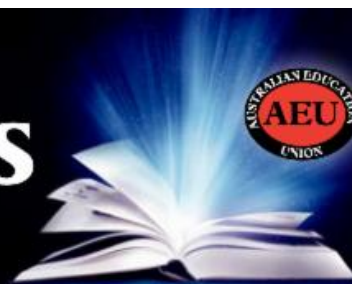


PD coordinators e-news



March, 2016

Volume 12, Issue 1

In This Issue

[News: Victorian](#)

[News: National](#)

[News: International](#)

[Professional Development
Coordination](#)

[Research Digest](#)

[Statistics](#)

[Resources](#)

[Professional development at the
AEU](#)

[AEU Professional Learning Centre](#)

[Teacher Learning Network](#)



Spin offs!



Pell, Gillard and Gonski

"After careful consideration, to relieve their anxiety I decided to extend the current funding agreement period so that it ran to the end of 2013."

[Julia Gillard after she met with George Pell and other senior Catholics ("the powerful Catholic education lobby") in 2010 to try to "reassure" them about making school funding fairer through the Gonski reforms - but they basically weren't having any of it. From p.258 of Gillard's autobiography, *My Story*]

Birmo reads AEU Research

"Minister Birmingham said the

Dear Colleague,

Welcome to the first edition of the 2016 PD 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

Update on Victorian Curriculum

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



During 2016 schools can choose to use either the new Victorian Curriculum F-10 or the AusVELS curriculum. Schools will report against whichever curriculum they are using.

From 2017 all schools will be required to implement the Victorian Curriculum. Full implementation will take place over the period 2017-19.

The Government has provided \$21.6 million over three years to support government schools and teachers to transition to and implement the new Victorian Curriculum. The funding will cover a half day CRT for each government school teacher which will be available in the second half of this year.

There will be range of online and face-to-face professional learning support.

Beginning this term, the VCAA is running half day workshops for school leaders to assist school planning. Participants will be provided with planning tools, templates etc.

The VCAA has put up a "[Hints and Tips](#)" page to assist schools with planning the implementation.

During January 2016 the VCAA ran three online professional learning sessions about the new Victorian Curriculum F-10. The presentation used in these sessions is available [here](#). (Please scroll down to Past Professional Learning Sessions).

A range of VCAA online resources for the Victorian Curriculum are also available [here](#).



Leader of the Opposition had today 'outed' the Australian Education Union and the Labor Party as one-and-the-same."

[Simon Birmingham, Federal Minister for Education, in a media release 15/2/16. He was complaining about the use by the ALP of the results from the AEU's State of Our Schools survey indicating that public schools were short of funds. He claimed that they were well-funded and that public schools were basically not his government's responsibility.]



From Boys to Men

"We believe boys need to belong to a positive masculine culture to discover and gain confidence in their own unique abilities to find their individual form of success as men."

[Mission statement from the boys-only Brighton Grammar whose students, proudly wearing their school uniforms, have been reported regularly gambling during lunchtime and after school at the local Tabcorp agency]. [Article](#)

Letter to Malcolm



"Why can't the navy run a few cake stalls to raise money and the government fund education properly?"

[David Baylis, And Another Thing..., *The Age*, 29/2/16]

Publications

Professional Voice

The latest edition of the AEU's professional journal -

Specialist Teacher Support

Specialist teachers will support schools across the state by providing advice, developing resources and facilitating professional learning programs in the following 10 areas: STEM (Science, Technology, Engineering and Mathematics); Digital coding; Learning about religions and world views; Critical thinking; Literacy in the early years; Music; Financial literacy; Health education and personal and social capability; Civic participation; and Ethical understanding in a global world.

Overall, 60 specialist teachers will be engaged; the first 29 have been appointed, and a further 31 will be appointed later this year. These teachers will have a continuing 0.5 EFT teaching/school administration load at their existing school, and 0.5 EFT role in statewide support for one of the 10 specialist areas. They will undertake the role for an 18-month period.

Each of the 17 Areas within the new DET Regional structure will also have a dedicated curriculum officer who will work with the VCAA and the specialist teachers.

Major Differences between the new Victorian Curriculum and AusVELS

- References to phonics and phonemic awareness strengthened in the English curriculum.
- The Digital Technologies F-10 curriculum includes new learning including computational thinking, developing and evaluating digital solutions and data collection, representation and interpretation.
- Learning about coding is included in both the Digital Technologies and Mathematics curriculum.
- References to respectful relationships and safety in the home have been strengthened and made more explicit.
- For the first time the curriculum includes Learning about World Views and Religions. While the AusVELS curriculum makes numerous references to the issues in this area, it does not specify what students should learn about world views and religions. Such content has now been developed, in consultation with key religious and secular stakeholders.

[From VCAA, Victorian Curriculum F-10: Familiarisation, presentation Jan 2016]

NAPLAN Online

The students in 10 per cent of all Victorian schools will be part of a pilot program to do their NAPLAN testing online in 2017.



Pilot schools will be expected to utilise the online test format for all year levels and will also be required to participate in a trial of the online system, school readiness and test administration in August 2016.

Pilot schools may also be required to participate in an additional research study or item trial to support development of the online tests in August-September 2016.

Schools are invited to express interest in participating in the pilot via the [NAPLAN Test Administration Website](#). Expressions of interest must be submitted by **21 March 2016**.

If the pilot program works, it is intended that all Victorian schools will do NAPLAN online in 2018.

Professional Voice
 ISBN 978-1-4576-1012-1 Lesson 135 – 107:10
 100 Minutes

SCHOOL
 choice

AP®

Professional Voice is sent to all AEU Coordinator list members. If other members at your school want a copy they should contact Marlene McLean:
marlene.mclean@aeuvic.asn.au



The AEC, led by property investor Bill Zheng, was selected as preferred bidder for the site by the Victorian Government late in 2015.

The AEC says it is in discussions to establish two huge high schools to offer the International Baccalaureate on the site, one of which is the prestigious public selective boys school Melbourne High.

The high schools, designed to appeal to international students, would feed the partner universities with nearly 1000 students a year.

In a document titled "2016 Prospectus" aimed at luring Australian universities into the project, the group says that universities which partner with AEC "will have access to new sources of research funding made available by the Chinese government and multinationals... that may otherwise not being [sic] available to non-Chinese institutions".

AEC has already put similar proposals to universities in Britain, China and the US. The prospectus says that by bringing top Chinese universities into the project it can offer Chinese students access to these institutions, which is difficult in their home country because of quotas.

[Tim Dodd, *Unis lured to bright lights of education city*, Australian Financial Review, 15/2/16, p.13]

Decline in ATARs for teacher education

The average ATAR of students entering undergraduate teaching courses in Victoria continued to decline in 2016. This year it was 57.35 compared to 63.4 in 2013 and 68.89 in 2010.



Several universities have stopped publishing their clearly-in ATAR scores for teacher education. They include Federation University (which previously required an ATAR of 34.8 for one of its courses), Victoria University (last year it had an ATAR of 56 for its P-12 course) and LaTrobe University (which had a 50.4 cut-off for its Bendigo course last year).

The move away from publishing clearly-in ATARS is not confined to teacher education. This year only 25 per cent of Victorian courses published their clearly-in ATARs compared to 40 per cent last year.

The Vice Chancellor of Victoria University, Peter Dawkins, described ATARs as "a meaningless piece of information" and said: "We are not in the business of putting people off from doing university courses."

His university only publishes clearly-in ATARs for courses "designed for students who are academically well-prepared" such as biomedicine, osteopathy and commerce.

John Hattie from Melbourne University and the head of AITSL, said:

"An ATAR is a percentile. If you're a teacher who received an ATAR of around 57 that means around 40-50 per cent of your students are brighter than you on any one day. That is a worry".

The Victorian Minister for Education, James Merlino (pictured), said that the State Government is considering setting minimum academic standards for entry into undergraduate teaching

degrees, similar to New South Wales.

Article: [The Age](#) 18/1/16

Article: [The Age](#) 19/1/16

Report Locked away



Department of
Education & Training

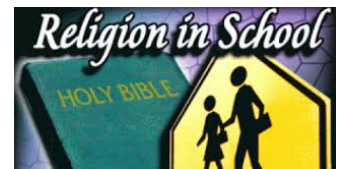
There is still no sign of the Victorian Teacher Supply and Demand Report despite it having been finished more than a year ago.

The Report contains detailed data about such matters as the supply of teachers and levels of shortage in geographical and subject areas, university enrolments in various courses and subject areas, teacher employment in different categories, teacher and principal age and gender profiles and staff leave.

Teacher Supply and Demand reports up until 2010 were produced annually by the Department and were publicly available documents. The last report was published in 2012 and contained data for 2010-11.

The latest report was written by ACER and Monash University on behalf of the Department. No reason has been provided by the Minister or his Department for their reluctance to release the report.

Further Falls in SRI



The decline in the number of primary schools offering religious instruction has continued in 2016 with a report that another 55 schools have withdrawn from the program.

The number of schools in the program fell from 603 in 2014 to 374 in 2015 after parents for the first time had to deliberately opt into the program.

On 9 November 2015, the Minister for Education approved a new Ministerial Direction 145 (replacing MD141). MD145 applies from Term 1, 2016. It was introduced to move SRI out of the curriculum and into lunchtimes or before or after school.

During 2015 student participation in SRI fell dramatically- from 92,808 students to 53,361 - a 42 per cent plunge in enrolments in less than a year.

News: National

Training for teachers to detect jihadists

The Federal Government has announced a new schools initiative to address the risk of radicalisation among students. The program will include three key support measures:



- providing awareness training for relevant school staff on understanding radicalisation to violent extremism, appropriate support and referral pathways;
- classroom resources designed to build students' resilience to violent extremist influences; and
- mechanisms for school communities and parents to receive and share information and good practice approaches to this issue.

There has been no announcement about the level of funding for the program. The New South Wales Government launched a similar set of initiatives in November 2015 with a \$47 million funding package.

The approaches taken by the Federal and New South Wales Governments have been criticised by various academics who specialise in counter-terrorism.

Andrew Zammit from Melbourne University said asking teachers to spot signs of radicalisation could be

counter-productive and breed distrust and feelings of stigmatisation. He recommended programs that encourage critical thinking among students rather than suspicion by teachers.

Hussain Nadim from the University of Sydney argues the initiative is a "recipe for disaster" and is a job for intelligence operators, not teachers. He said, "School space really is the only place where these Muslim youth we're talking about have a chance to integrate and feel Australian."

The training for school staff will be based on research undertaken by Monash University's Global Terrorism Research Centre.

The Victorian Government has recently appointed a senior advisor to work with schools on initiatives to promote tolerance and social cohesion. In an email to principals in January she said her role was to promote community safety "especially in relation to the threat of radicalisation".

Media Release: ["New initiatives in schools to safeguard our Youth"](#)

Turnbull orders Review of Anti-Bullying Program

Pressure from the conservative wing of the Liberal Party has led to Prime Minister Malcolm Turnbull ordering a review into an anti-bullying school education program aimed at promoting acceptance of lesbian, gay, bisexual, transgender and intersex (LGBTI) students.



The teaching manual was developed by the Safe Schools Coalition Australia. There are 500 schools in the Coalition which is convened by the Foundation for Young Australians.

The review was immediately hailed by the Australian Christian Lobby (ACL) as a win against "rainbow ideology" and Liberal senator Cory Bernardi (pictured) called for the \$8 million program to be defunded because it was being used to "indoctrinate children into a Marxist agenda of cultural relativism".

Tony Abbott, in his new guise as leader of the opposition (to Malcolm Turnbull), joined the conservative chorus telling his friends at *The Australian*: "It's not an anti-bullying program; it's a social engineering program. Its funding should be terminated".

The AEU has launched a [petition](#) to oppose the review and support the Safe Schools program.

Bullying is a real issue that can seriously hurt young people. A majority of young LGBTI people report bullying and 80 per cent of those say that it happens at school. This bullying occurs at a much higher rate than other students.

All young people should be able to feel safe and supported at school, and this program is helping to do this. Despite scare campaigns around the program, schools make decisions about their level of involvement with Safe Schools, how much of the program they use and what is appropriate for particular age groups.

Schools need to have the freedom to run these kinds of programs if they believe it is necessary to help create a safe environment within the school for all students.

The review is due to report by mid-March.

[From Matthew Knott and Judith Ireland Malcolm Turnbull orders review of Safe School LGBTI program after right-wing pressure, *The Age* 23/2/16]

Educational Inequality affects economic performance

Australia has an education problem according to a new OECD report on economic reform.

The *Going for Growth 2016* report concludes that Australia's productivity growth remains weak and that the way to address the country's performance is to improve all levels of education.

The report notes that Australian student performance in PISA testing in science and reading proficiency is only around the international average with a high variation across students.



The report argues that Australia's economic performance will improve if it increases the supply and quality of early childhood education and reduces inequality in educational outcomes and opportunities in primary and

secondary education.

It also recommends that Australia improve educational opportunities for minority groups to reduce social exclusion and inequality.

See link [here](#).

Prep compulsory in Queensland

The Premier Of Queensland, Annastacia Palaszczuk, has announced that prep will become compulsory for all children in 2017.

"It's been 10 years since prep was introduced and now we have around 98 per cent of children attending".

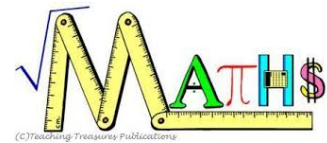
Education Minister Kate Jones said her department's statistics had shown that prep is an advantage to children. Ms Jones said that her department had shown the move to make prep compulsory would make attendance rise by 1.5 per cent.

Article: Sydney Morning Herald, "[Prep to be compulsory in Queensland by 2017](#)".



Marketers want maths

The Association of Data-driven Marketing and Advertising wants maths to be compulsory throughout secondary school because of the transformation of the marketing industry and the resulting skills gap.



Technology and marketing are now intertwined and there is a shortage of marketers with analytics and data skill sets.

[The Age, 8/2/16]

News: International

Arts education in Shanghai

Shanghai has introduced a curriculum reform package which will encourage schools to have regular visits to art galleries and museums.

Students are required to have at least one artistic skill before graduating from high school. While students have art and music classes in school only student artistic groups visit theatres and galleries.



The vice-mayor of Shanghai, Weng Tiehui, told the fourth session of the 12th Shanghai Committee of the Chinese People's Political Consultative Conference:

"We plan to blend watching dramas or seeing exhibitions into curricula, such as Chinese, art and music courses. (We will take) students into artistic venues. We hope that our children will enjoy visiting theatres, galleries and museums after work to make their life more colourful when they grow up".

[Yang Meiping, Arts to make centre stage in school plan, [ShanghaiDaily.com](#), 26/1/16]

The Perils of Online Testing

The introduction of online testing in Tennessee in February of this year has been a disaster.

The State's education authorities moved the standardised testing from pen-and-paper to computers but the rollout couldn't have gone much worse.



In lots of places, the testing platform slowed to a crawl or appeared to shut down entirely. Within hours, Tennessee scrapped online testing for the year.

The move comes after schools spent millions of dollars to buy additional PCs and to improve their wi-fi

networks.

The Education Department has sent out letters of apology to teachers and parents and is printing paper tests and shipping them out to schools.

The Department laid much of the blame at the door of testing vendor, Measurement Inc. The company has a \$108 million, five-year contract with Tennessee to deliver the tests.

Because the testing is used to grade teachers as well as their students, the Tennessee Governor Bill Haslam says this year's scores will only count toward a teacher's evaluation if they would help.

Online NAPLAN testing is due to be introduced into Australia in 2017.

[From Blake Farmer, [The State that Pulled the Plug on Computer Testing](#), *nprEd*, 20/2/16]

Pearson lays off 4,000 employees

The edu-business giant, Pearson, announced in January of this year that it was reducing its workforce by 10 per cent, or 4,000 employees.



The company said that it had "fallen short of some recent financial goals" through not fully anticipating shifts in the market. Some of these shifts included a decline in higher education enrolments in the USA, a steep drop in vocational course enrolments in England and Wales, plummeting text book sales in South Africa and its loss of the \$280 million testing contract in Texas.

Last year the Los Angeles Unified School District formally severed a \$1.3 billion contract with Pearson and Apple, saying it was "extremely dissatisfied with the work of Pearson." And in New York State, 20 percent of students refused to take Pearson-produced state tests; in July the state dropped Pearson as a vendor. The company said it will reduce the "geographic complexity" of the corporation, concentrating on fewer markets.

It also plans to put new products and services into the market focusing on "adaptive, personalised, next-generation courseware", introduce a new platform for blended and virtual learning and create a new certification program to connect schools to careers.

Pearson indicated that it would change its American testing operations, to cut costs and focus on more personalised assessments "in an era of fewer, smarter tests".

There is no indication what these changes will mean to its multi-million dollar market in Australia.

[From Sean Cavanagh, Education Behemoth Pearson to cut 4,000 Employees, 10 per cent of Workforce, *Education Week*, 21/1/16]

Professional Development Coordination

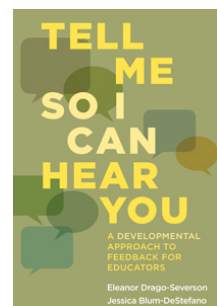
Feedback for Professional Growth

Given the growing awareness that ineffective feedback can actually push employees to be *less* committed and/or more withholding of their best ideas, there is a need to develop feedback approaches that support adult development and build instructional and leadership capacity throughout schools and school systems.

Appropriate supports and challenges will look and feel different to people with different ways of knowing.

Constructive-developmental theory describes four stages of adult growth and development and explains how differentiate feedback for colleagues with different "Ways of knowing," which include:

- *Instrumental knowers*, who tend to see things in black and white ("Did I do it right or wrong?") and may need to develop the capacity for reflection.
- *Socializing knowers*, who are concerned with maintaining relationships ("What do you want me to do?") and may need support developing their own ideas.
- *Self-authoring knowers*, who have strong ideologies and values ("How does this fit with my goals and vision?") and may need help with perspective taking.
- *Self-transformative knowers*, who are able to examine issues from multiple points of view ("How can I understand this more deeply?") and may need guidance in resolving tensions and contradictions.



Feedback should be provided in ways that "meet people where they are" while expanding the developmental capacities educators bring to their work.

Expertise and capacity are both important in giving and receiving feedback.

Expertise involves keeping abreast of the most recent and relevant content in order to be of best help. This is referred to as *informational learning* and is related to increasing our funds of knowledge and skills (the *what* of feedback) to guide another's improvement and practice.

It is also necessary to build capacity around *how* to give feedback, which involves an increase in our internal leadership capacities. This is known as *transformational learning* and involves changes in *how* we make sense of and interpret our experiences (including the ability to give or receive feedback), and is characterised by increases in our cognitive, affective, interpersonal, and/or intrapersonal capacities.

Increasingly schools and leaders are encountering *adaptive* rather than *technical* challenges. Technical challenges are those for which we can clearly identify both the problem and the solution. They require expertise and good management. Informational learning can be used to manage these types of challenges.

Adaptive challenges are difficult and complex (eg closing the outcomes gap between students from low and high SES backgrounds) and require new approaches and ways of thinking. Transformational learning and innovation become central to addressing these challenges.

[From Eleanor Drago-Severson and Jessica Blum-DeStefano (2016) [Tell Me So I can Hear You: A Developmental Approach to Feedback for Educators](#), Harvard Education Publishing Group]

Research Digest

Choosing a secondary school in Melbourne

A survey of 666 families with a child making the transition from primary to secondary school in culturally diverse Melbourne neighbourhoods showed that just 45 per cent considered more than one option.



Joel Windle from Monash University found that the preferred option for most was the closest public secondary school. Even amongst families considering multiple options, the first choice was on average twice as close as second or third choices.

Parents don't buy into the rhetoric that schools alone guarantee success or failure. Just under 70 percent believed that "how hard their child studies is more important than the school he or she attends". Further, almost all parents (92%) were happy with the secondary school their child was to attend.

The idea that dissatisfied parents "voting with their feet" will drive system-level reform is a fantasy, according to these figures.

Families gaining access to their favoured school, from a list of options, were more likely to have a high socioeconomic status, engage paid tutoring services, and have a child with above-average academic performance.

In short, the children gaining access to high demand schools were attractive potential students, or as their parents noted, they had better "selling points". This provides further clues as to how school choice works to produce social and academic segregation.

Parents' concerns about secondary schools focus on the quality of the learning environment, and the most visible symbol of this - the teachers. School-level academic results were not parents' top priority, and just one in five reported consulting the My School website.

Parents most frequently rated the following as "very important" in selecting a secondary school: quality of the teachers (82.7%), a caring environment (75.4%), a good reputation (72.9%) and well-behaved students (71.4%).

Administrative arrangements, school sector, and affinity with family religious or philosophical views - failed to draw parents' attention.

On the whole, there is no great love for Melbourne's private schools as institutions. In fact, in interviews parents were dismayed by what they see as snobbishness and cultural insularity in many such schools.

[From Joel Windle , "School Choice: a Minority Practice in Australia", [Professional Voice, Autumn 2016](#)]

A significant number of private schools are refusing to enrol students with a disability or asking them to leave.

Exclusion practices - dubbed as "gatekeeping" - include advising parents to send their child to another school that could better support them; only allowing a child to attend a school on the days that funding is available; and asking parents to pay extra money so the school can employ support staff or purchase equipment.

This has led to the over-representation of students with a disability in government schools, particularly those in disadvantaged areas where parents have fewer options.

Research shows that children with severe social/ emotional/ behavioural disorders are the least welcome of any student disability group. This is usually due to a lack of resources, impact on other students and parental disapproval. They are also over-represented in government schools.

The concentration of students with additional support needs also impacts other students. The less diversity there is within schools, the less opportunity there is for students to learn from one another. This is the case for abled and disabled students alike.

Australian discrimination law - which includes the 1992 Disability Discrimination Act (DDA) and the 2005 Disability Standards for Education - is designed to ensure that children can't be denied enrolment in any public or private school on the basis of their disability.

While all schools must adhere to these standards, schools have developed ways to get around them.

As part of their enrolment application process, some private schools request copies of prospective students' NAPLAN (literacy and numeracy) results. The reason given is often innocuous, such as using the results to determine class placements and support availability, but there is also a high likelihood that a child with a poor NAPLAN record will not be offered a place.

Private schools may also employ a student interview process and some require children to sit academic entrance tests.

The ongoing plight of many disabled students highlights the need for more support for classroom teachers and better resourcing of the school sector more broadly. This is what the [Gonski](#) disability funding, which was meant to begin in 2016 but has recently been delayed again, was designed to achieve.

[From Linda J Graham, Helen Proctor, Roselyn Dixon, How schools avoid enrolling students with disabilities, [The Conversation](#), 28/1/16]

Statistics

State Funding of Government Schools: Victoria compared to Australian Average

| | Victoria +/- Aust average | Victorian funding rank (compared to other States/Territories) |
|---------|---------------------------|---|
| 1992-93 | +9% | 3rd highest |
| 1996-97 | -3% | Lowest |
| 2000-01 | -4.3% | Lowest |
| 2004-05 | -10.1% | Lowest |
| 2008-09 | -9.6% | Lowest |
| 2012-13 | -13.3% | Lowest |
| 2013-14 | -15.5% | Lowest |

[Sources: Productivity Commission, Reports on Government Services and DET, Summary Statistics for Victorian Schools]

Average Enter/ATAR Score for Victorian Undergraduate Teacher Education Courses

| 2001 | 2004 | 2007 | 2010 | 2013 | 2016 |
|-------|-------|-------|-------|-------|-------|
| 71.91 | 75.26 | 68.40 | 68.89 | 63.40 | 57.35 |

Resources

Coping with new software packages

Currently many schools are in the midst of adopting and implementing new learning management and communication systems.

These software packages range from Compass to Accelerus, QuickVic and others and cover areas such as attendance, timetabling, curriculum, communicating with parents, assessment and reporting.



Whilst there are schools which have experienced smooth or relatively smooth implementation and transition periods and are reaping great benefits and rewards from the changes, there is evidence that excessive work-load and increased work pressure is impacting on individual health and work-life balance, and attrition rates for graduate teachers.

Schools which speak positively about their new learning management and communication systems report that the implementation involved rigorous consultation, a staged approach with review points and transparent communication.

It is important that the AEU sub-branch use the consultation structures that exist in their school and ensure that their workplace has an elected and trained Health and Safety Representative.

Union members and Health and Safety Representatives can positively impact changes to work practices by switching on consultation requirements of the VGSA and OHS Act.

For further information and support you can contact Janet Marshall on janet.marshall@aeuvic.asn.au

Gender Diversity and Sexual Diversity

All Of Us is an innovative new teaching and learning resource that aims to increase students' understanding and awareness of gender diversity, sexual diversity and intersex topics.



It is funded by the Australian Government, and has been jointly developed by Safe Schools Coalition Australia and Minus18. It is an 'Official Resource' of Safe Schools Coalition Australia.

The resource captures the real life experiences of lesbian, gay, bisexual, transgender and intersex young people through a collection of short videos and teaching activities that are aligned to the Year 7/8 Health and Physical Education learning area of the Australian Curriculum.

All Of Us has been developed to have a real impact on student attitudes towards lesbian, gay, bisexual, transgender and intersex people and to encourage whole school change that affirms and supports the right of all students, staff and families to feel safe at school.

A Practical Guide to Love, Sex and Relationships

The Practical Guide to Love, Sex and Relationships is a teaching resource for Years 7 to 10. It was developed by the Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University and funded by the Australian Government Department of Health.



The Guide has been developed in line with the Australian Curriculum. The activities within the resource link explicitly to the Health and Physical Education curriculum for Years 7 to 10 and also incorporate explicit teaching of some of the General Capabilities.

There are 10 topics and 20 learning activities for Years 7/8 and 10 topics and 30 learning activities for Years 9/10. The resource includes videos, hand-outs, slides and pre- and post-assessment tools.

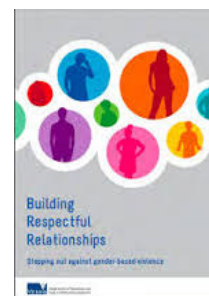
This resource brings together sexual health education with relationships education, to challenge the acceptability of 'pressured' sex and replace it with a new norm - one of ethical sex and ethical encounters.

The resource is based on the premise that limiting relationships and sexuality programs to STI information and safe sex is not addressing the complexity of growing up, fitting in, and sexual exploration and negotiation.

Building Respectful Relationships

Building Respectful Relationships: Stepping Out Against Gender-Based Violence is a set of sequential teaching activities to educate secondary school students about gender, violence and respectful relationships.

The resource was developed by Deakin University and CASA House at the Royal Women's Hospital for the Department of Education and Training. It is one part of a larger strategy to assist schools in meeting state and federal initiatives to prevent violence against women.



The resource is designed to provide curriculum advice as part of a whole-school approach to preventing gender-based violence and building respectful relationships. Teaching and learning activities for Years 8, 9 and 10 are planned around key themes of gender, power, violence and respect as well as advice around a whole-school approach to violence prevention.

You can access the complete resource [here](#).

ABC STEM Resources

The ABC has provided 400 STEM resources through its education website *Splash*. The resources relate to the Science Maths and Technologies fields of study in the national curriculum and cater for a range of students from Prep to Year 10.



Splash provides various subsections within STEM with designated resources such as coding, robotics, nanotechnology, design solutions, engineering, careers etc.

The resources include videos with transcripts and questions, games, articles on various topics, digibooks and links to other online resources.

The [Splash site](#) also has similar resources for English, geography, history and the arts.

Digital Learning News

The [DET's digital learning site](#) contains PD and other resources for schools. It also has an email subscription list to receive regular updates about new activities and developments.



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

Time to book Professional Learning for 2016

The Professional Learning Centre can assist your school plan its professional learning around leadership, wellbeing and school improvement.

In 2015 we helped many schools access quality activities on site for professional learning days or staff meetings.

A typical example was the program at one school where the central question for the day was: "What impacts on student learning most?" The focus was on school improvement teams and formal and informal leaders within the school coming together to identify two or three high impact strategies with an emphasis on the power of feedback.



One of the participants wrote later, *"I did not want the day to stop, at the end I felt energised to get back into the classroom and put into practice what we had talked about"*.

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 that have been identified in Department documents on 'The Education State'.

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.

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.

Term 1 and 2 professional development programs

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 complexities of leadership. Click on the date below to register.

[15 March 2016](#)

An Introduction to Positive Psychology for Schools

Learn about one of the most exciting areas contributing to our health and wellbeing. Positive psychology is the scientific study of happiness, wellbeing and optimal human functioning; it is the study of what makes life worth living. This fast spreading field of psychology studies 'what works well'.

The workshop is interactive and combines theory and practice. It aims to introduce you to some of the most effective validated interventions and strategies that you can adopt to achieve a flourishing and fulfilling life. Click on the date below to register.

[21 March 2016](#)

Application writing and interview skills (for Principal positions)

The workshop looks at leadership styles, the role of leadership in nurturing change, building the capacity of school leadership and the role of emotional intelligence in achieving quality outcomes. Participants will be encouraged to recognise their strengths and skills and translate these into effective applications and interview presentations. Click on the date below to register.

[28 April 2016](#)

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.

[April 20, April 21, May 3, May 4, May 19 and May 20](#)

Professional development with TLN

Supporting your teachers with professional development on teaching learners with disability

As part of the government [Special Needs Plan](#) teachers will be required to build their capacity to teach learners with disability. The VIT website reads:

When you renew your registration by 30 September 2016, you will be asked to identify the PD you've engaged in to build your capacity to teach learners with disability. Activities selected by you to meet the requirement for PD about learners with disability should reference the standards descriptors 1.5, 1.6 and 4.1.

Many courses conducted by TLN meet these Standards.

Join TLN and all of your teaching staff (and ES staff) can access TLN programs at no charge. The annual membership fee gives your staff access to these programs at no further cost.

Go to www.tln.org.au for more information and to join online. Annual membership fees are given below, (fee includes GST and is for a full 12 months).

| Student Enrolment | |
|-----------------------------------|-------|
| B. 2000 students and above | \$850 |
| C. Between 1000 and 1999 students | \$700 |
| D. Between 500 and 999 students | \$550 |
| E. Between 100 and 499 students | \$400 |
| F. Below 100 students | \$300 |

Contact TLN at the AEU Building, 112 Trenerry Crescent, Abbotsford, 3067 or 9418 4992 or Michael Victory at mvictory@tln.org.au

Teaching Students with a Learning Disability - Thursday 31 March 2016

TLN brings to the school and early childhood community expert teachers and consultants with deep knowledge and practical advice for all teachers working with students with a learning disability.

The Conference addresses Australian Professional Standards for Teachers as required by the Victorian Institute of Teaching for all registered teachers in Victoria, including those in Early Childhood.

Further information on this Conference can be found [here](#).

TLN Courses

The Course List that TLN members can access includes:

Disability developed or diverse - lesson planning for differentiation

Planning teaching approaches that work for students with a learning disability or who are on the Autism spectrum can also benefit 'mainstream' students.

Disability developed or diverse - using technology for differentiation

The workshop will cover the use of general ICT devices e.g. iPads and specific assistive technologies and how they can benefit all students from gifted through to those with a learning disability.

English as an Additional Language (EAL) - teaching ideas to get you started

This online program will emphasise understanding the prior-educational experiences of students and will present practical ideas based on research.

English as an Additional Language (EAL) - teaching ideas for all subject domains

During this online program a range of practical ideas for teaching across subject domains will be explored and made available to participants, all based on high quality research.

Working with student support groups

Enlisting this team of specialists to support and inform your classroom approach will deliver great results for you and the students.

Creating individual education plans for students with special needs

An IEP is your map for working most effectively with the student, understanding their disability and your instructional strategies that will most effectively meet their learning needs.

Working with education support staff when including a student with additional needs

Education Support staff play an integral and invaluable part in an inclusive school. Clear directions and a productive partnership with ES staff will help teachers.

Working effectively with families of students with special needs

Listening to and valuing the parents, carers or guardians of a child is an essential ingredient in the collaborative model of supporting a child with a disability in education.

Autism in the classroom - teaching social and emotional skills

In this online program the presenter will outline approaches to teaching social and emotional skills for students on the autism spectrum.

Autism in the classroom - teaching task skills

Students on the spectrum may experience difficulty when planning and preparing for, getting started and completing work tasks. These students will benefit from explicit teaching of how to approach work tasks. In this online program the presenter will provide practical ideas for teaching task skills.

Write for the TLN Journal on Autism

The premise for this workshop is that great teachers should share their excellent practice with colleagues. Publish your article in the TLN Journal with a circulation of 5,000.

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

Australian Education Union Victorian Branch | + 613 9417 2822 | aeu.victoria@aeuvic.asn.au

Australian Education Union, 112 Trenerry Crescent, Abbotsford, Victoria 3067 Australia

[SafeUnsubscribe™](#) aeu.victoria@aeuvic.asn.au

[Forward this email](#) | [About our service provider](#)

Sent by aeu.victoria@aeuvic.asn.au in collaboration with



Try it free today