

AUSTRALIAN EDUCATION DIGEST

Volume 2 Number 25, 29 July 2008

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Do you know of an event or resource that schools should know about? Email us at letters@acsso.org.au

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- [Hot Topic: Personal Development - Hillsong and Shine](#) (3 items)
- [Families & Schools in Partnership](#) (3 items)
- [Early Childhood Education: Report backs SA focus on early childhood education](#)
- [Rural & Indigenous Education](#) (3 items)
- [Infrastructure](#) (2 items)
- [Digital Education Revolution](#) (2 items)
- [International Research: Has student achievement in the US increased since 2002?](#)
- [Tertiary Education](#) (2 items)
- [International Year of Planet Earth Conferences & Events](#) (3 items)
- [Reminders](#)
- [Resources](#)
- [ACSSO Email Newsletters](#)

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HOT TOPIC: VERY PERSONAL DEVELOPMENT

Hillsong hits schools with beauty gospel

Paul Bibby, Sydney Morning Herald, 26 July 2008

EVERY Tuesday afternoon during the first term at Matraville Sports High School, a group of young women take part in classes intended to boost their self-esteem. Some have personal problems, others have behavioural issues, while a few simply go because their friends do.

For the next two hours they learn a range of skills including how to put on make-up, do their hair and nails, and walk with books balanced on their heads.

The program, called Shine, was created by the Hillsong Church. It is being run in at least 20 NSW public schools, numerous small community organisations and within the juvenile justice system.

Hillsong describes Shine as a "practical, life-equipping, values-based course" and its website is awash with glowing testimonials from young women whose lives have been improved by learning about "being a good friend" and "learning about myself".

But serious concerns have been raised by teachers, adolescent developmental experts and parents groups.

Read more at <http://www.smh.com.au/news/national/hillsongs-beauty-gospel/2008/07/25/1216492732905.html?page=fullpage#contentSwap1>

Hillsong's school grooming talks 'help girls'

ABC News Jul 28, 2008

The Hillsong Church has defended its personal development and self-esteem program in New South Wales schools, which includes a personal grooming aspect for girls.

The Federation of Parents and Citizens Associations says about 30 schools are running the Shine program as part of their Personal Development Health and Physical Education courses.

Federation president Dianne Giblin says members are concerned the program encourages girls to be subservient by teaching them that they need to be attractive to men.

Premier Morris Iemma says the program is voluntary.

"If parents do have a concern, then they have the right and they have the power under our existing regulations to take their kids out of these classes and not participate," he said.

Hillsong Citycare says the Shine program is not religious and is delivered by staff with professional qualifications in youth work, community work and welfare.

Its executive officer, Donna Crouch, says while there is a personal grooming aspect to the program, it is not a main focus.

Read more at <http://www.abc.net.au/news/stories/2008/07/28/2316580.htm>

Hillsong accused of closet zealotry

Paul Bibby, Sydney Morning Herald, 29 July 2008

Students opting out of scripture classes at a Sydney high school are being invited to attend a personal development program run by the Hillsong Church where they are hearing personal testimonials from church members, a teacher at the school says.

The teacher's federation representative for Cheltenham Girls High, Doug Williamson, said non-scripture students at the school were being invited to join the Shine program, where they were exposed to religious content.

Hillsong Church says Shine is non-religious and the volunteers who conduct the program do not evangelise, but Mr Williamson said children had been told stories about finding religion.

"My understanding is that on a number of occasions the facilitators have spoken about their own lives and how they came to be members of the Hillsong Church," Mr Williamson said. "It is inappropriate for students to be subjected to this kind of closet evangelism."

Read more at <http://www.smh.com.au/news/national/hillsong-accused-of-closet-zealotry/2008/07/28/1217097148506.html>

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FAMILIES & SCHOOLS IN PARTNERSHIP

Family-School & Community Partnership Bureau

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
- provide constructive and meaningful support to those who seek to build better relationships around education
- inform all interested parties about best practice
- 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 also 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>.

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>

Working with Parents

Anne Kennedy

Recent media focus on parents and the education of their children revealed conflicting images of parents and their responsibilities for their children's education.

These conflicting images of parents as friend or foe are at odds with UN Conventions, government and educational department policies which argue that parents have a right to be partners in their children's education, and the notion that parents are the child's first and most important teachers.

If these positions are correct, then parents have a right to agitate for improved education facilities for their children. Indeed, not to do so might be regarded as a sign of failing in their duty as educators.

In the Northern Territory, Indigenous parents are being blamed for failing to send their children to school. Blaming, shaming and imposing penalties against these parents works against developing partnership models of education between schools, families and communities. An article (Age, 28/04/08) which portrayed many parents as abusers and bullies of their children's teachers was based on assumptions and claims that were later challenged.

As one of those who challenged the assumptions and claims, I believe that this article confirmed that people hold conflicting images and beliefs about parents and their rights, roles and responsibilities concerning their children's education.

Parents are 'friends' of schools, teachers and education systems when they act in ways that do not challenge policies or practices, but can quickly become "foes" when they dare to question or demand their right to be considered as partners.

Partnership approaches to working with families is difficult and requires a range of strategies which include:

- confronting conflicting beliefs about parents,
- listening to really hear what parents are saying,
- collaborating with parents to negotiate a "charter of rights and responsibilities" for the partnership; and
- respecting the ethics of every encounter with every family

Dr Anne Kennedy is an education consultant in Victoria.

Source: ACEL "Directions in Education" 23 May 2008

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EARLY CHILDHOOD EDUCATION

Report backs SA focus on early childhood education

Hon Jane Lomax-Smith, SA Minister for Education and Children's Services, 23 July 2008

Inspirational ideas from one of the world's leading experts on early childhood development, Dr Fraser Mustard, will help South Australia to build on its reputation as a 'family friendly' State.

Education Minister Jane Lomax-Smith today announced the State Government would adopt most of Dr Mustard's ideas from his time as a Thinker in Residence in South Australia.

The official release of Dr Mustard's report today coincides with an announcement of \$2m over two years to improve the attendance of children at 83 of the State's preschools in disadvantaged locations.

"We want South Australia to be recognised around the nation as a family friendly State with government services that work for children and their families," Dr Lomax-Smith says.

Read more at <http://www.ministers.sa.gov.au/news.php?id=3476&page=1>

Read Dr Fraser Mustard's address in Adelaide 17 March 2007. "Early Childhood Development - The Building Blocks for Successful Societies" at: <http://www.valuesineducation.org.au/pdf/mustard070317.pdf>

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RURAL & INDIGENOUS EDUCATION

Australians better educated - but only in cities

Stephen Matchett, The Australian July 23, 2008

AUSTRALIANS are significantly better educated now than when Labor was last in power.

But in a result that will add impetus to the Rudd Government's commitment to expanding educational access to under-represented groups, the improvements are concentrated in the cities, with people in regional and remote areas, and indigenous Australians, falling behind.

New figures from the Australian Bureau of Statistics show the number of working-age Australians with a non-school qualification increased from 46 per cent to 59 per cent between 1990 and 2006.

The increase in higher education was marked, with the number of people holding an undergraduate university degree more than doubling, to 24 per cent.

However, the gains predominantly occurred in urban areas, where the percentage of the population with a non-school qualification in major cities went from 44 per cent to 57 per cent in the decade to 2006.

The category increased just 6 per cent, to little more than a third, of residents of very remote areas, "the proportion of people with a non-school qualification declined with increasing levels of remoteness", the ABS reports.

Despite improvements in educational attainment by indigenous Australians, they continue to lag.

Read more at <http://www.theaustralian.news.com.au/story/0,25197,24065274-12332,00.html>

We're better qualified, but indigenous gap still too high

Anna Patty, Sydney Morning Herald, July 24, 2008

THE proportion of Aboriginal people who have qualifications including university degrees and TAFE certificates has almost doubled in 10 years.

The social trend snapshot from the Australian Bureau of Statistics shows the proportion rose from 15 per cent to 29 per cent between 1996 and 2006.

The proportion of people from the broader population having a qualification increased from 46 per cent to 60 per cent over the same period. This was mainly attributed to an increase in the number of people who had obtained a bachelor degree or higher qualification - up from 10 per cent in 1990 to 24 per cent in 2006.

The president of the Australian Education Union, Angelo Gavrielatos, said that the gap between Aboriginal students and the general population was still too large.

"We don't only want to raise the standard, we want to close the gap as well, and that requires further effort for our indigenous people," he said.

Read more at <http://www.smh.com.au/news/national/were-better-qualified-but-indigenous-gap-still-too-high/2008/07/23/1216492541139.html>

New institute to boost skills for Indigenous youth

Media Release, 19 July 2008

The Rudd Government will support the development of a new education and training facility for Indigenous youth at Punt Road Oval in Melbourne.

The Minister for Education, Julia Gillard, today announced the Government's contribution of \$6.75 million toward the establishment of the Australian Institute for Indigenous Learning and Skills Development.

The institute will form part of the redeveloped Punt Road Oval, the original home of the Richmond Football Club, which will be completed in 2010.

Both classroom and other facilities - lecture theatres, tutorial rooms, conference and sporting facilities - available at the redeveloped oval will be used for training.

The new institute will play an important role in delivering on the Government's commitment to halving the education and employment gap between Indigenous and non-Indigenous Australians.

Read more at

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/NewinstitutetoboostskillsforIndigenouslyouth.htm>

INFRASTRUCTURE

NSW Halls of shame: schools still wait for state

Lisa Carty, Sydney Morning Herald, July 20, 2008

NOT one of the 52 new public school halls and gyms promised by Premier Morris Iemma in February last year has been built.

The first of the buildings hailed as a cornerstone of the Government's commitment to school upgrades will not be ready until the end of this year - almost two years after the promise was made.

Mr. Iemma pledged a hall for every primary school with more than 500 students, and a gymnasium or hall for every high school with more than 900 students, as part of his March 2007 re-election pitch. "Parents and teachers tell me that our school facilities could be so much better," he said at the time.

Burraneer Bay Public School's hall is due to be finished at the end of this year, with work at Busby West and Casula slated for a term one, 2009 completion.

It will be about another year before students at the next 17 schools can walk into their own school hall or gym.

Read more at <http://www.smh.com.au/news/national/halls-of-shame-schools-still-wait-for-state/2008/07/19/1216163229737.html>

Computers cold comfort for students with little else

Michele Smart, Sydney Morning Herald July 28, 2008

Teacher retention, or the lack thereof, is a problem not only for the NSW Department of Education but for schools across Australia and indeed the Western world.

There are some telling statistics. In NSW alone up to 40 per cent of teacher graduates will leave the profession in their first three years of teaching. This is a particular problem given the predictions by the NSW Teachers' Federation of a significant teacher shortage, as many teachers will retire in the next six years.

I was once a teacher in the state education system. I lasted 2½ years.

It wasn't the salary that made me leave - I knew teaching wasn't going to make me rich.

It wasn't the students - I worked in the western suburbs with refugees who could not have been more grateful for any help that came their way. Many aspects of my job were incredibly rewarding.

No, it was the small things that did it to me. The little irritations that chipped away at morale and made me resentful.

Like when the ancient kettle stopped working in the English staffroom and it was impossible to get another - this after we failed in our fight to get an urn installed.

It was the quibbles over how much photocopying I was allowed to do, the textbooks we could not afford or that my students had to share, the cost-cutting, the peeling paint, a leaking roof.

And preparing to enter the classrooms dressed like Douglas Mawson because of a lack of heating.

Read more at <http://www.smh.com.au/news/opinion/computers-cold-comfort-for-students-with-little-else/2008/07/27/1217097054288.html>

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DIGITAL EDUCATION REVOLUTION

Note to self - dump pencil case

Anna Patty, Sydney Morning Herald July 28, 2008

THE days of aching fingers and sore arms from scribbling frantically to keep up with a fast-talking teacher are over for students at one Sydney private school.

Queenwood School for Girls, in Mosman, is installing voice-recognition technology into the school's 500 desktop computers.

It has been trialling the technology since April and is satisfied with its accuracy.

Teachers will use it to provide students with verbatim class notes from lessons. They will also use it to produce school reports from their spoken notes.

Senior students will use the computer's microphone to take study notes and to produce research assignments for the International Baccalaureate, an alternative year 12 credential to the Higher School Certificate. It requires students to complete a mini-thesis on a philosophical aspect of learning.

The deputy principal, James Harper, said although there was an obvious use for the technology by students with, say, a broken arm or dyslexia, senior students and teachers would use it more widely on a day-to-day basis.

"It is allowing them to talk to the computer, rather than being limited by the speed of a keyboard," Mr. Harper said.

"Staff are using it for the half-year reports and we are trying to use it across the school."

The NSW Board of Studies is exploring the possibility of using computers in public examinations, but Mr. Harper said his school was not using voice-recognition technology for that purpose - at least not yet.

Read more at <http://www.smh.com.au/news/national/note-to-self--dump-pencil-case/2008/07/27/1217097059702.html>

Keyboard kids losing art of handwriting

Gerard Noonan, Sydney Morning Herald July 28, 2008

MORE than 150,000 students in years 11 and 12 at schools across NSW have a problem. Almost all are skilled users of computer keyboards. Most can easily outperform their elders when it comes to text messaging on their mobile phones.

But within the next year or so all of them will have to sit 15 to 20 hours of examinations for the Higher School Certificate, and the exams will be almost entirely handwritten. Unless they have a proven disability and cannot write on the day of the exam, the only acceptable exam paper is one handed up in an individual's handwriting.

The disjunction between the acquired skill of keyboarding and the need to handwrite exams has led some schools to incorporate handwriting lessons in years 11 and 12 as students find they have to relearn the art of using a pen and paper quickly - lost after years of using computers, laptops and mobiles.

The senior English teacher at Barker College, on the North Shore, Sue Marks, says she has had top students forced to do remedial courses to get their handwriting legible enough for HSC examiners to read.

Read more at <http://www.smh.com.au/news/national/keyboard-kids-losing-art-of-handwriting/2008/07/27/1217097059699.html>

INTERNATIONAL RESEARCH

Has Student Achievement Increased Since 2002?

Nancy Kober, Naomi Chudowsky, Victor Chudowsky

The US No Child Left Behind Act is a federal law that requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools.

The Act does not impose national standards - they are set by individual states.

Using testing data from all US states, this study addresses the key question: has student achievement increased since the No Child Left Behind Act became law in 2002?

When it was first published in June 2007, reviewer John T Yun said:

"... this report concludes that since the implementation of NCLB in 2002, on average, test scores have increased, the achievement gap has narrowed, and achievement gains post-NCLB have increased faster than before NCLB ..."

but also noted

"there are some important weaknesses in the analysis that may have resulted in a much more optimistic picture of the impact of the legislation than the data warrant. The report acknowledges several important methodological weaknesses, but other such weaknesses are never mentioned"

The full report was published on 15 July 2008.

Read more at http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=241

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TERTIARY EDUCATION

Fees drive the cultural divide that splits our universities

Tracee Winch, The Age, July 25, 2008

OUR universities are in crisis. At the heart of the problem, as always, is money. Lack of adequate funding has resulted in a profound shift in emphasis away from the core responsibilities of the university, such as teaching and learning, towards entrepreneurship and marketing. It has also meant a growing casualisation of the academic workforce and an over-reliance on international student dollars.

That, on average, universities derive more than 15% of income from international students has had profound effects on higher education both inside and outside the classroom. Add to that growing student disengagement at the local level and it's no wonder the system is, to use Professor Richard Larkins' word, "fragile".

For the academic, it's what happens inside the classroom that is most challenging but it's worth noting that it is not as bad as it once was. In the late '90s I had to physically restrain an hysterical student who let go with a tirade of racist abuse towards a Chinese student she said was one of those "taking all the places in our universities and couldn't even speak English".

The tragedy was that most of the class agreed with her. The surprise was that it hadn't happened sooner.

Read more at <http://www.theage.com.au/opinion/fees-drive-the-cultural-divide-that-splits-our-universities-20080724-3kh8.html>

Essential questions for flourishing universities

Michael Spence, Sydney Morning Herald, July 23, 2008

Higher education is under thorough review and Australia, a country of vast wealth, has the chance to build upon its fine university tradition. But times of review are uncertain times. We could easily undermine our rich inheritance. To flourish in a time of change we need a strong sense of our core mission and values.

Sydney is a world-class research university that is also a provider of quality education across a very wide range - a range far wider than many of our international competitors. But our mission is not just to be broad in our range of activities. It is also to be a standard setter in teaching and research. Sydney is an institution unashamedly committed to excellence. This is an elite, but not elitist, place.

If our mission is to be an elite, but not elitist, university, engaged in a broad range of teaching and research, what should our core values be?

In the area of research, our core value should be truth, however contested that concept may be. The ultimate criterion by which we assess our work should be whether it tells us things that we believe to be true. All other metrics, necessary evils though they may be, are ultimately distorting. Counting pages privileges the prolix over the succinct. Counting research income privileges the empirical over the theoretical. Counting citations privileges the sciences over the humanities. A university administrator keeps an eye on these metrics, but must remember that they are only poor proxies for quality.

If truth should be our core research value, it should not be the only one, simply the priority. Consider the value of relevance. We must certainly engage with our community in the urgent and practical issues that we face together, issues that need immediate solution such as cancer, climate change, poverty and economic and social development.

But relevance is dangerous if it blinds us to our distinctive place in the innovation process. An important function of the university is to answer the questions that our community has not yet thought to ask. Our place in the innovation chain is right at the beginning.

In the area of teaching our core value should certainly be education in its broadest, in its moral sense and not merely instruction. First, we should be honing fundamental intellectual skills, we should be training, and not merely filling, minds. We should be honing these skills in environments in which understanding is not simply disseminated, it is also created.

Read more at <http://www.smh.com.au/news/opinion/essential-questions-for-flourishing-universities/2008/07/22/1216492442115.html>

Dr Michael Spence became the 25th vice-chancellor of the University of Sydney this month.

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INTERNATIONAL YEAR OF PLANET EARTH 2008

Climate sceptics should face the need to manage risk

Kenneth Davidson, The Age, 24 July 2008

Catastrophe threatens if we pass the tipping point on global warming.

IT IS not surprising that climate sceptics are out in force. The history of this country is the squeaky wheel gets the oil. When powerful vested interests speak on behalf of coalmining, privatised fossil-fuel electricity generators and motoring bogans, the rest of us are forced to listen and politicians on both sides appear eager to do their bidding.

Somehow, the weight of public opinion has to get behind the weight of scientific opinion on global warming.

We need to be reminded that the 2007 report of the International Panel on Climate Change said: "The understanding of anthropogenic warming and cooling influences on climate change has improved ... leading to a very high confidence that global average net effect of human activity since 1750 has been one of warming."

The panel defined "very high confidence" as at least a nine out of 10 chance of being correct. This conclusion represents the view of the overwhelming majority of practising climate scientists and peer-reviewed scientific papers on the subject.

Consciously or not, the sceptics are fulfilling the same role as the tobacco lobby, which managed to delay measures to discourage smoking by exploiting the proposition that the correlation between smoking and various illnesses leading to early death didn't necessarily mean causation.

Read more at <http://www.theage.com.au/opinion/sceptics-should-face-the-need-to-manage-risk-20080723-3jw2.html>

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CONFERENCES & EVENTS

Learning Democracy by Doing

16-18 October 2008, Toronto, Canada

Alternative Practices in Citizenship Learning and Participatory Democracy

An international conference organized by the Transformative Learning Centre (TLC), Ontario Institute for Studies in Education, University of Toronto.

In the field of education, there have been growing concerns about the limitations of traditional civic education models that focus on the memorization of facts to nurture a critical, caring and engaged citizenry.

On the other hand, in the last two decades, innovative experiments in participatory democracy and citizenship education have proliferated in schools, universities, civil society organizations, social movements, co-operatives, workplaces, local and regional government, and many other spaces.

Conference themes include:

- Learning democracy in K-12
- Learning democracy in higher education
- Learning democracy in non-formal education
- Learning democracy in civil society
- Learning democracy in state-sponsored initiatives
- Learning democracy in the workplace
- Learning democracy in transnational communities

Read more at <http://tlc.oise.utoronto.ca/wordpress/conferences/october2008>

International Conference of Education, Research and Innovation

17-19 November, Madrid, Spain

The general objective of the conference is to promote international collaboration in the fields of Education and Research in all educational fields and disciplines.

ICERI 2008 will be an International Forum for those who wish to present and discuss their innovations, projects on research and the latest innovations and results in the field of Higher Education.

Over-arching topic groups include:

- Global Issues in Education and Research
- Education: New Trends and Experiences
- Research: New Trends and Experiences
- New Challenges in the Higher Education Area: Internationalisation and Globalisation
- E-learning and Virtual Innovations
- Technologies and Methodologies applied to Education and Research
- Technology, Software and Games in Education and Research
- Quality Assurance and Accreditation
- Curriculum Design
- Experiences in University-Industry Cooperation

Read more at <http://www.iated.org/iceri2008/>

AARE 2008 International Education Conference

30 November-4 December 2008, Queensland University of Technology, Kelvin Grove Campus, Brisbane, Queensland

The Australian Association for Research in Education is the national association for fostering educational research in Australia.

Conference presenters will engage with the conference theme of 'changing climates' and how this current social concern applies equally well to education and the various policy, funding, institutional and social domains that shape the work of teachers and educational researchers.

So, what's changing and what can be changed?

What can and should be sustained?

- * Natural and social environments
- * The place of social justice, human rights and ethics in educational markets
- * Global educational trends, debates, philosophies and policies
- * Our communities and the relations between and within them
- * Research climates and the ways in which re

Such changes are not confined to an Australian context.

Read more at <http://www.aare.edu.au/conf2008/index.htm>

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REMI NDERS

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.acec.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

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/>

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

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

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

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

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

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

15-18 April - International Outdoor Education Research Conference - Beechworth, Vic -
http://www.latrobe.edu.au/oent/research_conf_2009.htm

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RESOURCES

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

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

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

Fundraising Directory - www.fundraisingdirectory.com.au Also: www.fetesandfestivals.com.au

Drug Awareness Website - 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)
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