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Spin offs!

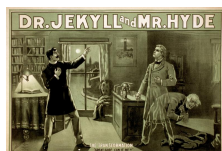
Data-informed or data-driven?

"If my goal is to be healthy it would be odd if I said I am not going to look at my health indicators. And if you become a slave to data you don't have any steering capacity."



[Michael Fullan (pictured), education guru, interviewed in the latest edition of the AEU journal *Professional Voice*]

Data Jekyll and data Hyde



"Data-driven improvement and accountability can lead either to greater quality, equity and integrity or to

Dear Colleague,

Welcome to the third edition of the 2017 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

Public school enrolment share rises again

The share of total [Victorian school enrolments in government schools](#) has risen for the third year in a row.

In 2017 63.4 per cent of all enrolments were in government schools. This was an increase of 0.2% compared to 2016.

The government school share of enrolments decreased every year from 65.9 per cent in 2001 to 62.8 per cent in 2012. It remained at this level in 2013 and 2014. In 2015 it rose to 63.0 per cent and in 2016 there was a further increase to 63.2 per cent.

The government school share of total Victorian primary enrolments fell every year from 69.15 per cent in 2001 to 66.9 per cent in 2012. It remained at this level in 2013 and rose to 67.0 per cent in 2014, 67.3 per cent in 2015, 67.6 per cent in 2016 and 68.0 per cent in 2017.

The government school share of total Victorian secondary enrolments fell every year from 61.1 per cent in 2001 to 56.3 per cent in 2014. It has remained at this level from 2015 to 2017.



New Literacy and Numeracy Strategy

Victorian schools are to be given "online dashboards" to help them track literacy and numeracy performance and compare it with that of other schools as part of the Andrews Government's new literacy and numeracy strategy.



The new dashboards will include detailed information about schools based on students' NAPLAN results and their performance against

deterioration of services and distraction from core purposes ."

[Andy Hargreaves and Henry Braun, *Data-driven improvement and accountability*, NEPC, 2013]

Who needs data?

"The statistics are merely an exercise in arithmetic ."



[George Brandis, Federal Attorney-General, speaking at a Senate Estimates hearing when confronted with data which contradicted what he had claimed to be the facts.]

Publications

Professional Voice

Professional Voice is the professional journal of the AEU: free to AEU



members. It is sent to all members on the e-news Coordinator list. It contains articles and interviews on professional issues from leading Australian and international authors.

The next edition, titled "Professional Learning", will be published in October.

Professional Learning

Contents

Editorial: Professional Learning - John Graham

How can we foster professional learning? - Mary Kennedy

Fundamentals of student achievement - Stephen Dinham

The effects of inequity in Australian schools - Sue Thomson

Aboriginal and Torres Strait islander teachers in Australian schools - Peter S Jackson

the Victorian curriculum. There are plans to add more assessment data in the coming years.

The strategy will also provide schools with a list of recommended literacy and numeracy coaches and trainers as schools are presently being inundated with offers from companies promising to improve students' reading, writing and maths performance.

The list of preferred suppliers, which will be available next year, would make it easier for schools to find quality professional learning in an area where there are commercial interests at stake.

Teachers will get new improved resources and access to new literacy and numeracy portals - a one-stop-shop that brings together teaching guides, resources and advice.

Under the plan, up to 850 schools will be encouraged to sign up to an initiative by 2021 in which teachers analyse data, evaluate their teaching and share their secrets of success with other schools.

- High-performing schools will form networks with other schools to share teaching strategies;
- New curriculum specialist and turnaround leadership teams will work with schools and in classrooms;
- Wolfram software will be rolled out to all Victorian secondary schools.

[Boosting Student performance in Literacy and Numeracy](#)

[Henrietta Cook, [Schools to get new online tools to track literacy and numeracy levels](#), *The Age*, 12/6/17]

N.B. The NSWTF has published a report on "Commercialisation in Public Schooling" which looks at the increasing role of edu-business in public schools. (See **Reports and Resources**)

Review of VIT

Victorian Education Minister James Merlino has ordered a review of the [Victorian Institute of Teaching \(VIT\)'s governance and operational frameworks](#).



"I have become concerned that some decisions made by the VIT do not reflect community expectations. I have requested an independent review to ensure VIT has appropriate governance and operational frameworks to meet legislative requirements, and ensure the regulator is functioning as it should," Mr Merlino said.

The review will be conducted by former Department of Justice secretary Penny Armytage and supported by KPMG.

It will look at the VIT's role and functions in light of government policies aimed at protecting children, including the new child safe standards, which were a response to the Betrayal of Trust inquiry. The review will also respond to teacher education reforms and numeracy and literacy standards.

The last review of VIT's governance arrangements (the King Review) occurred in March 2008, and made extensive recommendations to the then Minister for Education, including that there should be a regular review of the VIT's governance structure.

[Henrietta Cook, *Teaching Watchdog in Spotlight*, [The Age](#), 8/8/17, p.2]

New STEM tech grants

150 secondary schools will be allocated two robots each and



Neurodevelopmental differentiation: optimizing brain systems to maximize learning - Andrew Fuller and Vicki Hartley

The Shepparton Neighbourhood Schools Project: addressing the needs of children who have experienced environmental trauma - Peter Eastaugh, Kerri-Anne Souter, Jenny Manuel, Marian Wetherbee, Peta Van Popering and Donna Berry

Michael Fullan on public school improvement and the role of school leadership in that process - interview by John Graham

Back Copies

To view the contents of past editions of *Professional Voice* go to [here](#).

To request a scanned copy of a specific article send an email to marlene.mclean@aeuvic.asn.au indicating the volume, number and title/author of the article which will be sent to your email address.

provided with grants to buy specialised equipment such as digital microscopes, laser cutters, 3D printers and virtual reality goggles as part of the new \$1.6 million Digi-Tech Start-Up Grants initiative.

Students will be able to learn with new technology and build their skills in science, technology, engineering and mathematics (STEM). The initiative will be delivered in partnership with Digital Learning and Teaching Victoria, which will also provide professional development to teachers to build their STEM programs.

The [Andrews Labor Government](#) has set targets to boost performance in STEM subjects as part of its plan to make Victoria the Education State. The targets are that over the next ten years 25 per cent more Year 9 students will reach the highest levels of achievement in maths and 33 per cent more 15 year olds will reach the highest levels of achievement in science.

Student voice supported

The Andrews Government announced funding of \$132,000 for a new online resource centre, the Student Voice Hub, at the opening of the Victorian Student Representative Council's (VicSRC) 2017 Congress on July 12. The VicSRC is the peak body representing students in Victoria.



The Student Voice Hub will actively support Victorian students to access information that supports their role and enhances the ability of students to be part of decisions that affect their learning and their lives at school.

It also announced a new funding agreement to provide the VicSRC with \$750,000 over the next three years - an increase of 27 per cent. The Government has provided funds to the VicSRC to support the student voice in Victoria since 2007.

The Andrews government has indicated it is "seriously considering" an overhaul of school councils to give students a greater say in their education.

Education Minister James Merlino said students had presented him with "very compelling arguments" about why there should be mandatory [student representatives on school councils](#) with full voting rights. While students sit alongside parents and teachers on many school councils, they rarely have voting powers.

The Ministerial Papers issued in the 1980s made it compulsory for all [public secondary schools to have two elected students on council](#), but this was phased out under Kennett government changes to school governance. A December 2016 report by Deakin University on behalf of VicSRC recommended mandatory student representation on school councils with a special category for 'students' rather than the present situation where students are part of the 'community members' category.

University of Melbourne research associate Roger Holdsworth said that students who were involved in key decisions at their schools had better academic and wellbeing outcomes.

[Student representation on School Governance Councils](#)

News: National

Review into regional, rural and remote education

The Federal Department of Education and Training has established a review into regional, rural and remote education.



The review, led by Emeritus Professor John Halsey of Flinders University, is investigating the gap in educational achievement between regional, rural and remote students and metropolitan students. The gap is

visible in all of the various national and international test results, Year 12 completion rates and entry to higher education.

For example, the percentage of Australian students below the 2015 PISA national proficiency standard in reading was 36 per cent in metropolitan areas, 49 per cent in provincial areas and 56 per cent in remote areas. These figures were the same for maths. To put this performance into perspective, the OECD country average was 43 per cent of students below this standard in reading and 46 per cent below in maths.

The review will analyse the key challenges and barriers that impact on students' learning outcomes, including the effectiveness of existing government policies, and transitions toward, and success regarding, further study, training and employment. It will recommend strategies and approaches to improve educational outcomes.

The AEU will make a submission to the review and engage with members in rural and regional areas in the coming weeks to ensure the voice of principals, teachers and ES are heard loudly and clearly both in terms of the challenges faced, as well as the key solutions.

The Terms of Reference and a Discussion Paper can be found [here](#).

SA issues Statement on Public Education

The South Australian Government has issued a [Statement on Public Education](#) which "describes the essence of public education in order to guide its work".



The aim of the "foundation" statement is to affirm the value of the state's public education system (described as "one of the most precious institutions in our society") and to encourage discussion and debate about how to maintain, enhance and promote its quality.

The statement asserts that the uniqueness of public education is based on three concepts: 1) compulsory and free of tuition costs, 2) universal and 3) secular. It also sets out six characteristics of the system: quality, equity, diversity and cohesion, collaboration and trust, community, and democracy.

It describes public education as the foundation stone of democracy and states that:

"...every local community in South Australia is entitled to a well-resourced, secular, socially diverse and inclusive public school that provides a quality education, free of tuition costs, and open to all".

The statement has created debate in South Australia about the gap between the ideal of 'free' education and the fees presently being charged by some public schools.

News: International

Global education gurus

Global Gurus is a "research organisation" which ranks the top [30 performers](#) in different industries through Google scans and voting by specialists and the public.

It has produced a list of the top 30 education professionals for 2017. The list includes five of the people the AEU has interviewed for its professional journal (*Professional Voice*): Diane Ravitch (2), Michael Fullan (8), Andy Hargreaves (18), Kenneth Leithwood (21) and Pasi Sahlberg (22).



The list is made up mainly of Americans with a few English and a few Canadian gurus. Australia's (or more accurately New Zealand's) education 'guru' according to our media, John Hattie, does not appear on the list.

The criteria for judging the top 30 are: public opinion (30%), originality of ideas (30%), impact of original ideas (10%), practicality of ideas (10%), presentation style (10%), number of publications and writings (5%), other considerations (5%).

The top five gurus are:

1. Otto Scharmer (pictured) - a Senior Lecturer at MIT, Boston, a Thousand Talents Program Professor at Tsinghua University, Beijing, and co-founder of the Presencing Institute.
2. Diane Ravitch - Research Professor of Education at New York University and a historian of education.
3. Terry Small - a Canadian learning skills specialist and a populariser of brain science.
4. Barbara Blackburn - an American academic who writes and speaks about how to improve teaching and learning in schools.

5. Elizabeth Ross Hubbell - a lead consultant in the curriculum and instruction department at Mid-continent Research for Education and Learning (McREL).

Other well-known educationists on the list are Robert Marzano (10), Ken Robinson (11), Salman Khan (13), Randi Weingarten - President of the 1.5 million member American Federation of Teachers (14), Sugata Mitra (16) and David Hopkins (30).

Trump's Education Secretary's Investments

Since being confirmed as U.S. secretary of education in February, Betsy DeVos (pictured) has significantly increased her family's financial stake in a company that makes questionable claims about its treatment for conditions such as anxiety, autism, depression, and attention-deficit hyperactivity disorder.



The new investments in Neurocore could total as much as \$5.5 million and the investment raises new ethical questions for the education secretary and prompts fresh worries from some researchers about DeVos's commitment to rigorous scientific research.

Neurocore purports to treat patients by analysing their brainwaves and other biological signs, then providing "neurofeedback sessions" through which they can train their brains to function better. The company often uses such treatments with both adults and children. It charges as much as \$2,200 for a 30-session cycle. Overall, the evidence base for neurofeedback is weak, experts say.

The DeVos investments raise some new ethical questions because of concerns about any actions or deliberations of the department of education which may help the company.

[From Benjamin Herold, *De Vos invested more money in 'brain performance' company, despite weak evidence*, [Education Week](#), August 7, 2017]

Professional Development Coordination

Professional Learning Charter

The Australian professional learning charter for teachers and principals was developed by AITSL and endorsed by Ministers of Education in all states and territories and the Commonwealth in August 2012.



It sets out a comprehensive overview of what good professional learning looks like and how it is facilitated by school policies.

According to the charter, schools should have a "high quality professional learning culture" which includes: a high degree of leadership support for ongoing adult learning and risk taking; collective responsibility for improving practice; collaboration aimed at specific and relevant goals that relate to the learning needs of students; high levels of trust; and support for professional learning through school structures, explicit planning and the allocation of time.

The charter supports an inquiry model of professional learning which develops teachers as researchers. Teachers and school leaders are encouraged to challenge their assumptions about their practice to find new solutions to persistent issues. This should be based on a familiarity with current research on effective leadership, teaching and learning which enables participants to review what they are presently doing and where and why change may be needed.

This means supporting teachers and school leaders to explore research that questions their thinking, encourages them to develop their own theories of practice and promotes the use of a range of effective pedagogical practices.

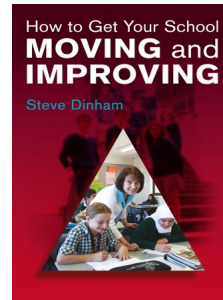
Other characteristics of good school professional learning include:

- Teacher and leader ownership of their learning through active involvement in its design, content, practice and evaluation.
- Opportunities to receive feedback on practice, and observe the practice of others and offer support to change practice through coaching, mentoring and reflection.
- Being based on and linking closely to school, sector and system goals and initiatives.
- Being available when needed.
- Evaluation of professional learning activities being built into programs from the start. It should focus on changes in teacher and leader practice leading to improved student outcomes and track change over the short, medium and long term.

[[The Australian Charter for the Professional Learning of Teachers and School Leaders](#), AITSL, August 2012]

Professional learning and student achievement

In his article for the October edition of the AEU's professional journal - *Professional Voice* - Stephen Dinham from the University of Melbourne writes about the interventions that have the greatest effect on improving student learning. He believes that research (particularly that of John Hattie) shows that teacher professional learning plays a key role. The following is an extract from the article.



"A second broad factor responsible for successful teaching, learning, schools and systems is that of professional learning. It is no coincidence that the most effective teachers, subject faculties and schools are never satisfied with what they know. They never reach the point where they feel they can put their feet up and say they have it all worked out. There are always new challenges and every year, new students.

These educators continually question what they do and how and why they do it, use evidence to inform this knowledge, and are always on the lookout for new strategies, resources and approaches to improve teaching and learning.

Hattie has found professional development to have an effect size of 0.51 in respect of student achievement. Teachers utilising micro-teaching to improve their practice has an effect size of 0.88. Providing teachers with formative evaluation and feedback on their performance has an even larger effect size of 0.90. Robinson, Hohepa and Lloyd found from their meta-analyses that leaders 'promoting and participating in teacher learning and development' had a very large effect size of 0.84.

Professional learning - one of the 'big levers' at our disposal - is essential to teacher development and school improvement. I can't see how we can change what teachers know and can do without it. Any change we introduce into a school or system must be accompanied and supported by relevant and effective professional learning, if it is to have any chance of success."

[Stephen Dinham, Fundamentals of Student Achievement, *Professional Voice*, AEU, October 2017]

Editor's note: The Hattie effect size is based on the impact of different influences, interventions and innovations on student learning. The typical effect size is 0.40.

The "situatedness" of effective professional learning

Mary Kennedy from the University of Michigan has written an article for the October edition of *Professional Voice* (*How can we foster professional learning?*) reporting on her research into the effectiveness of the different pedagogies used in professional learning. She found that the most effective form of PD was what she called "Situating Problem Solving."



In this approach, teachers meet in small groups to discuss and analyse artifacts of teaching such as videotaped lessons, examples of student work, or teachers' own lesson plans. The discussion leader would raise questions and offer new insights to help teachers make sense of the things they were examining, including curriculum units, lesson plans, student behaviours, etc.

"I suspect that the reason the...less effective pedagogies are less effective is that they try to give *universal solutions* to a practice that necessarily depends on unique situations. It is one thing to say that, as a general rule, students are more motivated when they have choices, but it is another to say that Donald, third seat on the left, will be more motivated or will make constructive choices if he is provided with them.

Everything teachers do depends on the situation. The question you pose to motivate a discussion depends on the topic and depends on who your students are, and sometimes even on whether the lesson is before or after lunch. Many decisions are influenced by one particularly difficult student. Each lesson presents a new and unique combination of content, materials, students, time constraints, school policies and so forth, and the decisions teachers make are based on simultaneous consideration of all of these things. This is why universal solutions don't work.

Professional developers who fail to acknowledge the "situatedness" of teaching fail to provide teachers with *usable* knowledge. The knowledge shared in manuals and lectures is essentially context-free. It is not linked to anything and thus easy to forget when teachers return to the unique situations they face in their classrooms.

The universal practices that coaches often advocate are embedded in practice, but they are presented as if they were universally applicable and cannot be amended to adjust to specific circumstances. It may be true that, in general, a particular procedure is valuable, but it does not follow that that will *always* be effective."

[Mary Kennedy, How can we foster professional learning?, *Professional Voice*, AEU, October 2017]

Reports and Resources

Commercialisation Report

The NSW Teachers Federation has launched a new report on the way edu-businesses have expanded their role in schools and schooling systems, largely on a for-profit basis.



The report, [Commercialisation in Public Schooling](#), found that the increased role of private companies in schooling was one of the outcomes from down-sizing and restructuring state education bureaucracies which opened up spaces and opportunities for edu-businesses to profit from.

The authors (Queensland academics Bob Lingard, Sam Sellar, Anna Hogan and Greg Thompson) describe the siamese twin relationship between the spread of the Global Education Reform Movement (GERM) - top-down, test-based accountability, the introduction of market competition between schools, the use of private sector managerial practices, and an increasingly standardised curriculum that focuses on literacy and numeracy - and the vast array of new products and services offered by edu-businesses.

The focus of the report is the results from a national survey of AEU members about the issues of commercialisation of school education. There were 2193 survey participants with 51.2 per cent from NSW and 5.3 per cent from Victoria. The low Victorian response was likely to have been due to the commercialisation survey being in schools at the same time as the ACER-AEU workload survey.

Around 74 per cent of those surveyed saw the ethics of having student data in commercial hands as a major concern and 72 per cent were also highly concerned at the way public schools are being run as a business.

For nearly half of those surveyed (45 per cent) the most significant concern was business dictating education policy, and 36 per cent were also highly concerned at teacher activities being outsourced. 57 per cent were also highly concerned about the lack of departmental support.

The changing complexity of school leadership

School leadership has become more complex, according to Distinguished Professor Viviane Robinson (pictured) from the University of Auckland. This is due to at least two contributing factors.



Firstly, the demographic changes in our school-age population, with more students coming to school without the educational and cultural capital that schools have normally relied upon as a foundation for teaching the school curriculum.

And with the increased social and economic diversity, schools are finding they cannot get their educational work done without paying more attention to the welfare of their families and communities. There are a whole range of areas in which schools are expected to play a role that lies beyond their traditional educational role.

Secondly, school leaders are expected to have a renewed focus on all children in their school succeeding and, what's more, they're held accountable for it (especially in Australia) in much more rigorous ways than they used to be, with constant examination of the school data, with reviews of their performance throughout the year by those to whom they're responsible, such as area and regional directors of education. Those accountabilities matter for the school leader's reputation and career progression.

Limitations of online leadership learning

Partly to reduce cost, some jurisdictions are placing considerable emphasis on online learning through mobile technologies which provide flexible just-in-time learning opportunities. These have considerable promise for supporting principals in the more technical, management part of their job but far less in the educational leadership aspects. That is because the learning in that area often requires challenge of assumptions, deep inquiry into leaders' thinking and the opportunity for extended dialogue between the learner and someone who is more expert. Online technologies rarely provide such learning opportunities.

Leadership capabilities

There are three major capabilities to lead improvement:

1. Leaders need to be increasingly knowledgeable about the core business of teaching, learning, assessment and curriculum. And they need to be able to use that knowledge to make good decisions. In order to use that knowledge they need two additional capabilities.
2. Complex problem solving. This is required to act upon any improvement plan in order to resolve a whole set of inter-related problems.
3. Relational trust. No improvement plan will work unless relational trust is built up to take staff along the journey.

[from Viviane Robinson, Leadership Q&A, [Teacher Magazine](#), August 2017]

Effective behaviour management

Rewards and Consequences Don't Work

The Australian [Behaviour at School Study](#) investigated the views of teachers about student behaviour in schools.

The unproductive student behaviours teachers identified were grouped into the following types:

- Low-level disruptive behaviours
- Disengaged behaviours
- Aggressive and anti-social behaviours

The [results](#) showed that low-level disruptive and disengaged student behaviours occur frequently, and teachers find them difficult to manage. Aggressive and anti-social behaviours occur infrequently.

For many years, teachers have relied on intervention strategies to curb unproductive behaviour, such as rewards - which are used to promote compliant behaviour - and sanctions, which are used to deter students from disrupting the learning environment.

Most schools use stepped systems. Stepped systems are a standard set of "consequences" that increase in severity and are used for all types of unproductive behaviour. These stepped approaches usually begin with a warning, in-class timeout, out-of-class timeout, being sent to the school leader, then suspension and exclusion. They involve isolating students from their peers and removing them from their learning.

This approach might seem sensible because it allows the teacher to continue to teach and other students to continue to learn. However, it ignores the root of the problem. The "offending" students find it hard to get back into learning after missing work and continue to disengage from schooling.

The teacher survey showed that 85 per cent of teachers indicated that they had used a "step" system involving an escalation of actions during the past week of teaching. Yet only 33.3 per cent reported that it was effective.

Teachers seem to realise that threats and actions that remove students from their learning do not always work. This is supported by an emerging body of international research. The evidence clearly shows that relying on punitive approaches to managing behaviour, such as putting students in timeout, are not effective at fixing the problem. In fact, they exacerbate it over time.

Focusing on prevention is the key. Considering the physical environment, the curriculum and resources and the teaching method can prevent students from becoming disengaged and thus becoming disruptive. Teachers should teach problem-solving and conflict-resolution skills so students don't resort to aggression to cope with situations.

Teacher education involves learning how to establish not only engaging but orderly learning environments. We know that the most common behaviours teachers are likely to encounter are low-level disruptive and disengaged behaviours, so it is important that teachers learn how to prevent such behaviours from occurring in the first place.

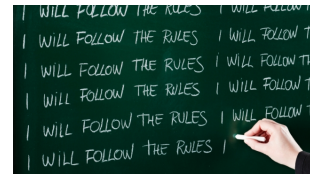
The Behaviour at School Study findings show that teachers should shift their attention away from focusing on trying to "fix" student behaviour by using rewards and consequences. Instead, they should seek a greater understanding of how other factors such as the teaching method and curriculum influence engagement and therefore student behaviour.

[from Anna Sullivan, *How teachers are taught to discipline a classroom might not be the best way*, [The Conversation](#), Feb.16 2015]

How to Prevent Behaviour Problems

The Behaviour at School [study](#) looked at how schools develop policies and practices to prevent behaviour problems. It found the following methods effective:

- School leaders should support teachers to solve the problem collaboratively, rather than simply solving it for them.
- Often problem student behaviour is deferred to school leaders to resolve. This is problematic because the leader would be building a good relationship with that student instead of the teacher. This can be done better. For example, when a student is presenting challenging behaviour and the situation has escalated to the point where the teacher needs support, a colleague can take over teaching the class so the teacher can meet with the student to solve the problem.
- When students appear disengaged, staff work in collaboration with students to support the professional learning needs of teachers and develop engaging learning environments.



- Teachers focus on building meaningful relationships with students early in the year and then maintaining them. Students who feel that teachers care for them are more willing to engage in the learning activities.
- Staff are committed and have support to enable them to follow up with students the day after if there has been an issue with behaviour. Teachers utilise behaviour management approaches that engage the student rather than punitive approaches that lead to alienation.
- School leaders adopt a case management approach that ensures students with ongoing behaviour issues are always on the agenda. This case management approach involves a team of staff to find collaborative solutions.
- Providing support to a case management team allows teachers to seek timely support from experts like psychologists, especially for students who exhibit challenging behavior.
- Schools provide time for teachers to call parents as soon as possible, rather than when they have time. This allows personal contact to discuss issues, rather than just informing parents of issues. One secondary school called this "beat the child home with a phone call to parents".

[Anna Sullivan, *Teachers shouldn't have to manage behaviour issues by themselves - schools need to support them*, [The Conversation](#), May 5, 2017]

The Acronyms Page



Evidence that education is a great generator of acronyms can be found on the [Education Department's acronyms' page](#) (where else?). There are at least (I may have missed some)155 acronyms spelt out on the DET page.

The page is useful in terms of its comprehensive nature and its explanation of what acronyms in common use actually stand for. For example CASES is "computerised administrative system environment in schools".

You can also work out the difference between one letter different acronyms: LLEN(s) - local learning and employment network(s) and LLN(s) - language, literacy and numeracy programs.

And the page does include one of the most important acronyms in public education - AEU!

Research Digest

Sexual behaviours of primary school students

A national study of teachers in primary schools found that they feel they don't know enough about problematic sexual behaviours to confidently manage their increasing incidence in Australian schools.

The study asked 107 primary teachers who taught children aged 5-13 in government, Catholic and independent schools about their experiences with children's problematic sexual behaviours, and their management strategies in schools.

40 per cent said that they had observed problematic sexual behaviour including simulated sexual intercourse, touching one another and even threats of rape. The research found that teachers could identify "age-appropriate" sexual curiosity but many expressed concern about how to deal with children displaying worrying behaviour.

The study's lead researcher, Lesley-Anne Ey, commented: "Teachers should know the questions to ask so they can recognise whether such behaviours are prompted by potentially criminal activity that a child is seeing or experiencing at home or at school, or whether the child is simply copying actions they see in increasingly sexualised music videos, advertising, and internet content."

The study was published in the journal [Sex Education](#).

Article: ["Teachers struggling with students sexual behaviour in schools"](#).



Lack of time and resources impact on career advice

New research shows that while parents are still the number one influencers of their children's career planning, career practitioners come in second, with more than half of students identifying their career teachers/advisors in their top two people they are most comfortable to approach about career advice.



The research found that the most effective forms of career development for students are:

1. Interview with a career advisor
2. Work experience
3. Vocational Education and Training in schools
4. Hosting or visiting career expos
5. Attending University/TAFE/RTO open days.

The research shows that while the full-time career practitioners have the greatest ability to fully implement the most effective career development strategies - such as one-on-one interviews and career action plan development - less than half (48%) of Australia's school based career practitioners are full-time.

School career practitioners are two times more likely to have had their time allowance decreased than increased in the last three years. While an interview with a career advisor is the most effective form of career development, only 53 per cent of part-time career practitioners are able to fully implement this activity in the schools they work in.

[Media release](#): 21 June 2017

Statistics

NAPLAN mean average scores 2017 and Victorian performance compared to other states/territories

	Victoria	Australia	Vic place
Reading:			
Year 3	444.4	431.3	1
Year 5	514.6	505.6	2
Year 7	550.6	544.7	2
Year 9	582.5	580.9	4
Writing:			
Year 3	426.9	413.6	1
Year 5	485.6	472.5	1
Year 7	524.1	513	1
Year 9	561	551.9	2
Numeracy:			
Year 3	420.1	409.4	1
Year 5	501.5	493.8	1
Year 7	559.6	553.8	1
Year 9	593.5	592	4

[Source: [ACARA](#)]

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

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

The following represents a short list of potential workshops we can facilitate at your school. Packages range from \$330 for the shorter sessions through to \$990 for half day sessions and to full day sessions for around \$2,000.

Creating a Climate of Change

Many evidence-based curricula and pedagogical change initiatives make a profound impact on student thinking and learning. The issue for many schools lies in enacting this change in schools. In this session Dr Adrian Bertolini will discuss the barriers and considerations you will need to address in creating a climate of effective change within your school.

Designing Effective Strategic Plans and Annual Implementation Plans

Do you as a Principal or School Leader experience being challenged in implementing curriculum, pedagogy or change initiatives in your school? One aspect that is critical is having a clear and sensible strategic plan that step by step unpacks and guides the school leadership team to achieve its goals. In this session Dr Adrian Bertolini will outline the 5 steps to become exemplary schools as discussed in a Harvard University report. It will include an example of a strategic plan and discussion about the thinking behind the process and how to lead staff in being the owners of the plan.

Embedding the Critical and Creative Thinking General Capability

When teachers are surveyed about whether they explicitly teach critical thinking often a small percentage will say they do intermittently. Yet, what do they mean by critical thinking? In this session the participants will be taken through a process to explore and unpack the Critical and Creative Thinking General Capability as defined in the Australian Curriculum. Participants will then get a sense of how they can create a quantifiable thinking progression which they can easily embed into their curriculum.

Metacognition and Self-Regulated Learners

One of the core aspects of educational research around effective teaching and learning is the importance of developing self-regulated independent learners. However, how can learners become self-regulated and independent if they don't drive their own learning? This session will explore metacognition and two aspects of self-regulation. We will discuss some simple approaches that schools can use to shift the conversation within their classes so that students become more self-reflective and focused on learning strategies.

Conversations that Build Trust

Schools benefit from the fact that they are relational organisations. The collegiality of staff, the teamwork, and the sharing of a vision works to create a safe space for learning to occur. However, it also suffers from the challenge that certain conversations, normally around performance and behaviour, are avoided or resisted because of the fear of upset or undermining relationships. Using the work of Stephen Covey (*The Speed of Trust*), Dr Adrian Bertolini discusses the elements and tools to empower staff in the midst of a "difficult" conversation. Participants will have the opportunity to develop their capacity through an active listening activity as part of this session.

Growing Leadership within a school

One of the key evidence-based initiatives that the Victorian Government has identified to "*help schools take action to lift student achievement outcomes, well-being and engagement in learning*" is building leadership teams. This session will share not only the latest research from David Gurr and Lawrie Davison (Melbourne Uni) on the critical elements that need to be addressed if one is to build leadership within a school, but also what Dr Adrian Bertolini has found works in growing leadership throughout the school environment.

Situational Leadership

Ken Blanchard in his book "Leadership and the One Minute Manager" introduced the importance of Situational Leadership as a leadership concept. The essential idea is that the leadership style that a leader should use is dependent on the competency and motivation of the person they are coaching and mentoring.

Situational Leadership is about providing the leadership team with a model and the tools for creating open communication and developing self-reliance in those they manage. It is designed to increase the frequency and quality of conversations about performance and development. As a result, competence is developed, commitment is gained, and talented individuals are retained.

Other Potential Topics

- Developing teacher data literacy
- Embedding Formative Assessment Practices
- The main messages from John Hattie's meta-analyses and actions to take
- Developing quality formative rubrics
- Embedding STEM - meeting the needs of the Technologies Curriculum
- Effective curriculum planning and assessment

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.

A sample of what is on offer

On Tuesday 5 September, staff in your school could register for any of the following programs at no cost. They are all online and so can be done from school or home, individually or as a group.

3.30 - 4.30	Improving writing skills in the secondary curriculum
5.00 - 6.00	Voice care - techniques for looking after your 'teacher voice'
5.30 - 6.30	iPads - enabling students with a disability
6.30 - 7.30	Differentiation in lesson planning
7.00 - 8.00	Having the Restorative Conversation

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. For information or to join email mvictory@tln.org.au or call Michael Victory on (03) 9418 4992 or join online at www.tln.org.au or call in to see us when you are next in at the AEU building

Education Podcasts with TLN - yes they can be professional development

From one avid listener

I've been listening to your podcasts. Only part way into #3 but enjoying them greatly. You do a great job of moderating these. You don't take over the conversation. Congratulations on this development and keep it up. My drive home can be anything up to 90 minutes so I need stuff like this.

Go to <https://www.tln.org.au/Podcast> or go to iTunes <https://itunes.apple.com/au/podcast/tln-podcasts/id1206224701>

The podcasts are eclectic but all linked to education themes.

Current episodes cover using Outlook and Powerpoint; a great session on working with students with Autism and another on working with students with additional needs; one on setting group rules for your classroom; and then wider education issues such as the purpose of education and social justice as an aim for education.

Teacher Development Centre

The Teacher Development Centre offers full service professional development with Australian experts in their field. These masterclasses are a full day of professional learning and close dialogue with the presenter. This is where real change can happen in your approach to teaching.

Teaching with Neuroscience in Mind with Andrew Fuller - Wednesday 11 October

Renowned psychologist, Andrew Fuller will present a full day for primary and secondary teachers on using neuroscience theory to engage students in the learning encounter. Andrew will cover:

- Willpower, decision making, planning and persistence
- Memory and concentration
- Learning and Literacy
- Learning and the motivated - the engaged brain

This session will be held at the AEU Building in Abbotsford in partnership with the Professional Learning Centre. Registration is just \$329.

Register at <http://teacherdevelopmentcentre.org.au/programs> or call (03) 9418 4992 for more information.

Beyond Telling Off with Jo Lange - Friday 13 October

Jo Lange is an Australian leader in skilling teachers to manage classrooms for better learning outcomes. Her T-shirt workshops are famous for her engaging presentation and the effectiveness of the strategies that teachers learn and use the next day. Don't miss out.

You will learn new strategies to manage the classroom and individual student behaviour that will create a more productive learning environment.

This session will be held at the AEU Building in Abbotsford. Registration is just \$329.

Register at <http://teacherdevelopmentcentre.org.au/programs> or call (03) 9418 4992 for more information.

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

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