

PD coordinators e-news



November, 2016

Volume 12, Issue 4

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Spin offs!



The long history of teacher activism

"Teachers contributed in a slight manner to the downfall of the late Cabinet."

[Alexander Peacock, Minister of Public Instruction (and later premier) in Victoria 1892-99]



A subsidy for elitism

Dear Colleague,

Welcome to the fourth 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.

[Job opportunity delivering CRT PD](#)
(See TLN section at end of e-news)

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

News: Victorian

Retention Soaring in Victoria's public schools

New data from the DET shows the 7-12 retention rate in Victoria's public secondary schools is now 93.8 per cent - the highest on record.



In 2015 for the first time the retention rate in government schools overtook that in non-government schools. In 2016 it is 4.6 per cent above the non-government rate.

In 1999, at the end of the Kennett Government, the government school retention rate stood at 76.5 per cent; 12.7 per cent below the non-government rate.

In other good news for government schools, their share of total school enrolments has risen for the second year in a row. The proportion of Victorian students in government schools decreased every year until it reached 62.8 per cent in 2012. This figure remained the same 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.

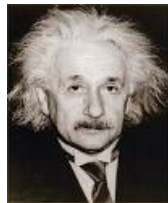
Victorian school retention rates

"The argument that says the parents of private school students pay tax and so should see that money invested into the private system is a bogus one. There is nothing to stop that parent sending their child to a public school where that tax is being spent. What that person is asking for is a subsidy for elitism".

[Editorial, The Saturday Paper, 1/10/16]

The numbers game

"Not everything that counts can be counted, and not everything that can be counted counts."

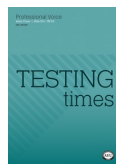


[Arributed to Albert Einstein]

Publications

Professional Voice

The next edition of *Professional Voice* is due in February 2017.

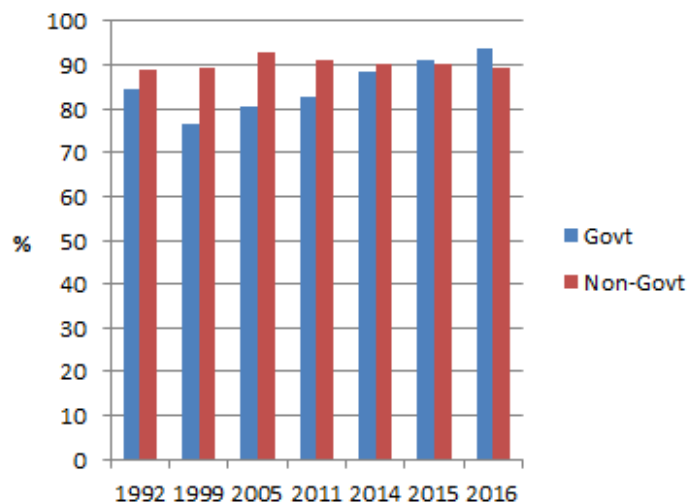


Back Copies

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

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

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



[For more detail see the "STATISTICS" section below]

Teaching quality undermined by workload

Victorian government school staff are suffering unsustainable workloads according to research carried out by the Australian Council for Educational Research (ACER).



The AEU commissioned ACER to survey its school sector membership to evaluate the level and nature of their workload. The well-known complexities of gaining valid and reliable data about workload meant that the survey was fairly detailed and took time to complete.

There was a huge response from school staff and ACER received over 13,000 completed surveys, making it the largest state-based survey of school workload ever carried out in Australia.

One of the most significant aspects of the research was the links it made between workload and the factors which are used to define quality teaching.

The [survey](#) found that teachers on average spend 53 hours per week (and Leading Teachers spend 55 hours per week), at their workplace and at home, working on job-related tasks. When asked if this level of work is "manageable" 20.4 per cent of teachers said "often" or "always". 21.7 per cent said "never/seldom". The rest of teacher respondents said "sometimes".

Quality Teaching

To drill down further into the implications of workload on teaching there were 17 questions related to the demands of quality teaching. The questions used a seven point scale from 1 (not at all) to 7 (to a great extent).

The survey found that 51.3 per cent of primary teachers and 33.5 per cent of secondary teachers were in the 5-7 range (to a great extent) able to "to meet your students' individual learning needs".

When teachers were asked whether they were able to "monitor and assess student progress effectively" just 38.9 per cent of primary teachers and 27.0 per cent of secondary teachers indicated they were in the 5-7 range. In addition to this, only 19.6 per cent of primary teachers and 14.7 per cent of secondary teachers were in the 5-7 range for being able to "provide timely and useful feedback to your students about their learning".

Managing Student Behaviour

In response to a question about another of the core roles of all teachers -

The latest edition
of the TLN

Journal is on autism. For copies
contact TLN at the AEU Building,
126 Trenerry Crescent,
Abbotsford, 3067 or 9418 4992
or Michael Victory
[mvictory@tl\[n\].org.au](mailto:mvictory@tl[n].org.au)

"managing student behaviour effectively" - 34.9 per cent of primary teachers and 21.3 per cent of secondary teachers were in the 5-7 range.

Teachers were asked what their teaching priorities would be if they were given additional time. The highest priorities for both primary and secondary teachers were "planning effectively to meet your students' individual learning needs" (57.8 per cent primary and 54.4 per cent secondary) and "meeting the needs of students who are struggling with their learning" (54.4 per cent primary and 47.3 per cent secondary).

Little value in P and D reviews

The ACER survey of Victorian government school staff found that teachers and Education Support staff believed that the Performance and Development process/review was time-consuming and had little improvement effect on the way they carry out their roles.



56.4 per cent of primary teachers and 66.8 per cent of secondary teachers indicated that the P and D process/review often or always took up a lot of time.

When asked if it improved classroom teaching, 16 per cent of primary teachers and 12.1 per cent of secondary teachers said it did often/always. At the same time 37.8 per cent of primary teachers and 44.5 per cent of secondary teachers said it never or seldom improved their teaching.

When Education Support staff were asked the same questions about their experience of the P and D process/review the results were fairly similar to those of teachers. The often/always responses to the question does it take up a lot of time ranged from 41.3 per cent for primary ES staff working in administration-operations roles to 50.2 per cent for secondary ES staff working in technical roles.

A second question asked whether the P and D process/review "improves the way I do my job to support student learning and/or the operation of the school". Often /always responses ranged from 27.7 per cent for primary ES staff in student/teacher support roles to 12.8 per cent for secondary ES staff in professional services roles.

Principal Class Responses

Responses from principal class members were not as negative about the reviews. When asked does their own review take up a lot of time 35.4 per cent of primary assistant principals and 34.4 per cent of secondary assistant principals said often/always. Asked whether their own process improved the way they lead their school 36.3 per cent of primary assistant principals and 38.8 per cent of secondary assistant principals indicated often/always.

44.8 per cent of primary school principals and 28.0 per cent of secondary principals said their review process often/always took up a lot of time. While 31.1 per cent of primary principals and 37.8 per cent of secondary principals believed that often/always the review improved the way they lead their school.

When asked about staff P and D reviews 81.1 per cent of primary principals and 69.3 per cent of secondary principals said that often/always they took up a lot of time. However, 48.6 per cent of primary principals and 46.7 per cent secondary principals believed that often/always the reviews improved staff performance.

Educational leadership difficult because of workload

Principal class workloads are out of control according to the ACER

survey of Victorian government school staff which found that principals worked on average 60 hours per week.



Asked whether their workload was manageable, only 17.9 per cent of primary principals and 25.3 per cent of secondary principals said that this was the case "often/always". When assistant principals were asked the same question 23.4 per cent of primary and 27 per cent of secondary said often/always.

The survey results demonstrated the gap between the ideal of the principal as the educational leader in their school and the reality that they have little time left over from their administrative work to carry out that role.

School Administration

84.7 per cent of primary principals agreed that often/always "the majority of my work day is spent managing school administration requirements". Only 22.1 per cent believed that they spent (often/always) a reasonable amount of time on leading teaching and learning and only 11.7 per cent said that (often/always) "I have enough time to provide necessary professional support for my colleagues".

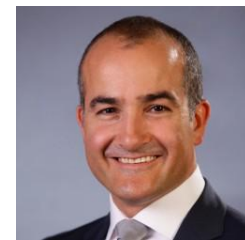
Secondary principals were marginally more able to carry out the role of educational leader - which previous research has found is the role most principals would like to focus their time on.

72 per cent of secondary principals indicated that often/always most of their work day is spent in administration. 38.7 per cent said (often/always) that they spent a reasonable amount of time leading teaching and learning and 21.3 per cent agreed that they had enough time to provide professional support for their colleagues.

The top two priorities to relieve principal workload in both primary and secondary schools were an increased budget and simplified compliance requirements.

The Department received a solid thumbs down from principals when they were asked the extent to which it supported them in their role. Only 9 per cent of primary principals and 14.9 per cent of secondary principals gave the Department either a 4 or 5 ranking (on a five point scale).

AEU supports proposals to reform teacher education in Victoria



The AEU believes that an acceptable academic threshold for students entering teacher education courses from Year 12 should be an ATAR of at least 70.

As an alternative, the union would also support a version of the New South Wales model of having an academic threshold based on study scores. In this case, the Victorian equivalent should be set at the same standard as New South Wales, that is at least 80% in three subjects including English.

The AEU position is set out in its response to the Ministerial discussion paper - *Working Together to Shape Teacher Education in Victoria* - which outlines a reform package to strengthen initial teacher education (ITE) courses in Victoria.

The AEU submission argues that the "academic capability threshold" for entry into ITE courses must recognise the complexity of teaching and the intellectual demands made upon its practitioners. There is substantial evidence that teaching courses are not attracting sufficient

future teachers from the top third of secondary school graduates and this is in sharp contrast to entry cohorts in other professional areas.

At present ITE programs have the highest percentage among university fields of study of students entering with low ATAR scores, that is, below 50 and between 50 and 60. There is also evidence that the situation is significantly worse in Victoria compared to the rest of Australia.

A Victorian Dilemma

The Australian Council for Educational Research (2014) reported that in 2013 more than 20 per cent of students entering ITE undergraduate courses in Victoria had ATAR scores less than 60. In addition, two thirds of offers nationally to students with ATAR scores less than 50 (387) were made by Victorian universities.

While only a quarter of applicants now enter ITE courses through the ATAR pathway, this does not lessen the impact of a decline in the attractiveness of these courses for high achieving students. A reduction in the proportion of students entering via an ATAR should not mean a reduction in the ATAR scores of entrants.

The AEU believes that ITE should eventually become graduate entry-only courses and that a transition time-line should be put in place to achieve this goal. Graduate entry would ensure that ITE students had already demonstrated their capacity to successfully complete a higher education degree.

Selection Framework

Academic ability alone is not the only thing that makes a good teacher. The AEU supports a "framework for selection" made up of an academic capability threshold, measures to identify suitability to teach and course-specific criteria.

Our bottom-line however, is that the academic requirements should be separately met *before* teaching suitability and course-specific criteria are factored in.

The AEU submission also makes it clear that more stringent selection processes should be accompanied by improvements in salaries, career and employment structures and working conditions so that teaching is seen by potential entrants as equivalent to, or better than, entering any comparable profession.

The full AEU submission can be accessed [here](#).

The Government is due to announce its teacher education changes before the end of the year.

News: National

New PISA and TIMSS Reports

ACER will shortly release the latest Australian summary reports and international results for the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA).



The Australian summary report for TIMSS will be released at 8.00pm AEDT on 29 November 2016, and PISA at 9.00pm AEDT on 6 December 2016.

TIMSS and PISA are both global assessments that report trends in student achievement.

The focus of TIMSS is on Years 4 and 8 students' achievement in the mathematics and science curriculum and is conducted every four years.

The focus of PISA is on how 15-year-old students apply their science, reading and mathematics skills to real-life situations, and is conducted every three years.

DET survey of principals

The Commonwealth Department of Education and Training has introduced its own [Australian Principals Survey](#).

The aim of the survey, according to DET, is to "generate a national set of school level data from principals that gives valuable, real world insights about key government policies and initiatives. Understanding how these measures are implemented in schools will enable policy makers to better incorporate the voice of principals in current and future policy development".

The survey, which closed on 4 November, was voluntary and open to all principals in Australia. It was conducted by a Melbourne-based market research firm, ORIMA Research.

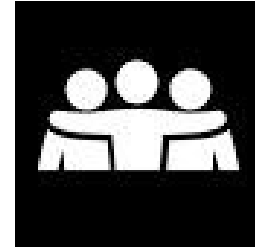


Student Wellbeing Hub

The Commonwealth Department of Education has launched the [Student Wellbeing Hub](#). It replaces their Safe Schools Hub.

The new website reflects the changes the Turnbull Government made to the National Safe Schools Framework and focuses on ways to address bullying.

The website contains a range of classroom resources, professional learning modules and support materials for developing programs to promote resilience. It includes advice and information for parents and students.



VET in schools Website

The Federal Government has set up a VET in schools website called [Preparing Secondary Students for Work](#).



The site contains a framework guide for schools, "helping to make sense of the complex environment in which vocational learning and vocational education and training (VET) is delivered to secondary students".

The framework was developed by a working group established under the Education Council which includes Education Ministers from all states and territories. Following extensive national consultations the framework was endorsed by the Council in December 2014.

It includes a new VET self-assessment tool for schools which was developed in collaboration with key stakeholders from schools, industry and training sectors.

News: International

Grammar schools back in favour in the UK

In her first domestic policy statement in September, the new UK Prime Minister, Theresa May, said her Government would [reverse the ban on opening new grammar schools](#).

She said that she is opposed to "the dogma and ideology" which prevents selective schools being established. She wants to get rid of the cross-party consensus, which has existed since 1998, that no new grammar schools will be opened.

May has proposed opening new grammars, expanding existing grammars and allowing existing non-grammar schools to become grammars.

Her predecessor, David Cameron, had opposed any move to allow new grammars because "parents fundamentally don't want their children divided into sheep and goats at the age of 11".

Students gain access to grammar schools from the 11+-exam. At present, just 3% of students enrolled in grammar schools come from poor backgrounds compared to 14% of students in this category across the country.

The [May proposals](#) include a number of measures to address criticism from Labour and members of her own Conservative party. The new grammars would need to take a minimum proportion of students from lower-income households, or open a feeder primary school in a disadvantaged area, or set up a non-selective "free school".



Her claim that the grammars would improve the quality of education in the country has been disputed by the Chief Inspector of Schools, Sir Michael Wilshaw, who described it as a "backward" step that could halt the recent improvement in London schools.

He said: "If grammar schools are the answer to social mobility, why aren't there more in London which is the stand-out performer in our nation? We will fail as a nation if we only get the top 15 to 20 per cent of our children achieving well."

The largest study of England's 164 grammar schools by the independent Education Policy Institute, found "no evidence" that expanding the network would improve overall standards.

Its warning that the Government's proposals could widen the "attainment gap" between rich and poor pupils will increase the chances of them being defeated by MPs or peers. Up to 40 Conservative MPs are said to have doubts.

Attack on elite private schools

The Prime Minister did arouse the ire of elite private schools by also proposing that they will only maintain their charitable status if they are prepared to set up or sponsor government-run sister schools. Smaller private schools would have to send teachers to take lessons in state schools or accept quotas of students from poorer backgrounds.

She described elite private schools as becoming more and more "divorced from normal life". She said that between 2010-2015 their fees had risen four times faster than average earnings growth and the percentage of their students who come from overseas had gone up by 33 per cent.

Chinese Studying Abroad

China is now the world's largest source of international students, with a record 460,000 mainlanders heading overseas to learn in 2014, up 11 per cent from 2013, according to the Chinese Ministry of Education.



It is estimated the total in 2016 is well over 500,000. Most of the students chose to study in the US, followed by Australia, Canada and Britain.

When parents were surveyed about their reasons for sending their children to study overseas they said: to "broaden their horizons", "foreign countries had better education conditions", to "increase their children's knowledge", and because of the emphasis in China on academic performance alone.

Parents also hoped the experience of living abroad will benefit their children in a fiercely competitive job market.

Most of mainland pupils studying abroad came from the wealthy coastal regions while families in second- and third-tier cities preferred their children to complete high school at home.

As the age range of students studying abroad has become increasingly younger, many Chinese mothers accompany their children to countries like Australia to look after them. "It's not a problem for the family because many of them are already stay-at-home mums."

Study Tours

As well as studying abroad, an estimated half-a-million young Chinese from the mainland will have headed overseas on study trips by the end of this year, up from about 350,000 last year. Revenue for the entire industry is expected to hit 12 billion yuan (around AUS\$2.28 billion).

A typical trip offered by one provider, New Oriental Global Study Tour, involves about 35 pupils visiting several parts of a country under the supervision of two teachers. The teenagers billet with local families, stay in dormitories and sometimes hotels. Parents can stay in touch with their children daily through social media and messaging services.

Prices range from 10,000 yuan (AUS\$1,900) to 50,000 yuan (AUS\$9,500). Destinations include the United States, Europe, Canada, Australia, New Zealand, Singapore, Japan and Hong Kong.

Parents send their children overseas to broaden their vision, improve their English-speaking skills and develop their cultural adaptability. A study tour during holidays is also used by an estimated 80 per cent of families with future overseas study plans.

The study tour agencies are eyeing ever younger children as they seek to expand their market. Some study tours are for children as young as four but at that age their parents usually accompany them on the trip.

Children of this age are expected to attend local kindergartens and make friends with host country children, while parents visit local primary and middle schools as well as attend real estate investment forums.

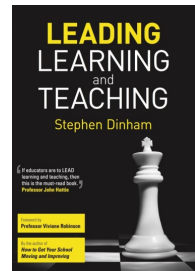
[Articles from The South China Morning Post]

Professional Development Coordination

Effective PD Plans

Schools need a professional learning plan that is based on the learning needs of students, and the resulting learning needs of teachers, and which is consistent with the broader aims and priorities of the school.

Research has identified nine characteristics of professional development plans that have "measurable and significant effects on gains in student achievement".



- 1. Comprehensive needs assessment** - the plans contain evidence of school leadership decisions regarding the use of time, assignment of staff, and allocation of resources that are directly related to student needs.
- 2. Enquiry process** - the plans identify causal relationships between teaching and leadership practices and student results.
- 3. Prioritisation** - the plans have six or fewer clearly established priorities.
- 4. Specificity** - the plan goals are directly related to academic expectations for students, including specific focus on year levels, skills and individual students.
- 5. Measurability** - a learning community can make an objective statement about the progress or lack of it in their school with regard to the achievement of goals.
- 6. Achievability** - the goals are sufficiently challenging to close learning gaps within 3 to 5 years.
- 7. Relevance** - the goals represent urgent, critical needs and are clearly aligned with a needs-analysis process.
- 8. Timeliness** - the goals have specific dates - season, month, or day - for assessment, data collection and analysis.
- 9. Monitoring** - the plans include a specific date to be monitored, along with frequent intervals for examining and reporting progress. Monitoring includes not only student results but also professional practices of teachers and school leaders.

[From Stephen Dinham (2016), *Leading Learning and Teaching*, ACER, p.222. Based on research by D. Reeves (2010), *Transforming professional development into student results*, ASCD]

Research Digest

Positive school climate makes a difference

Positive school climates contribute to academic achievement and can improve outcomes for students from low socioeconomic backgrounds, according to a [new study](#) published this month in *Review of Educational Research*, a peer-reviewed journal of the American Educational Research Association.



In a comprehensive analysis of research published since 2000, U.S. and Israeli researchers found substantial evidence that schools with positive climates can narrow achievement gaps among students of different socioeconomic backgrounds and between students with stronger and weaker academic abilities.

Broadly speaking, positive school climates are marked by a supportive, caring approach from teachers; a sense of safety from violence and bullying; student connectedness in school; and parental involvement.

Study co-author Ron Avi Astor, a professor of social work and education at the University of Southern California, commented: "Our findings suggest that by promoting a positive climate, schools can allow greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility."

Is Reading Contagious?

An American Institutes for Research study of 4th grade students has found that children tend to share their parents' positive reading attitudes and behaviours. It is more common for children to enjoy

reading and read frequently when their parents also do so.

Some children of parents with negative reading attitudes and behaviors also report enjoying reading and reading frequently. Some children may have a natural proclivity to read, or may share other attributes such as educational aspirations or geographic contexts; and there is also the contribution of schooling and peers in fostering positive reading attitudes.



It is more common for girls than boys to enjoy reading and to read frequently, among those children whose parents have positive reading attitudes and behaviours. The difference favoring girls was 16 percentage points on average for reading enjoyment and 10 percentage points on average for reading frequency.

Compared to the differences in reading enjoyment and frequency between boys and girls, differences based on parents' level of education are not as common or consistent.

It is more common for both parents and children to enjoy reading than to read frequently. On average internationally, a higher percentage of both parents and children report that they enjoy reading (68 and 61 percent, respectively) than read frequently (43 and 42 percent, respectively).

[Stephens M., Erburber E., Tsokodayi Y., Kroeger t., and Ferguson S. (2015), *Is Reading Contagious? Examining parents' and childrens' reading attitudes and behaviours*, [IEA Policy Brief](#) No 9, Amsterdam.

Impact of teaching practices on student performance

A study of the impact of various teaching practices on Year 8 student performance in maths and science found that the teaching strategies which internationally had the most positive impact were "collegial activities".



The study was based on data from the Trends in International Mathematics and Science Study (TIMSS) 2011 results.

"Collegial activities" consisted of how often teachers had the following interactions with other teachers:

- (a) discuss how to teach a particular topic;
- (b) collaborate in planning and preparing instructional materials;
- (c) share what I have learned about my teaching experiences;
- (d) visit another classroom to learn more about teaching; or
- (e) work together to try out new ideas.

In wealthier countries such as Australia, student performance was enhanced by "active teaching strategies". In maths active teaching strategies were:

- (a) work problems (individually or with peers) with my guidance;
- (b) relate what they are learning in mathematics to their daily lives;
- (c) decide on their own procedures for solving complex problems; and
- (d) work on problems for which there is no immediately obvious method of solution.

On the other hand "passive teaching strategies" appeared to have a negative effect on student performance. These strategies in maths were:

- (a) memorise rules, procedures, and facts;
- (b) work problems (individually or with peers) while I am occupied by other tasks;
- (c) apply facts, concepts, and procedures to solve routine problems; and
- (d) explain their answers.

[Clavel J.G., Mendez I., Crespo F. G. (2016), Are teacher characteristics and teaching practices associated with student performance?, [IEA Policy Brief](#) No 11

What school characteristics are related to equity?

An international study of the performance of Year 8 students in maths found that the equity gap between students from different SES backgrounds was diminished in some countries through school characteristics.



The study found that school emphasis on academic success had the most significant influence on the relationship between SES and achievement.

In Australia, Canada (Quebec), Chinese Taipei, Finland, Lithuania, and Slovenia, more equity was observed in schools with greater emphasis on academic success. Thus, a school climate that prioritises students' learning and success predicts a weaker association between home background and achievement in these countries.

Secondly, an orderly school climate was statistically significant in Australia, Canada (Quebec), Norway, the Russian Federation, Singapore and Sweden. In these countries, the achievement gap between low-SES and high-SES students was smaller when a school had an orderly climate.

Instructional quality had less compensatory effect than the other two school characteristics.

[Nilsen T., Blomeke S., Hansen K. Y., Gustaffson J., (2016), Are school characteristics related to equity? [IEA Policy Brief No 10](#)

What doesn't work in teaching?

A report for the UK educational research institution the Sutton Trust described common teaching practices which their research shows are not backed up by evidence.



(1) Using praise lavishly

Praise for students may be seen as affirming and positive, but a [number of studies](#) suggest that the wrong kinds of praise can be very harmful to learning. [Other research](#) argues that praise which is meant to be encouraging and protective of low-attaining students can actually convey a message of the teacher's low expectations.

(2) Allowing learners to discover key ideas for themselves

Enthusiasm for "discovery learning" where learners undertake problem-solving activities or open-ended tasks is not supported by research evidence, which [broadly favours](#) direct instruction where children are more explicitly guided through the learning process. Although learners do need to build new understanding of what they already know, if teachers want them to learn new ideas, knowledge or skills, they should teach them directly.

(3) Grouping learners by ability

Evidence about the effects of grouping by ability suggests that it [makes very little difference](#) to learning outcomes and undermines low attainers' confidence.

(4) Re-reading and highlighting

Re-reading and highlighting are among the commonest and apparently most obvious ways to memorise or revise material. They also [give a satisfying](#) - but deceptive - feeling of fluency and familiarity with the material. Yet a range of studies have shown that [testing yourself](#), trying to generate answers, and deliberately creating intervals between study to allow forgetting, are all more effective approaches.

(5) Addressing issues of confidence and low aspirations

The evidence shows that attempts to enhance pupils' motivation [are unlikely to be successful](#) and even if they do, the impact on subsequent learning is close to zero. In fact the poor motivation of low attainers is a logical response to repeated failure. Start getting them to succeed and their motivation and confidence should increase.

(6) Teaching to a learner's preferred learning style

The psychological evidence is clear that there are [no benefits](#) from trying to present information to learners in their [preferred learning style](#).

[Higgins S., Coe R. (2014), *Seven "great" teaching methods not backed by any evidence*, [The Conversation 31 October, 2014](#)

Statistics

Good news for Victoria's public schools

Retention Rates: 7-12 and 10-12 government and non-government schools

	7-12 Govt	7-12 Non-Govt	10-12 Govt	10-12 NonGovt
1992 end Labor Govt	84.6	89.0	84.2	90.7
1999 end Kennett Govt	76.5	89.2	79.2	89.0
2005	80.3	92.7	82.7	92.0
2010	81.0	92.4	82.4	91.3
2011	82.6	91.3	82.8	90.4
2012	83.0	90.6	81.3	90.3
2013	85.9	89.9	84.4	90.7
2014	88.4	90.0	85.8	91.4

2015	91.0	90.1	87.9	91.5
2016	93.8	89.2	88.5	91.0

Source: DET February School Census

- An 8% decline in 7-12 retention in government schools by the end of the Kennett Government.
- A steady increase in retention 7-12 in government schools 1999-2016.
- 2013 government schools finally surpassed the 1992 7-12 retention figure.
- 2015 government school 7-12 retention for the first time was better than that of non-government schools.
- 2016 government school 7-12 retention was a massive 4.6% better than non-government schools.

Government School Enrolments % of Total Enrolments in Victorian Schools

	Primary	Secondary	Total
2001	69.15	61.1	65.9
2004	69.2	59.9	65.3
2009	67.7	58.0	63.6
2010	67.4	57.8	63.4
2011	67.0	57.4	63.1
2012	66.9	56.9	62.8
2013	66.9	56.5	62.8
2014	67.0	56.3	62.8
2015	67.3	56.3	63.0
2016	67.6	56.3	63.2

Source: DET Summary Statistics for Victorian Schools

- Overall government school share of Victorian school enrolments continued to decline until 2012.
- 2012-2014 the government school share remained the same.
- 2015 it increased and further increased in 2016.
- Government primary school share of enrolments continued to decline until 2012.
- Government primary school share of enrolments increased each year from 2014 to 2016.
- Government secondary school share of enrolments continued to decline until 2014.
- Government secondary school share of enrolments remained the same from 2014 to 2016.

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 your school's Professional Learning for Semester 1, 2017

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

In 2016 we helped many school leaders and their leadership teams to access quality activities on site. One example of this was at Keilor Heights Secondary College where the PLC sourced presenters on distributive leadership to work with the school's leadership team.

The PLC also worked with a group of small country primary schools to organise a day on how to design engaging curriculum.



In total this year so far the PLC has assisted more than 3,000 people (primary, secondary and special setting) to deliver engaging and meaningful activities.

Please look at our [website](#) for ideas and then contact David Tyson, Manager, Professional Learning Centre david.tyson@aeuvic.asn.au or call 94184939.

Are you worried about the cost of Professional Learning for your school?

The Professional Learning Centre has sourced a range of high quality presenters who can provide micro-sessions for one hour or up to three hours for staff meetings, Professional Learning days or Curriculum Days. Below is a sample of the rich smorgasbord of offerings that a school can access starting from around \$300 (plus GST).

Please contact David Tyson, Manager PLC, on 94184939 to discuss your needs.

Here are some examples of our low cost Micro Sessions.

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.

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

Job opportunity delivering CRT PD

The Teacher Learning Network (TLN) is now advertising for a CRT project officer in 2017.

The position is for 12 months beginning early next year.

TLN provides high quality professional learning opportunities for teachers and education leaders in early childhood and school settings. TLN also supports the delivery of professional learning services by the Australian Education Union and the Independent Education Union.

The TLN office is based out of the AEU building in Abbotsford.

Applications close at 5pm on Thursday 1 December 2016.

For further information please [download the role description, selection criteria, and the application process](#), or contact TLN Executive Officer Michael Victory on 0438 123 524 or email m.victory@tln.org.au



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