

# AUSTRALIAN EDUCATION DIGEST

Volume 2 Number 24, 22 July 2008

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## HOT TOPIC: SAFE SCHOOLS

### Queensland School Bullying means rise in home learning:

Hundreds respond to reports of bullying out of control in schools

*Ryan Heffernan, Sunday Mail, July 13, 2008*

PARENTS of both bullying victims and expelled bullies are turning to home schooling in a bid to salvage an education for their children. There are now an estimated 22,000 students learning from home in Queensland, double the number counted by a government working group in 2002.

The bullying epidemic in the state's schools is behind the increase, according to the Home Education Association.

Association spokeswoman Colleen Strange said it had become the last resort for both the bullied and their bullies. "It's disturbing. I even have teenagers contacting me saying, 'Please talk to my mother and tell her what she has to do because I can't spend another minute in that school'," Ms Strange said.

"I even have people who have been excluded from school for bullying contacting me. They have no choice, they have to be educated somewhere." Home education is a "lawful alternative" for students of a compulsory school age, but Education Queensland sets out strict guidelines. Those wishing to go to university have to sit a special tertiary admissions test.

Last week's Sunday Mail investigation into bullying in Queensland schools sparked a huge response from readers. One Brisbane mother was driven to release details of a diary she kept of the daily trauma suffered by her disabled son at the hands of classmates.

She was one of hundreds of readers who contacted The Sunday Mail following our report, which found up to one in six Queensland schoolchildren were victims of schoolyard abuse and 70 students, some as young as five, were suspended every day for assault.

Read more at <http://www.news.com.au/story/0,23599,24010368-2,00.html>

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## **HOT TOPIC: REPEATING SCHOOL**

*On 8 July we ran a lead article and feature on "the hidden risks of repeating school" As expected, further contributions have come to hand. Is there something you want to add about the question of repeating school? In the following item, the term retention refers to making students repeat school.*

### **The major issues in the Retention debate**

*Professor John Hattie, University of Auckland*

1. The meta-analysis research on retention shows systematically negative findings.

Holmes (1989; see also Holmes & Matthews, 1984), using the powerful meta-analysis procedures, synthesized the results from 63 studies on the effects of retention. These studies produced 861 effect-sizes, with an overall effect of  $-.15$  (the effect-size was  $-.26$  when weighted by study rather than individual effects). That is, the groups of non-promoted/retained students scored  $.15$  to  $.26$  standard deviation units lower than the promoted comparison groups on the various outcome measures.

2. The overall effects from retention are among the lowest of all educational innovations.

This effect-size is among the very lowest of many possible innovations. In prior research I have synthesized the results of over 300 meta-analysis, based on 150,000+ studies. Table 1 presents the overall findings and it can be vividly noted that retention is overwhelmingly disastrous, among educational interventions at enhancing academic achievement (see Hattie, 1989, 1990). The effects of retention, based on 861 studies was  $-.15$  -- that is there is a decline in achievement of  $.15$  standard deviations on achievement tests when a child is retained back.

3. The effects of retention on academic and personal outcomes are systematically negative

The negative effects are pervasive over most academic and personal educational outcomes. Those who continue to retain pupils at grade level do so despite cumulative research evidence showing that the potential for negative effects consistently outweighs positive outcomes.

Read more at <http://www.acsso.org.au/hattie080722.pdf>

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## **To Repeat or Not to Repeat**

*A précis of 2006 research paper by Dr Helen McGrath*

### **Introduction**

"Over the last 75 years, a pool of research-based knowledge about the effects on students of repeating a year level has been accumulating. It now overwhelmingly indicates that there are neither academic nor social advantages for the majority of students who repeat a year of their schooling.

There is probably no other educational issue where there is such a huge gap between what the research says and the practices that schools continue to adopt.

Paradoxically this discrepancy between evidence and practice has never been more apparent than in recent times when evidence-based approaches are being strongly promoted by educational systems across Australia.

The practice of students repeating a year level is widely accepted in Australian schools but there are few statistics available on rates of repeating. Kenny (1991) has estimated that approximately 14% - 18% of all Australian students repeat a year, especially in the first four years of schooling.

Jimerson (2004) and Owens and Magliaro (1998) have argued that there are significant risks for schools in continuing to follow the unsupported practice of repeating students in the face of such unambiguous research which directs otherwise and warn that such practice may constitute 'educational malpractice'.

Read more at <http://www.valuesineducation.org.au/pdf/mcgrath0607.pdf>

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## **RESEARCH**

### National Review of Community Impacts of Drought

As part of the Australian Government's national review of drought policy, a series of 25 forums is being held across Australia and I'm helping to pass on information about them to try and get as many stakeholders to attend as possible, or for them to contribute via written submission.

An expert panel is touring the country to examine the social impacts of the drought on farm families and rural communities, and the types of social support people value in times of drought, irrespective of whether they are eligible for Exceptional Circumstances assistance.

Of particular interest is how the drought has impacted on:

- an individual's mental and physical health
- family relationships
- the cohesion, provision of services and the functioning of local communities

School Principals may be interested in attending to contribute their views on how the drought has had a social affect on their schools, such as the reduced ability to fundraise or impact on student performance.

If you can, please distribute this throughout your network, and ask everyone to pass on this information to farming families, community organisations, business operators and other people in their communities affected by drought, so people can attend a forum if there is one near them.

Written Submission: Anyone who can't attend personally (or wants to provide more detail) has the opportunity to make their views known in the form of a written submission. An issues paper can be found on the National Review of Drought Policy's website <http://www.daff.gov.au/droughtpolicyreview> and provides some guidelines on how to make a submission. Written submissions must be with the Panel by Friday 8 August 2008.

Read more at

[http://www.daff.gov.au/agriculturefood/drought/national\\_review\\_of\\_drought\\_policy/social\\_assessment](http://www.daff.gov.au/agriculturefood/drought/national_review_of_drought_policy/social_assessment)

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## **FAMILY-SCHOOL & COMMUNITY PARTNERSHIPS BUREAU**

## **Launch Date Announced: 11 August 2008**

In February, Minister Gillard announced funding for a Family Schools Community Partnerships Bureau, a joint venture between the Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC).

Family, school and community partnerships are about people: students, parents, teachers, principals, school support staff and members of the local community, working co-operatively together with a shared focus on young people's effective learning and personal development.

The Family School Community Partnership Bureau is being established to help seed, grow and nurture such partnerships. To provide constructive and meaningful support to those who seek to build better relationships around education. To inform all interested parties about best practice. And to harness the potential for community-based partnerships to lead to improved educational outcomes for our nation's most valuable asset: our young people.

The Bureau will be officially launched on 11 August. Also on that date, the Bureau's website will go online, providing a suite of online tools to invite and capture the experiences and points of view of stakeholders, to assist in building and sustaining mutually beneficial partnerships between schools, families and their local communities.

Look for more about the Bureau as we approach the 11 August 2008 launch date, by which time we will be in touch with all schools to draw attention to the Bureau's work and invite schools and parents to share with the Bureau their experiences and expectations.

For more information in the meantime, contact the Bureau's Research and Communications Officer by email at <mailto:brenton.holmes@familyschool.org.au>.

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## **THE DIGITAL EDUCATION REVOLUTION**

### **Round Two of the National Secondary School Computer Fund**

*Hon Julia Gillard MP, 14 July 2008*

The Department of Education, Employment and Workplace Relations has developed a Better Practice Guide: ICT in Schools to provide advice and assistance to schools.

Online curriculum material, professional development for teachers and development of web portals for parents are other key elements being developed under the Digital Education Revolution policy package.

Over the life of the program, every Australian secondary school with students in Years 9-12 will benefit from the Fund, and schools can receive up to \$1 million in funding depending on their enrolment and ICT needs.

The Rudd Government will continue to work with all State and Territory Governments and all State Independent and Catholic School systems to deliver the Digital Education Revolution.

Applications for this round will close on 9 October and schools are encouraged to submit their applications as soon as possible to enable schools to be advised of the outcome before the end of the school year.

Read more at <http://www.digitaleducationrevolution.gov.au>

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## High running costs may see schools shun free computers

*Hannah Davies, Courier Mail, July 17, 2008*

FEARS are growing that state schools will shun the landmark "computers for schools" program because they cannot afford the running costs.

With the second round of Prime Minister Kevin Rudd's "\$1.2 billion digital education revolution" having begun, more schools are being invited to apply for federal government-funded computers.

However they will have to fork out thousands of dollars for the installation, running and maintenance of the computers.

Ian Ferguson, president of the Queensland Secondary Principals Association, said it was a "major concern".

"The supply of the computers is not enough by itself," he said. "The ongoing costs of fitting, electricity, technical support and teacher training must be considered. I wouldn't be surprised if principals decide not to proceed with their applications."

It comes as between 20 and 40 schools in South Australia opt out of the scheme, while the NSW Government demands a \$245 million top-up to fund running costs.

Read more at <http://www.news.com.au/couriermail/story/0,23739,24030740-3102,00.html>

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## TRADE TRAINING

### Education Revolution delivers Trade Training Centres in Schools

*Hon Julia Gillard MP, 15 July 2008*

The Minister for Education, Julia Gillard and the Treasurer, Wayne Swan today announced the results of the first phase of Trade Training Centres in Schools funding.

Secondary schools throughout Australia were invited to apply for funding to establish Trade Training Centres, to provide students with access to industry standard trade training facilities.

In phase one, around \$90 million will be distributed to 34 lead schools to benefit a total of 96 schools across the country.

Roughly a third of the centres are located in rural or remote areas, and nearly half of the centres involve schools with a significant Indigenous student population.

Of the 34 Trade Training Centre projects approved, 21 (62 per cent) were in the government sector and 13 (38 per cent) were in the non-government school sector.

The Deputy Prime Minister and the Treasurer made the announcement at Aviation High School which will receive \$1.4 million to construct a new Aeroskills workshop that will benefit students from 16 other schools across Queensland.

Read more at <http://www.tradetrainingcentres.deewr.gov>

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## Schools 'short-changed' on tech wings

*Farrah Tomazin, The Australian, July 17, 2008*

THE Rudd Government has been accused of backing away from its election promise to build or upgrade trade technical wings across the nation's 2650 secondary schools.

Education Minister Julia Gillard yesterday announced that 96 schools would share more than \$90 million in the first round of funding under its trade training centres program.

But the Government came under fire as it emerged that many recipients were being funded as "clusters", or groups of schools, rather than individually.

Wodonga Senior Secondary College, for instance, received more than \$8 million to build a trade wing for engineering, electrotechnology and automotive subjects.

But the training centre will also be used by nearby schools in Mount Beauty, Tallangata and Beechworth, rather than each school getting its own funding for buildings and upgrades.

Teachers and the Federal Opposition accused the Government of departing from its promise, which Prime Minister Kevin Rudd had said would result in new centres and upgrades "in all of Australia's 2650 secondary schools".

"Kevin Rudd promised there would be a trades training centre in every single one of Australia's 2650 secondary schools," said Opposition education spokesman Tony Smith.

"The reality of what's being provided comes nothing close to this . . . so much for an education revolution."

Read more at <http://www.theage.com.au/national/schools-shortchanged-on-tech-wings-20080716-3fog.html>

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## EDUCATION REVOLUTION FOR QUEENSLAND?

### Bligh Government plans radical overhaul of state schools

*Craig Johnstone, Courier Mail, July 12, 2008*

THE Bligh Government is considering a revolution for Queensland's state schools, including single-sex schooling and performance pay for teachers.

On the agenda will also be lessons outside the traditional hours of 9am to 3pm.

The radical proposals - to be released for public consultation later this year - are set to be introduced as part of the Government's strategy for state education beyond 2010.

But an angry Education Minister, Rod Welford, yesterday criticised his department for releasing the proposals into the public realm, saying some of them were "clumsy ideas".

He immediately vowed to scrap one plan to allow schools in wealthier communities to charge tuition fees for children coming from outside their catchment area, saying it was "impractical".

However, he said the proposals would form part of a "big picture" agenda on education reform that was likely to be unveiled next year.

"We are looking to supercharge state school education in practical ways," Mr. Welford said.

Queensland's public school system is facing a strong challenge from the non-government sector. Private school enrolments have soared in recent years.

Read more at <http://www.news.com.au/couriermail/story/0,23739,24006237-952,00.html>

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## **Bligh backs single sex state schools**

*The Age July 12, 2008 - AAP*

Queensland Premier Anna Bligh has backed ideas to introduce single sex state schools across the state.

Ms Bligh said she wanted the Queensland education system to be the best that it could be. "I do think it's time for us to have a discussion about single sex public schools," Ms Bligh said.

"The government wouldn't put ideas about our schools out in the public arena unless they thought they were worth pursuing and worth debating," Ms Bligh said.

"Some parents want single sex education, why shouldn't they be able to get that in the public schooling system? I think these are important questions and I look forward to a public debate."

Ms Bligh said the government was in the process of developing a number of new ideas for state education and would soon start talking to the public and community.

Read more at <http://news.theage.com.au/national/bligh-backs-single-sex-state-schools-20080712-3e53.html>

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## **Parents go back to school to help kids**

*Herald Sun, July 13, 2008 (AAP)*

QUEENSLAND parents who struggle with reading and writing may be offered classes to stop them passing on low literacy levels to their children.

State Education Minister Rod Welford today said he was considering classes to enable parents with low literacy levels to help their children with their reading and writing throughout school and to expand their child's vocabulary.

Parents with poor literacy were less likely to read to their children or help with homework and study, leading to serious disadvantage, he said.

"I have heard horror stories from teachers that some children start school and don't even know how to open a book because they've never seen one before," Mr. Welford said.

"This should not be happening."

He said evidence showed children from well-off families were given hundreds more hours of one-on-one reading time than children from low-income families.

Read more at <http://www.news.com.au/heraldsun/story/0,21985,24012524-5005961,00.html>

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## **Keep politics out of schools debate**

*Courier Mail Editorial Comment, July 12, 2008*

NOTHING prepares a child for productive adult life better than a coherent and relevant school education.

In Queensland, the state school system is responsible for the education of about 480,000 students. And while the Bligh Government pays more attention than its counterparts in some other states to the quality of the public school system, Queensland schools need to do more to ensure they meet the expectations parents have of them.

So it's not only a good idea for the Government to review its strategy for the direction of state schooling, it is vital.

Education Queensland has proposed some far-reaching changes to the school system from 2010, including introducing single-sex schools and allowing high-achieving schools to charge tuition fees provided they offer scholarship places for less-well-off families.

Read more at <http://www.news.com.au/couriermail/story/0,23739,24005978-13360,00.html>

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## **SCIENCE EDUCATION**

### **Invest more in science education or fall behind**

*Matt Neagle, Adelaide Now, 14 July 2008*

AUSTRALIA will fall behind emerging nations unless governments invest more in science education, warns one of Australia's most famous celebrity scientists.

While Dr Deane Hutton, of Curiosity Show fame, is best-known for making science accessible and fun for students, he also has a serious message.

The South Australian futurist argues government and industry must make a stronger commitment to science education if Australia is to remain competitive as technology advances at an unparalleled pace.

"You don't have to be in a white coat working in a laboratory with lots of bubbling flasks," he said. "You are doing science when you are asking questions about the things around you. Young people are doing science all the time."

Read more at [http://www.news.com.au/adelaidenow/story/0,22606,24015300-2682,00.html?from=public\\_rss](http://www.news.com.au/adelaidenow/story/0,22606,24015300-2682,00.html?from=public_rss)

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### **Getting excited about science**

*Alan Finkel 16 May 2008*

Many of us who come from a science background and work in science are excited by it - what it is, what it achieves and its potential to make a better world.

What challenges us is the difficulty of exciting the next generation who will underpin Australia's long-term ability to capitalise on its current economic prosperity.

There are two challenges. First, to broaden the reach of science education within the general population. The future voters of this country need to appreciate science and technology so that they can interpret and contribute to the national debates about issues such as vaccination, water desalination and recycling, medical therapies, nuclear energy, environmental sustainability and genetic modification.

The second challenge is to train the future professionals in engineering, science, medicine and technology. We cannot passively adopt overseas technology and expect to be internationally competitive in our manufacturing and resources industries. Instead, we must train the next generation of experts and encourage them to innovate and commercialise their inventions.

Read more at <http://www.onlineopinion.com.au/view.asp?article=7382&page=0>

*Dr Alan Finkel AM FTSE, an electrical engineer and neuroscientist, is Chancellor of Monash University, Chairman of the National Research Centre for the Prevention of Child Abuse, a Governor of the ATSE Clunies Ross Foundation, Chairman of the Australian Course in Advanced Neuroscience and a Board Member and Governor of the Florey Neuroscience Institutes. He is founder and publisher of Cosmos, a popular magazine of science in society, and G, a lifestyle magazine for sustainable living.*

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## Teacher fast-track plan for SA

*ABC, July 17 2008*

The South Australian Opposition says skilled workers need to be fast-tracked into education to address a shortage of science teachers and others with specialised skills.

Opposition education spokesman David Pisoni says people over 40 with science degrees or other qualifications and seeking a seachange need to be targeted for teaching jobs.

He says they could be offered intensive courses rather than taking the normal training route.

"They've already got the skills, let's just teach them to teach so that they can get into our classrooms," he said.

Read more at <http://www.abc.net.au/news/stories/2008/07/17/2306089.htm>

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## NUMERACY

### Maths curriculum 'not pushing' students

*The Age, July 12, 2008 - AAP*

National benchmarks in maths teaching are too low and students are being rushed through the basics, a new report shows.

The National Numeracy Review, released to News Limited newspapers this weekend, assesses students against minimum standards rather than requiring a desirable proficiency.

"All students and their families, however, have a right to expect high-quality - not minimum - numeracy outcomes from their schooling," the report said.

The review also found the amount of classroom time spent teaching maths has decreased in the past decade.

Read more at <http://news.theage.com.au/national/maths-curriculum-not-pushing-students-20080712-3dw5.html>

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## Mathematics in Australia

"Mathematics in Australia" is a forum in which to discuss various current issues involving mathematics research and education in Australia, particularly with regards to higher education policy and administration.

This site also hosts a number of resources relating to mathematics in Australia, including

- \* A collection of media articles about the state of mathematics in Australia;
- \* A collection of studies and reports on Australian mathematical research and education.

Regular contributor Terence Tao commented on 12 July 2008:

The Australian is reporting today that the National Numeracy Review, commissioned two years ago by the Council of Australian Governments, has finished its final report.

The report does not yet seem to be available online (though a background paper to the review can be found here, and a discussion paper with terms of reference can be found here).

Apparently, the report raises concerns that the minimum standards for maths and numeracy skills at the primary and high school levels are too low, and recommends that teachers devote more time to these topics than is currently required.

The Australian is also running a statement by the education minister, Julia Gillard, on the importance of increasing achievement levels in literacy and numeracy, as well as a dissenting opinion by Kevin Donnelly, who warns of the dangers of forcing teachers who are inexperienced with mathematics into teaching more maths and numeracy skills to students.

Source: <http://austmaths.wordpress.com/2008/07/12/national-numeracy-review/#comment-99>

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## GIFTED STUDENTS

### Teachers 'fear' smart students

*Caroline Milburn, The Age, July 14, 2008*

TOO many teachers fear having very bright students in class because they feel ill-equipped to deal with them, according to a visiting campaigner on gifted children.

Rosemary Cathcart, one of New Zealand's leading educators in the field of gifted education, says their lack of confidence is caused by a weakness in the way teachers are trained. Most undergraduate courses do not include gifted education as a routine part of teacher training.

"The reality is that most gifted children are going to spend most of their time in regular classrooms, especially at primary school," says Mrs. Cathcart, who is in Australia to speak at the Australian Association for the Education of Gifted and Talented national conference in Hobart.

"But because teachers do not have gifted education built into their basic training they will have a limited understanding and recognition of gifted children. I've had a teacher say to me, 'That child must be gifted because her handwriting is so neat,' and another has said, 'We can't let that boy join the gifted program because he's too naughty'.

"We haven't prepared teachers well enough... we need to equip them with the skills to help these children."

Read more at <http://www.theage.com.au/education/teachers-fear-smart-students-20080713-3ebt.html>

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## **TERTIARY EDUCATION**

### **Money still talks at university - to a certain degree**

*Alan Robson, Sydney Morning Herald, July 17, 2008*

There are two things commonly said about universities. Some will say that, these days, it is so easy for people to get into university that anyone and everyone goes to get a degree. On the other hand, some say universities are elitist, and that only the rich are able to attend. It appears that neither view is correct.

In a recent Universities Australia study which I was pleased to be able to chair, we looked more closely at participation and equity in higher education. We confirmed that people of low socio-economic status are about one-third as likely as people from high socio-economic backgrounds to participate in higher education. And the share of places for people from low socio-economic status backgrounds - about 15 per cent of places - has remained virtually unchanged for 15 years despite the expansion of access to higher education.

We also found that people from these backgrounds are particularly under-represented in professional fields of study for which there is the most competitive entry. They are less likely to study law, medicine, dentistry and architecture, and more likely to study arts or science. Similarly, these students comprise less than 10 per cent of postgraduate students.

Read more at <http://www.smh.com.au/news/opinion/money-still-talks-at-university/2008/07/16/1216162951205.html>

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## **AWARDS & PRIZES**

### **NEiTA Teaching Awards 2008**

*Nominations Close 31 July 2008*

Inspirational teachers develop in students a strong and long-lasting love of learning, encourage student empowerment and self-belief, stimulate students' creativity and innovative thinking, create dynamic teaching environments, and have a positive influence on colleagues and community.

NEiTA has already received many nominations nationally for the 2008 awards.

If we as a nation are truly serious about education as an issue, we must continue to recognise and help elevate the status of teachers because they are a crucial component in the education system.

Teachers do so many fantastic things for our children both in and out of the classroom. Next to a parent, teachers have the most influence in a young person's life. When a teacher engages a student with enthusiasm, skill, and passion, magic can happen in the mind of that student.

Who can nominate?

Parents, school, and early childhood communities can nominate through their School Council, Committee of Management, Parent Association, or Secondary Student Council. Parents can also nominate teachers independently.

Read more at <http://www.neita.com.au>

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## **P & C AWARDS 2008**

### ***Prize Pool of More than \$60,000 to Honour Australia's Dedicated Parents Groups***

Paradise Foods and The Australian Women's Weekly are calling for entries for the 2008 P&C Awards to showcase this invaluable role of parents in schools.

In its second year, the national awards program celebrates the vital work of Parents and Citizens associations and their equivalents that help deliver quality education facilities and resources to students.

One award will be made to the best entry from each state and territory in Australia. Each of the eight winners will receive a crystal trophy, \$2000 prize money, \$1000 voucher from Rebel Sport, a Tefal Quick Cup and airfares for a representative to attend a special awards ceremony hosted by Paradise Foods and The Australian Women's Weekly and Paradise Foods at the Sydney Harbour Marriott on Tuesday January 27, 2009.

A national winner will be chosen from the state and territory winners and will receive The Australian Women's Weekly Paradise Foods P & C Award for 2007 plus a further \$10,000 and \$2000 voucher from Rebel Sport.

The first 100 entries will receive a Paradise Foods hamper filled with cookies, crackers, family favourite biscuits and other goodies. Valued at \$150, this basket makes a great prize for fundraising events and celebrations.

For information on how to enter the awards see the July issue of The Australian Women's Weekly.

Submissions must be received by 31 August 2008.

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## **INTERNATIONAL YEAR OF PLANET EARTH 2008**

## **2008 Banksia Environmental Awards Winners announced**

Australia's environmental champions have been recognised at the prestigious Banksia Awards ceremony held at Melbourne Convention and Exhibition Centre on 20 July, with the issue of energy efficiency emerging as a strong direction for future environmental improvements.

World Wildlife Fund's Earth Hour is the winner of the Origin Gold Banksia Award.

Dr Zhengrong Shi, founder of Suntech, is the winner of the Banksia International Award.

WWF's Earth Hour garnered a huge following earlier this year with its campaign to encourage the Australian public to switch off their lights for an hour, while Suntech is a pioneer of technology advances in solar power generation.

The Prime Minister's Environmentalist of the Year Award recognised Rob Adams of the City of Melbourne for his innovative urban sustainability work.

The inaugural Environment Minister's Young Environmentalist of the Year Award was presented to Larissa Brown, founder of the Centre for Sustainability Leadership.

A \$30,000 grant was awarded to Mercedes Benz Environmental Research Award winner, Professor Matthew England of the University of New South Wales to continue his work into drought and rainfall patterns.

For full details of all awards winners see

[http://www.banksiafdn.com/page\\_assets/Banksia\\_Award\\_Winners\\_Jul08.pdf](http://www.banksiafdn.com/page_assets/Banksia_Award_Winners_Jul08.pdf)

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## **CONFERENCES & EVENTS**

### **ACSSO National Conference 2008**

#### *Parents & Schools as Partners*

**20-21 October 2008 Brisbane, QLD**

The focus at this year's National Conference in Brisbane will be on building bridges between parents, schools and their community.

The Conference will explore aspects of effective and productive partnerships, and provide advice and workshops on how to make it all happen in the context of each school community.

Discussion will address questions like: what do parents students and teachers want from our schools? Do our curricula meet those needs? How do our shared community values align with those outcomes?

This annual event will again bring together key education administrators, principals, teachers and parents - from both public and private sectors - with researchers, psychologists, media and business.

This year we will present and discuss new research, provide advice and workable ideas that busy parents and teachers can jointly put into action in their own school community.

For more details and registration: <http://www.acsso.org.au>

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## REMINDERS

25-27 July - NSW Federation of Parents & Citizens Associations State Conference - Albury - <http://www.pandc.org.au/>

31 July-1 August - Isolated Children's Parents Association Annual Conference - Hobart - <http://www.icpa.com.au/Conference.asp>

16-24 August - National Science Week - <http://www.asta.edu.au>

18-20 August - Association of Childrens Welfare Agencies Conference - Sydney - <http://www.acwa08.com/>

18-31 August - ANTSEL Video Online Conference - <http://www.cybertext.net.au/antssel2008.htm>

23-27 August - Association for Teacher Education in Europe Annual Conference - Brussels, Belgium - <http://www.atee2008.be/>

27-29 August - Society for Provision of Education in Rural Australia Conference - Melbourne - <http://www.spera.edu.au>

28-29 August - Professional Development Network School Leaders' Conference - Gold Coast - <http://www.griffith.edu.au/education/centre-leadership-management-education/events/leadership-conference-2008>

31 August-3 September - Australian Animal Welfare Strategy International Conference - Gold Coast - <http://aaws08.blogspot.com/>

10-12 September - World Conference on Mental Health Promotion - Melbourne - <http://www.margins2mainstream.com/>

18-20 September - English Australia Conference - Canberra - <http://www.eaconference.com.au/>

19-20 September - AASE/AJCPTA National Conference - Fremantle - <http://www.gemspl.com.au/aase/>

24-25 September - Scottish Learning Festival - Glasgow, Scotland - <http://www.ltscotland.org.uk/slf/index.asp>

29 September-2 October - Australian Computers in Education Conference - Canberra - <http://www.acec2008.info/default2.asp?orgid=1&suborgid=12>

30 September-2 October - ACEL International Conference - Melbourne - <http://www.ancel.org.au/index.php?id=225>

30 September-3 October - National History Teachers' Conference - Brisbane - <http://www.qhta.com.au/conferences.htm>

1-3 October - VETnetwork Australia National Conference - Sydney - [http://www.vetnetwork.org.au/01\\_cms/details.asp?ID=47](http://www.vetnetwork.org.au/01_cms/details.asp?ID=47)

1-3 October - Biennial National Conference, Association of Women Educators - Cairns - <http://www.awe.asn.au/conferences/cairns08/index.php>

7-10 October - Australian International Education Conference - Brisbane - <http://www.idp.com/aiec/>

20-21 October - ACSSO National Education Conference - Brisbane - <http://www.acsso.org.au>

22-25 October - Frontiers in Education (FIE) Conference - Saratoga Springs, USA - <http://fie.engrng.pitt.edu/fie2008/>

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25-28 October - International Research Conference on Service-learning and Community Engagement -  
New Orleans, USA - <http://www.researchslce.org/2008conference.html>

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24-26 November - International Conference on Distance Education - Santo Domingo, Dominican Republic -  
<http://www.icde.org/oslo/icde.nsf/id/05C3211E27B0737DC12573E100405E7F?OpenDocument>

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7-11 December - World Indigenous Peoples Conference: Education - Melbourne -  
<http://www.wipce2008.com/>

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8-12 December - International Consortium for Experiential Learning - Sydney -  
<http://www.education.uts.edu.au/icel/index.html>

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4-7 January - Hawaii International Conference on Education - Honolulu, USA -  
<http://www.hiceducation.org/>

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18-21 January - Summer School For Australian Teachers - Canberra - <http://www.anu.edu.au/hrc/freilich/>

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15-18 April - International Outdoor Education Research Conference - Beechworth, Vic -  
[http://www.latrobe.edu.au/oent/research\\_conf\\_2009.htm](http://www.latrobe.edu.au/oent/research_conf_2009.htm)  
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## **RESOURCES**

### **Learning for Leadership**

Learning for Leadership by Michelle Anderson and Christine Cawsey, published by ACER Press was launched by ACER's chief executive Professor Geoff Masters on 12 May.

Part of the Educational Leadership Dialogues series, Learning for Leadership explores how school principals can initiate and maintain programs and practices to develop the leadership potential of teachers in their school.

It explains the theory behind the concept of educational leadership and then it tells the story of a school much admired for its leadership development. Together, the research and the case study present a strong argument for the introduction of similar programs in schools throughout Australia.

The book can be purchased through ACER Press online at [www.acerpress.com.au](http://www.acerpress.com.au) or contact customer service on 1800 338 402 or via email on [sales@acer.edu.au](mailto:sales@acer.edu.au)

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### **Educational Experience**

Educational Experience began its operations in Newcastle NSW in 1977 and today is Australia's leading supplier of educational resources and equipment to child care centres, preschools, OOSHs and primary schools. We remain dedicated to the supply of creative and practical ideas to help children learn and develop and are the Teacher's choice for variety, quality and customer service.

At present Educational Experience's product range consists of over 8,500 product lines showcased in our annual Teachers Catalogue. Our speedy delivery is recognised as being the most efficient and reliable service offered in the industry. The products sold by Educational Experience are sourced from Australian suppliers where possible or imported from reputable international suppliers. To ensure all our products are of the highest quality and meet safety standards, our suppliers must show product compliance testing to Australian standards.

To view our product range please visit [www.edex.com.au](http://www.edex.com.au)

Educational Experience initiated our generous Toys and More fundraiser to help Australian children's education. Early childhood centres and schools who participate in this fundraiser, are rewarded with a credit voucher valued at 20% of the total value ordered by parents and friends and may qualify for additional resources. For more information please visit [www.toysandmore.com.au](http://www.toysandmore.com.au)

Educational Experience remains committed to the educational needs of all Australian children.

Educational Experience, PO Box 860, Newcastle NSW 2300

Telephone 02 4923 8222 Fax 02 4942 1991 Toll free 1300 134 211 Email [hotline@edex.com.au](mailto:hotline@edex.com.au)

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Fundraising Directory - [www.fundraisingdirectory.com.au](http://www.fundraisingdirectory.com.au) Also: [www.fetesandfestivals.com.au](http://www.fetesandfestivals.com.au)  
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Drug Awareness Website - [www.drugawareness.com.au/](http://www.drugawareness.com.au/)

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## ACSSO EMAIL NEWSLETTERS

- **Australian Education Digest** : <http://www.acsso.org.au/aed.htm> (weekly)
- **International News Roundup** : <http://www.acsso.org.au/roundup.htm> (monthly)
- **Values Education** : <http://www.valuesineducation.org.au/news.htm> (monthly)
- **Languages Education** : <http://www.languageseducation.com/news.htm> (monthly)
- **Ensemble - Music Education** : <http://www.ensemble.org.au/news.htm> (monthly)
- **Public Education Voice** : <http://www.acsso.org.au/pev.htm> (quarterly)

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