

# Curriculum coordinators e-news



November, 2015

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## Dear Colleague,

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

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

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

## News: Victorian

### The "New" Victorian Curriculum



Education and Training

"AusVELS" as a term to describe the mandated curriculum in Victoria has, thankfully, reached its use-by date and has been replaced by "The Victorian Curriculum F-10".

The name change is a reflection of the end of the Australian Curriculum development phase and a reassertion of the states' responsibility for schooling in Australia. The VCAA describes the "new" curriculum as incorporating the Australian Curriculum while reflecting Victorian standards and priorities. It emphasises continuity rather than dramatic change.

The VCAA has indicated that during 2016 schools can continue to implement the AusVELS curriculum or switch to the Victorian F-10 Curriculum. The Authority will maintain a website for each version of the curriculum until the end of 2016 when the AusVELS website will be archived.

All schools will be required to implement the Victorian Curriculum from the beginning of 2017.

### Reporting Guidelines

Schools will be required to report on:

- P-2 English, Maths, Personal and Social Capability, Health and Physical Education and the Arts - each year
- 3-8 English, Maths, Science - every year  
All other learning areas and capabilities - once every two years

## Spin offs!

### Never a Truer Word

"It is a fundamental flaw to assume students engage in the sector just to complete qualifications".



[Rod Camm, CEO Australian Council for Private Education and Training, [The Australian](#), 12/11/15. Mr Camm was commenting on the fact that private training companies enrol over 50 per cent of VET students but only produce 30 per cent of qualifications issued. The private training sector has been linked to persistent rorts such as giving "free" laptops/tablets to phantom students enrolled by door-to-door sales people in low income areas]

### Birmo on Disability



"I think we look at some friends who have children with varying disabilities and I thank my lucky stars that's not me".

[Simon Birmingham, Federal Minister for Education and Training, at a Senate Education and Employment Legislation Committee meeting October 21, The Daily Mail, 23/11/15. "Birmo", as he refers to himself, told the Committee that changes to Federal disability funding in 2016 could result in cuts in funding for schools.]

## Publications

### Professional Voice

The next edition of *Professional Voice* will have a general theme of "school choice" and be sent to members of the AEU Curriculum and PD Coordinator networks in February 2016.

Articles in this edition will examine why parents choose certain schools and the consequences for the schooling system of that choice, the role of privately-managed government-funded charter schools, a follow-up article on Edu-Business and an article on the legacy of Joan Kirner. Our interview will be with Trevor Cobbold, National Convenor of Save Our Schools.

### TLN Journal



The latest edition of the *TLN Journal* has the theme of "Why Do I Teach?" A range of academics and practising teachers explore this question from an historical, theoretical and personal perspective.

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

### Film Giveaways

Complimentary tickets are available to members of the AEU Curriculum and PD Coordinator lists.

### Family Belier

9-10 Same as 3-8  
Students can commence a senior secondary program in this stage

### Professional Development

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.

The VCAA will provide professional learning programs in 10 curriculum specialist areas:

- . STEM (Science, Technology, Engineering and Maths)
- . Digital coding\*
- . Learning about religions\*
- . Critical thinking\*
- . Literacy in the early years
- . Music
- . Financial literacy\*
- . Health education and personal and social capability\*
- . Civic participation
- . Ethical understanding in a global world

[\* See below for description of specialist area]

The support will be provided through practising teachers/school leaders who 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.

The selected specialist teachers will receive training from VCAA curriculum staff, work with regional curriculum support staff and form part of a team in each specialist area. They will develop and lead PD in their specialist area, develop sample teaching and learning programs and sample assessment tasks.

There will initially be 30 specialist teachers in this role for an 18 month period commencing from the beginning of Term One 2016. Expressions of interest for the positions closed on November 10.

Victorian Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/>  
AusVELS website <http://ausvels.vcaa.vic.edu.au/>

### Description of (Selected) Specialist Curriculum PD Areas (see above)

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



#### Digital coding

Knowledge and skills about coding have been incorporated in the new Digital Technologies curriculum and the Mathematics curriculum. This role will support both generalist teachers and learning area specialist teachers to develop effective teaching and learning programs based on the new elements of these curricula.

#### Learning about world views and religions

Learning about world views and major religions is a new area included in the Victorian Curriculum. This role will support teachers and schools to access resources and develop teaching and learning programs that contextualise learning about world views and religions in broader learning programs. [Further



Tickets for advanced screenings of New French film - [The Belier Family](#) - at Palace cinemas. Available 11-13 December and 18-20 December.

The story is about a teenage school girl with deaf parents who discovers through her school choir that she is a very talented singer. The film has won a number of awards and is described as a feel good comedy.

**To go in the draw to win one of 10 double passes to the screening, please email [marlene.mclean@aeuvic.asn.au](mailto:marlene.mclean@aeuvic.asn.au) and include 'The Belier Film Giveaway' in the subject line.**

### Love in Full Colour

[Love in full colour](#) is a moving and uplifting



doco about the experiences of 12 LGBT teens growing up, falling in love and coming of age. For the many LGBT teens who experience bullying and isolation at high school, attending the world's first ever Same Sex Formal in Melbourne proves to be an extraordinary game changer. In a country where LGBT people have the highest rates of suicidality of any other population, this film explores what's really at stake for our LGBT youth. It also sheds light on the positive people - including teachers! - and events that are changing, and in some cases saving, lives.

This film is a must-see for anybody working in the school system and/or anybody passionate about the rights of young LGBT people. [See the trailer for Love in full colour, find out more about the film here](#) and share the [Facebook event here](#).

**To go in the draw to win one of 5 double passes to the screening, followed by a Q and A and catered after-party, please email**

information. See News In Brief below].

### Critical thinking

This role will support teachers and schools to develop explicit and intentional teaching and learning programs based on the Critical and Creative Thinking capability.

### Financial literacy

This role will support teachers and schools to develop effective financial literacy teaching and learning programs based on the Victorian Curriculum learning areas of Economics and Business, English and Mathematics. The programs will also link to *MoneySmart Teaching*, a resource developed by the Australian Securities and Investment Commission (ASIC).

### Health education and personal and social capability

This role will support teachers and schools to develop new teaching and learning programs focused on the development of respectful relationships based on the Health and Physical Education learning area and the Personal and Social Capability.

[from VCAA [Notice to Schools](#) 113/2015, 23/10/15]

### VIT Special Needs PD Requirement

All Victorian school teachers will be required to identify professional development they have undertaken which is related to teaching students with a disability when they renew their registration by 30 September 2016.



Teachers who haven't completed PD related to students with a disability by their renewal date in 2016 will be able to report on it by September 2017.

The new PD requirement will count as part of the existing 20 hours of PD needed to meet annual registration renewal requirements.

Provisionally registered teachers who apply for full registration in 2016 and beyond will be required to focus on learners with disabilities in their evidence of practice.

Higher education providers will have to provide information to the VIT by February 2016 about how their teacher education programs will address the needs of students with disabilities.

The new requirement is part of the State Government's Special Needs Plan aimed at promoting inclusive practices in schools to better support students with disabilities and special needs.

Most teachers will teach students with disabilities. A recent study by the Victorian Equal Opportunity and Human Rights Commission found that 62 per cent of teachers reported that they were inadequately trained to teach students with disabilities.

### [VIT Special Needs Plan requirements](#)

### International Education: Victoria's Growth Industry

The Victorian Government has identified international education as one of six growth industries vital to the future economic prosperity of the state.



[suzanne.taylor@aeuvic.asn.au](mailto:suzanne.taylor@aeuvic.asn.au)  
by noon on Friday November  
17.

Thursday, December 3, 2015.  
6.30pm for 7pm screening (45  
mins duration). [Lido Cinema](#),  
Level 1, 675 Glenferrie Road,  
Hawthorn.

Tickets \$15 available from  
[trybooking.com](#) (includes after-  
party with refreshments)

It proposes to compete more vigorously against other countries (and states) to increase the numbers of international students in secondary schools, VET and higher education to bolster the State Budget bottom-line.

In a Discussion Paper about Victoria's "future industries" international education ranks alongside medical technology; new energy technology; food and fibre; transport, defence and construction technology; and professional services as part of the Government's \$200 million Future Industries Fund.

According to the Paper, international education has been Victoria's largest services export industry for over a decade and in 2013-14 generated \$4.7 billion for the state.

In the AEU submission to the Government we expressed our concern about prioritising Victoria's economic bottom-line over the quality of education, with long-lasting negative impacts on both local and international students.

There are real consequences when education and training is seen primarily as an industry or commodity able to generate income for the state (or country) rather than as an education and training system which is a public good and meets the needs of the Victorian population.

As at March 2015 there were 2,815 international fee-paying students in Victorian government schools, or 56 per cent of all international fee-paying school students in the state.

Schools value the participation of international students in their learning programs and welcome the additional income that these students generate to supplement the limitations and inadequacies of the school Student Resource Package.

The problem is that international students want access to the same high-demand metropolitan secondary schools that domestic students want to attend. The AEU opposes places for domestic students being reduced to accommodate increases in overseas students.

## Laptop deductions to cease

The Department has informed the AEU that laptop deductions will cease from the November 26 pay cycle for teachers and principals in the schools sector.

On November 6, the Federal Court ruled that salary deductions by the Department of Education and Training for laptops are unlawful.

The AEU had argued strongly that laptop computers are essential for teachers and principals, and it is wrong for them to be expected to pay for resources that are a non-negotiable 'tool of the trade'.

This is a significant win for the AEU. Taking a case like this to the Federal Court is not something that we, as a union, do lightly. The capacity to run such a case - and our ultimate success - was largely due to the size and strength of our membership.

For more information, visit our website [here](#) where you can get answers to FAQs, and download copies of the judgment and the public interest summary.

A further court hearing has been scheduled for November 25, where further orders will be made to action the decision of Justice Bromberg.



## In Brief

### Regional Restructure

The AEU welcomes the return to a much stronger focus on school improvement, teaching and learning and student outcomes, and the additional staffing (150 staff) to make regional services more responsive to school



needs. The structure of four regions and 17 "areas" within the regions is far less important than their capacity to deliver the services schools need.

The new regional structure must ensure that there is improved support for principals/schools and a greater focus on providing accessible, local and expert support and resources: for teaching and learning; curriculum development and implementation; students with additional learning needs; student welfare; professional learning; staff health and well-being; school improvement; and the sharing of effective programs and strategies between schools and their networks.

## Education for Everyone's Needs

In [Education for Everyone's Needs](#) the AEU sets out the pathway the State Government needs to take in schooling to ensure Victoria actually becomes the "Education State". The document deals with funding, curriculum, individualised support for all students, professional development, buildings and facilities and class sizes.

The document outlines what success will look like at two milestones if this pathway is taken. The first milestone is 2016 and the second is 2025 when it will be recognised that "public schools are the best and most cost-effective way of educating children in Australia".



## Government Curriculum and PD Initiatives

The State Government has set out its policy agenda for schools in the document titled: [Education State: Schools](#). On pages 13 - 15 it outlines its leadership, professional development and teaching and learning initiatives.

## Guide to World Views and Religions

The VCAA has provided a short guide for teachers and schools about world views and religions across the curriculum, including the Civics and Citizenship and History curricula, and Ethical, Intercultural and Personal and Social Capabilities.

The guide provides an outline covering a world view broadly described as secular humanism and rationalism, and the key ideas of the world's (and Australia's) five major religions.

The key ideas reflect what is common to different denominations of religious traditions and schools of thought, but do not detail the whole of each view nor the diversity within that view. This content enables students to gain a broad awareness of diversity across world views and religions.

[Learning about world views and religions - VCAA](#)

## News: National

### Compulsory New Teacher Test

From 1 July 2016 all teacher education students will be required to successfully complete a national literacy and numeracy test before they graduate.

Student teachers from around Australia were able to sit the test voluntarily in August and September of this year. The cost was covered by the Federal Government. In 2016 pre-service teachers will be required to pay a fee to sit the test.



A pass in the test in 2015 will count in the future when it becomes part of new graduation requirements. Not passing the test in 2015 incurs no penalty.

Once the test is compulsory students who pass only one component of the test (eg literacy) but not the other (numeracy) will be able to "bank" the component they passed and only re-sit the one they failed. They must eventually pass both components to meet the new requirements.

Higher education providers are required to support students enrolled in their courses to ensure that they achieve the mandatory standard before graduation.

Education Ministers from all states and territories agreed in September 2015 to make the national test the means through which higher education providers will assess whether teacher education students are in the top 30 per cent of the adult population.

The Ministers justified their decision by saying that it will help to allay public concern about the quality of

teacher education graduates and raise confidence in the effectiveness of teacher education programs.

The test was developed by ACER and is based on benchmarks from the adult literacy and numeracy assessments used by the OECD and the Australian Bureau of Statistics.

Background to the test, <https://www.studentsfirst.gov.au/teacher-quality> and <https://teacheredtest.acer.edu.au/>

## Teacher Literacy and Numeracy Test Details

The Literacy and Numeracy Test will be delivered online and involves 65 literacy and 65 numeracy questions, with a mixture of multiple choice and constructed response questions.



It is expected that up to two hours will be allocated for the literacy component and two hours for the numeracy component.

The test is designed to assess elements of an individual's personal literacy and numeracy skills that can appropriately be measured through an online, machine-marked assessment.

The literacy component will assess an individual's reading and the technical skills of writing. The numeracy component will look at an individual's capability in numbers and algebra, measurement and geometry, and statistics and probability.

Sample questions are available at ACER and the Federal Department of Education sites:

### Numeracy Sample Question 10

The Australian Bureau of Statistics conducts a census every five years.

In 2011, the population of Australia was 22 million.

About 2% of these people lived in remote or very remote areas.

About how many people lived in remote or very remote areas in Australia in 2011?

- A 11 000
- B 44 000
- C 110 000
- D 440 000

### Literacy Sample Question 9

Below are four versions of a sentence from a student's assignment about the history excursion.

Which version has acceptable punctuation?

- A 'Our community, is not static,' she said. 'It is constantly changing.'
- B 'Our community is not static' she said 'it is constantly changing.'
- C 'Our community is not static,' she said. 'It is constantly changing.'
- D 'Our community is not static, she said, it is constantly changing.'

*For answers see page 11.*

[ACER - Literacy and Numeracy Test for Initial Teacher Education Students](#)

[DET - Literacy and Numeracy Test for Initial Teacher Education Students](#)

## New Minister: Just Another Pyne?

Simon Birmingham, Malcolm Turnbull's Minister for Education and Training, is no great fan of systemic public schooling.

Before becoming Minister he made a number of statements supporting school vouchers which would enable students to leave their "overly bureaucratised government schools" to go to "a responsive private school".



He wanted the states to introduce a [voucher scheme](#) to give parents government funding to pay the fees of the private school of their choice. If this resulted in public schools losing students it would be clear evidence, according to Birmingham, that they needed to overhaul their teaching and management.

He has also expressed support for teacher performance pay and privately-managed, government-funded charter schools.

Despite Christopher Pyne's abysmal failure in virtually everything he touched as Federal Education Minister, Birmingham sees himself walking in his predecessor's footsteps:

*"I look forward to building on Christopher Pyne's unstinting efforts to ensure Australia has the highest standards of education at all levels."*

## Virtual Secondary School in NSW

In January 2015 the NSW Government launched the first virtual government secondary school in that state.



The school known as [Aurora College](#) has an enrolment of around 150 students. Students in Years 7-10 gain entry through the NSW selective schools test and study English, maths and science at the college. They study the rest of their subjects at the government school they are enrolled in.

The college also offers rural and remote students in Years 11 and 12 the opportunity to study subjects that their home school cannot consistently offer.

Students connect with their teachers and peers in time-tabled lessons through a virtual learning environment which comprises web conferencing software, a learning management system, and a range of communication and collaboration tools. They also attend residential schools held twice each year.

The college has a fully digital school library and it has recently set up a three-dimensional virtual playground where students can 'hang-out' with their Aurora College friends during recess and lunch breaks. Where possible, lessons are recorded so that students can access them at other times.

The Aurora teachers are located in government high schools across the state; approximately two-thirds of these being in rural and remote areas. Their teaching loads allow them to teach classes with Aurora College and their base school.

As part of a partnership with the Department of Education and Communities, Microsoft has supplied a range of productivity and collaboration software and training, and HP has donated 190 ultra-portable devices.

[Article](#)

## News: International

### Support for Primary Students after the Paris attacks

France's education ministry has endorsed a leaflet aimed at helping primary school-age children understand and discuss the Paris terror attacks.

Najat Vallaud-Belkacem, a French-Moroccan who is France's first female education minister, tweeted on Monday (following the attacks) as classes resumed. "I'm thinking deeply of our teachers who need to be strong in front of their pupils. We are with them," she wrote.



Her department [pointed teachers to a two-page leaflet](#) produced by Bayard Jeunesse, a publisher for children, which was circulated on social media.

Written in simple and direct language, the leaflet provides a brief outline of the various attacks, mentioning that at least 129 people died at the hands of "men filled with hate".

There are several cartoons, including a figure of the Eiffel Tower shedding a tear as it holds hands with a group of children.

The leaflet poses questions that pupils - as well as adults - may ask: Why kill innocent people? Who are the terrorists? What can we do?

There are quotes from young children. "Is it true that France is at war?" asks Julie, eight. Noé, 10, says: "I haven't seen pictures but I prefer not to because I think there are horrible things. I just want to understand why they did it."

The leaflet seeks to differentiate the killers from the majority of Muslims. "These ultraviolent men have nothing to do with most Muslims, who live their faith quietly. They are attacking France because it's a free country,

where everyone can express themselves and live freely. France is at war with Islamism in countries like Syria and Iraq. That's why they are taking revenge."

The leaflet makes the point that by indiscriminately killing people in the streets and at a concert hall, the terrorists wanted to make everyone afraid. It says adults can offer reassurance by telling children that the president and other officials have taken immediate steps to keep people safe.

#### Article

### **School Role in Integrating Migrant Children**

An OECD research study using PISA data from 2003 to 2012 has examined the role of schooling in integrating migrant children in their new country.

The study looked at how much young migrants identified with their school or felt excluded. In most countries, migrants felt a weaker sense of "belonging" at school than non-migrants. The two main exceptions were the UK and the US, where the sense of belonging was higher among migrants than the general population.

There were wide gaps between countries in a sense of "belonging" - with the lowest levels among migrant students in France and Belgium.

France had the lowest sense of belonging among first-generation migrants - and for second-generation migrants the figure was even lower. In Denmark, there was also a pattern of second-generation migrants being more "alienated" from school.

The study suggested different levels of integration for the same ethnic groups. Students from Turkey for example, felt a strong sense of belonging in Finland, but this was much weaker in Belgium and Denmark.

The sense of belonging among migrant students in Australia, while below the UK and USA, was above average for OECD countries, and on a par with New Zealand, Canada, The Netherlands and Iceland.

The report found that migrants on average comprised 11 per cent of students in OECD countries and were more likely to be an "asset rather than a liability" in terms of school standards.

In 2012 in the PISA maths tests for 15 year-olds Australian-born students achieved a mean score of 500, foreign-born students 508 and first-generation students 518.

Only in some countries is the larger proportion of immigrant students in schools related to lower school performance - and this relationship is mostly explained by the concentration of disadvantaged students in these schools.

Andreas Schleicher, the OECD's director of education, said a "clear policy lesson" was the problem of too many migrant students being concentrated in a small number of low-achieving schools.

[BBC News Article](#)  
[OECD iLibrary Article](#)

## **Research Digest**

### **System Failing 25 per cent of Students**

The Mitchell Institute at Victoria University has published a research report - [\*Educational Opportunity in Australia 2015: Who succeeds and who misses out\*](#) - detailing the proportions of students who are either succeeding or missing out at four key milestones: being developmentally ready for school, succeeding at year seven, completing school by age 19, and being fully engaged in education, training or work at age 24.

The report found that at each milestone, around one in four Australian learners are not on track in developing the kinds of social and academic skills necessary for later success.

Around 10 per cent of these students are behind at school entry and remain behind at all stages of schooling and are marginalised by age 24, unable to secure full-time work or be in study or training.

The report identifies factors that influence learner progress through the education system. Those who are falling behind are less able to access quality early childhood care; develop learning gaps which lead to disengagement during the middle years; and come disproportionately from disadvantaged backgrounds.





The report concludes that those who are missing out can recover and gain ground but this is much more difficult for students from a low SES background.

The most advantaged learners are not only less likely to fall below expected standards in the first place but more likely to catch up again if they do.

## An Increase in Autism?

Autism spectrum disorder (ASD) now affects one in 100 Australians. Steven Silberman has found that the increase in incidence is due to changes in the diagnostic criteria.

Silberman describes how the traditional narrative wrongly ascribes autism's "discovery" to an American child psychologist, Leo Kanner, in 1943. Kanner described it as a rare form of childhood psychosis and his view predominated for the next 50 years.

Kanner ignored the work of Hans Asperger from the University of Vienna who in the 1930s discovered the autism spectrum which encompasses a range of related conditions and is common in the population.

Lorna Wing a British psychiatrist rediscovered Asperger's spectrum model in the late 1960s and it gradually replaced Kanner's rare disorder in the diagnostic guides for psychiatry. The broader spectrum-based understanding of ASD led to a dramatic rise in the number of diagnoses.

The rise produced a range of theories about its causes ranging from the discredited view that childhood vaccinations were responsible, to others blaming pesticides, wi-fi, or anti-depressants in the water.

ASD support groups are now using the term "neurodiversity" (coined by Judy Singer, an Australian, in the 1990s). It sees ASD as a natural variation in human cognitive style, that might be disabling in certain contexts, rather than a modern disease or plague caused by some toxin in the environment.

## Article

### Myths about Dyslexia

Dyslexia is a term to describe someone with reading difficulties and it affects up to 10 per cent of Australians.

There are a number of common misconceptions about dyslexia.

*Poor spelling skills are a sign of dyslexia.* Spelling and reading are different skills. While some people have problems with both skills there are good readers who are poor spellers and good spellers who are poor readers.

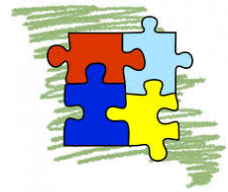
*Dyslexia is the same for everyone.* Reading is a very complex task with many sub-skills and processes so poor readers may have a range of different problems - ordering letters, mapping letter patterns to sounds, trouble with new words they have never seen before, understanding what they read etc.

*There is one way to treat dyslexia.* Since dyslexia is not one problem there is no single solution. The specific reading problems a reader has must be identified and then a reading-based program to develop the skills they have fallen behind in is designed.

*Phonics is a waste of time.* Phonics helps children learn to read by teaching them how to convert letters into sounds and then blend those sounds into words. Effective teaching methods for reading should always include systematic teaching of phonics, particularly in the early years.

*Dyslexia runs in families so nothing can be done about it.* While research shows genetics can play a role in reading difficulties, targeted treatments can help all readers once the problems are clearly identified.

[from Robidoux S (2015), Seven myths about dyslexia put to rest, [The Conversation](#), 22/10]



## Statistics

### Students with a positive opinion of their teachers providing a stimulating learning environment

Percentage of students who agree or strongly agree that their school provides a stimulating learning environment

	2010	2011	2012	2013	2014

Years 5 - 6	59.2	60.9	62.7	63.4	63.5
Years 7 - 10	17.1	18.5	21.4	21.2	21.7
Years 11- 12	16.5	17.5	20.3	21.1	20.0

Source: Department of Education and Training Attitudes to School Survey, DET Annual Report 2014-15, p.13

## Professional development at the AEU

### AEU training, conferences and events

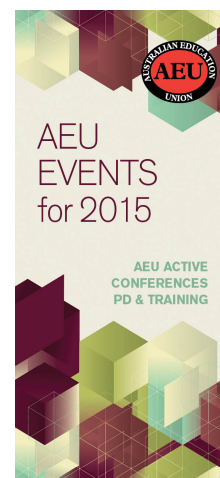
The AEU runs a large number of conferences, industrial and professional training sessions and member forums. A full list of these activities, dates/times and venues can be found on our website. You will also be able to book your activity online.

All events can also be found in the AEU Events Calendar. The booklet can be read online and downloaded.

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.

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



### AEU Professional Learning Centre

The Professional Learning Centre provides a broad range of professional learning opportunities for principal class members, leading teachers and aspiring leaders in Victorian government schools throughout the year.

#### 2016 Professional learning for your school

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

In 2015 we have helped many schools to access **quality activities on site**. A primary school principal said recently, "It took all the pressure off us, everything was done by the PLC and the outcome was first class."

Furthermore, the PLC has worked in term 3 with a group of primary schools in the west involving over 100 teachers to organise a day on understanding the challenges of leadership and planning for them.

This term, we are working with a secondary college to develop and run a program, over a number of weeks, around leadership development for aspiring leading teachers.

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

Over the last couple of years, the PLC has assisted **schools** (primary, secondary and special setting) to deliver engaging and meaningful targeted professional learning at a very low cost or no cost.

Please look at our website [http://www.aeuvic.asn.au/775620\\_9\\_52976157.html](http://www.aeuvic.asn.au/775620_9_52976157.html) for ideas and then contact David Tyson, Manager, Professional Learning Centre [david.tyson@aeuvic.asn.au](mailto:david.tyson@aeuvic.asn.au) or call 9418 4939.



## Professional development with TLN

### Teacher Learning Network

#### Have you tried quality interactive online professional development?

TLN offers you and your team:

- Sessions offered outside of regular teaching hours
- Sessions delivered by practising classroom teachers
- Sessions hosted by TLN staff - leaders in the field of online learning
- Interactive sessions - not mindless 'click-through' activities



If you have not tried a session here is an offer for you. Email [mvictory@tln.org.au](mailto:mvictory@tln.org.au) with your name (or that of a team member) and your preferred course and we will register you for that course - FREE. You must be an AEU member to take up this offer.

Choose between:

**Inspired by Reggio: What can evidence offer my practice?**

**Wednesday 2 December 3.50pm - 6.00pm**

**with Amanda Ellaby, Berwick Fields Primary School**

OR

**Inquiry Learning across the curriculum**

**Tuesday 1 December 3.50pm - 6.00pm**

**with Coby Beatson**

Experience quality online learning and then join TLN to offer the best professional learning to your staff. For more information [www.tln.org.au](http://www.tln.org.au)

### **Join Teacher Learning Network before 31 December 2015**

We will be offering over 100 online programs and 10 conferences in 2016. Your staff can access all of these programs FREE if your school is a member of the TLN. A one-off membership fee delivers these courses to all of your staff. TLN is subsidised by the AEU - so this is the best value for money professional learning deal you will get.

TLN is experiencing significant growth across New South Wales, Tasmania and Queensland schools, where they have seen the value of sharing their learning across state borders through the online platform.

Twelve month subscription (including GST) for a 12 month membership

<b>Student Enrolment</b>	
B. 2000 students and above	\$800
C. Between 1000 and 1999 students	\$700
D. Between 500 and 999 students	\$500
E. Between 100 and 499 students	\$350
F. Below 100 students	\$250

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*Answers to Literacy and Numeracy Test Questions: Literacy C, Numeracy D*

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