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Teaching

THE PROFESSIONAL JOURNAL OF THE AUSTRALASIAN TEACHER REGULATORY AUTHORITIES

VOLUME 2 | NUMBER 1 | APRIL 2011

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ISSN 1838-8868

PUBLISHER
Australian Council for Educational Research – ACER Press



For



Australasian Teacher Regulatory Authorities – ATRA

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Inside Teaching is the professional journal of the Australasian Teacher Regulatory Authorities (ATRA). ATRA facilitates the cooperative and collaborative work of Australian and New Zealand teacher registration and accreditation authorities in meeting the needs of a highly-qualified, proficient and reputable teaching profession.

Inside Teaching, published online by the Australian Council for Educational Research – ACER Press – for ATRA, is funded, through ATRA, by:

The New South Wales Institute of Teachers
The Queensland College of Teachers
The Teacher Registration Board of the Northern Territory
The Teachers Registration Board of South Australia
The Teachers Registration Board of Tasmania
The Victorian Institute of Teaching
The Western Australian College of Teaching

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Editorial

The Commonwealth government's Review of Funding for Schooling chaired by David Gonski released its Review of Funding for Schooling: Emerging issues paper in December last year. That was followed by the panel's third communiqué in March, which indicated that the panel had commissioned a comprehensive program of research to inform its deliberations. Members of the panel have also been busy since February, undertaking a series of school visits to hear more about the issues raised by key education groups during the initial consultations last year. The panel will complete those school visits by May, no doubt taking copies of submissions in response to the Emerging issues paper with them. There's every sign of diligence in the panel's activities, but one needs only to look at the media frenzy over funding unleashed when the revamped My School website was launched to see that funding is likely to be an ideological touchpaper.

State of the nation

Many students across Australia were affected by natural disasters in recent months, while others have experienced vicarious trauma as a result of saturation media coverage, particularly following the massive 8.9 magnitude Tōhoku earthquake and tsunami off the north-east of Japan on Friday 11 March. An estimated 550,000 people have been displaced, possibly 100,000 of them children, according to Save the Children. SchoolAid is working with Save the Children to support Japanese children directly affected by the disaster. Head of KidsHelpLine Wendy Protheroe said such support also helps children in Australia to cope with disaster-related trauma. Students and teachers at the Sydney Japanese School observed a minute's silence on the Monday after the disaster.

The earthquake and tsunami occurred as schools in New Zealand were reopening after a 6.3-magnitude earthquake devastated the Christchurch region on 22 February. Ninety schools reopened in February, while 24 remained closed, pending further assessment for structural damage. Eleven seriously damaged schools were relocated on sites shared with undamaged schools. The NZ Ministry of Education established nine 'learning hubs' to provide

resources and further support for schools and students.

Some 7,500 students have moved with their families and have enrolled in schools outside the Christchurch region. NZ Education Minister Anne Tolley said she expected many families to return. 'Once the schools are open and... the city starts getting itself back on its feet, I'm sure some families will come back,' she said.

In Queensland, northern New South Wales and Victoria, teachers and students are also recovering from a summer of disasters following flood inundation and, in Queensland, damage caused by Cyclone Yasi. The Queensland Department of Education and Training and school staff readied 89 of 92 flood-affected schools for the new school year. Northern NSW was also flooded although schools were generally unaffected. Nine schools in Victoria's north-east were closed at the beginning of the school year after floods there in February.

In Western Australia, three schools south-east of Perth were closed under threat of bushfire and two schools in the state's north-west were closed due to extreme weather, while 74 schools in the Northern Territory were closed due to a cyclone warning.

LINKS
www.schoolaid.org.au

April *Inside Teaching* is shining the spotlight on your school!

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Special prize: One lucky winner will have a photographer visit their school to have their photo taken with students, with the story published in the June edition. An ACER representative will be in touch to discuss details.

Question: There's a link between *Inside Teaching's* feature on Canterbury Boys High School (clue: answer on page 6) and our 20 questions interview with Jane Caro (clue: answer on page 32). What is it?

To enter, simply [click here to answer the question](#).

We thank you for making *Inside Teaching* your professional journal, and remember, if you aren't a winner this time, try your luck again in the next edition of *Inside Teaching*.

Terms and conditions:

1. The entrant must answer a question on page 5 of *Inside Teaching* (electronic publication). The answer is found within the body of the article featured on page 6; The competition is open to Australian citizens only.
 2. The competition opens on 11 April 2011, 9am EST.
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DARREN NEEDHAM-WALKER explains what happened when Oprah Winfrey arranged for American rapper Jay-Z, and a whole lot of hardware and software to come to Canterbury Boys High School.

Young people today are immersed in technologies that give them opportunities that no previous generation has enjoyed. At home, typical teens and children are constantly switching between their notebook, mobile phone, television, MP3 player and video game console – yet in our schools, they're often required to learn by listening to the teacher, completing worksheets, and writing with pen and paper. It's important that students get the

social interaction and cognitive development that a range of face-to-face and traditional schooling methods can provide, but at the same time, technology is a useful way to convey content more powerfully and efficiently to young people who are used to working with it, and who will continue to use it throughout and beyond their academic career.

Many schools across Australia are at the stage where they are looking to update their

technology capabilities to help assist with children's learning across the board. Increasingly, schools are moving technology away from dedicated computer labs, instead integrating information and communication technology (ICT) into the classroom to allow students regular access.

Integrating ICT successfully into classrooms often requires schools to invest in new technology and infrastructure: and a lack of

funding can be a barrier for some schools.

Canterbury Boys High School, a government school in western Sydney, found an innovative way to break this barrier: it grabbed the attention of United States billionaire businesswoman, television host and philanthropist Oprah Winfrey.

In September last year, Winfrey announced to a 300-person studio audience in Chicago that they would have the opportunity to join her on an all-expenses-paid trip of a lifetime to Australia.

Beyond touching the lives of those audience members lucky enough to travel across the country, Winfrey's trip 'down under' benefited hundreds of Australian school students at Canterbury Boys High School, thanks to one dedicated and passionate teacher.

A little background

Much of the success of Canterbury Boys High School can be attributed to the dedication and passion of its teachers and school leaders. The school promotes high expectations in all aspects of school life. Past students include many high achievers in various fields, including the academic – such as Professor Gerald Wilkes, ex Dean of English at the University of Sydney; the sporting – such as cricketer Arthur Morris and rugby league player George Peponis; the political – such as Australia's

25th Prime Minister, John Howard and Senior Trade Commissioner Allan Morrell; and the arts – such as film critic 'Mr Movies' Bill Collins and actor Grahame Bond, perhaps best known for his role as Aunty Jack.

The school endeavours to provide students with the skills, knowledge and confidence required to meet the challenges of a rapidly changing world. Students are encouraged to seek learning opportunities beyond the classroom by taking up TAFE 'tasters,' undertaking work experience or work placement, experiencing real-life learning as coffee baristas and construction workers, and participating in excursions to sites of historical, geographical, scientific and cultural significance around Sydney.

These successes are achieved despite Canterbury Boys High School having fewer benefits than some nearby schools in Sydney. The school caters to a diverse base of students from a variety of family backgrounds. Located in Sydney's inner-western suburbs, 90 per cent of its enrolled students come from non-English speaking families.

Making music

Observing these students last year, newly-appointed teacher Polly Dunning saw the potential to improve the boys' learning further if they had more up-to-date technology in the

information technology and music departments.

Dunning heard the news that *The Oprah Winfrey Show* was coming to Australia and, knowing that the show often responds to requests for help, she took the plunge and made contact.

Dunning wrote a letter to Winfrey outlining the story about her students. She explained the impact that the cultural differences of her students can have on their education, but also how her students share a common passion: hip-hop. Specifically, she explained, they were interested in the rapper Jay-Z: the students related to his music but also to him as a person, because they understood how he was able to overcome disadvantage as a child to become one of the most well-known performers and businessmen in the music industry today.

The response

Touched by Dunning's description of her students' desire to overcome adversity, Winfrey decided to help. The show orchestrated a visit from Jay-Z himself to the school while he was on tour with U2 in Sydney. Stunned staff and students were captured by Winfrey's camera crew while Jay-Z spent some time at the school with the students. The rapper took a look at the students' learning environment and listened to some of the students' music.

Jay-Z also donated his book *Decoded* to every student in the school, including the 2010 graduating Year 12 class, and provided copies for the library.

Winfrey then invited Canterbury Boys High School staff and students to join the audience for her live show at the Sydney Opera House. Footage from Jay-Z's visit to the school was shown on big screens.

'It was great,' Jay-Z told Winfrey. 'I see myself in their eyes, people from difficult circumstances. I believe in opportunities.'

Winfrey continued to thrill the students and staff at Canterbury Boys High School by announcing that in addition to the special visit from Jay-Z, Hewlett-Packard (HP) and Microsoft would provide the school with computers and software valued at \$1 million.

The technology

The companies will provide each student with an HP Notebook personal computer (PC) with Microsoft Windows technology, plus HP Beats Audio software created by HP in partnership with Dr Dre and music producer Jimmy Iovine.

Each teacher will also receive a Notebook PC, to help them manage and develop lesson plans and effectively monitor student progress.

The school's library will receive 15 HP Touchsmart Desktop PCs, each with a large touchscreen

that allows for fingertip swiping, tapping or dragging.

The school music room will receive an HP Envy 14 Beats Edition Notebook PC, the first by HP built specifically with music in mind and engineered to maximise the audio experience. The music room computer will run Beats Audio.

The impact

With one computer each, the students will benefit from having more interaction than was previously possible in a shared computer lab. The Beats Audio technology will help them integrate their study with activities that they are passionate about, such as music. And because the teachers also receive notebooks, the school can now update the way that teaching, homework and day-to-day lessons are run.

Research indicates that ICT is a beneficial teaching tool, with some studies suggesting that integrated technology in the classroom increases students' concentration, reinforces motivation and facilitates both the development and the autonomy of students.

The new technology will benefit the entire school community, according to principal Leslee Mitton.

'It is exciting for both teachers and students to have 21st-century technology at their fingertips,' says Mitton.

'We also expect that it will transform learning for families as they can all access the technology and harness it to their needs from the kitchen table at home,' she says.

The computers will be rolled out at the school after the Easter term break.

'Once students have become au fait with their new notebooks – possibly after 30 seconds! – we plan to pose a few challenges for individual students and classes so that they can showcase their new learning. Students will possibly be given a term to research and create their project to present at a technology showcase in the following term,' Mitton explains.

She says the school will invite representatives from HP and Microsoft back to see this showcase and to decide which group or individual best meets the criteria set for each challenge.

'Naturally, we are thrilled to bits at the generosity of all those involved in making this happen,' Mitton says. 'We have to move away from a pen-and-paper world into an online world and these gifts make that possible.'

Darren Needham-Walker is the Chief Marketing Officer for Hewlett-Packard Personal Systems Group, South Pacific (Australia and New Zealand).

Pictured, Polly Dunning and students at Canterbury Boys High School. Photo © Newspix/Tracee Lea.

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Multiculturalism, racism and religion

Calming the waters?

Multiculturalism is back, but, asks JEANNIE HERBERT, does it merely seek to calm the waters in terms of fears about asylum seekers, and how prepared are we in our schools to deliver education programs that address the different learning needs of our First Australians and our most recent Australians?

Not long ago the media was abuzz with the latest spin: Commonwealth Minister for Immigration and Citizenship Chris Bowen, surrounded by microphones and cameras, was the centre of attention as he delivered his tribute to multiculturalism.

As I listened to the flow of words extolling the virtues of multiculturalism as a critical component in nation-building, I allowed myself a moment to step back in time and recall the 1970s, when our schools were first primed as critical drivers of the government's multicultural policy. Invoking those half-forgotten memories from the '70s up to the '90s of what at the time seemed to be an eternal round of school-based multicultural celebrations focusing on the most obvious manifestations of cultural difference – food, clothing, cultural activities – I asked myself what was the point, then or now?

Although we appreciated the political agenda behind such policies, we also realised that using highly visible activities designed to 'celebrate difference' was possibly the simplest way to respond to the ever-changing, increasingly continuous demands of government ministers intent

upon expanding their personal influence, in terms of what should be happening in schools via the implementation of trendy 'isms.'

Now that multiculturalism is apparently back on the government's social policy agenda, it's worth reflecting on the implications of multiculturalism in the context of Indigenous education, then and now. For those of you who may not have been around during the previous life cycle of multiculturalism, let me assure you that there were definitely attempts to sell multiculturalism as an inclusive policy that was applicable to all groups within our society. So before we head off down that road once again, it might be useful to raise teachers' awareness of some of the issues.

It's critical that we acknowledge that the focus of multicultural policies is migrants: people from other countries who have made the decision to migrate to Australia. With scientific evidence suggesting that Aboriginal peoples have inhabited this country for anything from 40,000 to 120,000 years, it's fair to say that Aboriginal and Torres Strait Islander people are not migrants.

From such a stance it might be assumed that multiculturalism

was of little moment to Aboriginal and Torres Strait Islander people, but the history is not as simple as that because Aboriginal and Torres Strait Islander students were in schools that were expected to take the lead role in implementing the Commonwealth government's multicultural policy.

Consider some of the complexities that surround such a situation. Back in the '60s, the focus on multiculturalism was driven by migrant groups who were constantly being pressured to conform to what we now term the 'mainstream.' Mainstream is, generally, aligned to the notion of the 'majority' – the behaviours or desires of the group or groups that constitute the largest numbers in terms of the total population and includes all popular culture usually disseminated through the mass media. Those migrant groups in the '60s were seeking to highlight their situation, to raise awareness within what was essentially a very monocultural society, as to the differences that did exist between people, in order to increase understanding and engender some tolerance for the diversity of languages and cultures they, as migrants, brought with them to this

country. Such an approach was intended to encourage the development of support structures that would enable newcomers to fit into Australian society while still retaining the languages and cultures that they brought with them and which they valued as central to their identity as people.

From an Indigenous Australian perspective, such diversity of language and culture had never been valued by mainstream Australian society as evidenced by the implementation of government policies such as the removal of children from their families. There were no structures in place to support the maintenance of Indigenous identity. Having been relegated to the lowest socioeconomic status in the country, scorned and neglected, our First Australians managed to survive only as a result of their own resistance and persistence.

Many people argued the importance of multicultural policy as a way to enable those from different cultural groups to achieve equity. Following the implementation of the National Aboriginal and Torres Strait Islander Education Policy (NATSIEP) in 1990, there was considerable discussion about the implementation of equity and social justice policies. By the time the NATSIEP was reviewed in 2004, Indigenous Australians were strongly arguing that equity

was not a matter of parity, nor was simply being Indigenous a disadvantage in itself. They proposed a model of equity based upon an equality of regard that recognised the specific or different learning needs of Indigenous and non-Indigenous peoples who valued diversity. Considering this model within the contemporary context of Indigenous Australians across the nation, I'd argue that we have yet to achieve such a desired outcome.

Interestingly, Indigenous policy, like multicultural policy, addresses issues associated with languages, cultures, and values and beliefs that give individual people their sense of personal identity. But there the similarity ends. While the one must address issues associated with the devastation caused by the destruction of cultures as part of the process of colonisation, the other must address issues associated with people voluntarily choosing to relocate to a new society and a different culture.

The implementation of Australia's multicultural policy in schools has reflected an evolution through various stages, from the expectation that migrants will simply assimilate into the mainstream, through to the current claims concerning how much students from different ethnic backgrounds are valued in our schools, but it's generally acknowledged that the level

of such change has tended to directly reflect the demographics of the school community. Hence, where there's no significant immigrant presence there's little evidence of multicultural education, despite the fact that schools are supposed to prepare students for life in contemporary Australia, a country that annually welcomes thousands of migrants from a diversity of cultural backgrounds.

So what is driving the current push for multiculturalism? The sudden attention being given to the issue by the Commonwealth government looks like an attempt to address contemporary perceptions about the increasing numbers of asylum seekers arriving by boat, coupled with the increasing number of non-white people and particularly Muslim people gaining entry as asylum seekers.

Obviously, to use the concept of multiculturalism to allay quite different sets of communal concerns about racism and religion would be to put quite a different spin on the policy. That may be about calming the waters, so to speak, but it begs the question, how prepared are our schools to deliver empowering education programs that address the very different learning needs of our First Australians and our most recent Australians?

Professor Jeannie Herbert holds the Chair of Indigenous Studies at Charles Sturt University.

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Eighth National Interactive Teaching and Learning Conference

Date: Thursday 11, Friday 12 and Saturday 13 August 2011

Venue: Ivanhoe Girls' Grammar School, Melbourne, VIC

Theme: Normalising the use of digital technology in teaching and learning

For: All those wishing to improve their teaching with IWBs and other digital technology

Teaching and Learning PD

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Fifth National Leading a Digital School Conference

Date: Thursday 1, Friday 2 and Saturday 3 September 2011

Venue: Crown Conference Centre, Melbourne, VIC

Theme: Leading the quality, relevance and effectiveness of schools through digital technology and learning networks

For: School leaders and aspiring school leaders wishing to use digital technology effectively and creatively throughout their school

Leadership

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Balancing act

Theory and practice – and partnerships

A key challenge in the education of pre-service teachers is getting the balance right between the academic course and school-based experience. **Ruth Radford** explains how a Tasmanian partnerships approach is doing just that.

School-based practicum experience is highly valued by pre-service teachers, but in preparing quality teachers for this new century we need to ensure that the school-based or 'clinical' experience is purposefully interwoven with academic content and professional courses. As America's National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Panel puts it in *Transforming Teacher Education Through Clinical Practice*, 'It is time to fundamentally redesign preparation programs to support close coupling of practice, content, theory, and pedagogy.'

Partnership

Partnership is a key to achieving such close coupling. *Top of*

the Class, the 2007 report by the House of Representatives Standing Committee on Education and Vocational Training on its inquiry into teacher education, recommended partnerships where stakeholders worked together and shared decisions and responsibility. In 2009, Tony Kruger, Anne Davies, Bill Eckersley, Frances Newell and Brenda Cherednichenko examined the development of such partnerships and noted that while some exciting university-school partnerships exist, systematic approaches are absent or at best passive. As Kruger and co. conclude, school systems and governments need to contribute actively to partnerships if they want them to succeed.

In Tasmania, we're building just such an active and systemic partnership between the University of Tasmania and the Tasmanian Department of Education (DoE): the Partnerships in Teaching Excellence (PiTE) program. This initiative builds on the strengths of both University of Tasmania staff and staff from the DoE in preparing teachers to work in low-socioeconomic status (SES) schools.

Twenty PiTE scholarships were awarded in 2009, the program's inaugural year; 25 in 2010; and 23 in 2011.

Kruger and co. identify three benefits of an effective and sustainable partnership:

- a focus on learning



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- altered relationship practices, and
- new enabling structures.

The PiTE program is aiming to deliver all three benefits but from the beginning has privileged the first, on the premise that we're all learning how to enhance teacher education and teach about teaching. The interweaving layers of learning include the pre-service teachers, their mentors and colleague teachers, university mentors and DoE staff where all are encouraged to learn from and with each other.

Selecting pre-service students

Pre-service teachers are selected for PiTE towards the end of the first year of their two-year Master of Teaching course. As James Cooper and Amy Alvarado make clear in their 2006 article, 'Preparation, recruitment, and retention of teachers,' research shows that a high standard of entry is critical to effective teacher preparation programs. The PiTE selection process involves a written application, referee reports on applicants' aptitude for teaching, academic records and an interview, with further reference to DoE recruitment priorities. The interview is particularly concerned to establish that applicants are well placed to grow as resilient teachers in low-SES and hard-to-staff school environments.

Incentives

There are various incentives for pre-service teachers to gain PiTE scholarships, including:

- permanency – pre-service teachers who complete the scholarship program and the Master of Teaching are offered a permanent position with the DoE, subject to scholarship terms and conditions
- a \$6,000 scholarship allowance
- opportunities provided by the Teachers Registration Board of Tasmania for limited-authority-to-teach registration at the end of their scholarship year
- a fully maintained laptop and full access to the DoE network, and
- an \$8,000 contribution to Higher Education Loan Program (HELP) costs, being a contribution towards the Master of Teaching component of scholarship holders' HELP debt paid in three instalments while they remain as a teacher within the DoE.

Benefits

PiTE pre-service teachers are placed in low-SES schools in teams of three to five designed to encourage a learning team structure. They have more time in schools than their Master of Teaching peers, with mentoring from experienced mentor teachers. That additional time includes:

- the first week of school, including the day before students commence so that PiTE pre-service teachers can see how classes begin for the year, and how expectations and routines are established
- one day a week in their school, negotiated around their university timetable, for first semester in addition to their third practicum block of four weeks, and

- two days a week in their school for second semester, in addition to their final practicum of five weeks, usually in the same school.

This additional time in schools allows PiTE pre-service teachers to see how a whole year unfolds, to build relationships with students and staff, and to work in targeted ways with individuals and small groups, so that by the end of the school

year they're on the front foot and classroom-ready for their appointment as a teacher in a DoE school.

Consultation with principals at the start of the 2010 school year indicates that we achieved this goal with the 2009 cohort.

Before the school year commences and during the year there are scheduled meetings for learning conversations

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and professional learning opportunities provided by outstanding DoE staff. Specialist training is provided on developing safe and caring learning environments, literacy, numeracy, e-learning, and other curriculum areas, teaching approaches and positive behaviour support.

The professional learning component of the program has been very highly valued by PiTE pre-service teachers. The emphasis on relationship building and mutual learning also helps them establish a trusted network that, as Rosie Le Cornu explains in 'Building resilience in pre-service teachers,' can help sustain early career teachers through the beginning years.

From the outset, PiTE pre-service teachers are encouraged to actively investigate student learning in their teaching practice, developing skills of inquiry and reflection with a team of colleagues. The aim, in the words of Anita Verrati, Mary Levine and Steven Turner, is to move them from their 'initial concerns about self and basic teaching competencies to more sophisticated concerns about their students' learning.'

University accreditation and recognition, and mentor teachers

The practicum, historically speaking, has involved individual pre-service teachers

being assigned to teachers working in isolation, which has led to assumptions about what the practicum consists of. Such assumptions are being challenged by the year-long, partnership and school-embedded approach.

The University of Tasmania accredits PiTE students' increased practical placement time in schools through a school-based reflective practice unit supported by mentor teachers in collaboration with university staff. In addition to taking substantial responsibility for the practicum component of the second year of the Master of Teaching course, mentor teachers also substantially contribute to the professional studies component of the Master of Teaching course through school-based learning opportunities. In recognition of that significant contribution, the university provides them, as associate staff members, with privileges such as staff access to the university library.

Mentor teachers provide PiTE pre-service teachers with specific guidance and feedback, and help them develop in specialist teaching areas. Mentor teachers, who have responsibility for four to five pre-service teachers each, have the equivalent of one day a week in time release to assist them in their role. That time release also enables them to undertake professional learning

PROFESSOR HOWARD GARDNER

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The Disciplined Mind

Educational Visions for the Future



Session 1 – Five Minds for the Future

10.00am to 12.00pm

In the future, it will be important to develop five kinds of minds, both in school and in other educational environments:

- The disciplined mind
- The synthesizing mind
- The creating mind
- The respectful mind
- The ethical mind

In this two hour seminar Gardner will discuss the developmental sequence of these kinds of minds and the ways in which they may conflict with or complement one another and why they are important to the educational development of our students.

Session 2 – Teaching for Understanding

1.00pm to 3.00pm

In "The Disciplined Mind" Gardner argues that K-12 education should strive for deep understanding of three classical realms: truth, beauty and goodness. Such an understanding requires mastery of major disciplines that human beings have created over centuries. Through powerful examples of his approach, Gardner describes an education that preserves the strengths of traditional humane education while preparing younger generations for the challenges off the future and the steps educators should take to preserve the vital core of these classical virtues.

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HOWARD GARDNER is the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and Senior Director of Harvard Project Zero. He has received honorary degrees from twenty-six colleges and universities. In 2005 and again in 2008 he was selected by Foreign Policy and Prospect magazines as one of the 100 most influential public intellectuals in the world. The author of numerous books and articles Gardner is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be assessed by standard psychometric instruments. He has also written extensively on creativity, leadership, professional ethics, and the arts. His latest book *Five Minds for the Future* was published in April 2007. His latest co-authored book *Multiple Intelligences Around the World* was published mid-2009.





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THE WHOLE STAFF SUPPORTS PRE-SERVICE TEACHERS AND TAKES AN OPEN-DOOR, TEAM-INQUIRY APPROACH TO IMPROVING TEACHING.

in providing feedback and coaching. The main responsibility of mentor teachers is to help PiTE students integrate their theoretical studies with the world of the classroom.

Mentor teachers meet regularly throughout the year to build shared expectations, a collective capacity to teach about teaching and a framework for quality assurance. They've used the meetings to plan teaching about teaching with responsibility gradually shifting to the PiTE students.

As America's NCATE Blue Ribbon Panel observed, 'Currently there is not a large research base on what makes clinical preparation effective'; nor, as Linda Darling-Hammond and John Bransford note in *Preparing Teachers for a Changing World*, is there 'widespread agreement on the expected design, duration, or intensity of...field experiences.' Given the relative dearth of research on or agreement about the practicum, we wanted our PiTE pre-service teachers and mentor teachers to focus their shared learning on how to make the work of teaching visible and uncover the factors underlying classroom practices.

Schools as centres for excellence

While experienced and skilled mentors are critical to the success of the partnership, we've also seen in the past two years

the importance of the whole school to the program. PiTE pre-service teachers are based in specifically limited teaching schools identified as centres for excellence. These, located in low-SES, harder-to-staff areas, are schools where the whole staff supports pre-service teachers and takes an open-door, team-inquiry approach to improving teaching. This model, as Rosie Le Cornu notes in 'Changing roles, relationships and responsibilities in changing times,' has the advantage of locating a core of teaching staff and pre-service teachers together in a professional learning community. It's an approach that enables closer supervision and support for pre-service teachers, a stronger support structure for the DoE teaching staff and a more reliable approach to quality assurance.

Principals

According to Tony Kruger and co., the school principal is the partnership linchpin. With that in mind, Verrati, Levine and Turner argue for more deliberate principal involvement in pre-service education. Their research indicates that, typically, principals don't work directly with pre-service teachers, despite their best intentions, citing lack of time as the main reason. The research by Verrati and co. also reveals that principals lack clarity about what they might contribute. They tend to support

mentors and colleague teachers from a distance and generally see this as sufficient. Principals have a significant role, however, in moving pre-service teachers from a 'student' to a 'teacher' orientation, and in influencing their values and beliefs.

Research cited by Verrati and co. indicates that most pre-service education confirms rather than challenges the beliefs held by pre-service teachers. The 'time has come,' they say, 'for socialisation into the profession to be more carefully planned and orchestrated by the school principals.' The role of principals in that careful planning and orchestration will be one area, among others, for refinement in the PiTE program this year.

Ruth Radford is Principal Project Leader of the Partnerships in Teaching Excellence program in the Teacher Learning Centre of the Tasmanian Department of Education.

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Addicted to learning

STEVE HOLDEN talks with Pauline Nguyen about her best teachers and what she learned from them, about the academic passion for a discipline but also about compassion.

Pauline Nguyen is, by her own admission, a high-achiever. What drives her? The Sydney restaurateur, writer, mentor and parent, who's also one of Australia's first Vietnamese boat people who made the perilous journey with her family from Vietnam in 1977 as a four-year old is, she says, addicted to learning. 'I get really excited when I think about what I can accomplish. I love to pass on what I've learned, and get really excited when I see how techniques or knowledge that I've been able to hand on have helped someone. I'm always asking, "What else can I learn?" There's always something new to perfect.'

Nguyen's path of lifelong learning began at preschool in Chester Hill, Sydney, where Laurie Henley took the young refugee under her wing. 'It was an unusual situation,' says Nguyen. 'She asked my parents if she could take me home to stay with her during the holidays. She lived with her mum and dad and I stayed for the holidays for three years, even after I'd begun at Regents Park Public School. She'd take me to lots of places – the African Lion Safari near Warragamba, places like that. It was a release from living at home.'

And release was sorely needed. As Nguyen recounts in her award-winning book, *Secrets of the Red Lantern* – her memoir with recipes by husband Mark Jensen

and brother Luke Nguyen – life at home involved frequent child abuse. Her father and mother, Nguyen explains, were workaholics, and her father was an angry man and a violent disciplinarian who dominated his wife and children. When school reports came home, he'd use a billiard cue to give each of his children a beating, two for a C and one for a B, then he'd throw each a dollar for every A. Nguyen became a straight A student.

'All our teachers knew about it,' she says. 'It's really hard to be happy when your life is like that, but I think I and my brothers Lewis and Luke did a great job. We weren't troubled kids at school.'

'The desire to learn wasn't beaten out of me, and the taste of accomplishment is something I'm addicted to.'

Nguyen moved from Regents Park to St John's Park Public School. 'My father felt I needed some religion and some discipline. It was the best decision he made. I appreciated the faith, I came first in religion, but most importantly I had teachers who were just so passionate. Tim Fitzpatrick was my English teacher. He gave me the passion for words, for literature. He taught me about the meaning behind things. He really switched me on.'

In the senior secondary years Nguyen moved from St Mary's Catholic Girls School in Liverpool

to All Saints Catholic Senior College in Casula, where she met another English teacher, Narelle Archer. 'She was really passionate, and her passion was contagious, but she was also compassionate. I went through a lot of crap when I was growing up and she helped me so much. I cried a lot on her shoulder. She showed me how to be hopeful.'

It's no surprise that Nguyen enrolled in Communications at the University of Technology, Sydney – she worked in film and television in Paris and London before returning to Sydney in 1999 where she met her future husband Mark, eventually opening Red Lantern with him and her brother Luke – but she admits she had no memorable teachers at university.

'I was unable to connect with any teachers at university,' she says. 'The view in my Communications course at the time was that you couldn't put a grade on creativity, so there were no exams, no grades beyond a pass or fail. It might've been a good thing at that time to have had more discipline. I regret not being pushed harder.'

In *Secrets of the Red Lantern* and in the *Griffith Review* and *Best Australian Essays 2010*, Nguyen writes movingly about her father. He'd insisted on reading the unfinished manuscript of *Secrets of the Red Lantern* and, not surprisingly, she'd been anxious about the way he would respond

to her brutally honest account of her childhood. Pressed several times, he replied only that, 'The fish sauce recipe is wrong.' Eventually, though, he gives her his honest response. 'Do you know why Buddha sits on a lotus flower?' he asks. 'There is nothing more beautiful than a lotus flower. Out of watery chaos it grows yet remains so pure and unpolluted by it.... My children are lotus flowers; you grew out of the aftermath of war, you grew out of Cabramatta during its murkiest time and most importantly you grew out of me. I am mud, I am dirt. I am shit.'

Would she agree that her father has been one of her best teachers? Given their history, she says, it's a loaded question, but her careful answer is that he has. 'Everyone who knows me thinks I'm a freak in my desire to achieve, to learn new skills and techniques, business skills, my desire for self-development, whatever,' she explains. 'I wouldn't have that hunger, that desire not to give up, if it wasn't for Dad. I'm quite ferocious in that sense. He taught me to be a high achiever, and not to take any crap from anyone.'

While Nguyen's father has been one of her best teachers, outside of school, he's by no means alone. I ask about her mother. Has she been one of Pauline's best teachers?

'One of the most precious things Mum has taught me is respect for tradition and culture. If I ever

asked why we did something in a particular way she'd always explain it was the Vietnamese way and the Buddhist way.'

Then there's her brother Luke. 'He didn't need a university degree to make a reality of his dreams,' Nguyen writes in *Secrets of the Red Lantern*. 'His success just goes to show that a little street wisdom and a whole lot of clout can also take you a long way in this world.'

What does she mean by street wisdom? 'He's perfected the ability to get along with people, understand people and get the most out of people. Luke is so resourceful. The fact that he didn't go to university affected him, because my parents gave him a hard time, but in the end it wasn't important because he learned anyway, and I've learned a lot from that.'

And then there's her family. 'My kids have taught me so much more than I teach them. Having kids has been a massive wakeup call for Mark and me. We realised we had to change the way we ran our business and the way we run our lives to make a better future. That's the responsibility of parents, but it's also the responsibility of teachers and school leaders. Mark has distilled this in *The Urban Cook: Cooking and eating for a sustainable future*. It's really a teaching book. I think what Mark explains in it is that the more we give back, the better it is for everyone.'

Learning isn't a straight path, though, as Nguyen explains, illustrating with a story from when Mia, her eldest daughter, was in daycare. 'I was this high-achieving parent, you know, wanting her to thrive academically, in daycare. The director took me aside and explained what Mia needed was the foundation – self-respect, self-esteem, the ability to express herself socially and emotionally. "The academic stuff will come," she explained.

'I grew up with this focus on the academic, but the teachers I value the most were the ones who focused on self-awareness, care, compassion, who had passion, all those things you need to be a successful human being. I don't mean successful in your career, but successful as a person. That's what should lie at the heart of a school's and a teacher's philosophy, and what should be enacted in the things they do. Education is what you grow with, what your teachers, family and friends teach you, and that all comes back to the ability to relate, don't you think?'

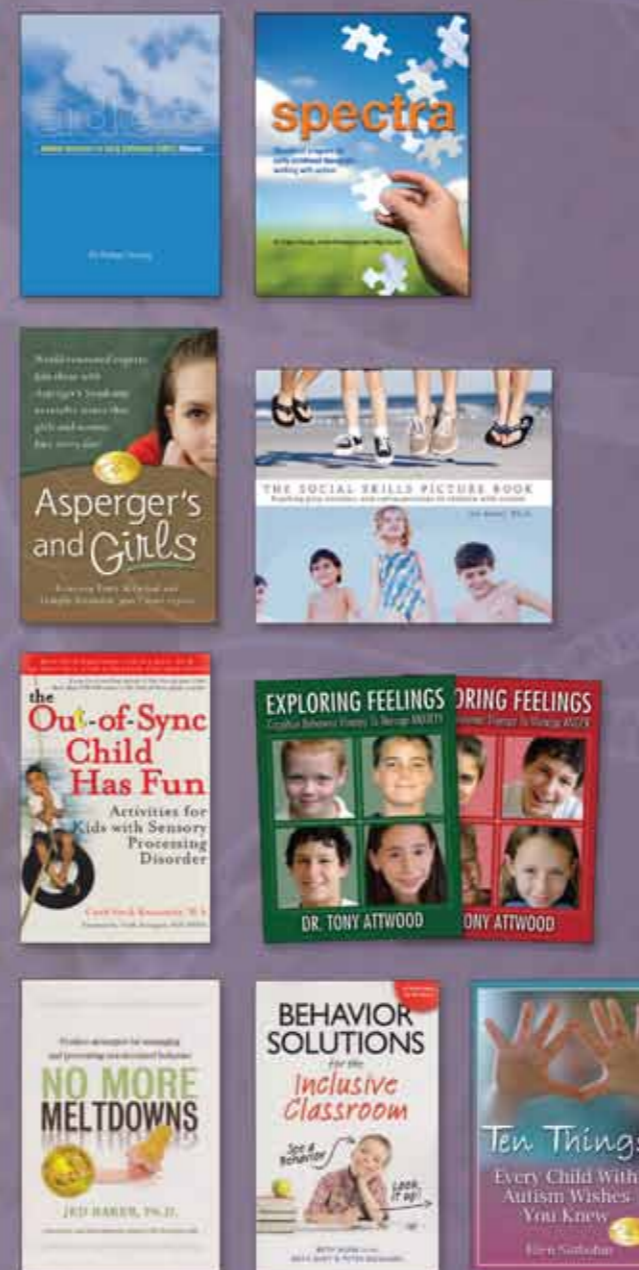
Secrets of the Red Lantern by Pauline Nguyen with recipes by Luke Nguyen and Mark Jensen is published by Murdoch Books.

The Urban Cook: Cooking and eating for a sustainable future by Mark Jensen, available this month, is also published by Murdoch Books.

Photo by Grant Macintyre.

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10 things I've learned about teaching

DEBRA SMITH offers advice on persistence, adaptability, professional involvement and much more – but what she really wants to know is, if you were asked to list 10 things you've learnt about teaching, what would you write?

When I was invited to write this article I began to reflect on all the things I've learnt since I began teaching 33 years ago. I thought about how teaching had changed, how students had changed, how I had changed, how my teaching had changed in that time and how community attitudes had changed towards teachers and schools.

Few of the things I'm going to mention will be new to those of you who have been teaching as long as I have. Keep in mind, too, that they're not in any order of priority.

1 PERSIST. Teaching always has been and continues to be hard, challenging work. To those members of our community who think teachers only work from 9:00am to 3:00pm and have 10 weeks holiday, I say, 'Walk a mile (or should it be 1.609 kilometres?) in my shoes.' Just when you have been at a school for a couple of years, teach the same year level and subject – and start to think you have a handle on the students and curriculum – things change. The curriculum changes or the

system priorities change or the technology changes, and always the students change.

2 BE PREPARED FOR CHANGE.

The only unchanging aspect of teaching is change. I know many of you will agree that in the past some of the changes haven't been what you would consider to be the best, for students or teachers, but still teachers have been compelled to implement them. Move with the times, we're told. There are the fads that come and go, and I have to admit that sometimes I've tried to skip a change or two. You know, if you leave it long enough something else will need to be implemented before the other idea is even completed, or you'll have this sense of *déjà vu*, like, didn't we do something like that 10 years ago? Still on change, though, I believe that teaching today is generally producing better informed, more technologically capable and more aware students.

3 STAY UP TO DATE.

This isn't as hard as it sounds because teaching keeps you up to date with today's youth. I doubt if I would know the slang of texting or wikis or blogs or all the other new technologies if I wasn't a teacher being dragged into the 21st century by the challenge of keeping up with today's students.

4 BECOME PROFESSIONALLY INVOLVED.

If you really want to know what's going on become professionally involved. This can be done by, say, joining and taking a role in your professional association, or joining a union committee, attending conferences, participating in school committees or becoming a member of an authority panel. Over the past 25 years I've been on state and national professional association executives, studies authority panels, union committees to name a few. I've found my involvement in all these to be very rewarding. Involvement in these professional activities has also led to fantastic professional opportunities and I've met some of my closest friends through such involvement.

5 REMAIN POSITIVE.

Remain positive and try to enjoy your teaching. I know sometimes this is difficult when you have to deal with badly behaved students, unreasonable parents or unrealistic timelines. Remember, though, that these are the infrequent pebbles in your shoe. The majority of students are pleasant, or at least not unpleasant, and most parents are supportive once they appreciate you are trying to do the best for their children. When my students realise I really enjoy my subject they become enthusiastic too – even if they do think I'm a science nerd.

6 VALUE AND SUPPORT YOUR COLLEAGUES.

One of the strengths in teaching is its collegiality and the support your colleagues can give you. They understand when you have difficult students and are prepared to help you with advice and a shoulder to lean on. They share resources and will give you worksheets, exams and so on. They look after your class if you need to dash to the loo because you didn't get time in the break. They help you finish your marking and reporting because you had to deal with an illness or family emergency. Remember this is a two-way street.

7 TAKE CARE OF YOURSELF AND TAKE A BREAK WHEN YOU NEED IT.

Don't be a martyr. Stay home when you are sick because you'll only get worse if you don't. Take some of that long service leave. Try a change – apply for that secondment to revitalise yourself. I have dipped in and out of the classroom through a number of opportunities to work in curriculum development and I've always come back full of enthusiasm and new ideas.

8 BE FLEXIBLE.

Keep up with what is going on and be prepared to adapt. Remember what I said earlier – the one constant in teaching is change – and Charles Darwin showed those that couldn't adapt didn't survive.

9 ALWAYS KEEP ON THE GOOD SIDE OF THE SUPPORT STAFF AT SCHOOL.

The janitor, groundsman, office staff and other support staff are the ones that keep the school humming along. It's wonderful how things happen more easily when you get along well.

10 BE FIRM BUT FAIR WITH YOUR STUDENTS.

Students appreciate it when everyone is treated by the same set of rules. They may not like consequences which are applied if they're doing the wrong thing but they do appreciate that the same consequences are applied to everyone. Students may not like you but they will respect you if you're consistent in your dealing with them.

These are the observations that came to mind when I was invited to write this article. What do you think? If you were asked to list 10 things you've learnt about teaching what would you write?

Debra Smith is the head of science at Centenary State High School in western Brisbane and winner of the 2010 Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools for inspiring thousands of students and helping to redefine the senior science curriculum in Queensland and across Australia. Email Dsmit145@eq.edu.au

Photo by Bearcage Productions courtesy Science in Public.

I see you

Five top tips for beginning teachers

PHIL BEADLE has some advice for teachers in the early stages of their career: always smile before Easter.

I don't much like Hollywood blockbusters, but there's a concept in the film *Avatar* that greatly appeals to me, and has greatly affected my practice. In it, the indigenous people, the Na'vi, of the film's fictional planet, Pandora, have a linguistic custom that, to me, neatly sums up the key to teaching any young person, but particularly addresses what you need if you're to succeed in your work among students who haven't been

dealt the kind of cards that anyone might want. The chief expression of the tribe is to gaze deep, deep into the eyes of the beloved, and to intone gravely the solemn but loving phrase, 'I see you.'

Tip 1 Really see your students

For me, what sums up the chief ability of any teacher who wishes to be of sufficient worth to properly earn the joyous responsibility of spending their time around the developing minds,

passions and sensibilities of young people is this: the ability to really see their students, their potential for brilliance, the essence of their humanness through the somewhat obscuring clouds of sometimes distracting behaviour. A practised ability to see the good that may be dormant in a student, waiting for someone to give permission for that goodness to explode into existence, is the essence of a great teacher.

Too many times I've gone into staffrooms in England, some of which were in the most challenging of circumstances possible, and heard the name of a student alongside whom I've worked with great enjoyment, linked to a plethora of negative adjectives as long as a basketball player's arm. None of these adjectives has ever really, properly, matched my experience of the student.

It's caused me to wonder why B, whom I regard as a stone-cold genius in somewhat loping and over-apologetic form, is regarded as a dangerous and unruly idiot by another teacher? The answer is simple: the teacher doesn't see B.

And I can see why. B is prone to giving out signals that he's not interested in education; his body language can be overly laconic, passive aggressive or definitively closed. He can be monosyllabic, non-committal, 'just not in the mood.' But he has a smile that, when tempted into being, lights up the room; a sharp sense of his own ridiculousness (always a sign of high intelligence); and, when tempted into picking up his pen, a sharp analytical mind and a pleasing fluency with the language.

Yet some teachers regard him as an idiot – their *bête noire*. Why is this I wonder? I think it's usually because they're unable to see past the body language, and don't or somehow can't take the trouble to see him. It's easier for them to write him off as an idiot than to spend the little time it takes to create the conditions for him to display the genius he is.

And the time this takes is minimal. There's a hoary old cliché in England that is dispensed to newly qualified teachers, wrapped up with a silver bow and presented as being the ultimate in wise old lag's advice: 'Never smile before

Christmas!' In Australia of course it's, 'Never smile before Easter,' and it's just as damaging a piece of advice.

Tip 2 **Never smile before Christmas?**

'Never smile before Christmas!' the old lags say, sure their position as the font of all teaching knowledge is entirely safe. This absolutely absurd and abhorrent maxim is not only useless, it's also damaging. New teachers bomb into lessons thinking that looking stern, shouting a bit and dispensing punishments will make a class instantaneously stand in ordered lines, salute and display a lifelong commitment to learning; but it doesn't work. Why? Because, as Daniel Goleman, author of *Emotional Intelligence* and a pile of other books on psychology and education, has pointed out, emotion is viral.

Think about it. If you shout at someone, which is more likely: that your shouting will put them in a preternaturally calm state, or that they'll shout back at you? If you enter the classroom in a calm, smiling, intellectually engaged state, sure that the behaviour will fall into place if the learning is good, is this likely to send tense or objectionable signals to your students, or is it more likely to set a mood for learning that is both relaxed and quizzical?

The tricks with which you create the conditions to reveal your students' good souls to you are simple, and the time they take, once internalised, are minimal. They can be learned in less than the time you've taken to read this article, and fall under three categories: body language, facial expressions and language.

Tip 3 **Body language**

Let's look at body language first. Here's a trick that I've employed unconsciously for many years, and that I've only become aware of since someone told me they saw me do it on television, and thought it was deliberate: in any one-to-one circumstance, always make yourself as small as you can with a student. If you're speaking to them in a corridor, lean against the wall, so that as much as possible you're eye to eye – and, yes, this can be tricky if they're in Prep.

If you're modelling how to write, sit on the classroom floor and have students gather around, towering above you.

If you're supporting students, answering questions or marking their work, do it from a kneeling position as they are seated at their desk.

If you're gently discussing the fact that they haven't been giving of their best in a lesson, do it side-on.

If you stand in front of a student and tell them off, you're in a cowboy shoot-out. You've signaled with your body that the student is in a gladiatorial environment in which the likelihood is that they'll be humiliated or diminished. Side-on, the confrontational aspect of the quiet chat disappears, and it remains just that: a quiet chat, a communication between souls.

Tip 4 **Facial expressions**

There's a facial expression that should be your default setting: the smile. With the student whose company I'm much enjoying this year, the much-misunderstood and oft-derided B, this has been the secret: every day he has been greeted by someone who appears to be pleased to see him (and I am: the smiles come easily), which sets the tone for his behaviour. He's welcome and wanted in the class, and is made to feel it. There's no stimulus to cause him to feel undervalued, misunderstood or insulted.

When it's time to talk about the work – the side-on quiet chat – a second facial expression comes in: the sincere raised eyebrows and furrowed brow of the 'none more interested' expression. We all want to be valued and taken seriously, and many of the students I teach simply aren't. It takes nothing to show that you are genuinely,

sincerely interested in their nascent humanity, their fledgling brilliance, their emotional landscape.

Tip 5 **Language**

There are a few key phrases you can use to create the conditions for students to feel cared for and worthwhile.

The first of these is, 'You are clever.' It stunned me that on *The Unteachables*, the television series shown on ABC1 a couple of years ago, the young people I was working alongside found this revelation so strange. The fact that they were 14 years old and hadn't encountered this phrase before just shows how vital it is that teachers use it every single time they feel it. Often this phrase is all it takes for a productive relationship to commence.

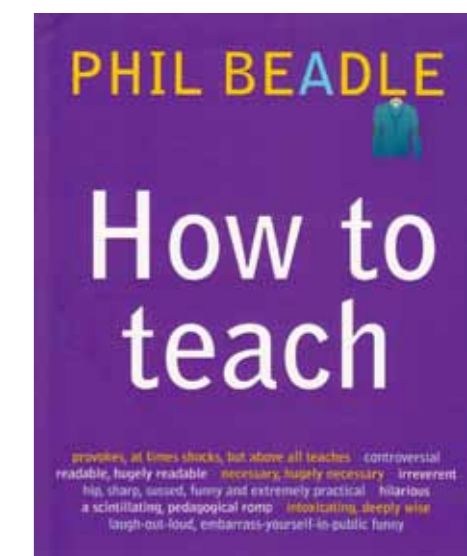
A second useful phrase is, 'Imagine I was a human being and that I cared about you, and then talk to me.' It's all too easy for students to feel that teachers are, as Neil wrote in his letter to his bank manager, in *The Young Ones*, merely authority figures of the 'darling-fascist-bully-boy' variety whose main function is to oppress. Identify yourself as belonging to the same species as your students, reveal your humanity openly and nakedly, and you'll witness the change in their countenances as you speak to them.

The final piece of language that I think might work, but haven't had the guts to try out yet is to look deep into a student's eyes and say, 'I see you.' Maybe there hasn't been a right point yet to employ this. Alternatively, it might just be that, 'I see you,' is implicit in everything that a good teacher does, and possibly it doesn't need to be said, but don't tell the Na'vi of Pandora.

Phil Beadle will be teacher-in-residence at Knox Grammar School, Sydney, in late July. He is in Australia throughout August to conduct professional learning. Contact Phil@inspired-education.co.uk His latest book, How to Teach, published by Crown House, was reviewed in the October 2010 issue of Inside Teaching.

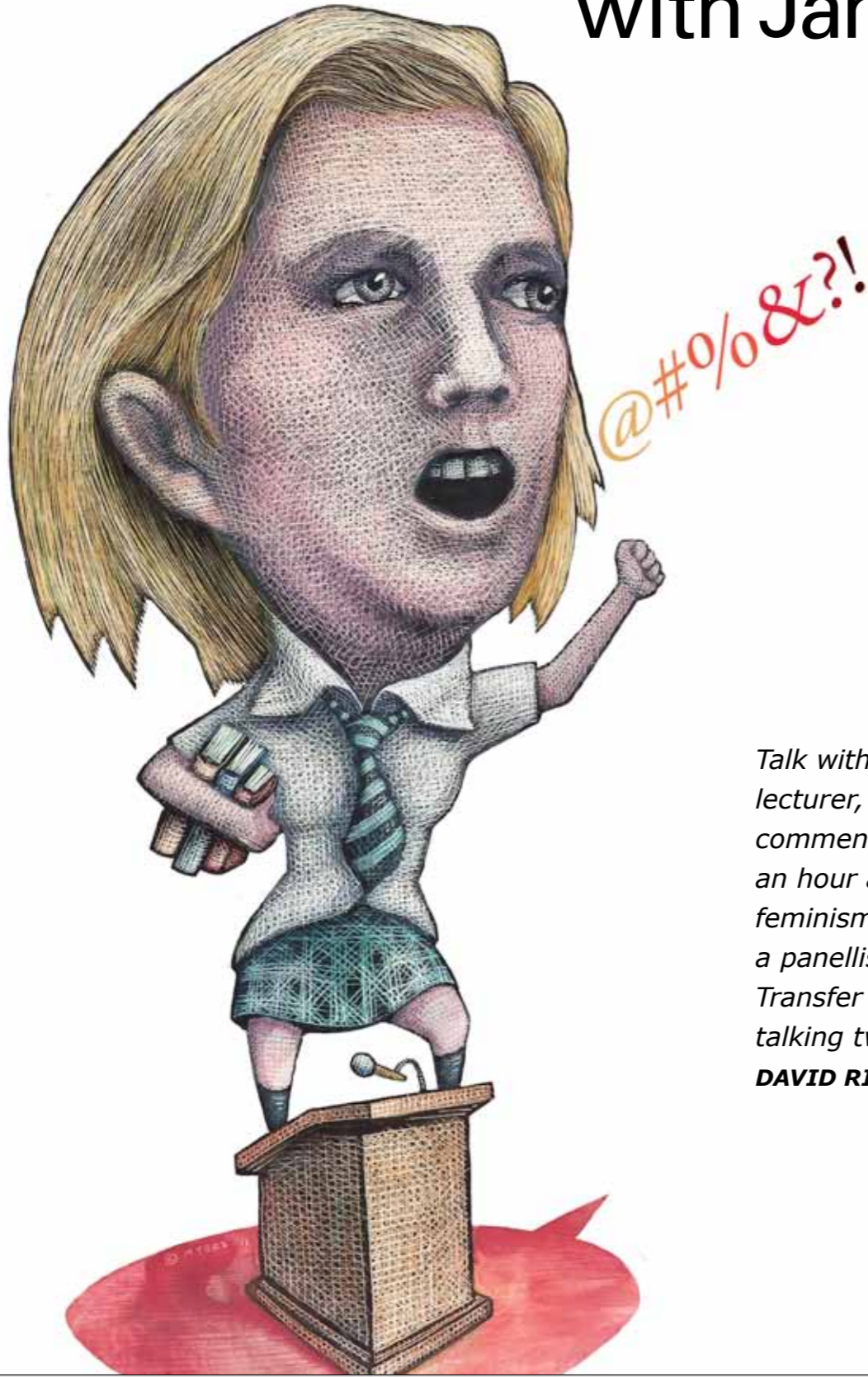
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20 questions*

with Jane Caro



Talk with copywriter, lecturer, author and media commentator Jane Caro for an hour about education, feminism, life and being a panellist on *The Gruen Transfer* and you'll still be talking two hours later, as **DAVID RISH** discovered.

I searched 'Jane Caro' on the web and Google gave me 2,720,000 results covering areas as diverse as the non-party-political coalition that you convene in support of public education called Priority Public, mentoring, feminism, religion and atheism, advertising, hosting Life Matters on ABC Radio National, your board membership of Bell Shakespeare, and loads more. With this in mind I thought I'd start with a hard-hitting question: when you appear on The Gruen Transfer, do you borrow Wil Anderson's nail polish and would you ever put on his thongs?

I do tend to do a bit, perhaps all connected to an interest in communication and education and the arts. I like to contribute to things. I don't wear nail polish and Wil's thongs are his thing – a style statement. *The Gruen Transfer* was amazing, something I didn't expect to happen. Generally women get booted out of television before their 50s.

Have you ever succumbed to a desire to deck Russel Howcroft?

No, I like Russel – an honest man who believes absolutely in what he does, very bright.

What occupation do you have in your passport?

Writer. Writing is my core skill. I'm a writer/broadcaster/speaker.

*Your book, *The F Word*, co-written with Catherine Fox, is dedicated to your parents, Kate and Andy; can you tell me a bit about their importance in your life?*

Parents are incredibly important. Mine are strong-minded and argumentative, with each other

and me and my siblings. They have a curiosity about the world and what people think. My father has so much energy, even at 80. He's fast moving and dynamic, to a fault on occasion. I inherited a lot of that. My mother is the more intellectual and analytical. They've been a fantastic team for 55 or so years. They gave me a model of a good, respectful relationship. What my father liked about my mother was her brain. He took her ideas seriously. Not a lot of fathers did 55 years ago, so many daughters didn't expect to be taken seriously. Publicly smart, clever women usually have fathers who accept that in their daughters. It's a key to my feminism to some extent. Plus my mother was an out-and-out feminist. As was her mother.

The F Word could have been dedicated to Vittoria – Do you have a serious caffeine addiction? Yes! – as you and Catherine planned it over morning coffees after dropping off your daughters at school. Do you think it's important for work to move outside traditional work venues?

And I could add over wine on many an occasion. A bit of wildness and naughtiness is to be encouraged. We didn't want to write a book about dressing differently or speaking differently and stuff like that. You don't have to change anything. Why should you be anything other than what you are? Lighten up and have a good time and let other people take on some of the responsibilities in parenting and in household chores. Women still feel that they have to do those things to have a right to exist.

I think the traditional workplace is dying out more and more. My husband and I both work from home. Centralised offices are coming to the end of their lifespan. I don't want to work under those circumstances where time is more important than quality. Accountability has made the workplace brutal.

How about schools? Are they held back by being building bound?

I don't want a time when there's no community. I remember in the early days of computers seeing an interactive department which was filled with young ear-phoned people staring at screens. Separated. There will always be a point for children to be together. We need to liberate parents and children from each other. Children need to know their peers and their community. Home schooling keeps children under control. Your children are not little-yous. They are, according to Khalil Gibran, 'the sons and daughters of Life's longing for itself.' Children are brutal and honest and there are benefits in being part of that, learning street smarts and savvy, lessening vulnerability.

You're working on your third book? Can you tell me about it?

It's my first novel, for young adults, called *Just A Girl*, a historical novel about Elizabeth I on the night before being crowned. She's in the Tower of London, unable to sleep. To pass the time she sits and thinks about how she's survived for the past 25 years. It's to be published by the University of Queensland

Press and will be launched in May at the Sydney Writers Festival. It's dedicated to a few people. My parents Kate and Andy; Derek Hansen who taught me to write, a hard task master in advertising; Jytte my friend and counsellor who helped me get my life into perspective in my 20s when I had obsessive-compulsive issues; Natalie Scott who taught me to persevere in a writing group she ran; and finally my husband Ralph, and my children Polly and Charlotte who taught me to feel.

Can you recall a teacher who was important to you?

In primary school at French's Forest Public School, in Year 4 Mr Dan thought I was as smart as mustard. He encouraged my felicity with language. The kids didn't like it. I used long words and read long books. Mr Corkhill my English teacher in fourth form, a nice man. June Frayter in fifth and sixth form. She was a wonderful, wonderful teacher – good mind, fun, rigorous. All three had humour and warmth and liked a bit of cheek.

Can you tell me something you did as a school girl that was perhaps a bit outside the acceptable limit?

I'd joke and laugh in class, and I loved to get involved in discussions, but I knew how to stay just this side of trouble so when I was talking to someone they'd get into trouble, not me. I transformed between primary

and high school. I made myself more likable. I learned how to pitch presentation to my audience. I wore short skirts and swore a lot. I took up smoking, which I regret. It was an important lesson in not giving up who I was but in pitching language to the people I was talking to. I learned to connect without putting off. It wasn't dumbing down. This skill has stood me in good stead for all my life. It's not copying people but learning to be like them, having not a top-down discussion but a person-to-person one. It succeeded. I had friends and had a good time. I loved it.

What would you call a future autobiography?

A Woman of No Importance. I don't represent anyone. I'm my own self, completely free to say what I like.

Your daughters, Polly and Charlotte, were born prematurely; what effect did that have on your life?

Polly was 34 weeks. She picked up a respiratory infection and was admitted to intensive care, the last neo-natal bed available that night – a very traumatic introduction to parenthood. We learned that there was no such thing as safety. The grief counsellor, Peter Barr, helped bring everything into perspective. Terrible things can happen but you just have to get on with things. Polly survived with

no ill effects. She teaches at Canterbury Boys High School in Sydney and sent the letter to talk show host Oprah that was responsible for rapper Jay-Z visiting the school, and the school being bussed to the taping. Afterwards Oprah donated a laptop to every student as well as music studies gear worth \$1 million. Charlotte was 36 or 37 weeks, six pounds. Some women just cook their kids quicker.

What's scarier, facing a roomful of students at the University of Western Sydney (UWS) or facing a bunch of fellow creatives presenting a new campaign?

I'm not frightened of facing any group of people. I've got some knowledge here. My advertising work teaches me that you have to engage people first. Some students don't like me because they want a script but when you come to creativity you can't follow rules or you end up where everyone ends up. Linear control freaks find my course more difficult. They must have fun and try to bring their own way of relating to the world to their work. Creatively you know and feel if you're right. A new ad campaign is scary because formulaic thinking kills creativity dead. Intuition and judgement is killed with research and pseudo-science. It's depressing rather than frightening. Rules destroy people. We don't need measurable skills, we need

innovation and new ideas, a bit of irreverence and naughtiness.

Do you use humour as a teaching tool?

Humour is how you connect. It's about revealing your own humanity. I'm incapable of not telling people who I am. I get a lot of laughter by just saying what I think. Some of the laughter is from shock but what's the point in conversing if you don't say what you think?

Who would you most like to get in to talk to your students at UWS?

Aung San Suu Kyi probably, or Germaine Greer. Greer is fantastic, although I don't agree with everything she says. Chris Hitchens is incisive, intelligent and human. His use of language is precise, economical. Stephen Fry. Richard Dawkins.

If you were back hosting Life Matters, what team would you put together to debate the public/private funding of schools issue and why these people?

On the public side, the president of the Australian College of Educators Lyndsay Connors, Chris Bonnor, John Kay, Ross Gittens. Private? Maybe some of the private school principals, Judith Poole from Abbotsleigh school, say, or Shore's Timothy Wright. The trouble is most people talk crap when it comes to funding. I'd include Michael

Duffy and John Howard – at least Howard is smart.

Your main argument in The Stupid Country, co-written with Chris Bonnor, is that choice turns the public system into a poor option, and sometimes a very poor option. Can you explain this process?

Society is not obliged to provide everyone with choice but governments have an obligation to provide excellent education, free of charge to every child. If people want to buy an advantage for their child, they can pay for it as happens in most democracies, but frankly it probably doesn't matter that much at all. Their kids will do as well wherever they go. We've confused people about what schools do. Parents are ultimately responsible for what kids achieve, not schools. Kids who grasp opportunities wherever they go to school are the ones who'll do well, but it's unfair if from the age of five differences are exacerbated so that everything goes against them. The less fortunate should have more opportunity, not less.

What are a school's most important assets?

Teachers and students. The teachers and the principal create the character of a school. There are good in both public and private schools. They are warm, energetic, everyday people. They don't have to be inspirational, rather commonsensical.

The public school is the last institution that can't file a child down because they have a legal obligation to educate. They do a welfare job to keep at-risk kids hanging on in there. The public school system shouldn't be despised for doing this.

I mentioned my daughter and the Oprah donation to Canterbury Boys High earlier. The value wasn't just in the stuff donated but in the recognition that the students' futures and opportunities mattered. Trinity Grammar, say, or Abbotsleigh are not more important even if they're the schools governments help first. Oprah and Jay-Z showed these kids that they mattered. We shouldn't walk away from them.

If you were going to send a copy of The Stupid Country to Julia Gillard what inscription would you put in it?

'Stop playing politics with the most vulnerable and disadvantaged. Be the first to stand up for them because no one else has.' She's been sent about 35 copies; I doubt she's read any.

Thank you, Jane Caro.

David Rish is an award-winning writer for children and a regular contributor to Inside Teaching.

** Okay, okay, if you counted the questions you'd know there are fewer than 20.*

Image by Gregory Myer.

Quite a feat

Action learning, literacy and multimodal texts



LORRAINE BEVERIDGE and **AMY MERCHANT** explain how a computer animation program designed for Aboriginal and Torres Strait Islander people living in remote communities supports the literacy learning of all students in their classroom.

When our Year 4 class completed an English unit based on Paul Jennings's 'Smelly Feat' from *Unbearable* last year, we wanted to use an action learning model, not just because the text suited this approach but because we were using a program called Marvin that enabled our students to construct multimodal texts that displayed their deep knowledge and understanding of the text. The fact that Marvin was new to us meant that the action learning occurred naturally as we teachers and our students learned to use the program together, in cycles of learning, with lots of collaboration and reflection.

Marvin also fitted well with our school's approach to literacy in the English classroom. We use the National Accelerated Literacy Program, which focuses on following a structured sequence of activities to teach literacy explicitly. Talking and listening, reading and writing are taught simultaneously.

Marvin is a multimedia and animation authoring platform for the rapid production of animated messages. It was created by the Northern Territory Institute for Community Engagement and Development to support Aboriginal people living in remote communities to learn about

available health care. We found that its focus on animation, local content and dialects catered for multiple learning styles, but we also thought a few of the characters were not age-appropriate for our primary school students. To address that, on installation we removed some characters from the characters file in the program folder.

To integrate Marvin we all first had some free play with the program, familiarising ourselves with the different functions, learning to add backgrounds, characters and voices to a file, generally exploring the possibilities of the program with followup group reflection on our Marvin sessions.

At the same time, students were presenting talks to the class in our talking and listening program, addressing themes in 'Smelly Feat' to do with the plight of endangered species, loss of habitat and damage to the environment.

Next, we learned to construct storyboards then began planning individual and group projects using Marvin, making the most of the open-endedness of the program, which stimulates higher-order, creative responses from students.

Most of the digital resources we used in our Marvin projects were obtained from The Le@rning Federation. The Le@rning Federation provides an extensive range of digital curriculum resources, for which copyright has already been negotiated for use in schools in Australia and New Zealand. Digital resources from The Le@rning Federation include learning objects – multimedia resources and interactive tools, and digital resources – as well as movie clips, music, photographs, artefacts and pictures.

Other free sites our students used are:

- www.freesound.org for free-to-use sound files, with acknowledgement of authors under creative commons copyright licence terms, on any topic you could possibly be studying
- <http://commons.wikimedia.org>
- www.freedigitalphotos.net for free, quality photos, and
- www.ccmixer.org for remixes and mash-ups of songs, with acknowledgement for any songs used.

Susan Groundwater-Smith, in *Supporting Student Learning Environments in a Digital Age*,

How does Marvin link to the Draft Australian English curriculum?

Year 3

Language 1 Comparing dialects.

Literature 3 Features of texts: use metalanguage to share knowledge of topic, text structure and features.

Literacy 12 Multimodal texts: use audio, photos and pictures to create multimodal texts that demonstrate deep knowledge and understanding of a topic.

Literacy 13 Creating texts using digital technologies.

Year 4

Language 5 Represent relationships between characters visually.

Literature 2 Identify main ideas in multimodal texts.

Literature 3 Discussing, expressing an opinion about and responding to digital texts.

Literature 7 Create imaginative literary texts using a range of text types and literature.

Literacy 1 Identify information and main ideas by listening to oral texts.

Literacy 2 Oral communication skills: make multimodal texts collaboratively in groups.

Literacy 8 Comprehension strategies: link main ideas in text through visualising using characters, backgrounds and oral responses.

Literacy 9 Research skills: use online search skills to locate information on a topic.

Literacy 12 Recognise and explain the interplay between character, setting, events in multimodal texts.

refers to students as 'digital pioneers' and 'creative producers' of their future. She also refers to an expanded concept of literacy, where digital literacy sits beside the book in the creation of a literate person, and to ways that schools can support learning across in-school and out-of-

school settings. Using the Marvin program to create multimodal responses to texts is one example of how we as educators can support student learning in a digital age. Our proud students have even published a class multimodal file on YouTube.

Lorraine Beveridge is a primary teacher and school assistant principal in the Hunter Central Coast Region of the New South Wales Department of Education and Training. Amy Merchant is a primary education student at the University of Newcastle.

Image courtesy the Northern Territory Institute for Community Engagement and Development.

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Professional Learning and Leadership Development website of the NSW Department of Education and Training. (2006). *Quality Teaching*. Available at www.det.nsw.edu.au/proflearn/areas/qt

LINKS

For more on the National Accelerated Literacy Program, visit www.nalp.edu.au

For more on the Northern Territory Institute for Community Engagement and Development's Marvin program, visit www.marvin.com.au

For more on The Learning Federation, visit www.thelearningfederation.edu.au

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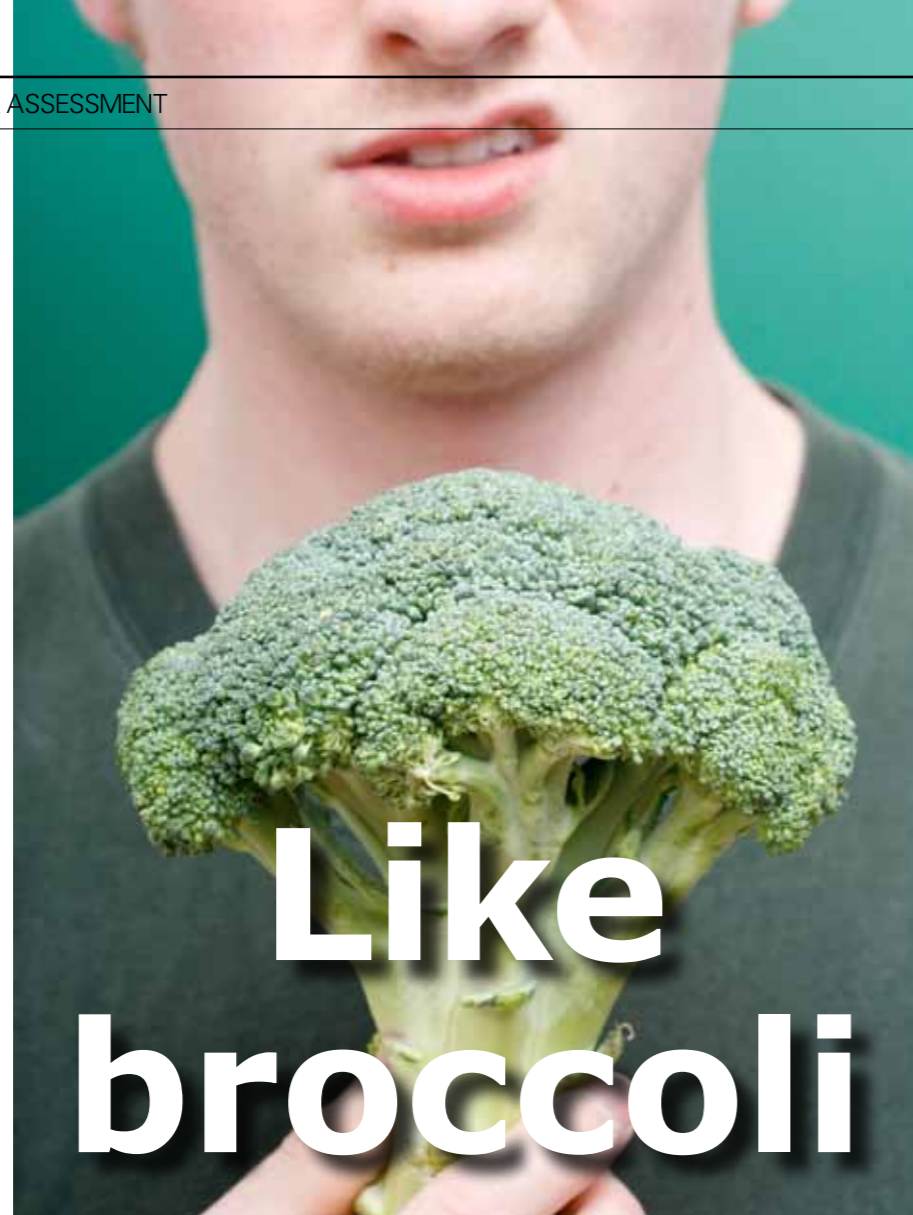
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How to turn your students on to accounting – or any subject

*Accounting: it has a reputation, deserved or not, of being like the least-favourite vegetable you left on your plate as a child, so who better qualified than accounting teacher **WENDY COLLINS** to offer some tips for effective teaching – in any learning area.*

It was music to my ears at the end of the Week 3 lecture of our accounting program when 20-year-old Jason told me, with a smile, 'I love accounting!'

Poor accounting: it's the academic subject that often gets the bad rap. Uninformed critics typically refer to it as boring, conservative or abstract. Occasionally students delay enrolling in accounting units at university for as long as possible, making it seem like the least-favourite vegetable you left on your plate as a child, hoping you eventually wouldn't need to eat it.

One such student, after reluctantly selecting an introductory accounting unit, dramatically changed her tune and declared, half-way through the course, that it was her favourite subject and that she was now considering majoring in it. What inspired such a change of attitude?

The answer, I think, was that she discovered that accounting was interesting, but for teachers that simply begs a further question: How can you make accounting interesting? After teaching accounting at technical and further education (TAFE) and at university level for about 20 years, I believe the answer lies in three simple principles.

Instilling a love of accounting and a basic understanding of the concepts involved, requires:

- positive expectations
- lots of practice in the basics, and
- innovative ways to make accounting more enjoyable.

Let's explore these three principles a little more.

Positive expectations – or give it a bit of vroom

George Bernard Shaw, in his play *Pygmalion*, probably better known in its film adaptation, *My Fair Lady*, explores the theme of positive expectations, summarised perfectly by Eliza Doolittle who explains, 'The

difference between a lady and a flower girl is not how she behaves, but how she is treated.' It should be the same in our classrooms. If we treat our students and their learning with enthusiasm, with the expressed positive expectation that they will enjoy accounting and will be successful, then the likelihood of their success is vastly increased.

Our students will rise to fulfil our expectations. By contrast, negative expectations on our part will beget negative performances on the part of the students.

In undergraduate teaching degrees, 'Vroom's Expectancy Theory' is frequently featured. According to Victor Vroom, a professor in the graduate business school of Yale University, the strength of student motivation depends in part on how much they believe they can succeed in their learning. As teachers, we have an important, ongoing role to play in providing a platform of uplifting expectations. Inspired by a personalised, confident and positive expression on the part of their teachers, students will often rise to higher levels of academic and practical achievement simply because someone obviously believes in them and in their ability to grasp difficult concepts.

For example, when I teach accrual accounting, rather than declaring that this topic is 'a little abstract and sometimes difficult to grasp,' I take a positive perspective. I say something like,

'Today's topic has some really unusual terms in it and although it may at times sound difficult, actually you'll find that it's quite simple, once we get into it. I'm sure you are going to enjoy learning some new accounting terms today. You could even impress people at your next dinner party!' A little light-hearted, positive scene-setting does wonders for the motivation and engagement of the class.

Let's face it, though, accounting can appear confusing at times to the uninitiated. Some things just don't, at first glance, seem to be sensible or logical. Take, for example, 'Goods and Service Tax input tax credit,' which has a debit balance; or the fact that 'accrued expenses' are not actually expenses, but liabilities. Then we have 'prepaid expenses' which are not expenses, but assets. Students can also be forgiven for being initially confused when we have one report with three different, equally-acceptable titles: income statement, profit and loss statement or statement of financial performance. I simply tell my students that some critics claim it is all a conspiracy by accountants to confuse people and ensure that accountants are the only ones who understand the terms, so that they can make lots of money. It gets a laugh, and reminds them of their own professional importance and growing expertise.

Practise, practise, practise – or get your hands dirty

Two mistakes that a lot of university, TAFE and school educators frequently make are covering the basic concepts too quickly, and not providing enough opportunity for students to practise for themselves what the instructor has demonstrated on the whiteboard or PowerPoint.

During the first lesson, I explain to my students that accounting is a lot like bricklaying. To learn to be a bricklayer, you need to get involved in the action and get your hands dirty. You can't learn the trade simply by watching someone else. You need to pick up the tools and have a go. I explain that it's okay to make mistakes. We write in pencil, not pen, because we are learners and we're sure to make some mistakes. Yes, down the track, we'll use pen, like all good accountants, and carefully rule out our errors to keep the auditors happy, but in the meantime, pencils and erasers will be very helpful – as is the 'edit' function on our computer accounting package.

Every topic that we discuss in class is reinforced with additional similar work in the tutorials, or in home practice tasks, which are designed to assist the students to understand the concepts for themselves. It's often only by 'having a go' at similar questions, on their own, with a chance for later feedback from the teacher,

that students can uncover what queries or concerns they are having.

To reinforce the importance of getting your hands dirty and tackling the core concepts, the students are set weekly practical questions. As an incentive to complete these questions and as a motivation strategy for maximising effort, these weekly tasks are graded and comprise a total of 30 per cent of the unit's overall grade. I figure if I want the students to put in a decent effort, the least I can do is offer a decent reward for their hard work.

By marking these tasks weekly and then providing timely feedback, any gaps in learning can be uncovered relatively early and can be addressed, either in a group tutorial or with individual students as required.

Like many other curriculum areas, learning and teaching accounting is like building a pyramid. The foundations at the base are vital. All of the subsequent learning is built on this foundation. If the teacher is patient in the first few weeks and serially recapitulates the basics in detail, with a demonstrated enthusiasm for the subject matter and an obvious interest in the students' learning, then the likelihood of students understanding the more complex topics that come later will be much higher.

There's nothing wrong with smiley stickers or the occasional lolly – or accounting can actually be enjoyable

It's exciting to see the look of satisfaction on a student's face when their first balance sheet does in fact balance, or to notice the sense of achievement when a bank reconciliation actually reconciles. Maria, a first-year student, exclaimed 'Accounting is fun,' when she saw the pieces fall into place as the profit figure linked into her balance sheet and the 'accounting equation' suddenly made sense to her.

An occasional lolly, thrown across the room in response to a correct answer is a wonderful motivator. (Okay, settle down all you lawyers and workplace health and safety officers, it was very safely lobbed!) Even my 50-year-old student beamed warmly when her homework was returned with a smiley sticker. Why can't we have a bit of fun?

To reinforce the process of recording transactions into the various general ledger accounts, we play a slightly modified game of *Monopoly*. Students have to open ledger accounts for various asset, income and expense accounts such as land and buildings, for their property acquisitions; service revenue for passing 'Go'; rent revenue for the receipt of rent when someone lands on their property; cash at bank for recording commencing

equity and receipts and payments; and rent expense for the payment when they inevitably land on their opponents' property.

Students record each transaction as we play the game, and prepare an income statement and balance sheet upon completion. Of course, reconciling the actual cash remaining with the cash at bank ledger account is always a challenge. The students usually don't want to leave for their next class and ask if they can play it again the following week.

Accounting is a natural part of everyone's life. Every household needs to balance the budget; every business desires to make a profit; government and not-for-profit organisations are accountable for the revenue

generated and the expenditure outlaid. The importance of good financial management is clearly obvious. Educators can easily, with a bit of effort, bring the subject to life with relevance, a positive approach and genuine enthusiasm. Accounting need not be boring. Boredom is a self-fulfilling prophecy generated by poor teaching, not by subject content.

A recent project by the Australian Learning and Teaching Council, 'Accounting for the future: more than numbers 2009,' found that the technical skills required of graduates are essentially basic accounting skills, like debits and credits. Interestingly, though, it's the non-technical skills – like communication, teamwork and self-management – which the

large accounting organisations say are equally important in accounting graduates.

The challenge is therefore to make our classrooms exciting, engaging centres for learning, not only the basics of accounting process and function, but the equally vital people skills required to be successful in today's fast-paced world.

Wendy Collins is a Chartered Accountant and a lecturer in the School of Business at Christian Heritage College, Brisbane. She has a Bachelor of Commerce degree, a Master of Management degree and a Graduate Diploma of Education. Her special interests are in accounting, business planning and business communication.



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Industry-school partnerships

Real-world learning through the Gateway Schools Project

CUSHLA KAPITZKE and STEPHEN HAY report on their initial research on industry-school partnerships in Queensland.

In the last decade, a gradual but significant shift in education has taken place. Schools have transformed from hermetically sealed, impermeable bureaucracies to dynamic and flexible organisations characterised by openness to local communities and connectedness to global issues and cultures. They're also more responsive to the aspirations of students and parents. A central feature of what Belgian sociologist and educational researcher Christian Maroy has described as the post-bureaucratic era of education has been the relationships formed between schools and other organisations through formalised partnerships.

Partnerships have been a significant feature of schooling in Queensland, where we're based, since the 1980s when schools developed vocational education and training (VET) programs providing alternative pathways from schooling to post-school training or employment. Partnerships that have emerged in recent times, however, have been more structured in their organisation and more targeted in terms of the outcomes they aim to achieve. Examples here have included Queensland's District Youth Achievement plans that linked schools, business, industry bodies, training organisations and community groups to improve transition

outcomes, particularly for young people at risk in their transitions from school to post-school life.

Here, we want to describe an innovative industry-school partnership model established in Queensland known as the Gateway Schools Projects. We first explain how this unique model of partnerships was established, and then describe a study funded by the Australian Research Council to investigate the educational implications of the partnerships for teaching and learning. We conclude with a case study of the Wine Tourism Gateway Schools Project, outlining some innovations in terms of curriculum, and the roles of and professional

development opportunities for teachers.

Queensland's Gateway Schools: The big picture

There are six Gateway Schools Projects, each associated with a key industry sector in the Queensland economy. They aim to link partnering schools with businesses, currently focused on aerospace, minerals and energy, wine tourism, building and construction, manufacturing and engineering, and agribusiness.

Their objective is to address long-term skills shortages in traditional and emerging industries of the Queensland economy and, by doing this, provide schooling-to-employment pathways for students pursuing a range of post-school options including university entry, VET or direct entry to the labour market.

The Gateway concept is a unique model of partnerships in Australia for a number of reasons. These include centralised coordination through Queensland's Skills Queensland; a specific industry focus featuring global partners; and strong industry emphasis in the curriculum of participating schools. The first point relates to the way they were established. Gateway Schools Projects were established and administered through the Department of Education and Training (DET); however, the program has more recently been transferred to the recently established

Skills Queensland. Skills Queensland is an industry-led statutory authority, established to strengthen Queensland's economic base by providing a skilled workforce to meet current and future needs of industry and the community.

The Aerospace Gateway Schools Project was the first project, established in 2004 following discussions between Boeing Australia and the then Department of Education, Training and the Arts, to establish training and employment pathways from school to the aerospace industry. This original model was adapted for the formation of other Gateway projects, originally for minerals and energy – now coordinated by Queensland Minerals and Energy Academy – and wine tourism. A second phase of development saw the addition of projects in building and construction, manufacturing and engineering, and agribusiness.

Secondly, membership of Gateway Schools Projects is managed by Skills Queensland and requires prospective schools to demonstrate a substantial partnership with a relevant industry. This distinguishes Gateway partnerships from traditional ad hoc school-industry partnerships that typically include a school and one or several local unrelated businesses. Moreover, Gateway Schools Projects often feature global industry

players. Boeing, Brisbane Airport Corporation, BHP Billiton, Mitsubishi Alliance and Rio Tinto are examples. Thus, Gateway Schools Projects seek to explicitly incorporate schooling into a state-wide economic strategy with connections to the global economy.

Finally, traditional school-industry partnerships involve the use of industry sites for training, thus rarely affecting the curriculum delivered by schools themselves. Gateway Schools Projects, however, have led to significant transformation of the curriculums of many participating schools. Notable here is the Aerospace Studies Senior Syllabus developed jointly by the Queensland Studies Authority and industry experts, and delivered by partner schools in aerospace.

Because of their capacity to connect schools to global employment markets and their potential to transform the traditional curriculum in schools, the Gateway Schools Projects signals one of the more significant transformations in Australian schooling since the move to mass secondary education during the latter half of the 20th century. Nonetheless, despite the growth of partnerships nationally and globally, no research has been conducted to assess their impact on schools, particularly the enacted curriculum in classrooms. Our research

currently underway examines these issues, so we'd like here to discuss some of our findings for teachers and schools involved in industry-school partnerships now and into the future.

Researching Gateway Schools Projects

In late 2010, a team of six researchers from Queensland University of Technology, Griffith University and the DET obtained Australian Research Council (ARC) funding to study the Gateway Schools Projects. This three-year research program aims to map the organisational structures of partnerships, and to identify teaching and learning relationships within them that best contribute to productive educational and social outcomes for young people.

The research examines, among other things, how teachers and industry trainers collaborate to develop curriculum and assessment, and how they share content and pedagogical knowledge oriented toward workplace learning.

Curricular reform that is relevant to the world of work and assists seamless transition to work, training or university for young people requires educators to understand the ways in which workplaces are changing and, at the same time, requires industry to understand the ways that schools operate and change over time.

The purpose of the ARC project is to document processes of knowledge sharing within and across multiple school sectors and multiple industry sectors. Because of the broad scope of the investigation, we expect our findings will enhance mutual understanding between schooling and industry and thereby enable both to build capacity together.

Study participants include the principals, staff and students of four schools from each of five Gateway Schools Projects in aerospace, building and construction, minerals and energy, wine tourism, and manufacturing and engineering. The research takes the form of interviews with educational and industry management personnel, and focus groups with students. The purpose of the focus groups is to explore issues such as students' choice of learning pathways, their experience of curriculum and pedagogy, opportunities for industry training and the influence of these on prospective careers. The study also seeks to test the hypothesis that a commitment to knowledge sharing positively affects the quality of pedagogy in classrooms, industry workshops and other learning environments. Hence, the research also includes a selection of classroom lessons observed and video-recorded to show influences of this knowledge networking on the enacted curricula, pedagogies

and assessment practices of the projects.

Some observations to date

While the research is in its early stages, two members of the research team have been examining the Gateway Schools Projects for a number of years. As we've already noted, it's apparent that partnerships signify a transformation in the way schooling is conceptualised. A major point to add here is industry's commitment to the projects in terms of both financial investment and in-kind support. This contribution has provided the opportunity for a range of applied student learning activities, professional development for staff, and the development of industry-specific curricula that would not otherwise have occurred.

Take, for example, the Gateway Schools Project in wine tourism, a collaboration between the Queensland government, the Queensland College of Wine Tourism (QCWT), local winemakers and schools located in south-east Queensland. Opened in 2007, the QCWT is an \$8.5 million education and training facility is a joint venture between the DET and the University of Southern Queensland (USQ) on Queensland's Granite Belt. Other partners include the Queensland wine industry, the Queensland Department of Employment, Economic Development and

Innovation and the Southern Downs Regional Council.

Typical of most Gateway Schools Projects, the wine tourism project seeks to improve student awareness of career options through first-hand experience of the industry and, in this case, the real world of viticulture from the field right through to marketing. This includes designing the labels appearing on wine bottles. Hosting 13 schools in eight different wine-growing regions of Queensland, the partnership has generated a range of industry mechanisms to support teaching and learning. These include access to the facilities and services of the QCWT, hands-on training through work experience, industry consultation, materials and resources, school-based apprenticeships and traineeships, attendance at workshops, and support for awards ceremonies.

Working together in this way to develop new curriculum materials has also enhanced professional engagement and learning opportunities for teachers. An example is the cooperation of teachers with local winemakers and wine scientists from USQ to develop a new unit of study for chemistry, Wine Science. Consistent with industry standards, this unit embeds chemistry knowledge within the theoretical and practical processes of winemaking. Other examples include the development of units in

mathematics which focus on the solution of a number of problems associated with wine production. The sharing of technical knowledge such as this is changing teacher attitudes to, and perceptions of, their own professional roles as they come to see themselves as experts and leaders in their respective fields of endeavour. Having been mentored by industry personnel, this newfound expertise has given teachers the confidence to conduct professional development workshops with their peers as interested schools across the state that are not part of the Gateway Schools Project take up Wine Science as an accredited unit of study. These professional relationships with local and distant colleagues, and with business communities that have global reach, are forging national and international links for schools that previously were more difficult to develop and sustain.

This example of the wine tourism project illustrates the kinds of shifts in school governance, leadership, and curricular and pedagogical practices that are emerging across the Gateway Schools Projects and Queensland schools more broadly. Anecdotal evidence suggests that there are positive outcomes from the partnerships in terms of student engagement and transition to employment or ongoing studies, but little is known of the long-term social implications of a

post-bureaucratic approach to the provision of school education. Given that the Gateway Schools Projects now involve more than 100 secondary schools from the state, Catholic and independent sectors – one quarter of schools in Queensland – the research project outlined here is well overdue. We look forward to sharing our findings about this exciting innovation with industry, the teaching community, parents, students and education authorities, and informing the formation of policy on partnerships in Queensland.

Cushla Kapitzke is an Associate Professor in the Faculty of Education at Queensland University of Technology.

Stephen Hay is a Senior Lecturer in the School of Education at Griffith University.

The Australian Research Council funded the project, 'Industry school partnerships: A strategy to enhance education and training opportunities' (LP100200052), in 2010 under the Linkage Project Scheme. Queensland's Department of Education and Training and Independent Schools Queensland are contributing partners.

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News

Bystanders against bullying, cyberbullying and violence

Education systems across the country have come together to take action against bullying and violence in schools.

STEVE HOLDEN reports.

'Student wellbeing and children's safety are of paramount importance.' So said Commonwealth Minister for School Education Peter Garrett at the launch of the revised National Safe Schools Framework in Brisbane on 18 March, the inaugural National Day of Action Against Bullying and Violence, which will be held on the third Friday in March in ensuing years.

The revised framework addresses cyberbullying through the use of technologies such as mobile phones and computers, which has become more prominent since the National Safe Schools Framework was developed for Australian schools in 2003.

'A recent study found one in five children experienced some form of this new type of bullying. This is why the revised framework

takes into account students' safety and wellbeing in virtual environments,' Garrett said.

'(The National Safe Schools Framework) will assist schools and school communities to develop a comprehensive response to bullying that makes everyone in the school understand proactive and practical approaches to effective student safety policies,' Garrett said.

Research by Ken Rigby, an Adjunct Professor in the School of Education at the University of South Australia, reveals that students who are a third party to a bullying incident typically react in ways they think their peers expect, rather than ways they think their teachers or parents expect.

'Overseas research has shown that when a child bystander

acts in some way to discourage bullying when they see it, there is a 50 per cent chance it will stop,' Rigby said.

Rigby's study of 2,400 students across Australia, Great Britain, South Africa, Bangladesh, Israel and Italy found that teachers are likely to have little or no direct effect on student bystander behaviour. 'They are unlikely to influence children by simply telling the children what they expect of them,' he said. Rigby advocates classroom-based programs to stimulate peer pressure to encourage bystanders to intervene.

'By stimulating children, especially younger children, to express their thoughts about what should be done, and what they see the dangers might be, peer pressure can be generated to encourage positive peer behaviour,' he said.

Donna Cross, Professor of Child and Adolescent Health at the School of Exercise, Biomedicine and Health Science at Edith Cowan University, concurs. 'Because of the complexity of this problem there are many levels upon which to intervene, including, at the student level, through building social responsibility, empathy, assertiveness and decision-making skills especially for the role of bystanders in a bullying situation.'

Cross also advocates intervention at the classroom level in terms of teaching and learning activities to increase understanding of ways to counter and prevent bullying, and at the school level in terms of clear policies and a school's ethos.

'To initiate change, we believe the most important actions are to get a good understanding of the bullying behaviour in the school through a student/staff/parent needs assessment and then involve the whole school community in policy and actions to address this problem,' Cross said.

All state and territory education authorities, along with the National Catholic Education Commission, the Independent Schools Council of Australia and the Commonwealth Department of Education, Employment and Workplace Relations, have collaborated to develop resources, called Take a Stand Together, to support positive bystander behaviour.

For more on the National Safe Schools Framework and supporting resources, visit www.safeschools.deewr.gov.au

For more on Take a Stand Together, visit www.takeastandtogether.gov.au

For more on the National Day of Action Against Bullying and Violence, visit www.bullyingnoway.com.au

IN BRIEF

F1 in Schools

'Pentagliders' and teacher Murat Djakic from Brooks High School in Launceston, Tasmania, won the National Champion professional class award as well as the fastest car and best energy efficient design awards at the F1 in Schools Australia Grand Prix at Sydney's Eastern Creek International Raceway in March. It was the first time a Tasmanian school has won. National runner-up in the professional class was 'Ace Pace Racing' from Mirani State High School in Mackay, Queensland. The National Champion development class winner was 'Lightspeed' from Ballarat South Community Learning Precinct in Victoria. National runner-up in the development class was 'Velocity' from Newington College, Sydney.

Arts education good for students

New research suggests a correlation exists between arts education and the improved school attendance of students, academic achievement, and social and emotional wellbeing. Funded by the Macquarie Group Foundation, the report, *Bridging the Gap in School Achievement through the Arts*, by Brian Caldwell for The Song Room – a national non-profit organisation that provides free music and arts-based programs for children in disadvantaged communities

– shows that Song Room participants:

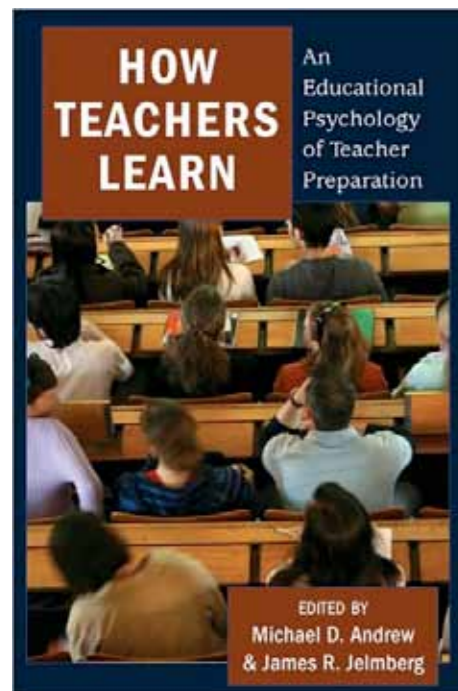
- had significantly higher grades in English, mathematics, science and technology, and human society than non-participants
- achieved significantly higher results in reading, writing, spelling, grammar and punctuation, and numeracy as measured in the Year 5 National Assessment Program – Literacy and Numeracy
- had significantly higher attendance, and
- were more likely to be resilient and demonstrate positive social skills, good work management skills and engagement.

Besides such extrinsic benefits, the research also recognises that the arts have intrinsic value.

My School

The revamped My School website of the Australian Curriculum, Assessment and Reporting Authority went live in March, attracting 248,000 unique visitors in its first week. Visitors clicked on more than six million page views, checking school performance on National Assessment Program – Literacy and Numeracy tests, and visiting school financial data pages and pages used to make comparisons with similar schools.

Reviews



inception in 1974, a report of the experience of participating in the program from the perspective of a variety of stakeholders and a research-based exploration of its nature, development and success.

The book makes a powerful case for the success of the program at producing effective, committed teachers who are also in high demand among employers and who remain in teaching in greater than average numbers. The program is built on the selection of the right candidates; the development of a solid professional knowledge base; and a well-planned and well-supervised full-year internship.

Just wanting to be a teacher isn't enough to make you into a successful practitioner; consequently both the undergraduate and graduate versions of the UNH course begin with a first- or second-year placement as a teaching assistant to assess candidates' suitability, as well as attitude and motivation. Candidates must also demonstrate academic ability.

Andrew and Jelmberg and their contributors are critical of the redundancy that afflicts the content of many programs of teacher preparation. In contrast, the professional knowledge base of the UNH program is tightly fashioned around 'a clear concept of the nature of the teacher we hope to produce.' Teaching is a practical craft as well as an

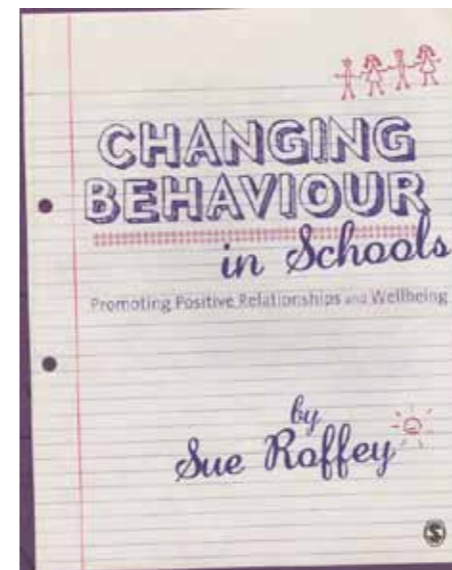
intellectual exercise, and an extended professional placement provides the opportunity to practise the necessary skills and hone the perceptual, reasoning and decision-making skills that underlie it. Skilful support is a key part of a successful clinical experience; however, simply practising teaching will not necessarily produce a competent professional.

A key aim of the UNH program is to help interns develop and articulate their vision of teaching. The care and attention paid to selecting, training and supporting cooperating teachers, the grouping of interns in schools, weekly seminars and the frequent presence of university staff in schools all contribute to the development of competent, reflective teachers with a commitment to constant personal improvement and productive educational change.

The book is a very worthwhile addition to the literature on teacher preparation, learning and development. It will make a valuable part of the professional library of anyone interested in recruiting, training and retaining quality teachers.

Dr Catherine Scott is a Senior Research Fellow at the Australian Council for Education Research.

LINKS:
www.peterlang.com



Changing Behaviour in Schools

By Sue Roffey
Published by Sage
ISBN 9 781 849 207 783
RRP \$42.95

Reviewed by Jenny Mackay

'The right word at the right time can make a difference for all time.' This statement lies at the heart of all Sue Roffey conveys in her book.

It's a pleasure to read such a well-considered, well-researched book which focuses on who we teach as a counterbalance to what we teach. It's a 'must read' for educators. There's so much written on teaching the curriculum, on what and how children learn, that it's a sheer delight to read a book that focuses educators and schools on the need to develop behaviours which build a strong sense of

wellbeing throughout the school community.

The question Sue Roffey poses and answers in her book is: 'How can we encourage students to feel good about being there and engaging with their learning?'

Roffey challenges our management of behaviour in schools, providing teachers with information, guidance, strategies and processes which positively affect the behaviour and learning of students, and equally importantly the relationships and general wellbeing of all members of the school community.

Roffey looks at a range of elements necessary for developing positive relationships and wellbeing: aspects of communication, the importance of a safe and supportive environment, understanding children's behaviour, developing emotional literacy and the need for both student and teacher wellbeing.

According to Roffey, for a school to be a place where students wish to be, the emphasis needs to be on making connections, establishing relationships and building a positive sense of self. Teachers can do that by fostering both a 'connection with school and engagement with learning.'

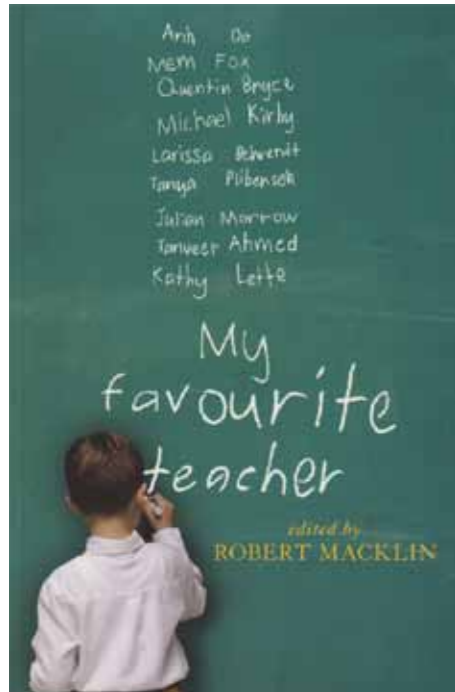
Roffey then outlines different challenging behaviours, the

reasons for these and effective responses to them in an extremely helpful way. Her emphasis is on focusing on individual strengths, enabling reparation and applying restorative practices to achieve effective long-term positive changes in student behaviour. Finally, she emphasises the need for a whole-school approach in all of the above.

Changing Behaviour in Schools provides a wealth of information and practical ideas for teachers. Roffey draws on her wide teaching experience for the case studies, teacher discussions and student exercises, and there are helpful activities in every chapter. Her work is well supported by references to research and she provides some excellent reading and resources for teachers on resiliency, peer support, emotional literacy and more.

This book carries an important message to all in education – that 'welfare is not the province of senior staff and specialists,' but rather that 'wellbeing is a strategy for everyone.' And if schools are to achieve their goal in educating the young, there needs to be a far greater emphasis on educators being 'teachers of wellbeing.'

Jenny Mackay is a behaviour management consultant and Victorian Institute of Teaching registered training provider.



Cardinal George Pell and *The Chaser's* Julian Morrow, or former finance minister Lindsay Tanner and Liberal front bencher Greg Hunt.'

Macklin has sought contributions from actors, artists, authors and journalists, broadcasters, composers and musicians, filmmakers, lawyers and jurists, politicians and government bureaucrats, and even the Governor General, all in the public eye. Importantly, he's also sought contributions from teachers and, a nice touch, even six classmates thanking Mr Bain from Temora High School in south-western New South Wales.

Given the concept of this book, you rarely get to the nitty gritty of each student's schooling and the lived qualities of the classrooms of their favourite teachers, but what the book necessarily lacks in depth it more than makes up for in breadth, and that's the book's inspiring feature.

Predictably, you get Julian Morrow: 'The Jesuits are famous for the maxim, "Show me a boy at seven, and I'll show you a potential lawsuit."' But unpredictably you also get Cardinal George Pell: 'My father was not a Catholic and he, unlike my mother, clearly distinguished between Catholics he approved of and others. Once or twice a year he would give me a bottle from our hotel, wrapped in brown

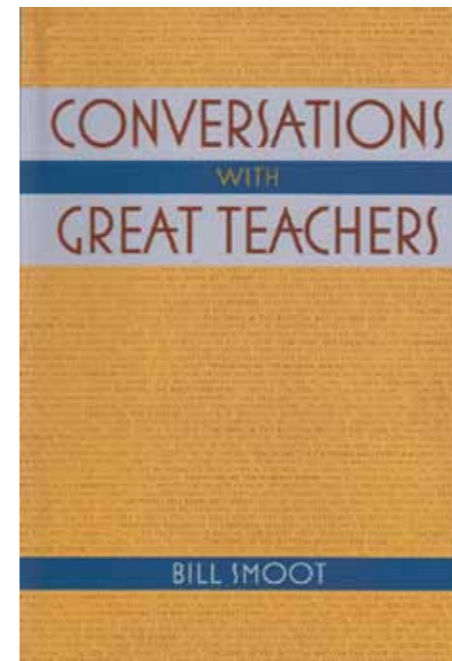
paper, to deliver discreetly to his friend (my teacher Br William Theodore O'Malley). I still feel pleased and proud about this regular kindness.'

Also included is our own Wendy Harmer, who writes about her English teacher, Shirley Collins. 'Mrs Collins read my essays, poetry, all my writings and I can still, some 40 years later, see her signature at the bottom of the page: "Nicely done. When can I see more? S. Collins." ... There was nothing I wanted more than for her to read my work and write: "When can I see more?" I hope she sees this.'

The desire by the contributors here to acknowledge the teachers who acknowledged them reinforces the idea, not incidentally, that teaching and learning is a dialogue. In many cases, the contributors here write specifically to say thank you publicly.

Public figures like Michael Kirby thank their teachers, 'now, when most of them are gone from life,' but nurse Joan O'Callaghan points out that, nursing the dying, she's often told that the person who changed their life was a teacher.

'Did you ever thank this teacher?' she asks them. 'Regrettably, I never did,' they answer. Her advice? 'Seize the moment. Thank the teacher who made a difference in your life.'



Conversations with Great Teachers

By Bill Smoot
Published by Indiana University Press
ISBN 9 780 253 354 914
RRP \$27.99

Reviewed by Steve Holden

As Bill Smoot explains, this book came into being on the model of Studs Terkel's *Hard Times: An oral history of the Great Depression* and *Working: People talk about what they do all day and how they feel about what they do*. 'My wish that he had done a book of interviews with teachers morphed into an idea, then an intent and finally a commitment – I would do one myself,' writes Smoot.

Smoot's interviews with 51 American teachers, in and beyond schools, reveals some universals: the belief that teaching is not just a job but something of a calling; the view that teaching is more than what you do, it's who you are; the recognition that good teachers are passionate about teaching; and the understanding that teaching depends on your 'authentic presence' and relationship with learners that enables them to trust.

That may suggest that *Conversations with Great Teachers* privileges 'great teaching' as the result of innate talent. That's not the case. As Lynette Wayne, a Year 1 teacher from Minnesota, explains, 'I became nationally board certified (by the National Board for Professional Teaching Standards in the United States) in the year 2000. What that process did for me was allow me to put my practice under a microscope and examine it... deconstruct what I'm doing in the classroom to see if it's effective, and that's kept me looking at how to improve my practice as I continue in my career.' Mind you, Wayne adds, she's also been influenced by her own Year 1 teacher: 'I don't know if I imitate her, but I remember how she made me feel, and that's what I want my students to feel. I want them to feel valued, and loved and appreciated for what they do....

I just love those "aha" moments when you can just see children lighting up because they've learned (something).'

Mind you, *Conversations with Great Teachers* isn't just about those 'aha' moments. Paul Karafiol, a high school maths teacher from Chicago, confesses, 'Usually when I have a student who can't understand something, it's a function of my own impatience rather than a question of the student's ability.' Karafiol also tells his students about some of his difficulties in apprehending mathematical principles. Mike Auerbach, an award-winning high school biology and chemistry teacher from Vermont, admits that the alternative program he runs for at-risk students 'isn't designed to have them achieve greater success.' Equally, though, 'What's important for me is helping students identify their talents and pointing out to them why they succeed and why they don't succeed.'

I like Smoot's wide focus in this book. Teachers in schools can find plenty in the question-and-answer format with teachers both in schools and beyond, not least 92-year-old fencing teacher Arthur Lane, when asked whether he breaks things down into stages. 'Oh my God, yes. Speed is your enemy in learning.' *Steve Holden is Editor in Chief – Magazines at ACER Press.*

Diary

27-29 APRIL

Queensland Studies Authority Conference: Vision to reality – Queensland's new education landscape

Themes will include curriculum, assessment, quality teaching and school leadership.

place Brisbane Convention and Exhibition Centre

website www.qsa.qld.edu.au/11699.html

10-12 MAY

NAPLAN

National Assessment Program – Literacy and Numeracy for students in Years 3, 5, 7 and 9.

The genre of the Writing task will change to a persuasive style of writing from 2011.

website www.naplan.edu.au

16, 17, 19, 20, 23 MAY

The Disciplined Mind: Educational visions for the future

Join Howard Gardner in this ACER Institute seminar to learn about five minds for the future and teaching for understanding.

place 16 May in Brisbane, 17 May in Sydney, 19 May in Melbourne, 20 May in Adelaide and 23 May in Perth

contact Margaret Taylor

phone 03 9277 5403

email taylor@acer.edu.au

website www.acerinstitute.edu.au

21-24 MAY

Hawker Brownlow Education's Eighth Annual Thinking and Learning Conference: Teaching

for learning – where the experts speak to you

Ground your professional goals in research best practice, and learn more about brain-compatible instruction; differentiated instruction; professional learning communities; curriculum planning; intervention strategies; and much more.

place The Heath, Caulfield

Racecourse, Melbourne

phone 03 8558 2444

email conferences@hbe.com.au

website www.hbe.com.au/conf8/tfl.asp

7-17 JUNE

One-day Masterclasses: Powerful strategies for teaching oral language skills

With international literacy consultant Carmel Crevola.

place 7 June in Brisbane, 8 June in Sydney, 14 June in Melbourne, 16 June in Perth and 17 June in Adelaide

phone 03 9534 2934

email admin@radii.org

website www.radii.org/bookings

7-17 JUNE

One-day Workshops: Developing resilient student and communities

With Dr Annie Henry or the Resiliency Group (NZ/USA) and Professor Mike Milstein of the University of New Mexico.

place 7 June in Newcastle, 8 June in Sydney, 13 June in Perth, 15 June in Melbourne and 17 June in Adelaide.

phone 03 9534 2934

email admin@radii.org

website www.radii.org/bookings

9 OR 10 JUNE

International Professional Learning Series: Learning to strive and survive in challenging circumstances

Keynote speakers include Professor John Hattie and Carmel Crevola.

place 9 June in Sydney and 10 June in Melbourne

phone 03 9534 2934

email admin@radii.org

website www.radii.org/bookings

14 JUNE

SCIL Seminars present Charles Leadbeater

Leading authority on innovation and creativity, Charles Leadbeater, will address radical innovation, personalised and collaborative learning, disruptive technologies, and reinventing and transforming schools.

place Sydney Centre for Innovation in Learning

email learn@scil.nsw.edu.au

website www.scil.com.au

3-10 JULY

NAIDOC Week

Join the National Aboriginal and Islander Day Observance Committee to celebrate NAIDOC week and promote a greater understanding of Aboriginal and Torres Strait Islander peoples and our culture.

website www.naidoc.org.au

8-10 JULY

Australian Literacy Educators Association National Conference: Multiliterate, Multicultural, Multifaceted... Melbourne

place Hilton on the Park, Melbourne

phone 03 9417 3555

email info@ncsonline.com.au

website www.alea2011.com

4 AUGUST

Australian Mathematics Competition

email mail@amt.edu.au

website www.amt.edu.au

3-7 JULY

Australian Association of Mathematics Teachers and the Mathematics Education Research Group of Australasia combined national conference: Mathematics: Traditions and (new) practices

phone 08 8363 0288.

place Alice Springs Convention Centre

contact Melinda Pearson

phone 08 8363 0288

email admin@aamt.edu.au

website www.aamt.edu.au

10-13 JULY

CONASTA 60: Science at the top

The annual conference of the Australian Science Teachers Association.

place Darwin High School

contact Josie West

phone 02 6282 9377

email conasta@asta.edu.au

website www.conasta.edu.au

1-2 OR 4-5 AUGUST

Differentiation Institute: Successful teaching in a differentiated classroom

place Brisbane 1-2 August, and Melbourne 4-5 August

website www.hbpls.com.au

5 AUGUST

Jeans for Genes Day

Donate a gold coin on Jeans for Genes Day and support the Children's Medical Research

Institute to unravel the mysteries of childhood diseases.

contact Nickie Flambouras

phone 1800 GENIES (436 437)

website www.jeansforgenes.org.au

5-6 AUGUST

The Education Show, Melbourne

The Education Show provides primary and secondary teachers, school leaders and administrators with access to the latest education resources, products and services as well as a professional development program with 60 presentations on curriculum initiatives, teaching and learning programs, learning technologies, professional issues and school improvement.

place Caulfield Racecourse, Melbourne

contact Tina Tolich

phone 03 9596 8881

email team@resourcesforcourses.com.au

website www.educationshow.com.au

7-9 AUGUST

ACER Research Conference: Indigenous Education

Presenters will highlight the conditions, context, curriculum, pedagogy and practices that establish pathways to success for Indigenous students.

place Darwin

website www.acer.edu.au/conference

11-13 AUGUST

IWBNet 8th National Interactive Teaching and Learning Conference

place Ivanhoe Girls' Grammar School, Melbourne

phone 1800 760 108

website www.iwb.net.au/conferences/itl/default.htm

13-21 AUGUST

National Science Week: React to chemistry

Applications for school grants to support the running of a National Science Week event close on 27 May in Queensland and Tasmania, and 3 June everywhere else except Victoria on 17 June.

website www.scienceweek.gov.au

website www.asta.edu.au

1-3 SEPTEMBER

IWBNet 5th National Leading a Digital School Conference

place Crown Conference Centre, Melbourne

phone 1800 760 108

website www.iwb.net.au/conferences/digital/default.htm



We missed you

WENDY HARMER writes in defence of her daughter's relief teacher, and why she's mighty glad when her classroom teacher returns.

'He's mean!!' my daughter howled as she wrenched open the car door and plonked herself on the passenger seat.

'He's mean, he's mean, he's mean!'

She was so incensed she couldn't stop gabbling. In six years of primary school, I'd never seen her so outraged. On the drive home she articulated every misdemeanour committed by her relief teacher.

'He made us do detention. We don't even have detention at our

school! He said us girls were ugly and had big mouths! He slammed the window in Jasmine's face! He yelled at us and we all jumped out of our seats. He's mean and angry. And we didn't do anything! He's got some personality problem and that's not our fault!

I soothed and cajoled as best as I was able, but when her big brother got in the car she was off again, repeating every grievance as he listened and nodded in agreement.

'I know,' he said. 'Sometimes they're getting a divorce or some

random stuff and they take it out on us. Like that's our problem?'

Of course, as a parent, I listened to what my kids were saying and my immediate impulse was to get on the phone, ring the school, find the teacher in question and ask, 'Mate, what is your problem, exactly?'

However, I decided the case for the prosecution needed more information.

'So why did he say you were ugly and had big mouths?'

'I think that was supposed to be a joke, but it wasn't very funny.'

'Why did he slam the window in Jasmine's face?'

'Just because she stuck her head in the window and yelled "Hello" and waved to everyone.'

'And why did you all get detention?'

'Only because two girls had a fight over a bottle of White Out.'

Hmmmm.

All of this got me thinking of the plight of the relief teacher.

It reminded me of the times when I was a radio broadcaster and went on holidays. You don't wish your fill-in any ill, but then again, isn't it nice to imagine that sigh of relief from your listeners when you return?

I recalled all the things we did to relief teachers when I was at school. The cat was away and the mice did play!

The most shameful incident was rigging a chair so it collapsed and

sent one poor soul sprawling on her face.

The most ingenious and hilarious was the time the entire class disappeared down a hatch in the wooden floor while the teacher's back was turned. We stayed there, under the floorboards, in a huddled, muffled heap until we heard him leave the room. Then we piled back out of our hidey-hole and were quietly working away like little angels when he returned with the headmaster to investigate our sudden disappearance.

Heh, heh – 40 years later and I'm still laughing.

Even now, that teacher is probably in therapy.

One of the differences, though, these days is how savvy kids are, not only about their rights, but about the tenuous hold you have over them as a parent.

When disciplining my kids, they've accused me of being 'insensitive to the rights of minorities.' I received a handwritten Mother's Day card that began: 'You are my role model and primary caregiver.'

Again, you have to laugh.

What's pretty clear is that tolerance is called upon from all sides when that precious bond between teacher and child is interrupted.

It's not that much different from when the stepmother comes to stay.

'Imagine you were that relief teacher,' I said to my kids. 'He

doesn't know you. He doesn't know that Jasmine always waves at the window. The girls shouldn't have been fighting. And, maybe he hasn't got a very good sense of humour.'

In essence, I said, as they put it in American sit-coms, 'Cut the guy a break.'

To the relief teacher I'd like to say, 'Relax. Make your time with a new class as enjoyable for everyone as you can. Remember the legendary Mrs Doubtfire, Nanny McPhee or Mary Poppins and leave a sprinkle of stardust in your wake.'

Most of all, I'd like to give everlasting thanks to my daughter's classroom teacher.

Thank you for your deep insight into my daughter and her classmates' personalities.

Thank you for bonding them as a group, for making it possible for them to stand up for each other in the face of what they, however misguidedly, perceive to be an injustice.

Thank you for making their classroom a welcoming place.

Thank you for being a warm, wonderful and wise presence in my child's life.

Welcome back!

We all missed you.

Wendy Harmer is one of Australia's best known humorists and authors, and a regular columnist for Inside Teaching.

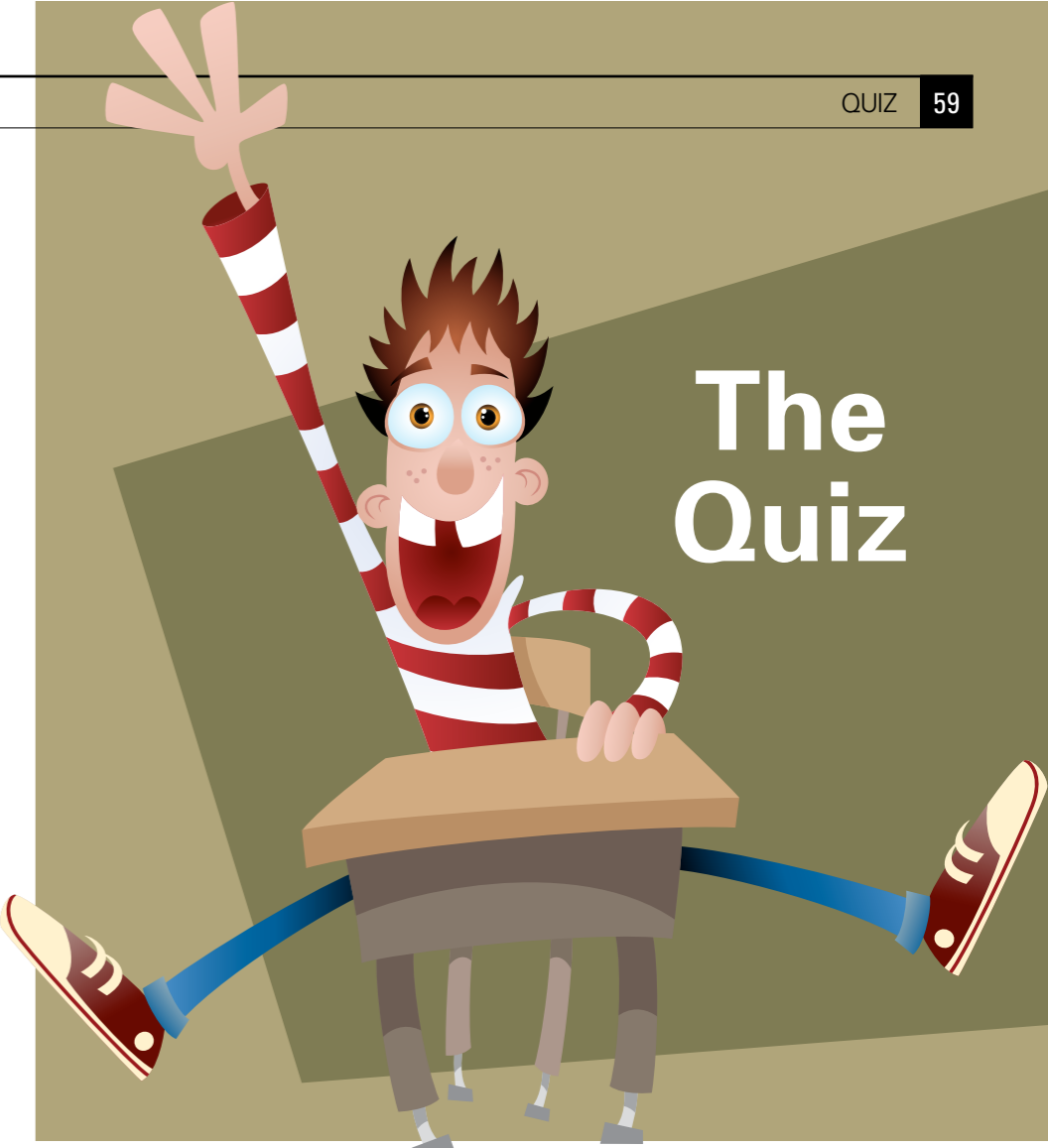


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by Alex Hallatt

Behind the lines

- 1 According to research by Swinburne University's Brain Sciences Institute, which is more likely to predict a student's educational achievement: emotional intelligence (EI) or intelligence quotient (IQ)?
- 2 According to Christopher Bantick, writing in the *Mercury*, what education reform in Tasmania is 'a no-brainer,' necessary to ensure smooth operation of the national curriculum and national testing and to prevent teacher and student exhaustion?
- 3 Which state premier recently argued that salary increases of more than 2.5 per cent a year will need to be offset by 'commensurate productivity improvements' in education?
- 4 According to the Queensland Teachers Union's recent paper on resourcing state schools, the state government should reduce class sizes in Prep to Year 3 to how many students per class?
- 5 School staff in which state would reportedly boycott new laws that would give them greater power to search for knives and weapons on students, on school grounds, and in parents' cars?
- 6 According to Maralyn Parker, writing in the *Daily Telegraph* about the funding comparisons made possible by the relaunched My School website, what is the average government funding, per student, given to government schools in Australia?



The Quiz

- 7 To Catholic schools?
- 8 To independent schools?
- 9 According to the Australian Scholarships Group, how much will it cost a parent to educate a child born in 2011, if they choose government schools in a metropolitan area?
- 10 In Catholic schools?
- 11 In independent schools?
- 12 To what was the Grattan Institute's Ben Jensen referring when he told the *Age*, 'People will lose faith in the system if it can be gamed in this way.... If this is allowed to go on, you're penalising schools that are playing by the rules'?
- 13 For what has a strict new code of conduct been released, accompanied by warnings that principals and teachers will be investigated for alleged breaches?
- 14 Which is the highest-ranked Australian university in the Times Higher Education World Reputation Rankings?
- 15 Which is the highest-ranked Australian university in the Quacquarelli Symonds World University Rankings?

ANSWERS

1. emotional intelligence; 2. the move from three to four terms in a school year; 3. Victorian Premier Ted Baillieu; 4. 20 (the current target is 25); 5. Victoria; 6. \$10,600; 7. \$7,700; 8. \$6,200; 9. \$80,000; 10. \$217,000; 11. \$415,000; 12. the between-school differences in percentages of students sitting the national literacy and numeracy (NAPLAN) tests; 13. administering NAPLAN tests; 14. the University of Melbourne (ranked 45th in the world); 15. the Australian National University (ranked 20th in the world).