

# AUSTRALIAN EDUCATION DIGEST

Volume 2 Number 32, 9 September 2008

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## HOT TOPIC: DIRECTIONS FOR AUSTRALIAN SCHOOLING

### Speak up for education in the 21st century - Have your say!

*Hon Julia Gillard MP, 8 September 2008*

Parents, teachers and interested members of the community have an historic opportunity to contribute to the direction of schooling in Australia.

The Minister for Education, Julia Gillard, today invited people to outline their visions for the future through the third National Declaration on Educational Goals for Young Australians.

Developed by the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA), the declaration is a vital step for all Education Ministers to realise a comprehensive and forward-looking vision for Australian schooling.

The draft declaration complements the direction for Australian schooling being developed through the broader COAG participation and productivity reform process.

This process seeks to ensure that all Australian school students gain the knowledge and skills necessary to participate in society and employment in a globalised economy.

The debate on education is a critical one for any country to ensure a dynamic, progressive and prosperous future.

Young people need educational opportunities now so they can respond to political, environmental, social and technological challenges in the future.

Along with state and territory governments, the Australian Government is committed to working with all school sectors to realise the educational goals for young Australians.

The 2008 draft declaration commits signatories to a range of actions, including:

- developing stronger partnerships with parents, the community and business;
- strengthening early childhood education and supporting effective transitions from early childhood to middle years' development and pathways beyond;
- improving the quality of teaching and school leadership and developing world-class curriculum and assessment;
- improving educational outcomes for disadvantaged young Australians, especially those from Indigenous and low socioeconomic backgrounds; and
- increasing accountability and transparency.

The Australian Government is committed to supporting all young Australians to become successful learners, confident individuals and active and informed citizens.

Submissions can be made until 3 October 2008.

Source:

<http://mediacentre.dewr.gov.au/mediacentre/Gillard/Releases/Speakupforeducationinthe21stcentury.htm>

View the draft declaration and submit comments at

<http://www.mceetya.edu.au/mceetya/natgoals,24767.html>

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## **A Letter from the Asia Education Foundation**

**Dear Professor Dawkins**

*Re: Australian National Goals for Schooling*

I write on behalf of the Asia Education Foundation (AEF) in response to your call for consultation on the draft National Goals for Schooling in Australia.

School education stakeholders recognize that the world has changed significantly since 1999 when we last set national goals for schooling.

I draw your attention to the recent Call to Action: Asia literacy for every young Australian, an initiative of the AEF Advisory Board and endorsed by twenty-four peak education bodies.

This alliance specifically calls for "the National Goals for Schooling to state the necessity to equip every young Australian with Asia skills and knowledge."

The key defining global development over this past decade has been the emergence of Asia as the economic powerhouse of the twenty-first century, signaling significant shifts in Australia's strategic and trade alliances.

The National Goals for Schooling must recognize this reality if Australia is to equip its young people to thrive and prosper in our world today.

Read more at <http://www.languageseducation.com/kirby080815.pdf>

Access the "Call to Action: Asian Literacy for Every Young Australian" at

[http://www.asialink.unimelb.edu.au/\\_data/assets/pdf\\_file/0016/13930/Call\\_to\\_Action\\_July08.pdf](http://www.asialink.unimelb.edu.au/_data/assets/pdf_file/0016/13930/Call_to_Action_July08.pdf)

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## HOT TOPIC: TEACHER EDUCATION

### Gillard faces clash on teacher training

*Farrah Tomazin, The Age, September 8, 2008*

THE Rudd Government is on a collision course with education deans over proposals to shorten some teacher-training programs and recruit non-teaching graduates for the toughest classrooms.

At a meeting of education ministers this week, Deputy Prime Minister Julia Gillard will urge the states to follow Victoria and adopt an international scheme in which high-flying young graduates - from any field of study - are recruited to teach in struggling schools.

Ms Gillard is also considering a restructure of teacher education by cutting back on the length of some tertiary courses, while boosting the level of practical experience students get.

"We're at a stage now where people can get a diploma in education if they have an undergraduate degree. So say they have a degree in science, they can do a graduate diploma in 12 months now. We're obviously exploring the possibility of making that shorter," she told The Age.

The Government will discuss the ideas with universities and state authorities over the next three weeks as it moves towards a new national agreement to improve teaching quality in all schools.

Read more at <http://www.theage.com.au/national/gillard-faces-clash-on-teacher-training-20080907-4bi7.html>

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### Julia Gillard Interview

*Radio 612 ABC Brisbane, 8 September 2008*

**MADONNA KING** : Why do you believe non-teaching university graduates should be teaching in our schools?

**JULIA GILLARD** : We've look at the evidence overseas and we've also seen some concerning trends here. We're short of teachers, teaching workforce is ageing. They're not getting older faster than anybody else, but they're getting older at the same rate. And at the same time, while some excellent young Australians go into teaching, we know that entrance scores for teaching have fallen as a result of low demand. So we know we've got a workforce problem now and it's looming as a much bigger problem for the future. And then we've looked overseas and seen successful models where the best and brightest graduates have been enticed into teaching. And the best thing is, once they get there, they find they love it and many of them stay.

**MADONNA KING** : Well, one of those models I think is the British model. I wonder why someone would spend three or four years in university studying, let's say studying engineering or science, health or law, and then end up becoming a teacher. Would their ambition and their passion to teach children be the same as someone who went to university to do specifically that?

**JULIA GILLARD**: The Teach First model in the UK is a really interesting one because it's also a partnership with business. And I think its working because it's appealing to the altruism of the younger generation today, and I think they are a very altruistic generation. But they're also an options generation. So if you say to them, 'What about going teaching for the next 30 or 40 years?', then they're going to look a bit quizzically at you. If you say to them, let's structure a model that lets you try teaching for a period of time. If you want to go back to your sort of first career - a career as a scientist or perhaps as a lawyer, then business will come to the party and make that possible for you. But give us two years and go teaching in some of the schools where you are needed the most.

And what they're finding in the UK is the best and brightest are volunteering for the program, they are going teaching for two years, they are making a difference in the schools where they go teaching. And interestingly, even though they've got options to go elsewhere at the end of the two years, more than half of them are electing to stay teaching because they found they love it.

**MADONNA KING** : Can you guarantee that they'll teach in their area of expertise? That we won't have a mining engineer teaching French, that a science graduate would actually be in charge of science?

**JULIA GILLARD** : Well Madonna, the disturbing thing today is we couldn't guarantee that for Australian schools now. We're so short of maths teachers, we're so short of science teachers that people who aren't trained to teach those disciplines are ending up teaching them because there's no one else to do it.

Read more at

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

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## Consultation on teacher education reforms

*Hon Julia Gillard MP 5 September 2008*

Today the Minister for Education, Julia Gillard has announced that a series of consultative workshops will be held throughout the country to discuss different models for improving the quality of teacher education in Australia.

These consultations will be held in partnership with teacher employers from 12 September to 6 October. The Minister has written to State and Territory Education Ministers to welcome their support of this important process.

The workshops will discuss and develop several innovative approaches to improving the quality of teacher preparation

Key national partners including the Deans of Education, principal and teacher associations and unions and other teacher, student and parent organisations will be invited.

Several issues and proposals will be considered at the workshops including:

- Reforming the Practical Component of Teacher Education
- Data and Research on Effective Teacher Preparation
- Better pathways to teaching for top graduates, professionals and tradespeople
- National Teacher Fellows
- School centres for teacher education excellence

The workshops will run for three hours in each state and territory.

|                    |                              |
|--------------------|------------------------------|
| ACT                | 12 September, 9am-12pm       |
| NSW                | 15 September, 1:00pm-4:00pm  |
| Victoria           | 16 September, 9:30am-12:30pm |
| South Australia    | 17 September, 9am-12pm       |
| Western Australia  | 22 September, 9am-12pm       |
| Queensland         | 23 September, 9:30am-12:30pm |
| Northern Territory | 30 September, 9am-12pm       |
| Tasmania           | 6 October, 9am-12pm          |

Feedback from the workshops will inform the development of reform proposals being considered by the Council of Australian Governments as it works towards a National Education Agreement and help to create

the basis for collaborative delivery arrangements across jurisdictions and between sectors for the Rudd Government's Quality Education Agenda.

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## **Proposed teacher professional development resources on Islam**

**Dear Colleague,**

The National Centre of Excellence for Islamic Studies at The University of Melbourne in association with the Myer Foundation is considering a professional development program for primary and secondary school teachers. The program is aimed at enhancing awareness and knowledge of Islam and Muslims. The proposed program would cover Islamic history & civilisation, principles and values, as well as the socio-economic experience of Muslims in Australia. The program will be designed and delivered in collaboration with the Australian Curriculum Studies Association (ACSA) to ensure the material is relevant and useful for teachers. We wish to ensure that the program can be used by teachers in their classrooms, and will include in the program teaching strategies in relation to Muslim traditions and practices.

The proposed program is conceived in response to recent research which suggests that teachers can be at a loss when dealing with Islam. This feeling may be shared by students, making it very difficult to deal with bias and misrepresentation. A recent study by the Australian Catholic University discovered that half of the Victorian school children surveyed viewed Muslims as terrorists, and two out of five believed that Muslims were 'unclean'.

The proposed program would help teachers, especially those with a large number of Muslim pupils, to separate fact from fiction and relate to their Muslim students on common ground. For this project to move forward, however, we are seeking your support.

We hope you share our belief that the proposed program will be of intellectual and pedagogical value to our teachers, and, so that we can ascertain the level of demand for such a project, we would appreciate your supporting statement to that effect. You will find below a sample response which we hope would be of some help:

"I/We support and welcome the proposal for an Islamic education program for teachers. Introducing teachers to Islamic civilisation and history, as well as the experience of Muslims in Australia and Australian schools would have clear benefits to our teachers and students."

Responses need to be either on official letter-head, or emailed with full details of your association/school.

We look forward to hearing from you

A/Prof Shahram Akbarzadeh (NCEIS) & Ms Katherine Schoo (ACSA)

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## **HOT TOPIC: HILLSONG**

### **Hillsong 'using schools for recruitment'**

***ABC News, 9 September 2008 (AAP: Mick Tsikas)***

The Christian evangelical church Hillsong has been accused of secretly making a push to convert public school students in New South Wales.

The NSW Federation of Parents and Citizens Association says it has received a number of complaints from teachers and parents concerned that Hillsong is using public schools as a recruiting ground.

Federation president Dianne Giblin says the church is using its young people to go into schools and host barbecues called 'Exo days' in about 30 schools across the state.

Ms Giblin says religious education is strictly defined under the Public School Act.

"There's a section in the Act that says there's not to be more than one hour of special religious education a week," she said.

"These are coming under the disguise of cultural events or even PD [personal development], health and PE [physical education] sessions.

"We believe the content is not known to the department and the content should be known. All our curriculum content is known and we feel that they should take some action."

Read more at <http://www.abc.net.au/news/stories/2008/09/09/2359449.htm>

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## **Hillsong's schools recruitment drive**

*Paul Bibby and Josephine Tovey, Sydney Morning Herald, September 9, 2008*

A NETWORK of Christian youth ministries with links to the Hillsong Church is attempting to recruit members in public schools through free lunchtime concerts and barbecues called "Exo days", church manuals reveal.

Exo or Excellent days are free events run by Christian students under the direction of Youth Alive, an arm of the Australian Christian Churches - formerly the Assemblies of God - of which Hillsong is the largest member.

Youth Alive describes the events as "a free lunchtime festival ... put on by the Christian students as a gift to the school", but a leaders' manual prepared by the body reveals that Exo days are aimed at recruiting students to their local youth ministry.

A teacher at one public school said students had returned to class after an Exo day concert complaining about attempts to convert them, while the Federation of Parents and Citizens' Associations says it is an attempt to sneak evangelism into schools and reveals the need for new laws.

The Exo day instruction manuals obtained by the Herald include numerous references to recruitment and evangelism. "The whole goal for Exo week and Exo day is to see your youth ministry grow," it states. "The vision is to see evangelism and growth come from the students themselves in your youth ministry."

Read more at <http://www.smh.com.au/news/national/hillsongs-schools-recruitment-drive/2008/09/08/1220857456708.html?page=fullpage#contentSwap1>

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## **ACSSO NATIONAL CONFERENCE 2008**

### **Parents and Schools as Partners**

*20-21 October, Brisbane QLD*

## Speaker Profile: Angelo Gavrielatos

Many readers will have seen Angelo Gavrielatos' name come up in media stories dealing with education policies at a national level since the election of the Rudd Government.

Outspoken, articulate, committed and principled, in the short time he has been Federal President of the Australian Education Union, Angelo has become noted for bringing highminded discussions back to the realities that face teachers, students and parents around the country.

Angelo Gavrielatos had been the Deputy Federal President of the AEU since July 2003 and Deputy President from 2006, and an Organiser in Western Sydney since 1992. Prior to this, he was a secondary teacher in Green Valley in South West Sydney

A commitment to social justice unionism is at the heart of his work. His areas of primary responsibility have included the development and implementation of campaigns in a range of social justice areas within the Australian context and beyond.

Angelo was born in Newcastle and grew up in Bankstown, a South Western suburb of Sydney where he attended Bankstown Public School and Punchbowl Boys High School. He holds a Bachelor of Arts (Honours), from University of Sydney and a Graduate Diploma in Education, Sydney Institute of Education. He is married with two children.

Angelo will be a key participant in Session Four of the ACSSO National Conference: Values, Civics and Citizenship - The Big Debate and Poll.

Read more at <http://www.acsso.org.au/natconf08/>

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## ASSESSING SCHOOL PERFORMANCE

### Gillard's School Reporting Model: a Triumph of Ideology over Evidence

*Trevor Cobbold, Save Our Schools, 31 August 2008*

The Rudd Government's "education revolution" is looking more and more like an extension of the Howard Government's school policies. All the same elements are there - choice and competition, reliance on markets, and now public reporting of school results.

The model for the new school reporting scheme comes direct from New York. Julia Gillard has been enthusing about the New York system ever since her audience with the New York Schools Chancellor, Joe Klein. She says she is "inspired" and "impressed" by Klein's model.

It is a pity that Gillard did not look more closely. She would have seen major flaws.

The New York system produces unreliable and misleading comparisons of school performance and student progress. It is incoherent. It can be used to produce league tables. It fails to compare like with like and it is statistically flawed.

Diane Ravitch, Professor of Education at New York University, a former US Assistant Secretary of Education and advocate of school reporting now says that New York's school reporting system is "inherently unreliable", "dubious" and produces "bizarre results".

Read more at <http://soscanberra.com/national-issues/gillards-school-reporting-model-is-a-triumph-of-ideology-over-evidence>

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## **ASSESSING STUDENT PERFORMANCE**

### **So much for transparency: Gillard continues to sit on national literacy and numeracy test results**

*The Hon Tony Smith MP, Shadow Minister for Education, Apprenticeships and Training, 5th September 2008*

It has now been 115 days since students in years 3, 5, 7 and 9 sat the first national literacy and numeracy tests and Julia Gillard has still not released the results, the Shadow Minister for Education, Apprenticeships and Training, Tony Smith, said today.

Mr Smith said the tests - introduced by the former Coalition government - were specifically designed to be made available within a matter of weeks, not months.

"So much for the Rudd Government's claims about accountability and transparency," Mr Smith said.

"Julia Gillard is obviously scared about what these results will show - most likely state Labor government failure and falling standards in our schools.

"The Rudd Government is trying to save the Labor states from embarrassment and cover-up their failure to ensure all children meet the minimum literacy and numeracy benchmarks."

Read more at <http://www.liberal.org.au/news.php?id=1561>

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## **FAMILY-SCHOOL PARTNERSHIPS**

### **Lazy parents leaving manners and morals to the teachers**

*Bruce McDougall and Tim Vollmer, Daily Telegraph, September 09, 2008*

ANGRY teachers are sick of lazy parents who leave it to them to educate their kids everything from manners and morals to eating habits and hygiene.

They say they are fed up with playing "mum and dad" in the classroom and have told families to lift their game by devoting more time and effort to teaching their children on social issues.

Teachers told a survey they were now expected to take responsibility for educating children on a host of subjects parents no longer bothered with - including respect, good behaviour and punctuality.

Even the etiquette of mobile phone use is listed in a new six-step guide prepared for parents by an elite teacher group fed up with the rising burden imposed on classrooms.

The new guide, Parent-Teacher Partnerships, has been produced by the Australian Scholarships Group and the National Excellence in Teaching Awards organisation.

Its key message is, "Education doesn't only happen in the classroom".

The guide provides tips to parents to take up some of the slack for teachers whose desks are piled with extra programs on road safety, personal health, obesity, safe foods, civic pride, values, drugs and alcohol, multi-culturalism, child protection, life skills, bullying and anti-homophobia.

Read more at <http://www.news.com.au/couriermail/story/0,,24317193-23272,00.html>

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## **OPINION**

### **The failure of schools to educate**

*Tim Hawkes, 8 September 2008*

Despite being a headmaster for nearly 20 years, I am just developing a conviction that I have been manifestly unfaithful as an educator because I have been teaching an inadequate curriculum. The fact that this inadequacy in curriculum is probably to be found in most Western schools brings me no comfort at all.

When the philosopher Aristippus of Cyrene was asked, 400 years BC, what students should be taught, he replied: "Those things which they will use when adults."

What, then, are the things our students will use as adults? The only certainties are well known - death and taxes. Do we teach death in our schools? Do we teach financial literacy?

Both my parents died a few years ago. Apart from the grief, I found I had to cope with the ignorance. What sort of funeral service? What is probate? Whom do I have to notify? What are the duties of an executor? My experience is hardly unique. We all have to deal with death, even if it is just our own.

Then there are taxes - a topic I have expanded to include financial literacy. I look at the young today and see far too many victims in the use of credit cards, in understanding the relative benefits of lending schemes, in deciding which telephone plan to use, and in being able to save.

Too many schools have lost sight of those things that will be used by our students when they become adults. The relevance of contemporary school education is compromised by many things, not least by exam systems designed not so much to prepare students for life, as to help them get into tertiary education or improve the resume.

What are the things students will use when they are grown up?

Read more at <http://www.smh.com.au/news/national/the-failure-of-schools-to-educate/2008/09/08/1220725904072.html?page=fullpage#contentSwap2>

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## **TERTIARY EDUCATION**

### **Australian Higher Education Graduation Statement**

*Hon Julia Gillard MP, 4 September 2008*

The Minister for Education, Julia Gillard, today announced that an Australian Higher Education Graduation Statement will be introduced to make Australian qualifications recognised and renowned throughout the world.

The Graduation Statement will describe a higher education qualification in an easily understandable way, relating it to the system within which it was issued and describing qualifications in a clear and consistent way to potential employers and other higher education institutions.

The Graduation Statement will be presented to graduates at participating universities, in addition to degree certificates and academic transcripts, based on nationally agreed specifications.

Australians need high-level knowledge and skills to make Australia a more productive and prosperous nation in an increasingly competitive and complex international environment.

Graduation Statements have the potential to make Australian awards better understood internationally, enhancing the international mobility of Australian graduates and Australia's competitiveness in the international higher education market.

Read more at

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

Read Proposal for an Australian Higher Education Graduation Statement at

[www.deewr.gov.au/higheredgraduation](http://www.deewr.gov.au/higheredgraduation)

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## **AROUND THE STATES & TERRITORIES**

### **NSW: Catholics welcome, Muslims not**

*Sunanda Creagh, Sydney Morning Herald, September 9, 2008*

IT IS the tale of two schools. The Camden residents' group that fought a Muslim society's proposal for a school in rural Camden has welcomed a Catholic organisation's plans to build a school nearby because "Catholics are part of our community".

The president of the Camden/Macarthur Residents' Group, Emil Sremchevich, said the Catholic school plan "ticked all the right boxes", even though he is yet to see its development application.

"Catholics are part of our community so we should be supporting it on this basis alone. We have to welcome them," Mr. Sremchevich told the Herald. "To become part of a community, you need to live in the community. You can't just turn up."

The Quranic Society said Mr. Sremchevich's comments were racist but he rejected that tag. "Why is that racist? Why is it discriminatory? It's very simple: people like some things but don't like other things. Some of us like blondes, some of us like brunettes. Some of us like Fords, some of us like Holdens. Why is it xenophobic just because I want to make a choice? If I want to like some people and not like other people, that's the nature of the beast."

Mr. Sremchevich was among those who applauded a Camden Council decision in May to reject the Quranic Society's application to build a 1200-student school at Burraborang Road, Cawdor. The council said it was refused "on planning grounds" but one resident, Kate McCulloch, said Muslims would not fit into the Camden community.

"The ones that come here oppress our society, they take our welfare and they don't want to accept our way of life," she said then, when she had hoped to follow Pauline Hanson into politics.

Read more at <http://www.smh.com.au/news/national/catholics-welcome-muslims-not/2008/09/08/1220857456711.html>

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### **QLD: Anna Bligh announces 240 new kindergartens for Queensland**

## ***Courier Mail, Gabrielle Dunlevy and Jessica Marszalek September 08***

Queensland Premier Anna Bligh has announced that the Queensland Government will build 240 kindergartens by 2014, providing early education for 12,000 children. Ms Bligh announced the plan as the first initiative in a new blueprint for the future, called Toward Q2.

The \$300 million initiative will build kindergartens near or with state and independent primary schools.

Ms Bligh told reporters in Brisbane today it was the largest single investment in kindergartens by any Queensland government.

In Queensland, just 29 per cent of preschool-aged children are enrolled in early education, compared to up to 96 per cent in other states.

"Importantly this new investment will close the gap in early childhood education between Queensland and the rest of Australia," she said.

"For too long in this regard, Queensland has lagged behind the rest of the country.

"Now that prep is established we can take the next step."

Opposition Leader Lawrence Springborg said the plan, released in a glossy brochure as part of the Toward Q2 document, was only doing what a government should do.

Read more at <http://www.news.com.au/couriermail/story/0,23739,24312129-5016679,00.html>

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## **SA: Challenge ends, reading continues**

***Mike Rann, Premier of South Australia, September 5, 2008***

Today is the final day of the Premier's Reading Challenge for 2008 but Early Childhood Minister Jay Weatherill says that is no reason for children to stop reading.

"One of the great things about this Challenge is that it helps children to discover the joy of reading and improves their reading skills in the process," Mr Weatherill said.

"While the Challenge may be over for another year, I hope that children continue to read and enjoy the wonder of books."

Mr Weatherill said the 2008 Premier's Reading Challenge already has broken many records.

"More schools and more students than ever before signed up to this year's Challenge and we now have more than 144,770 students from 95 per cent of schools across the State taking part," he said.

Read more at <http://www.premier.sa.gov.au/news.php?id=3636>

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## **TAS: Tassie battlers to benefit from \$90m 'one-stop shops'**

***Michael Stedman, Mercury, 8 September 2008***

STRUGGLING parents in Tasmania's most disadvantaged areas will be supported by a new network of child and family centres costing up to \$90 million. Premier David Bartlett used Father's Day yesterday to

announce the Government would build up to 30 centres to help parents bring up their children and boost early years education.

The centres will cost up to \$3 million each and will roll existing pre-birth, ante-natal, nutrition, childcare and education services into one-stop shops.

Mr. Bartlett said Bridgewater would be one of the first eight centres to be up and running by the end of next year. He drew on his own childhood growing up in an adopted family to emphasise the importance of good parenting and its link to better educational outcomes.

"I was a child adopted by a loving family who provided me with a wonderful start to life," Mr. Bartlett said in his keynote speech to the Labor State Conference. But he said parents in disadvantaged areas often struggled to give children the support they needed.

"It's not fair to them and it's not fair to many of their parents who are struggling to balance the pressures of life," he said. "We will prepare parents for the most important job on the planet - being mum and being dad."

The initiative mirrors the Federal Government's policy which was outlined in Hobart earlier this year by Parliamentary Secretary for Early Childhood Education Maxine McKew and, as such, is likely to receive Commonwealth funding.

Read more at <http://www.news.com.au/mercury/story/0,22884,24310504-5007221,00.html>

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## **VIC: Homework Clubs Helping Victorian Students Succeed**

*Thursday, 04 September 2008*

Homework clubs give disadvantaged students a major boost in educational performance and social skills according to new research.

Releasing the research today, Education Minister Bronwyn Pike said Melbourne Citymission's Learning Support Programs, which involves students from two Broadmeadows primary schools, is a great example of partnerships between schools and the community.

"This initiative showcases how valuable community partnerships can be in reducing the educational disadvantage for particular groups of children, and helping them achieve the best possible results," Ms Pike said.

"In this year's State Budget we announced first-time funding of \$4.4 million for supports such as homework clubs for thousands of refugee students across the state who are adjusting to life in a Victorian school.

Read more at <http://www.premier.vic.gov.au/minister-for-education/homework-clubs-helping-victorian-students-succeed.html>

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## **CONFERENCES & EVENTS**

### **Anti-Poverty Week**

*12-18 October 2008*

**Plan to Get Involved!**

Here's an ideal opportunity for your school to build an event, activity or initiative that will really engage your whole community in values education in action.

Values of inclusiveness, empathy, compassion, equality of opportunity, and a fair go all.

And a great way to build links with community organisations in your area and enable students and families to get involved in activities that not only make a difference - but build their skills, attitudes and practical values - and learn much more about the ways in which our community is connected and works together.

The success of Anti-Poverty Week depends on individual people and organisations taking action to organise an activity with friends, colleagues or other groups. Any activity, large or small, that helps people to express their interest and concern about any aspect of local, national or global poverty is very welcome.

Some activities are organised by welfare and health organisations, religious groups, community organisations schools and youth groups. But many other types of organisations also arrange activities, including government departments, local councils, business organisations, universities and sporting and cultural groups.

There are countless ways to get involved! So let's all get moving.

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

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## REMI NDERS

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

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

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

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

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

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

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

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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)

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

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

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8-9 October - School Marketing Conference - Perth - <http://www.marketingschools.net/>

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12-18 October - Anti-Poverty Week - <http://www.antipovertyweek.org.au/>

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16-18 October - Learning Democracy by Doing - Toronto, Canada -

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

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

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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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10-11 November - Curriculum Corporation Conference 2008 - Melbourne -  
<http://www.curriculum.edu.au/conference/2008/>

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

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

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

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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

### 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](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](http://www.asiaeducation.edu.au/public_html/scope_sequence.htm)

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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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