoming excessive, leading to wasteful expenditure, a constant 'blame game' between governments driving up the cost of public services, and people not really knowing which level of government is responsible for what."



Education is singled out as a perfect exemplar of this.

The Paper presents four options to reform the federal-state responsibilities for school education all of which appear to result in reduced funding for government schools:

Option 1

The States and Territories would have full responsibility for all schools (policy, funding, and regulation of all schools and delivery of government schools) in their jurisdiction, including non-government schools.

Option 2

The States and Territories would be responsible for funding government schools and the Commonwealth responsible for funding non-government schools.

Option 3

The status quo with reduced Commonwealth involvement. The Commonwealth would reduce its involvement in a large number of programs it sees as duplicative or could reasonably be done by the States and Territories. This could lead to a reduction in Commonwealth funding.

Option 4

The Commonwealth would take on major responsibility for funding all students, regardless of what State or Territory they live in, or which school they attend. Each student would receive a funding entitlement, based on their educational needs and their family's capacity to contribute, that would 'follow' them to whichever school they attended. (ie a voucher system).

"The States and Territories would have the option to 'top-up' funding to government schools, if they wished to do so, to ensure all public school students, regardless of the ability of families to make a contribution, were able to attend for free."

The Discussion paper can be found [here](#).

News: International

Murdoch's Failing Edu-Business

Rupert Murdoch's News Corp has had a full year loss of \$US149 million largely due to a \$US371 million write-down of its digital education business - Amplify.

Amplify was set up in 2012 after News Corp acquired a company called Wireless Generation for \$US360 million in 2010. Its CEO is the former Chancellor of the New York City Department of Education - Joel Klein.



Klein was brought to Australia by Julia Gillard to spruik the New York agenda of school league tables, teacher performance pay and student testing; which later analysis showed had led to no improvement in student achievement in the New York education system.

Amplify tried to be both an educational hardware and software company. It aimed to provide schools with a digital curriculum and a tablet to consume it and made software for educational assessment and teacher PD.

Klein has now announced that Amplify has discontinued the hardware part of its business after little success in selling its tablet to schools, and that News Corp was seeking to sell the company.

On 12 August, after the Amplify losses had been announced, Klein sent an email to staff: "Our company is at an exciting turning point filled with new challenges and opportunities".

Article can be found [here](#).

Research Digest

Bullying Female Athletes in Australian schools

[New research](#) has found talented adolescent female athletes are bullied for their successes by their school peers. The research also revealed that being bullied at school about their sports achievements left young female athletes with lasting psychological and social problems they carried into adulthood.

[Maureen O'Neill and Angie Calder, [Cutting down the tall poppies](#), [The Conversation](#), 21/7/15]



Parental Role in Maths Anxiety

Researchers at the University of Chicago have found that parental anxiety about maths impacts the maths performance of their children.

Students in Grades 1 and 2 whose parents reported high maths-anxiety made significantly less progress in maths over the course of a year, and they were more likely to become anxious themselves when parents helped them with their homework.

"Our work suggests that if a parent is walking around saying 'Oh, I don't like maths,' or 'This stuff makes me nervous,' kids pick up on this messaging and it affects their success," one of the researchers reported.

Prior research found that girls whose female elementary teachers were anxious about their own maths competence showed bigger gender gaps in maths performance by the end of the year, even if they started on par with boys.

[Sarah D. Sparks, [The Family Roots of Math Anxiety](#), [Education Week](#), 10/8/15]



Impact of Calculators

In 2012 the UK government announced it [intended](#) to ban calculators from primary classrooms on the grounds that students use them too much and too soon.

Research conducted in response to this [found little difference](#) in performance tests whether students used calculators or not. An earlier US study had [found the same](#): the calculator had no positive or negative effects on the attainment of basic maths skills.



Researchers said that the full potential of calculators is not being harnessed and reported that despite educators' high hopes for digital technologies to transform maths education, the uptake, both internationally and in Australia, had been disappointing.

Influential in this has been the lack of professional development to assist teachers in planning and implementing teaching approaches that take advantage of the technology.

British technologist Conrad Wolfram pointed out that students in mathematics classes across the globe spend up to 80% of their time learning and practising mathematical procedures. This time could be spent more productively if the digital technology already in the classrooms was used more effectively and efficiently.

[Jeanne Carroll, [Weapons of maths destruction: are calculators killing our ability to work it out in our head](#), [The Conversation](#), 10/8/15]

Resources

Sir Ken Robinson - Education Week Interviews

"We don't organize our days in 40-minute bits and pieces and blow whistles at home and move on to the next thing. We just do that in schools. And it gets in the way of learning very often. We don't sit people in desks all day long when they're at home and get them to fill out multiple-choice tests. We get up and do other things."

"I think the key to this is that education has to be recognized as a human business. It's a personal process. We're dealing with living human beings in the middle of all of this. They're not statistics or data points. They're not data sets from a test schedule. These are living people with feelings and aspirations and hopes and ambitions and fears and talents, like you and me and everybody else. As soon as you recognize that education is not a processing plant, it's about people, then the whole equation starts to shift around. My argument, really, is that we should be personalizing education, not standardizing it."



Q & A with Sir Ken Robinson

Statistics

Students with Disabilities in Government schools

Number (FTE) of students with disabilities in government schools

Year	In regular schools	In special schools	Total	% of total student cohort
2011	11,525	9,358	20,883	3.9
2012	11,875	9,721	21,596	4.0
2013	12,034	10,247	22,281	4.0
2014	12,218	10,704	22,922	4.1
2015	16,671	11,264	23,936	4.2

Source: DET Student Wellbeing Division

Professional development at the AEU

AEU training, conferences and events

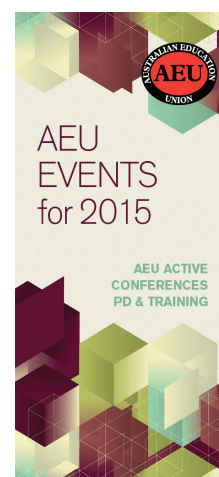
The AEU runs a large number of conferences, industrial and professional training sessions and member forums. A full list of these activities, dates/times and venues can be found on our website. You will also be able to book your activity online.

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.



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.

Time to book Professional Learning for 2016 for your school

The Professional Learning Centre can assist your school or cluster of schools to plan their professional learning around leadership and wellbeing.

This year we provided many schools with quality activities on site. For example, the PLC organised a presenter on building a culture of collaboration and distributed leadership for a multi-campus college. One of the participants wrote later, *"first time in sometime I felt like I learned something that will help me make a real difference in this school"*.



Another example is where the PLC worked with a group of small country primary schools to organise a day on how to give effective feedback. Just this term, we are working with a large secondary college to develop and run a program, over a number of weeks, around leadership development for leading teachers.

We have done a lot of work with individual schools to enhance their leadership team's skills while at the same time addressing school improvement issues.

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 or no cost.

Please look at our website http://www.aeuvic.asn.au/775620_9_52976157.html for ideas and then contact David Tyson, Manager, Professional Learning Centre david.tyson@aeuvic.asn.au or call 9418 4939.

Term 3 and 4 professional development programs

Application Writing and Interview Skills for Principal Positions

This intensive program for assistant principals 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 assistant principal or principal key selection criteria responses. The workshop is held at the AEU Abbotsford office. Click on the date below to register:

- [October 20](#)

Principal Wellbeing

Resilient and sustainable high performance is an evidence-based, integral method for professional and personal fulfilment.

The Resilient Leaders program gives you the knowledge, skills and inspiration to achieve sustainable high performance with health and happiness.

What you will learn

Practical resilience is an interactive learning workshop that introduces participants to the fundamentals of resilience and explores key areas for sustainable high performance:

- Stress mastery - maintaining calm, alertness and engagement
- Physical vitality - building energy, strength and endurance
- Performance mindset - aligning your mind and emotions for performance
- Spirit in action - leadership competencies and strategies.

This hands-on workshop is about moving beyond coping to thriving. People leave our programs motivated and engaged, with practical changes to make immediately. The course will be held at the AEU building Abbotsford, and runs from 9.00am - 4.00pm.

The course includes:

- A personalised resilience diagnostic report (online self-assessment with results debriefed in the workshop)
- Evidence-based, best-practice tools for overcoming stress and fatigue and rejuvenating performance
- Post workshop resilience diagnostic reassessment

Facilitator Peta Sigley is a principal with [The Resilience Institute in Australia](#). She has an extensive business management background including human resources, having worked in large corporations (transport and banking), education and a philanthropic youth organisation, with particular focus on indigenous projects. Her academic credentials include economics, psychology and counselling.

- [August 31](#)

Application writing & interview skills for leading teacher positions

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. The workshop is held at the AEU Abbotsford office. **Click on the date/s below to register:**

- [September 11](#)
- [October 28](#)

DOING THE "RIGHT" WORK

In the busyness of school life it is difficult to decide on what the "right" work is.

Furthermore, it is even more difficult to get agreement about what the right work should consist of for leaders at all levels within a school. Often in schools the different layers of leadership are going in different directions because there is a lack of common purpose and a common language to build cohesion and consistency.

This is where the McREL Balanced Leadership program offered by the Professional Learning Centre at the AEU is worth considering because it provides a framework for leaders at all layers in the school's leadership structure to access a compelling common narrative about how to implement and manage change. Focused on the "right" classroom and school practices, leaders can have a positive and powerful effect. Focused on practices unlikely to make a difference, a strong but ineffective leader can have minimal and even a negative effect.

In many instances leaders misread the level of the magnitude of change and the impact on people. This can mean that even the best placed ideas to improve classroom practice are poorly implemented and have little or no impact on student performance. The McREL Balanced Leadership program provides leaders at various levels in a school's organizational structure on ways to strengthen their knowledge and use research on school and classroom practices that have large effect sizes on student achievement. It is about focusing on the "right" work that will have impact on student learning.

If this resonates with you then you should consider enrolling your school's leaders in the next **McREL Balanced 6 Day Leadership program** offered by the Professional Learning Centre in September.

Dates:-

Monday, September 7
Tuesday, September 8

Monday, September 14
Tuesday, September 15

Monday, October 12
Tuesday, October 13

Cost: Members - \$1,450.00,
Non-members \$1,550.00
(Includes manuals for all modules as well as morning tea and lunch)

Venue: AEU Building, Abbotsford

To register: Click <http://www.aeuvic.asn.au/calendar?EventId=1264> or contact Anne Huggins on 9418 4847 or anne.huggins@aeuvic.asn.au

Professional development with TLN

Teacher Learning Network

TLN has the following course available:

Assessment and Feedback Conference - the conversations we have to have

Thursday 24 September, 2015

AEU Building, Abbotsford

Workshops from outstanding classroom practitioners covering all aspects of feedback and assessment. Go to www.tln.org.au/Conferences to register for this conference.

TLN Journal

A new edition of the TLN Journal is now available. The theme is **"How Do I Teach"**.



It contains the following articles:

- Jacqueline Berkeley takes up the challenge of teaching STEM to her class of girls
- Veronica Lovell (Lilydale High school) is seeking better ways to teach technology
- Anita Green (Berwick Fields Primary School) uses manipulatives to get better outcomes in Maths
- Josh Walker and Sian Welch, tackle the issue of differentiation
- Lori Pereira (North Geelong Secondary College) writes about building teacher's planning expertise and classroom practice and shares the school template for unit planning
- Linda Churchyard writes about adjusting to the emotional needs of children
- Joan Hofmann (Bellbridge Primary school) writes about her challenge to learn how to learn (and then teach) after a serious accident
- Bernadette Mercieca writes about learning through an international collaboration.

In the centre section is a "liftout on teaching practice". The liftout begins with the work of John Hattie (who else in Australian education in 2015?) and he takes you on a review of your philosophy of education to your teaching strategies down to your instructional techniques and finally takes a look at innovative pedagogies (you might be surprised at what is 'new'). It provides self-assessment tables to help you with your own self-reflection and for use in classroom observations.

This journal is free to TLN member schools. If you would like to access the journal then you can join online at www.tln.org.au or email Michael Victory at mvictory@tln.org.au or call 9418 4992.

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