

AUSTRALIAN EDUCATION DIGEST

Volume 2 Number 27, 12 August 2008

Having trouble reading this email? Read it on the web at <http://www.acsso.org.au/AED080812.pdf>
Do you know of an event or resource that schools should know about? Email us at letters@acsso.org.au

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FAMILIES & SCHOOLS IN PARTNERSHIP

Family-School & Community Partnership Bureau Launched

Boost for Family-School Partnerships

Canberra, 11 August 2008

The Australian government has funded a dedicated, parent-sponsored bureau to maximise the engagement of families with their schools, across both the government and non-government school sectors. The Family-School and Community Partnerships Bureau was launched in Canberra today at a gathering of parent groups from across Australia.

The two peak parent bodies - the Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC) - have collaborated for several years on research and activities around parental and community engagement with schools. It has earned the Bureau a government funding commitment of \$800,000 over four years.

"We are delighted with Minister Gillard's strong support for the Bureau," said Jenny Branch, ACSSO President and co-chair of the Bureau's governing committee. "It is clear recognition both of the importance of families' engagement with schools, and the solid work of the parent peak bodies in building the foundations for the Bureau".

Caz Bosch, President of the non-government schools' Australian Parents Council and co-chair of the Bureau, said that the Bureau will provide practical support and well-informed advice to schools and parents about building successful and sustainable relationships.

The Bureau will not only consolidate and extend action research on family-school partnerships. It will establish a 24/7 online advice and support service for parents and schools who wish to collaborate more

effectively; conduct annual national parent surveys about schooling and related family issue; and assist in rolling out a National Family-Schools Partnership Framework that has been agreed to by all education ministers.

Read more of the media release at <http://www.familyschool.org.au/pdf/medrel080811.pdf>

Visit the website at <http://www.familyschool.org.au>

Launch Speech

Jenny Branch, ACSSO President, 11 August 2008

Today's launch of the Bureau is a particular delight because it represents a significant milestone on what has been basically a ten year journey.

Over the past decade, ACSSO and the Australian Parents Council have worked collaboratively to raise awareness and build an informed understanding of international research findings on the importance of parent engagement in their children's learning.

In 1999, the ***Adelaide Declaration on the Goals of Schooling in the 21st Century***, which was agreed by all state and federal Ministers of Education, declared that parents play a vitally important role in their children's learning and development not only before the years of compulsory schooling, but continuing throughout their education - and beyond.

This theme has now become a major feature of the work of COAG - the Council of Australian Governments - under the chairmanship of Prime Minister Rudd.

Read more at <http://www.familyschool.org.au/pdf/branch080811.pdf>

Bureau Takes Off

Brenton Holmes, Research & Communications Officer, FS&CPB, 11 August 2008

There were the usual speeches and banners and clapping. There was also lots of smiling and nodding and good cheer. And a cake, of course.

That's how the Bureau was officially launched at a gathering of parent organisations, officials, and a host of others on a cold but sunny Canberra day on Monday 11 August.

The launch coincided with a major meeting between the Department of Education, Employment and Workplace Relations, and Australia-wide representatives of parent organisations from both the government and non-government sectors.

We were also joined by dozens of people who are keen to support and partner with the Bureau in its work. There were people from the Salvos and the Smith Family, from the Immigration Department and from FaHCSIA, from the Christian schools and the Independent Schools Council, from Teaching Australia and from the Australian Education Union, from Principals' Associations and the Federation of Ethnic Community Councils.

This was one well-attended and widely-representative party!

Read more at <http://www.familyschool.org.au/pdf/holmes080811.pdf>

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HOT TOPIC: REMUNERATING TEACHERS

New teacher career structure to retain accomplished teachers in the classroom

Australian Education Union, 4 August 2008

The Australian Education Union is calling for the Federal Government to fund a new national classification scheme and career structure to retain accomplished teachers in the classroom. A new salary band has been proposed which would pay teachers at least \$100,000 per year.

A new independent study commissioned by the AEU and conducted by Educational Assessment Australia at the University of NSW has validated a set of standards that could be applied nationally to assess a new classification of 'Accomplished teacher'.

"To tackle the teacher shortage and attract and retain quality teachers we need to offer rewarding salary and career structures," said AEU Federal President Angelo Gavrielatos.

"The first way to do this is to establish a competitive professional salary for all teachers to ensure that the profession can attract and retain teachers in the numbers required to guarantee a qualified teacher in front of every classroom across the country no matter where it is located.

"We also need further recognition and appropriate reward for demonstrated quality teaching, knowledge, skills and practice."

Read more at <http://www.aeufederal.org.au/Media/MediaReleases/2008/0408.pdf>

Principals attack pay reward plan for teachers

Farrah Tomazin, The Age, August 8, 2008

Principals are at odds with teachers over how to reward school staff based on merit rather than just years of service.

Days after the powerful education union called for a new stream of performance-based pay for "accomplished" teachers, primary school principals have branded the idea as too narrow and warned that merit-based schemes of any nature could undermine teamwork in schools.

Under the union's proposal, classroom teachers would get at least \$100,000 a year if they were deemed to be "accomplished" at their job.

Teachers who volunteer for the program would be measured by an independent panel, and required to prove exceptional classroom practice and lesson planning, knowledge of the curriculum, professional development, participation in the broader school community, and the extent to which they have helped students learn.

But the Australian Primary Principals Association - which represents principals at more than 7000 public and private schools - criticised the idea for being too narrow and not including ways to attract high-performing teachers to challenging areas.

"I think we've got to be looking at how we deal with underperforming teachers, how we attract teachers to our hard-to-staff schools, and how do we attract them to our remote schools," president Leonie Trimper said.

The principals association yesterday released a position paper warning that merit-based schemes could also prove divisive: "The performance of students, however assessed, is the product not only of a class teacher but also of the school's administrative staff, ancillary staff, parent helpers and colleagues."

Read entire article at: <http://www.theage.com.au/national/principals-attack-pay-reward-plan-20080807-3rt5.html>

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HOT TOPIC: LITERACY

The futile 13 years: lid lifted on HSC

Anna Patty, SMH, 7 August 2008

Most students can complete 13 years of school without having to demonstrate basic literacy and numeracy skills, says a leading educational assessment expert.

The chief executive officer for the Australian Council for Educational Research, Geoff Masters, says minimum standards of reading, writing and maths should be met by all students before they are awarded an HSC or equivalent qualification.

In his address to the council's annual research conference in Brisbane next week, Professor Masters will raise concerns about Australia's failure to ensure all students have reached basic standards when they finish school.

Professor Masters, who investigated for the Howard government options for a national year 12 qualification, said that while some states, including South Australia and Victoria, were introducing basic literacy and numeracy requirements, NSW had not established specific standards that students had to meet before gaining the HSC.

Read more at <http://www.smh.com.au/news/national/the-futile-13-years-lid-lifted-on-hsc/2008/08/06/1217702143374.html>

Students finishing school 'without basic skills'

ABC News, Aug 7, 2008

A leading education researcher is calling for national education standards to be imposed, saying that many students finish high school lacking basic reading and writing skills.

Professor Geoff Masters from the Australian Council for Educational Research says minimum literacy and numeracy standards should be implemented across Australia.

He says most students can complete 13 years of school and be awarded a senior certificate without having to demonstrate that they have met minimum standards in areas including literacy and numeracy.

Professor Masters says the national minimum standards should be set after the issue is debated nationally.

The Australian Council for Educational Research is a non-governmental research organisation which sells education products and services, including testing services.

In New South Wales the head of the Board of Studies, Dr John Bennett, says students are tested regularly in literacy and numeracy and he will not accept a national system which dilutes the state's standards.

Read more at <http://www.abc.net.au/news/stories/2008/08/07/2326676.htm?section=justin>

Don't create failures at HSC, principals warn

Anna Patty, SMH, 8 August 2008

Up to 15 per cent of students would fail to gain a higher school certificate and be branded as failures if minimum standards of literacy and numeracy were introduced for year 12 students, NSW high school principals say.

The president of the NSW Secondary Principals Council, Jim McAlpine, said he opposed the introduction of minimum standards as it could result in many students receiving no record of their completion of high school.

"If we have researchers that think we should establish a benchmark to fail the bottom 15 per cent of children, that would be a pretty cruel way to treat people," he said.

Read more at <http://www.smh.com.au/news/national/dont-create-failures-at-hsc-principals-warn/2008/08/07/1217702251113.html>

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HOT TOPIC: SAFE SCHOOLS

Parental tips to deal with children's mobile phone cyber bullying issues

Australian Mobile Telecommunications Association, 6 August 2008

Mobile phones can offer comfort for parents who want to stay in touch with their children, secure in the knowledge they can be contacted in an emergency.

A recent survey found that carrying a mobile phone made 75% of people feel more secure, However, as with all technology, it can be abused and misused. In the wrong hands, mobiles can be used to bully people by making nasty calls, sending threatening text messages or taking and sharing humiliating images.

Bullying is not acceptable and the Australian Mobile Telecommunications Association (AMTA), the peak industry body for the mobile telecommunications industry, has formed a partnership with ACSSO to assist parents promote their children's safe and responsible use of mobile phones.

Our organizations are committed to assist parents with practical information so they can be more aware of cyber bullying and monitor and manage their children's use of mobile phones. This will help parents be active partners in supporting schools' management of responsible mobile phone use.

AMTA has developed practical tips for parents and their children to help prevent cyber bullying. The tips, "What you need to know to get the bullies off your back", also inform parents on what they can do if their children are the victims of bullies and who they can turn to for help.

Children may be experts with mobile phone technology, however, they do not have the maturity or experience to deal with cyber bullying. It is important that parents talk with their children and encourage them to talk about cyber bullying.

Download Tips for Young People at http://www.acsso.org.au/amta_tips_teens.pdf

Download Tips for Parents at http://www.acsso.org.au/amta_tips_parents.pdf

Friendly Schools & Families

An evidence-based bullying reduction program

The Friendly Schools research has been recognised nationally and internationally as a successful evidenced-based bullying prevention program. This Program comprises whole-school (including family) learning and teaching strategies, resources and case studies from Australian schools.

The comprehensive whole-school program, designed to maximise family involvement, has been found to significantly reduce bullying within the school setting. The Friendly Schools & Families Program is based on six years of detailed scientific research involving over 6000 school students, and their parents and teachers. It is one of the few evidence-based programs that has been rigorously evaluated and found to improve young people's social skills and to reduce bullying behaviour.

In 1999 a formative research project aimed to develop and comprehensively evaluate a set of evidence-based Principles for Success and exemplar case studies, to guide the development of a whole-school approach to reduce bullying. A four-year intervention research project, Friendly Schools (FS), was then implemented in 29 randomly selected Perth metropolitan primary schools (2000-2003) to evaluate the best whole-school strategies to reducing bullying.

Using the results from the FS Project, a second more targeted program which included a stronger focus on capacity building and involving families was developed. This three year research project called Friendly Schools Friendly Families (FSFF), involved 20 randomly selected primary schools (2002-2004).

This research has shown a very significant reduction in bullying behaviour, greater feelings of safety and happiness at school and an increase in social skills among children who received the Program compared to those who did not receive the Program. This research has also helped to identify the Program components that resulted in the greatest reduction of bullying. These components form the basis of the new Friendly Schools & Families Program, and are supported by case studies from schools that have implemented these materials.

Read more at <http://www.friendlyschools.com.au/index.php>

OPINION

We can learn from special schools

Brian Caldwell, The Age, August 11, 2008

Julia Gillard has called for a "raging debate" about how our education system compares to the best in the world, how to ensure that every school is a great school, and how to ensure every child gets an excellent education.

Accepting Ms Gillard's challenge leads to ground-breaking conclusions in some fields. I believe that the education revolution will not succeed until all schools adopt some of the practices in the best special schools. Special schools serve students with moderate to severe disabilities. I'd like to highlight two practices: personalising learning and a focus on the arts.

Personalising learning has become a mantra in efforts around the world to secure success for all students. A common feature is that there is a learning plan for every student, progress is monitored frequently, support is available to get the student back on track should he or she fall behind, and at least one teacher knows the student well and serves as a mentor.

Millions of frequent-flyer points are being accumulated as educators fly to Finland to learn the secrets of its success. One factor stands out: each student is monitored so well that the moment he or she falls behind, special support is provided, either one-to-one or in small groups.

Why do we need to fly to Finland to fathom this out, when our best special schools are models of world-best practice? They have a personal learning plan for every student. They monitor progress on a daily basis. Staff work in teams to ensure that needs are diagnosed and action is taken.

Read more at <http://www.theage.com.au/education/opinion-we-can-learn-from-special-schools-20080809-3sm8.html>

Professor Brian Caldwell is a Professorial Fellow at University of Melbourne and Managing Director of Educational Transformations

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TOWARDS A NATIONAL CURRICULUM

APPA releases Position Paper

Australian Primary Principals Association, 4 August 2008

In the Foreword to the Position Paper released by APPA today, Leonie Trimper, APPA President states: "On behalf of the National Executive Council of the Australian Primary Principals Association, I am delighted to be able to present to you APPA's Position Paper. These statements were unanimously endorsed by your National Executive Council at their May 2008 meeting in Canberra.

"This is the first time APPA has developed a comprehensive position paper to address current educational issues at the national level. The paper is based on the findings of our research project "In The Balance-the future of Australia's primary schools", and the "Charter on Primary Schooling".

"The Position Paper is another excellent example of the strength of our 3 sectors working together, nationally."

The Position Paper starts with the statement that: "APPA seeks the recognition from governments and education authorities that Australian primary schools have been extraordinarily successful over the past two centuries in providing the educational foundation for Australian society. This success must be protected and the capacity of primary schools enhanced if they are to meet the emerging challenges of the twenty-first century.

"APPA strongly urges education authorities to see primary education as a totality from kindergarten through to the students' transition to high school. Primary schools have enjoyed their success because they have been able to consider the needs of the whole child rather than concentrate on narrow objectives identified by policy makers remote from schools and the dynamic complexity of primary school life."

Read more at <http://www.appa.asn.au/news/?IntCatId=16&IntContId=674>

Primary school heads warn of 'overcrowded curriculum'

ABC News, Aug 8, 2008

The Australian Primary Principals Association says any national curriculum for primary schools should only cover the minimum essential content.

The Association has released a position paper on the issue, as the Federal Government moves to establish a national curriculum board.

Association president Leonie Trimper says the creation of the board could mean schools have too much content to teach.

"Sometimes there is so much consultation and so many interest groups who believe that their area of interest should be part of the curriculum that we end up with the problem we're facing today and that is we just have an overcrowded curriculum," she said.

Source: <http://www.abc.net.au/news/stories/2008/08/08/2328847.htm>

RESEARCH

Career preferences don't match workforce needs, says vocational expert

James Athanassou, Australian Council for Educational Research, 11 August 2008

The interests and preferences of young people are not satisfied either by the curriculum offered to them or the work opportunities available in modern Australia, says vocational education expert Dr James Athanassou.

Interest is as important to student outcomes as ability, and more important than the quality of teaching, he says. He will present his views at the ACER research conference on Monday.

Analysis of students' career interests shows preferences for occupations involving business, contact with people and creative activities.

Despite these interests, secondary school students are most likely to enrol in mathematics, science, and to a lesser extent business and creative courses.

Further, enrolments do not match employment trends, with most Australians employed in business and practical occupations and the least numbers in creative and scientific occupations.

While only 12 per cent of students were interested in science, 18 per cent studied it, despite only 6 per cent of available jobs being in the scientific sector.

Nearly 50 per cent of workers are employed in the business and practical categories of commerce and industry, but only 23 per cent of students are enrolled in these areas.

Sixteen per cent of young people have an interest in creative activities and 11 per cent of students take creative subjects, but less than 2 per cent of graduates will find employment in creative field.

"Clearly there is a mismatch between the interests of people, the courses offered in educational institutions, and the types of occupations in which people are employed," says Dr Athanasou.

"Some would argue that education for education's sake should be quarantined from the function of preparing people for the world of work, but research shows that interest is a major factor in educational achievement, surpassing even the effect of the quality of teaching, and that interest is also a key factor in occupational achievement and job satisfaction."

Read more of the media release at http://www.acer.edu.au/documents/MR_080808-RC2008-Athanasou.pdf

Download the paper at http://www.acer.edu.au/documents/RC2008_Athanasou-James.pdf

Dr James Athanasou is an Associate Professor of Education at the University of Technology, Sydney and editor of the Australian Journal of Career Development, published by ACER Press. He presented this paper at the Australian Council for Educational Research (ACER) Research Conference at the Brisbane Convention and Exhibition Centre on 11-12 August. Read more about the Conference at http://www.acer.edu.au/news/2008_Conference.html

AWARDS & PRIZES

Bright young Australians receive Australian Student Prize

Hon Julia Gillard MP, 6 August 2008

Today the Minister for Education, Julia Gillard made presentations to exceptional young South Australians who have been awarded an Australian Student Prize for 2007. 34 talented young South Australians will receive a certificate of excellence and \$2000 each in recognition of their outstanding achievements in Year 12.

Australian Student Prizes are awarded annually across the country on the basis of recommendations from state and territory education ministers. 500 of the top students from 2007 have been awarded this prestigious prize.

The Australian Students Prize was initiated by John Dawkins MP, Minister for Education in 1990 and they have been awarded to outstanding students every year since then.

Read more at

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

Eureka Prizes People's Choice Award 2008

Vote Now!

The Australian Museum Eureka Prizes People's Choice Award gives science teachers a new way of presenting real-life science and science careers to their students.

The winner is decided by popular vote. It's a bit like Australian Idol or Next Top Model except it's free, voters choose between real-life working scientists, and students are likely to learn something along the way.

The six scientists to vote for are:

- **Nicole Kuepper**, a young solar energy scientist from Sydney who is developing technology that could bring electricity to 2 billion of the world's poorest people
- **Steve Simpson**, an integrative biologist from Sydney whose research into locusts led to a greater understanding of the human obesity epidemic
- **Michelle Stockwell**, a conservation biologist from Newcastle who is working to save endangered frog species from a deadly fungus
- **Carola Vinuesa**, an immunologist from Canberra who discovered a gene responsible for the autoimmune diseases lupus and diabetes
- **Mark Walker**, a microbiologist from Wollongong whose research could save thousands of people from disease caused by a flesh-eating bacterium
- **Leslie Yeo**, a biomedical engineer from Melbourne whose research will make diagnosing disease quick, cheap and relatively painless

Last year, over 14,500 students and teachers took part in the Eureka Prizes People's Choice Award. It's on again and we invite your school to vote.

Each person who votes goes in the draw to win prizes, including something special just for teachers - \$500 worth of ABC books and DVDs.

Voting closes 17 August.

Read more and vote at <http://www.australianmuseum.net.au/eureka/go/vote>

Find teacher resources including state-specific lesson plans and posters at <http://www.australianmuseum.net.au/eureka/go/teacher>

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DIGITAL EDUCATION REVOLUTION

Young need computer lessons, say parents

Anna Patty, The Age, August 9, 2008

Parents believe primary schools should provide computer training as a core subject alongside English, maths and science.

A survey of 600 Australian parents found that more than 83% said computer studies should be included as an essential subject in the upper primary school years. A similar proportion said the same of science, with 98% saying English and 97% maths. More than half the parents surveyed said physical education, history and geography should also be core subjects. Close to a quarter said physical education should be optional.

Australian history and geography were ranked as essential subjects by 62% of parents. Fewer - 53% - said world history and geography should be included in the core curriculum.

Most parents said learning a second language, competitive sports, art, religious study and camps should be optional.

Study co-ordinator, Christina Landis, publisher of the online Australian Schools Directory, said less than half of year 6 students were proficient technology users according to the most recent (2005) data from the Ministerial Council on Education, Employment, Training and Youth Affairs.

"The survey showed parents regard information technology as a critical area of learning, nearly as important as English, maths and science," she said.

The president of the Australian Primary Principals Association, Leonie Trimper, said research by her organisation supported the need for an emphasis on computer studies in primary years. But many schools could not afford to buy enough computers or the associated costs of maintaining and updating them, she said.

Terry Aulich, executive officer of the Australian Council of State School Organisations, which represents parents from 7000 public schools, said early computer education was vital.

Source: <http://www.theage.com.au/national/young-need-computer-lessons-say-parents-20080808-3seq.html>

Google enrolled for schools email deal

Anna Patty, SMH, 30 July 2008

Google has snatched what is believed to be its biggest single client in the world - the NSW Department of Education - away from its rival Microsoft to claim up to 1.3 million new users of its free email product.

The NSW Director-General of Education, Michael Coutts-Trotter, said the department had exploited its size to get the best deal for students and teachers, who will each receive customised Gmail accounts.

"Our new email contract was so big that global players like Google were prepared to put together a world-class package of services for the children and young people in NSW public schools," he said.

The acting Minister for Education, John Hatzistergos, said the new system would cater for 1.3 million users and be in place by the end of the year.

The \$9.5 million, three-year contract with the Google partner SMS Management and Technology will displace the department's previous \$30 million contract with Microsoft partner Unisys, which ran over five years.

Read more at <http://www.smh.com.au/news/technology/google-enrolled-for-schools-email-deal/2008/07/29/1217097241055.html>

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CONFERENCES & EVENTS

National Science Week

16-24 August 2008

This year, National Science Week runs from 16 to 24 October. Across the country and in each locality, organisations, schools, universities, research centres and agencies are developing an extraordinary array of events and activities that span all aspects and facets of science in action.

Find out what's happening around the country - and in your own vicinity. Link in with other schools and entities to join in major shared initiatives - or plan and register your own unique contribution.

Check out the national Website. Sign up for the latest event information and to receive newsletters featuring highlights, competitions, special offers and much more.

Read more at <http://www.scienceweek.info.au/Pages/index.aspx>

National Literacy & Numeracy Week

1-7 September 2008

This year's National Literacy & Numeracy Week will be held from 1st to 7th September.

The theme for NLNW 2008 is Partnerships in Learning.

Across Australia parents, teachers and communities are working together to develop the literacy and numeracy skills of Australia's young people.

Literacy and numeracy are fundamental skills that are critically important to Australia's future prosperity and position in the world. The promotion of strong literacy and numeracy skills amongst young people assists in countering educational and social disadvantage.

NLNW is an Australian Government initiative, run in collaboration with State and Territory Governments, which aims to:

- showcase the hard work school communities are undertaking in improving literacy and numeracy skills
- raise community awareness of the importance of all Australian students developing effective literacy and numeracy skills
- build on national initiatives to improve literacy and numeracy standards among young Australians

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

Partnerships in Learning Conference

5 September 2008, Brisbane

The 2008 National Literacy and Numeracy Week Partnerships in Learning State Conference will be held at the Brisbane Convention and Exhibition Centre on Friday 5 September 2008.

The program will reflect cutting edge research and practice in literacy and numeracy education within the context of state and national directions.

While full details on the program are yet to be finalised, the format will include a keynote speaker and workshops presented by literacy and numeracy educators within schools and across the wider education sector. The workshop/seminar sessions will be conducted on a diverse range of topics that would appeal to teachers and school leaders across all the phases of learning with both literacy and numeracy electives.

As part of the registration for the State conference, participants will be able to attend the 2008 Brisbane Education Show which showcases products, resources and services for schools and the teaching profession.

Read more at <http://education.qld.gov.au/community/events/nlnw/initiatives.html>

The Education Show

5-6 September 2008, Brisbane Convention & Exhibition Centre

The Education Show is an education trade event and open to all education professionals - as well as members of P & C committees and school boards.

The Education Show will be the highlight in an important weekend of education focused events including:

- Education Queensland's prestigious Showcase Awards for Excellence in Schools, culminating with the Showcase Gala Dinner on Friday 5 September.
- As part of the National Literacy and Numeracy week, the Partnerships in Learning, State Conference will be held at the Brisbane Convention Centre on Friday 5 September 2008.

Read more at <http://www.educationshow.net.au>

Anti-Poverty Week

12-18 October 2008

Our aim is to encourage as many schools as possible to do something during Anti-Poverty Week. Some simple ideas to promote activities include:

- use your community networks to encourage organizations who work with poverty (local welfare agencies, international aid or development organisations, etc) to think about focusing on schools during the week, through
 - school- linked or school-based projects;
 - speaking to classes or
 - conducting information sessions at school assemblies;
- contact other schools in your area and encourage them to participate with your community; or find out what they are doing and how you can coordinate your activities with them

Think about the idea of a competition or challenge...

- After the week, a number of interesting school activities in each state or territory will be featured on the Anti-Poverty Week website; so now is the time to brainstorm some really creative thoughts
- Explore with teachers and parents ways in which the anti-poverty week themes can be linked into the activities in each subject area of the school; such as
 - an art competition
 - an essay competition
 - a research assignment on community welfare agencies in your area
 - explore the issues around poverty in the countries where they speak the languages you teach
 - a Home Economics research assignment research on healthy nutrition on a tight budget...
 - what is Australia doing internationally e.g. with Indonesia?
 - focus on an initiative or charity you already support
 - hold a debate.
- The South Australian Department of Education and Children's Services (DECS) has produced some great Anti-Poverty Week resources and class material in previous years, you can access them through: www.decs.sa.gov.au/learninginclusion/antipovertyweek. DECS are in the process of developing material for this year, which will have a Design and Technology focus, with the theme Designing for a Better World and targeted at 5 -15 year olds. The planned release date is 8 September, when it will be available through the same link.
- SA is producing a poster to promote Anti-Poverty Week in schools, which can also be accessed through the same link - available soon. You could think about using it in your state or territory or about producing something similar, particularly if you wanted to promote a particular activity or initiative.

- Victoria has established an Anti-Poverty Week sub-group, which has decided this year to focus on a statewide initiative to showcase and encourage school breakfast programs, which will include highlighting the involvement of unions and business.
- ACT has sent an email out to school pastoral care coordinators encouraging them to participate in the week and suggesting ideas for activities.

Read more at <http://www.antipovertyweek.org.au/>

C21 Learning: Acting Internationally

Curriculum Corporation Conference 2008

10-11 November 2008, Melbourne

A more socially inclusive Australia... A more productive nation... The 2008 Curriculum Corporation Conference will explore how education contributes to these policy imperatives in this new era of national co-operation.

An array of leading and internationally respected speakers will explore such aspects and challenges as:

- Better? Brighter? Smarter? - Finding our place in the world
- A National Curriculum fit for the purpose
- Innovation and next practice
- Retaining and attracting quality teachers
- The power of assessment data to lift performance
- Participation for all
- Master classes presented by a number of keynote presenters will provide opportunities for in-depth exploration of these themes.

Read more at <http://www.curriculum.edu.au/conference/2008/>

REMINDERS

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.acef.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/O1_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/>

16-18 October - Learning Democracy by Doing - Toronto, Canada - <http://tlc.oise.utoronto.ca/wordpress/conferences/october2008>

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>

17-19 November - International Conference of Education, Research and Innovation - Madrid, Spain - <http://www.iated.org/iceri2008/>

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

25-28 November - Inclusive Education: The Way of the Future - Geneva, Switzerland - <http://www.ibe.unesco.org/en/ice.html>

30 November-4 December - Australian Association for Research in Education International Education Conference - Brisbane - <http://www.aare.edu.au/conf2008/index.htm>

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

RESOURCES

The Asia Scope and Sequence for The Arts

Professional Learning Workshop and units of work

The **Asia Scope and Sequence for The Arts** highlights key studies of Asia concepts and content that can be incorporated into the P-10 curriculum.

A professional Learning program focusing on how to make the most of this rich resource is now available free of charge for download on the AEF website.

http://www.asiaeducation.edu.au/public_html/downloadable_materials.htm

Ten units of work have been written to support the use of the Asia Scope and Sequence for The Arts.

They provide teachers with a range of practical and exemplary activity types which teachers can use as is or build on. There are 5 Primary English units and 5 Secondary English units.

Find these at: http://www.asiaeducation.edu.au/public_html/scope_sequence.htm

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)
- **Public Education Voice** : <http://www.acsso.org.au/pev.htm> (quarterly)

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