



AUSTRALIAN EDUCATION DIGEST

Volume 4 Number 14, 4 May 2010

- [FUNDING: Review of Funding for Schooling \(5 items\)](#)
- [COMPARING SCHOOL PERFORMANCE: \(9 items\)](#)
- [RELIGION & ETHICS: \(3 items\)](#)
- [SCHOOL LIBRARIES: MPs to hear school library concerns](#)
- [EDUCATION & DISABILITY: Schools failing the disability test](#)
- [TOWARDS AN AUSTRALIAN CURRICULUM: \(3 items\)](#)
- [INDIGENOUS EDUCATION: CIS Report: Indigenous Education 2010](#)
- [BUILDING THE EDUCATION REVOLUTION: \(2 items\)](#)
- [DIGITAL LITERACY: \(2 items\)](#)
- [STUDENT RETENTION: Push to keep kids in school could backfire](#)
- [AWARDS & PRIZES: Australian Rural Education Awards](#)
- [AROUND THE STATES & TERRITORIES: \(16 items\)](#)
- [CONFERENCES & EVENTS: 2 items\)](#)
- [REMINDERS](#)
- [ACSSO EMAIL NEWSLETTERS](#)

FUNDING

AEU Welcomes Funding Review

AEU Media Release, 16 April 2010

The Australian Education Union today welcomed the Federal Government's move to initiate a review of schools funding. AEU Federal President, Angelo Gavrielatos said the review represents one of the most important chapters in the history of schools funding in Australia.

"This is a chance to finally get rid of the Howard Government's funding system that favours private schools," Mr Gavrielatos said. "This review will be about the rights of Australian families and the obligation of governments.

"It is the right of every family to have access to a well resourced, high quality public school in their local community. That means: sufficient qualified teachers and staff to meet the needs of students; a broad curriculum of the highest quality; and a safe, modern 21st century learning environment.

"Only by properly funding our public schools can we guarantee every child has the opportunity to fulfil their potential. A strong and vibrant system of public education is vital not only to families and local communities but also to Australia's future. It remains the key to a strong economy, a skilled workforce and a cohesive society."

Read entire release: <http://www.aeufederal.org.au/Media/MediaReleases/2010/1604.pdf>

[< top >](#)

Private schools get more money for special needs students: Greens

Anna Patty, Sydney Morning Herald, 28 April 2010

PRIVATE schools are getting a higher per-capita share of the state and commonwealth funding allocated to students with special needs compared with state schools, new analysis suggests.

Commonwealth funding for private schools is tied to the average cost to state governments of funding a child in the public school system.

Of the \$3 billion the state and commonwealth governments provide to non-government schools in NSW for special needs education, an estimated 13 per cent, or \$400 million, is allocated on the basis of how much is provided to government schools, according to calculations by the Greens.

This means \$15,800 goes to each special needs student in the private system, compared with \$13,253 per student in a government school, according to the Greens MP and education spokesman John Kaye.

Dr Kaye said his analysis rebutted the claims of the private school lobby. He said students with special needs make up 11.1 per cent of students in public schools and 6.7 per cent in private schools and per capita funding was 19 per cent greater for non-government schools. This was based on there being 83,000 special needs students in the government system, which receives \$1.1 billion in associated per capita funding, and 25,000 special needs students in the non-government system, which receives \$396 million.

The NSW Association of Independent Schools has rejected the Greens analysis as flawed.

Read entire article: <http://www.smh.com.au/national/education/private-schools-get-more-money-for-special-needs-students-greens-20100427-tq1m.html>

[< top >](#)

Review of Funding for Schooling

Dept of Education, Employment & Workplace Relations Website, updated 30 April 2010

On 30 April 2010, the Minister for Education Julia Gillard, announced the expert panel leading the Review of Funding for Schooling and released the draft terms of reference and a discussion paper. The panel of eminent Australians will be lead by chairman David Gonski AC, an eminent businessman and philanthropist who is also the Chancellor of the University of NSW and chairman of the Australian Securities Exchange, Coca-Cola Amatil and Investec Bank.

The panel will also include Ken Boston AO, the former Director-General Department of Education and Training (NSW); Carmen Lawrence, former Federal Minister and Premier of WA and current Professorial Fellow in the Institute of Advanced Studies at the University of Western Australia; Kathryn Greiner AO, current Deputy Chancellor at Bond University and chairman of Australian Hearing; and Peter Tannock AM, noted international educationalist and former Vice-Chancellor at University of Notre Dame Australia.

The discussion paper will provide Australians with information about how schools are currently funded; issues that may influence future funding and questions that could inform the scope of the review. It also includes a draft Terms of Reference.

These draft terms of reference will be open for comment from the education sector until the end of May. Once the terms of reference are settled and approved, everyone with an interest in schooling will have the opportunity to contribute their views and address the terms of reference.

Read more at: <http://www.deewr.gov.au/Schooling/Programs/Pages/FundingReview.aspx>

Download Discussion Paper and Draft Terms of Reference at:
<http://www.deewr.gov.au/Schooling/Programs/Documents/FundingDiscussPaper.pdf>

[< top >](#)

Gillard puts funding on notice

Justine Ferrari, the Australian, 1 May 2010

BUSINESSMAN David Gonski will lead the panel of eminent people picked by Education Minister Julia Gillard to review the nation's system of funding government and non-government schools.

Mr Gonski will be joined on the panel by former West Australian Labor premier Carmen Lawrence, former Sydney City councillor Kathryn Greiner, former NSW Education Department secretary Ken Boston and Catholic education stalwart Peter Tannock.

Releasing a discussion paper and draft terms of reference yesterday to the inquiry she called two weeks ago, Ms Gillard said the time was right to discuss school funding in an open and constructive manner.

"Education is too important to allow it to be dominated by ideological arguments or as a vehicle for a broader political agenda," she says in the discussion paper.

The terms of reference, which are open to public comment until the end of the month, call for a funding system that is "transparent, fair, financially sustainable and effective in promoting excellent educational outcomes" for all students.

Read entire article: <http://www.theaustralian.com.au/news/nation/gillard-puts-funding-on-notice/story-e6frg6nf-1225860821051>

[< top >](#)

School Funding Review Compromised by Overwhelming Conflict of Interest

Trevor Cobbold, Save our Schools, 2 May 2010

The public education group, Save Our Schools, has criticised the appointment of the chairman of Sydney Grammar School to head up the school funding inquiry announced by the Federal Education Minister. National Convenor of SOS, Trevor Cobbold, said the appointment of Mr. David Gonski has compromised the independence of the review.

"It is absolutely absurd that the chairman of an elite private school has been appointed to decide the future funding of private and government schools. The conflict of interest is overwhelming.

"It is scandalous that Julia Gillard has appointed such a partisan committee to review school funding. It is dominated by vested interests. Partisans of private schools are a majority on the review panel. It is not an independent review.

"The review will be a complete whitewash. Its membership signals that the Federal Education Minister is not interested in an impartial review. Her appointment of Mr. Gonski and other private school partisans is a way of reassuring private schools that their privileged funding is not under threat.

"John Howard and David Kemp could not have done better to ensure their program of massive over-funding of private schools by the taxpayer will continue well into the future.

Read more at: <http://www.saveourschools.com.au/media-releases/media-release-2-may-school-funding-review-compromised-by-overwhelming-conflict-of-interest>

[< top >](#)

COMPARING SCHOOL PERFORMANCE

Missing Census Data May Further Bias My School Comparisons

Trevor Cobbold, Save our Schools, 23 April 2010

The comparisons of the test results of so-called like schools on My School are biased in favour of private schools. This occurs because it uses a flawed measure of the socio-economic status (SES) of schools to group so-called "like schools" which systematically over-estimates the level of socio-economic disadvantage in private schools and under-estimates disadvantage in government schools.

Consequently, My School compares the test results of higher SES private schools with lower SES government schools, thereby making private school results look better than their "like" government schools.

This systematic bias in favour of private schools is likely to be further compounded by missing Census data. The Index of Community Socio-Educational Advantage (ICSEA) used to measure school SES is based on several variables drawn from Census data.

If some relatively high non-response rates to key Census questions are concentrated among low SES families ICSEA is likely to underestimate the level of disadvantage in government schools, causing them to be compared with higher SES private schools.

Read entire article: <http://www.saveourschools.com.au/league-tables/missing-census-data-may-further-bias-my-school-comparisons>

[< top >](#)

Misclassification Errors in My School Comparisons: A Response to Professor McGaw

Trevor Cobbold, Save our Schools, 26 April 2010

The Chairman of the Australian Curriculum, Assessment and Reporting Authority, Professor Barry McGaw, has rejected criticisms made by Save Our Schools (SOS) that the "like school" comparisons on the My School website are biased in favour of private schools. But his response effectively proves the SOS case and he fails to produce any evidence to support his claims. Indeed, the available evidence supports the SOS case.

The basis of the SOS criticism is that My School uses a methodology to determine so-called "like schools" which is based on the socio-economic status (SES) characteristics of small geographical areas rather than on the SES of families.

The problem is that each area contains a mix of families and the higher income families more often choose private schools. For example, 55% of high income families choose private secondary schools compared to 26% of low income families.

This causes My School to systematically over-estimate the level of socio-economic disadvantage in private schools and under-estimate disadvantage in government schools. Consequently, My School compares the test results of supposedly similar private and government schools, but which may have large differences in the SES composition of their enrolments.....

Read entire article: <http://www.saveourschools.com.au/league-tables/misclassification-errors-in-my-school-comparisons-a-response-to-professor-mcgaw>

[< top >](#)

The importance of NAPLAN and My School

Hon Julia Gillard MP, Doorstop interview, 28 April 2010

JULIA GILLARD: I've just attended an executive meeting of the Australian Education Union. I made it clear to the executive members that I wasn't there to negotiate about the My School website. I wasn't there to engage in a confrontation either.

I went to the Australian Education Union executive to put my view to them about how important My School is, how important the information on My School is and how vital it is that this year's national tests go ahead.

I particularly talked to the Australian Education Union executive about how parents and the community valued this information. Parents have voted with their fingertips. Parents value national testing; they value the individual report card that gives them information about their own child; and parents value the information on My School.

We had a respectful discussion about My School, about national testing, about education in this country.

I maintain my call to the Australian Education Union executive to stop the proposed boycott of national testing this year. The Australian Education Union executive has been saying there will be a boycott.

Today I went there to reinforce the importance of My School and the importance of this national testing going ahead and I maintain my call to the Australian Education Union executive to abandon this boycott which would be bad for kids, bad for schools, bad for parents and bad for future of Australian education.

Read entire transcript:

http://www.deewr.gov.au/Ministers/Gillard/Media/Transcripts/Pages/Article_100429_070854.aspx

[< top >](#)

Missing Census Data May Further Bias My School Comparisons

Minister Unwilling to Act to Protect Students

AEU Media Release 30 April 2010

The Australian Education Union said today that teachers would continue with a national moratorium on the 2010 NAPLAN tests. The decision was taken after a meeting with Education Minister Julia Gillard today in which she ruled out taking any steps to protect students from the misuse of test data posted on the My School website.

AEU Federal President Angelo Gavrielatos said: "The Minister only had one message today and that was she would not negotiate. Today she rejected a proposal to convene a working party with representatives from the Government and the union that would sit down and try and find a solution to this dispute.

"That is disappointing given the deep concerns teachers have about the misleading way test data is being presented on the My School website and the failure of the Government to stop this data being used to name and shame schools in league tables.

"The AEU remains willing to engage in good faith negotiations to achieve a resolution to this dispute which would allow the tests to proceed. Unless the Minister is willing to negotiate, the moratorium on the tests will remain in place".

The full decision of the special meeting of the AEU Federal Executive can be found at:

<http://www.aeufederal.org.au/LT/Execdecision2804.pdf>

Read entire release: <http://www.aeufederal.org.au/Media/MediaReleases/2010/2804.pdf>

[< top >](#)

Accountability is essential to improve all our schools:

Objective information on student performance ensures it

Editorial Comment, the Australian, 1 May 2010

YOU can read what was recently top secret information about education in The Weekend Australian today. So important that academic ideologues believe publishing it should be illegal, because it undermines the education establishment's authority. So illuminating that the Australian Education Union's leaders are trying to stop us seeing any more of it.

The union has ordered its members not to supervise national tests, known as NAPLAN, next month, and in NSW its apparatchiks are threatening anybody who does. They are ideologically opposed to our using the NAPLAN literacy and numeracy results, which are published on Education Minister Julia Gillard's My School website, to compile a list of the 100 top performing primary schools in the country.

While the AEU cloaks its opposition to the My School information in concerns about supposed poorly designed data collection and how it is interpreted, the difference between this newspaper and the censors comes down to one essential idea.

We believe families, students and classroom teachers are the people who matter most in our schools, and that they have a right to all the information necessary to improve the quality of children's education.

Read entire article: <http://www.theaustralian.com.au/news/opinion/accountability-is-essential-to-improve-all-our-schools/story-e6frg71x-1225860821074>

[< top >](#)

Newspaper publishes MySchool league table

ABC News, 1 May 2010

A national newspaper has published the first analysis of Australia's top 100 schools, using national numeracy and literacy results revealed on the MySchool website.

The News Limited report comes amid plans by teachers' unions to boycott NAPLAN results because of fears they would be used to create school league tables.

Elite private schools have dominated the list, with New South Wales and Victorian schools performing the best nationally.

Independent Education Union federal secretary Chris Watt says the report is not a credible representation.

"This sort of publication of allegedly the top 100 schools doesn't contribute," he said.

"It is purely and utterly sensationalist reporting. It is not about assisting, it is just about selling a newspaper, unfortunately."

Read more at: <http://www.abc.net.au/news/stories/2010/05/01/2887728.htm?section=justin>

[< top >](#)

Newspaper's misleading school comparisons justify test ban

John Kaye MP, Media release: 1 May 2010

As the NSW government calls in backpackers and other unqualified casual workers to administer school numeracy and literacy tests, "the Australian" newspaper's list of the one hundred so-called 'best' schools demonstrates why teachers have imposed bans.

"The Australian's list is deeply misleading. It distorts the debate and says nothing about what is important in the future of education.

"Teachers are exercising their professional [conscience] to stop education being undermined by a competition between schools to boost diagnostic test scores.

"The Australian has added fuel to the fire by spotlighting schools whose students scored well in the tests.

"Presence on this 'honour roll' is more related to the type of students that the schools recruit than to the quality of teaching and learning. This is especially true for the secondary schools, where the test is held just three months after students first enrol.

Read entire release: <http://www.johnkaye.org.au>

[< top >](#)

Fears schools may cheat to improve test performance

Anna Patty, Sydney Morning Herald, 4 May 2010

NSW high school principals are expecting the teacher ban on NAPLAN tests to affect the "vast majority" of secondary schools next week.

The president of the NSW Secondary Principals Council, Jim McAlpine, said Australia was in danger of becoming a "nation of cheats" unless the national literacy and numeracy tests were monitored by external supervisors.

Mr McAlpine said the federal government's reward payments for improved NAPLAN results would tempt schools, which administer the tests, to alter results to improve performance. He said the federal government should pay for external supervisors for the high-stakes NAPLAN tests given to students in years 3, 5, 7 and 9.

"Julia Gillard should pay for external exam supervision in every school to ensure the results are fair and genuine, in the same way we do the HSC. It is ludicrous these tests are done in a classroom with a teacher," he said. "There is no way to control the alteration to answers and yet these results are being used to make judgments on school performance."

Read more at: <http://www.smh.com.au/national/education/fears-schools-may-cheat-to-improve-test-performance-20100503-u3ru.html>

[< top >](#)

NAPLAN data first step to better education for all

Peter Knapp, The Australian, May 04, 2010

The Weekend Australian's list of the nation's top 100 primary and secondary schools on student performance in national literacy and numeracy tests demonstrates revealing features of educational achievement across the country that were previously unknown. In particular the strong representation of NSW should give the other states and territories some food for thought.

There is no denying the National Assessment Program: Literacy and Numeracy tests are not perfect. They better target middle and lower-ability students than top achievers.

The NAPLAN tests do not target high-ability students and they cannot tell teachers what their students do not know, which after all is the diagnostic value of testing. For high-ability students, the NAPLAN tests are a diagnostic lemon.

This is why the principal of the highest ranked secondary school in Australia, Sydney's James Ruse Agricultural High School, said last week she cannot find much value in the tests for her students.

Read more at: http://www.theaustralian.com.au/news/opinion/naplan-data-first-step-to-better-education-for-all/story-e6frg6zo-1225861758283?from=public_rss

[< top >](#)



[< top >](#)

RELIGION & ETHICS

School gets ethics ball rolling

Lana Lam, Inner West Courier, 26 April 2010

ALL eyes were on the state's first ethics class for primary school students this week, turning the lesson into a crash course on the ethics of a media scrum.

School went back on Tuesday and the classroom of year 5 and 6 students at Haberfield Public School was filled with TV crews, photographers and reporters. Along with 21 students and one volunteer teacher, they all squeezed into the room for a first-hand look at the controversial pilot program, which will cover issues such as honesty, fairness, bullying and graffiti.

The 10-week ethics course was developed by the St James Ethics Centre.

Last week, some religious leaders voiced their disapproval of the trial, fearing it would undermine the viability of special religious education classes or scripture. Reports that the trial would be halted were all but quashed as volunteer teacher Victoria Oettel started the course with a few rules, and a scenario.

Read entire article: <http://inner-west-courier.wherelive.com.au/news/story/school-gets-ethics-ball-rolling/>

[< top >](#)

Scripture in schools the next battle zone

Australian Prayer Network Newsletter, 28 April 2010

Last year, the NSW government announced a trial program allowing primary school students who did not attend scripture classes to have the option of attending ethics classes instead. The ethics syllabus has been prepared by the St James Ethics Centre, a secular organisation with no formal church links. Despite Government assurances that the ethics classes would not diminish the role of religious education, it is believed these classes are now being advertised to students enrolled in Scripture classes and are therefore being run in direct competition with Scripture.

In a letter to parents of students enrolled at one of the trial schools, the St James Ethics Centre invited, "participation from students, regardless of whether they currently 'opt out' of Scripture or not." The move to hold ethics classes is believed to be part of a wider secularist agenda to push religious education out of schools. For more than 100 years Scripture classes have provided an important opportunity for many primary and high school students to hear about the Christian faith and learn more about Jesus. It is vital that Scripture retain its special place in NSW schools.

Australian Christian Lobby Managing Director Jim Wallace, in a written article (*) on the subject said: "No serious historian doubts the influence of Christianity, on the legal, cultural and political development of Western civilisation. It is the Judeo-Christian ethic that sets the way we live apart from the way other cultures live. At the time these classes were announced it was made clear that they would not compete with traditional Scripture classes. However, with the pilot trial now due to start, it has emerged they are being pitched to draw students away from Scripture classes."

Read entire article at: <http://ausprayernet.org.au/newsletter/NewsletterArchive.php>

[< top >](#)

Evangelical Ethics

Meg Wallace, Online Opinion, 27 April 2010

The James Ethics Centre, which has helped develop an alternative course to religious instruction as a secular "ethics" course says it is aimed at helping children "to learn to bring evidence to bear in their thinking about ethical matters". Surely this is something from which all students can benefit were the content of such a new course to be part of the approved national curriculum.

Such a course could complement the values that are already taught to all children through their general education: they learn cultural and moral values through, for example, history, English and drama, civics instruction and even sport. From the point of view of good citizenship, these values are well established in our political heritage (for example in the international human rights documents).

Archbishop Jensen is concerned children may be attracted to the new ethics classes and abandon faith-based acceptance of what is right. Why, because they make more sense?

This is a turf war being fought in schools. The feigned innocence of the ethics course proponents is not helpful. The problem arises from the fact that religion in any form is being taught in our government schools: a political sop to religious groups when government schools were required to be secular.

Read entire article: <http://www.onlineopinion.com.au/view.asp?article=10334&page=0>

[< top >](#)

SCHOOL LIBRARIES

MPs to hear school library concerns

Anna Patty, Sydney Morning Herald, 27 April 2010

THE national supply of professional librarians in schools is diminishing and the concern will be raised in Sydney tomorrow at the first hearing of a national inquiry into how school libraries are staffed.

Federal Education Minister Julia Gillard has directed the House of Representatives committee on education and training to report on "role, adequacy and resourcing" of school libraries and teacher librarians in public and private schools. The inquiry follows the federal government's \$16.2 billion investment in providing schools with new libraries and other buildings.

Georgia Phillips, a teacher librarian and adjunct lecturer at Charles Sturt University, said the number of tertiary courses training teacher librarians had fallen in recent decades from 15 to three. The surviving courses were offered by Charles Sturt University in Wagga Wagga, Edith Cowan University in Perth and the Queensland Institute of Technology in Brisbane.

Ms Phillips, who also represents a lobby group campaigning against the further loss of school librarians, said Tasmania and the Northern Territory had lost about half their number of qualified teacher librarians. She said Victoria had lost up to a third of its teacher librarians since the former Kennett government gave principals greater autonomy to hire staff.

Source: <http://www.theage.com.au/national/education/mps-to-hear-school-library-concerns-20100426-tnci.html>

Find out more about the inquiry and public hearings:

<http://www.aph.gov.au/house/committee/edt/schoollibraries/hearings.htm>

[< top >](#)



[< top >](#)

EDUCATION & DISABILITY

Schools failing the disability test

The Age, 3 May, 2010

Mr Davidson, who co-founded SPELD in 1968 and was awarded an Order of Australia for services to special education last year, says all teachers should be trained to teach literacy and pick up learning difficulties.

"The general standard of teacher training is not good. We must improve the quality of people who are training the teachers. Numeracy and literacy is watered down to such an extent that teachers don't have much understanding of children who struggle to learn a process. Until everybody in the class understands what you are trying to teach, you haven't succeeded."

Mr Davidson says all teachers should feel confident to be part of the diagnosis process and to put strategies in place. "It has to happen in primary school," he says. "It's not too late if they aren't identified until secondary school, but a lot of reading recovery has to go into that student," he says.

Read more at: <http://www.theage.com.au/national/education/schools-failing-the-disability-test-20100430-tyur.html?rand=1272609678713>

[< top >](#)

TOWARDS AN AUSTRALIAN CURRICULUM

In the curriculum teachers say geography should be where it's at

Justine Ferrari, the Australian, 27 April 2010

THE national geography curriculum will seek to reclaim topics given to other school subjects, with teachers concerned that the national maths and science curriculums include areas traditionally taught in geography. The national maths curriculum includes the interpretation and creation of maps, while the national science curriculum has students learning about plate tectonics, water use and management, weather and climate change - areas geography teachers consider part of their discipline.

The initial advice on geography, drafted by Alaric Maude, an associate professor in geography at Flinders University, defines the subject as the study of place - taking geography back to its roots, developed by the ancient Greek and Islamic societies.

"It has been described as the 'why of the where'," the paper says. "Geography answers our questions about why places are like they are, how they are connected to other places, how and why they are changing and how and why their characteristics vary from place to place."

The curriculum aims to teach students basic geographic knowledge along with the geographic approach and the discipline's distinctive way of understanding the world - the uniqueness of each place as well as the similarities between places.

Read entire article: <http://www.theaustralian.com.au/news/nation/in-the-curriculum-teachers-say-geography-should-be-where-its-at/story-e6frg6nf-1225858539026>

[< top >](#)

Asia focus a smart call for schools

Sid Myer, Sydney Morning Herald, May 3, 2010

AS PROFESSOR Ross Garnaut has said, a new world order with China as a great power will require us to be cleverer and more subtle to achieve our strategic objectives. Our new big boy on the block - and geographically closer than we are used to - will be a country we have had very little to do with in our comparatively short history.

China is a big part of our future, but it is not all of it. There is India, there are the 10 countries of ASEAN, and Japan continues to be our biggest export market. We are free to view our geography as either a disadvantage - or a magnificent advantage.

What this means for schools and the new national curriculum is controversial for some, but there is general agreement that we need to make the most of this changing future. We need to be better informed, more able to adapt and adopt new ways of thinking, and to encourage young Australians to achieve what the Americans are now calling "global competence".

Read more at: <http://www.smh.com.au/opinion/society-and-culture/asia-focus-a-smart-call-for-schools-20100502-u195.html>

[< top >](#)

Consultation on the draft Australian Curriculum (K-10) in Maths, Science, English & History

Australian Curriculum, Assessment and Reporting Authority

The draft Australian Curriculum for English, mathematics, science and history (K-10) is available for consultation from 1 March 2010 to the end of May 2010. The draft curriculum for each of these learning areas is available online through the Australian Curriculum Consultation Portal, and includes content descriptions, achievement standards, content elaborations and some annotated work samples.

The consultation website is available for everyone to read, review, download or print the draft K-10 curriculum. It is also the place where individuals and groups can provide feedback and where the online feedback survey can be completed.

The K-10 consultation process and the K-10 part of the website will be open until 23 May 2010.

Work on the senior secondary years' curriculum for English, mathematics, science and history is proceeding according to the agreed timeframe. From April 2010 to June 2010, the senior secondary curriculum will be available online for consultation.

Read more at: <http://www.acara.edu.au/consultation.html>

[< top >](#)

INDIGENOUS EDUCATION

Indigenous literacy and numeracy still lagging

Simon Santow, ABC News, Apr 29, 2010

An analysis of national literacy and numeracy tests has found that four out of every 10 Aboriginal students sitting the tests are failing them.

The free market Centre for Independent Studies (CIS), which conducted the analysis based on National Assessment Program Literacy and Numeracy (NAPLAN) figures, blames government schools, especially at the primary level.

The CIS says the problem is a combination of waste and bad policy rather than a lack of money or resources.

It says there is a direct relationship between the level of welfare dependency and the level of education among Indigenous students.

The study is the centre's third annual report on Indigenous education but its first with access to the controversial NAPLAN test results.

Independent researcher Mark Hughes, who co-authored the study, says there has not been much improvement in Indigenous education.

"There are massive amounts of resources being directed ... very ineffectively," he said.

Read more at: <http://www.abc.net.au/news/stories/2010/04/29/2886355.htm?section=justin>

[< top >](#)

Education fails indigenous kids

Helen Hughes and Mark Hughes, The Australian, April 29, 2010

AUSTRALIA has to improve its education constantly, performing better from year to year in international benchmarks, to support productivity growth and quality of life. In the National Assessment Program: Literacy and Numeracy tests and My School website, Education Minister Julia Gillard has not only provided parents with vital information about their children's schools but given Australia an invaluable evidence base for school improvement.

In general, Australian schools perform reasonably well. But indigenous education is failing dismally. NAPLAN tests and the My School website confirm years of reports of indigenous education failure: 40 per cent of Australia's 150,000 indigenous students - 60,000 - are not achieving minimum national standards.

The Australian Education Union's ban on administering the NAPLAN tests, due in two weeks, fits its horizon for ending these high indigenous failure rates. The union's submission, authorised by federal president Angelo Gavrielatos, to the government's draft Indigenous Education Action Plan considers that "the realistic timeframe that should be considered to achieve outcomes for indigenous people equal to the rest of the community is to focus on the outcomes that should be expected for the children to be born in 20 to 25 years from today". In other words, the union's timeframe to achieve the same pass rates for indigenous as for non-indigenous children is more than 30 years.

Read more at: <http://www.theaustralian.com.au/news/opinion/education-fails-indigenous-kids/story-e6frg6zo-1225859601205>

Helen Hughes is a senior fellow of the Centre for Independent Studies. Mark Hughes is an independent researcher. Their Indigenous Education 2010 paper is available at <http://www.cis.org.au>.

[< top >](#)



[< top >](#)

BUILDING THE EDUCATION REVOLUTION

All states must come clean on BER fees and costings

Christopher Pyne, Shadow Minister for Education, Apprenticeships and Training, 29 April 2010

All state and territory governments across Australia should release Building the Education Revolution costings and management fees for public scrutiny, Christopher Pyne, Shadow Minister for Education said today.

"New South Wales has publically released costings and management fees showing charges in excess of 20%, well above the 4% cap supposedly insisted upon by the Minister for Education in the BER guidelines," Mr Pyne said.

"Yesterday the Queensland Government finally admitted there were examples of 12% management payments being paid to contractors, double what they had previously claimed," he said.

Read more at: <http://www.liberal.org.au/Latest-News/2010/04/29/All-states-must-come-clean-on-BER-fees-and-costings.aspx>

[< top >](#)

BER task force chief inspects first school

Bridget Brennan, ABC, 3 May 2010

The task force investigating complaints into the Federal Government's Building the Education Revolution (BER) program has begun work.

Deputy Prime Minister Julia Gillard ordered the probe into the \$16.2 billion school building program after claims of massive cost blowouts and roting.

Former chief executive of UBS Australia, Brad Orgill, is heading the \$14 million task force which will look into 150 formal complaints.

Mr Orgill made his first inspection at Dobroyd Point Public School in Sydney's inner west today.

He says he will visit 100 schools in the next three months and deliver an interim report to Ms Gillard in August.

"We're charged with looking at complaints that have already come into the department or into the state authorities and complaints that may come in the future and we would welcome any complaints that are still out there that haven't been logged," he said.

Read more at: <http://www.abc.net.au/news/stories/2010/05/03/2889118.htm>

[< top >](#)

DIGITAL LITERACY

Students improve computer skills but gaps in achievement remain

Australian Council for Educational Research, ACER E-News, April 2010

The latest findings of the National Assessment Program- ICT Literacy, conducted for the by ACER under the auspices of the Ministerial Council for Education, Early Childhood Development and Youth Affairs – (MCEECDYA) reveal mixed results in Australian students' proficiency with computers.

A nationally representative sample of approximately 11 000 students from around 600 schools across Australia completed computer-based assessments in October and November 2008. This was the second administration of the national assessment, which was first carried out in 2005. Deputy Prime Minister and Education Minister Julia Gillard released a detailed report on the 2008 national assessment on 22 April 2010.

ACER's deputy chief executive and lead author of the report, Dr John Ainley, said the most pleasing result of the 2008 assessment was the considerable improvement made by Year 6 students.

In 2008 57 per cent of Year 6 students reached or exceeded the proficient standard developed with ICT experts as an indication of what students could reasonably be expected to do using ICT. This compared to 49 per cent in 2005.

Read more at: <http://www.acer.edu.au/enews/2010/04/students-improve-computer-skills-but-gaps-in-achievement-remain>

The full report is available from: <http://www.mceecdya.edu.au>

[< top >](#)

Digital participation, digital literacy and schools

Cassie Hague & Ben Williamson, Curriculum Leadership, 23 April 2010

Digital literacy refers to the skills, knowledge and understanding required to use new technology and media to create and share meaning. It involves the functional skills of reading and writing digital texts, for example being able to 'read' a website by navigating through hyperlinks and 'writing' by uploading digital photos to a social networking site.

Digital literacy also refers, however, to the knowledge of how particular communication technologies affect the meanings they convey, and the ability to analyse and evaluate the knowledge available on the web.

It has become commonplace to claim that children are engaging more than ever before with technology and digital media, in forms such as video games, music editing, animation, social networking sites, video sharing, and other different forms of online communication.

Young people are therefore often considered to be better equipped than older generations to live and learn in the 21st century, a belief summed up by Marc Prensky (2001) in his description of today's youth as 'digital natives'.

Read entire article: <http://cmslive.curriculum.edu.au/leader/default.asp?id=31055&issueID=12105>

[< top >](#)

STUDENT RETENTION

Push to keep kids in school could backfire

ABC News, 30 April 2010

An education expert says she is worried the push to keep young people in school longer could turn some off the entire education system for life.

It has been one year since the Federal Government, along with state and territory leaders, agreed to a national target of a 90 per cent year 12 retention rate by 2015.

The plan, known as the "learn or earn" scheme, is a push to get all Australians under the age of 25 either working, studying or training.

Dr Kitty te Riele told a public forum at the University of Technology Sydney last night that raising the school leaver age will not have the desired effect.

"If you force kids to stay in school who would rather leave, then it can turn what can be fairly neutral feelings about education into really negative feelings, and a wish never, ever to return to education at all," she said.

Dr te Riele says the school system needs to become more flexible.

"So that if young people for some reason leave the education system for a while, we have pathways that get them back into the education system at a time that suits them," she said.

Source: <http://www.abc.net.au/news/stories/2010/04/30/2886452.htm>

[< top >](#)

AWARDS & PRIZES

Australian Rural Education Awards 2010

Closing 31 May 2010

These unique awards promote excellence in rural education and since 1994 have been awarded annually to recognise outstanding achievement.

SPERA is looking for applications that will clearly demonstrate:

- a practical project occurring in a rural community
- the ways this has achieved results and provided educational benefits in a rural context
- the value of the project and its achievements in terms of its potential for expanding opportunities in rural Australia.

Eligibility to apply includes:

- individuals
- local government
- community service organisations
- ethnic groups or Aboriginal and Torres Strait Islander groups who can demonstrate a commitment towards the positive aspects of rural education.

The winner will be announced in September at the annual conference at the University of the Sunshine Coast, Queensland.

Further information and application forms: http://www.spera.asn.au/articles.php?req=read&article_id=55

[< top >](#)



[< top >](#)

AROUND THE STATES & TERRITORIES

NSW: Teachers 'resorting to threats' over NAPLAN tests

ABC News, 30 April 2010

The dispute over national numeracy and literacy tests is getting ugly in New South Wales, with the State Government accusing the union of resorting to threats and intimidation.

The Education Department is attempting to recruit casual and retired teachers to supervise next month's NAPLAN tests, to circumvent a ban imposed by Teachers Federation. In a message on its website, the union warns anyone accepting the offer may quickly find themselves in a hostile environment.

Federation president Bob Lipscombe denies it is a threat. "We're just describing the reality of the situation to them... We're advising them we don't believe it's in their interests to place themselves in that position."

But Education Minister Verity Firth says the language is unacceptable.

Read entire article: <http://www.abc.net.au/news/stories/2010/04/30/2886628.htm>

[< top >](#)

QLD: School rewarded for green efforts

ABC News, 30 April 2010

A state school has received a monetary award from the Great Barrier Reef Marine Park Authority.

The Dingo State School received \$500 for its environmental work. School principal Nick Shirley says the students have been involved in a range of environmental activities.

"We've got a town recycling centre at our school - we've got actually a large dumpster bin at the school where the town can bring their recycled goods to school and we can actually forward it on to the council," he said.

"We've got solar panels in our classrooms, we've got energy efficient lighting in our classrooms as well. We've got chooks and vegies, all the things down to collecting mobile phones and toner cartridges as well."

Read entire article: <http://www.abc.net.au/news/stories/2010/04/30/2886559.htm>

[< top >](#)

QLD: Union warns of TAFE financial woes

Paul Robinson, ABC News, 30 April 2010

The Queensland Teachers Union (QTU) has warned there are serious financial problems with TAFE colleges across the state. The Central Queensland Institute of TAFE director, Steve Mathieson, has announced about 21 jobs will go

and four faculties and management will be restructured. Mr Mathieson says the institute's four faculties will be streamlined into two.

He says teaching positions are unlikely to be cut and most staff reductions will be through the non-renewal of temporary contracts.

But QTU's Paul Reardon says there could be more job losses because of a \$4 million debt. "I understand that perhaps 60 staff will go, I think that's probably around about 13 or 14 teachers and the others will be admin staff and I think they're looking at a restructure of the way their management structure is set up," he said.

Mr Reardon says other TAFE institutes are also struggling.

Read entire article: <http://www.abc.net.au/news/stories/2010/04/30/2886626.htm>

[< top >](#)

SA: Schools consider abandoning maths

Lucy Hood, the Advertiser, 21 April 2010

EDUCATION experts warn schools will be forced to drop Year 12 specialist maths as a subject if interest continues to wane.

That would have dire economic consequences for the state, say university professors, who would have to deal with a dramatic skills shortage for degrees such as engineering.

Students are already drifting away from specialist mathematics, or Maths 2. But that slide is expected to dramatically increase under changes being introduced to the SACE system, the state's key maths body has warned.

As of next year, students will only have to choose four subjects instead of the current five. The Mathematical Association of South Australia says that will encourage students to opt for "easier" maths subjects, putting specialist classes at risk of collapse.

"When numbers are low, classes may not be viable in some schools ... schools will have to make a decision about whether they can afford the class," said president-elect Carol Moule.

"We are also facing a teacher crisis ... schools may think 'if we drop specialist maths, that's an extra teacher we can put elsewhere'. Maths in this state is heading down a very problematic path."

Read entire article: <http://www.adelaidenow.com.au/news/south-australia/schools-consider-abandoning-maths/story-e6frea83-1225856136167>

[< top >](#)

SA: NAPLAN Testing – Minister calls on AEU to abide by IRC recommendations

Hon Jay Weatherill MP, SA Education Minister, 30 April 2010

Education Minister Jay Weatherill has called on the Australian Education Union (AEU) to lift their ban on administering the national NAPLAN tests.

The Industrial Relations Commission (IRC) of South Australia has recommended that the AEU lifts its ban on the 2010 tests. Minister Weatherill said the IRC had considered the full range of issues in relation to the dispute.

"I am calling on the AEU to abide by this recommendation and no stand in the way of the national literacy and numeracy testing."

Minister Weatherill said the NAPLAN tests were a crucial tool in helping to improve the literacy and numeracy of South Australian students. "These tests are an important part of the education of our children and should not be obstructed."

"The test results also provide valuable information to parents about their children's progress and enable schools to measure changes in students' performance over time and provide targeted help where needed.

Read entire release: <http://www.premier.sa.gov.au/>

[< top >](#)

TAS: Education test for Thorp

Angus Livingston, Examiner, 22 April 2010

NEW Education Minister Lin Thorp has stepped into one of the most challenging roles in this Government. She has to deal with unhappy teachers, poor retention rates and low literacy and numeracy levels.

Ms Thorp may also face the unusual possibility she may have to administer legislation she didn't vote for - namely, the roll-back of Tasmania Tomorrow.

The main issues include:

- Deep unhappiness with the Tasmania Tomorrow education reforms among teaching staff: They see the reforms as forcing students into academic and non-academic paths too early, while making the Polytechnic students feel "second class".
- Literacy and numeracy rates still too low, even after concerted efforts to improve them. Tasmanian schools have already felt pressure to spend more time teaching students how to do national tests better.
- The problems of a regional population in low socio-economic areas - two factors that go hand-in-hand with poor educational outcomes.
- One of the lowest rates of retention of students beyond year 10 in the country.

Australian Education Union state president Leanne Wright said Ms Thorp's teaching background should help her get up to speed on the issues. But she said the workload - Ms Thorp is also Minister for Children, and Police and Emergency Management - would not be easy.

Read entire article: <http://www.examiner.com.au/news/local/news/education/education-test-for-thorp/1809669.aspx>

[< top >](#)

TAS: Tasmanians Being Denied Vital Training and Education

Australian Education Union Media Release, 30 April 2010

Tasmanians are missing out on vocational training and education due to a chronic lack of funding and resources, according to the results of a new survey to be released today.

The survey of teachers working in the Tasmania Polytechnic, Tasmanian Skills Institute and Drysdale show there are not enough places to meet rising student demand.

AEU Federal TAFE Secretary Pat Forward said over half the teachers reported that they had to turn away students and four out of ten said there were waiting lists in their department.

The survey results will be released today at the Tasmanian launch of a national campaign for better TAFE funding.

The survey report is available at:

<http://www.aeufederal.org.au/Tafe/TAFESurvey/TAS.pdf>

Read entire release: <http://www.aeufederal.org.au/Media/MediaReleases/2010/3004.pdf>

[< top >](#)

TAS: "Tasmania Tomorrow" brings first Labor-Green clash

ABC News, 30 April 2010

Labor and the Greens in Tasmania are facing their first major policy clash since forming a power-sharing government. The partners are at odds over the troubled Tasmania Tomorrow system for post year ten students.

The new Education Minister, Lin Thorp, yesterday ruled out dismantling the Academy and Polytechnic campuses. The Minister says she will start talking to all teachers from next week to work through any management problems. She says the basics of Tasmania Tomorrow are here to stay.

"The model that was chosen, was 'world's best practice'," she said.

Greens leader Nick McKim says his party still wants the system scrapped. "Ms Thorp needs to understand that Labor doesn't have a majority in either house of Parliament," he said.

The Liberal party also want an end to Tasmania Tomorrow but its new Education spokesman Michael Ferguson says he will not work with the Greens.

Read entire article: <http://www.abc.net.au/news/stories/2010/04/30/2886536.htm>

[< top >](#)

TAS: Industrial Commission rules on NAPLAN

Lin Thorp, MLC, Minister for Education and Skills, 30 April 2010

The Minister for Education and Skills, Lin Thorp, today welcomed the Tasmanian Industrial Commission's decision to order the Australian Education Union to lift its moratorium on administering NAPLAN testing in Tasmanian schools. "This is good news for Tasmanian students, who will now be able to have their progress measured over time and targeted learning programs provided where needed," Ms Thorp said.

"The Tasmanian Industrial Commission is the independent umpire and after carefully considering the issues, has ordered that the proposed ban on the tests should be lifted."

Ms Thorp said that today's decision in Tasmania follows the decisions of Industrial Commissions in South Australia, Queensland, NSW and Western Australia which call on the AEU in those states to lift their bans on administering the tests.

"I note that the State School Teachers Union in WA has told its members to conduct the tests as a result," Ms Thorp said.

In his decision, Deputy President Tim Abey formed the view that overwhelmingly, the public interest would be best served by the conduct of the NAPLAN tests in May.

Read more at: <http://www.media.tas.gov.au/release.php?id=29490>

[< top >](#)

VIC: Fight over half-day school plan

Steve Holland, the Age, 18 April 2010

Overcrowding in the classroom has prompted the principal of a school in regional Victoria to push ahead with plans to split the school day in half.

But opponents of the plan, which has been approved by Education Minister Bronwyn Pike, say it will compromise children's education and set a dangerous precedent in education.

Critics of the plan to teach half the students in the morning and the other half in the afternoon also say it could reduce teaching time at the Dinner Plain seasonal school for primary students in the Alpine region to below Victorian Essential Learning Standards.

The school, which opened in 2004, provides classes for children of families who move to Mount Hotham and Dinner Plain for the ski season. Children of nearby permanent residents also attend the school during the winter but attend Omeo Primary School in the off-season.

Last year the school was able to accommodate 55 primary students but with more families now heading to the region for work and leisure, the number this year is expected to reach 80.

Read entire article: <http://www.theage.com.au/national/education/fight-over-halfday-school-plan-20100417-slj6.html>

[< top >](#)

VIC: Misgivings on school mergers

Jewel Topsfield, the Age, 27 April 2010

THE Victorian Ombudsman has criticised the Education Department for being unable to prove that controversial decisions made by school councils, such as school mergers, have community backing. A letter seen by The Age said the Ombudsman noted there were deficiencies in the advice the department provided to school councils on community consultation.

More than 150 schools have been merged or closed since Labor came into power. The government insists the decision is always made by the community, but many parents claim they were not adequately consulted or were warned they would not receive funding if they refused to merge.

Ombudsman George Brouwer wrote to the Education Department and said it was not explicitly stated in any policy or guideline that community support must be verified via a school council vote. "Given this, and the lack of any requirements or guidance to school councils as to how they should consult with the community, the Ombudsman expressed concern about the department's ability to state with any certainty that the community supports decisions made by school councils," the letter from the Ombudsman's office said.

Read entire article: <http://www.theage.com.au/national/education/misgivings-on-school-mergers-20100426-tncg.html>

[< top >](#)

VIC: Student ambassadors connect with community

Stawell Times News, 27 April 2010

Stawell Secondary College has announced a pilot student ambassador program for 2010 at the school's term-two commencement assembly. The student ambassadors will be positive representative of the school both internally and in the wider community.

The ambassadors will visit primary schools, work with primary school students, conduct school tours, host parents during official school functions, speak to community leaders, participate in community programs and projects and assist in the organisation of the grade five and six Maths' Olympics.

All year nine students were invited to apply for the program. Applicants were interviewed regarding why they would like to take on the role and how they would approach certain tasks, such as meeting and greeting and representing the college.

The students' responses were impressive as they outlined what they determined to be the highlights of their school experiences and how they would share these with others.

Read entire article: <http://www.stawelltimes.com.au/news/local/news/general/student-ambassadors-connect-with-community/1813401.aspx>

[< top >](#)

VIC: \$1.8 million for new early childhood program in Melbourne

The Hon Kate Ellis MP, Minister for Early Childhood Education, Child Care and Youth; the Hon Jenny Macklin MP, Minister for Families, Housing, Community Services and Indigenous Affairs, 4 May, 2010

The Australian Government has provided \$1.8 million over three years to provide at risk children with access to a new early childhood project bringing together quality early childhood education and care, with intensive family support.

The Minister for Families, Housing, Community Services and Indigenous Affairs, Jenny Macklin, announced the funding at the launch of the Children's Protection Society's new Child and Family Centre in Heidelberg West, where the Integrated Early Education and Care Project will be trialled.

The project provides 15 child care places for vulnerable children in a five day a week program, as well as on-site services for their families such as counselling and parenting classes.

Parents will also be linked with services to address underlying problems such as mental health, drug and alcohol and family violence.

Read more at: http://www.deewr.gov.au/Ministers/Ellis/Media/Releases/Pages/Article_100504_073236.aspx

[< top >](#)

WA: More schools apply for independent status

Education Minister Liz Constable, 28 April 2010

More than 130 primary, secondary, district high schools and education support centres have put up their hands to take on Independent Public School status from 2011 in a bid to deliver better education to their students.

Education Minister Liz Constable said the Liberal-National Government's Independent Public School initiative, which gives greater autonomy to schools while still providing the support and benefits of the public school system, was one of the State Government's key election commitments.

"It is pleasing to see such diversity in the expressions of interest - schools from as far north as Port Hedland and as far south as Albany, and from a broad range of socio-economic areas have applied," Dr Constable said.

"The early feedback from the first 34 Independent Public Schools has been overwhelmingly positive - schools and their communities have reported that the greater freedom and responsibility to ensure students have the best possible learning opportunities and outcomes has instilled a greater sense of school pride and ownership.

"Principals of those schools have also reported great interest from teachers keen to work in Independent Public Schools, which can now select staff to best match schools' needs."

Read more at: <http://www.mediastatements.wa.gov.au/Lists/Statements/DispForm.aspx?ID=133401>

[< top >](#)

WA: Teacher union calls off test ban

ABC News, 30 April 2010

The State School Teachers Union has been forced to back down in its ban on supervising numeracy and literacy tests in WA.

The union has told its members to conduct the tests which will be used on the Federal Government's Myschool website.

The Industrial Relations Commission had ruled that a proposed boycott of the tests by union members would be illegal.

The union vowed to find a way to stop the tests but a meeting between the Education Minister, Julia Gillard, and the union on Wednesday failed to break the deadlock.

David Kelly from the union says the IRC's ruling has forced union members into a corner. "This is an appalling decision by this commission but we have given our word that we will comply and that is what we will do.

Read entire article: <http://www.abc.net.au/news/stories/2010/04/30/2886568.htm>

[< top >](#)

WA: New program targets numeracy and literacy help for pre-primary children

Education Minister Liz Constable, 4 May 2010

West Australian school students will benefit from the Liberal-National Government's introduction of a major new literacy and numeracy assessment program for pre-primary students.

Initially 50 schools across Western Australia will take part in the \$2million on-entry assessment program, announced today by Education Minister Liz Constable at Nollamara Primary School.

Dr Constable said the program would be rolled out to all Western Australian public schools during 2010 and was in addition to the \$4.67million literacy and numeracy initiative announced in late 2008.

"This initiative will help schools identify children who may need additional support before they start primary school. With earlier identification, these students will receive support during their vitally important formative years and provide them with a better chance for a better and more rewarding education," she said.

Read more at: <http://www.mediastatements.wa.gov.au/Lists/Statements/DispForm.aspx?ID=133415>

[< top >](#)

CONFERENCES & EVENTS

Redefining TESOL for the 21st Century

Australian Council of TESOL Associations (ACTA) International Conference

7-10 July 2010, Gold Coast, Queensland, Australia

The focus of this conference is the need for TESOL practitioners to rethink and reconfigure the way we view and practice our profession in light of rapid global change and new challenges; to think outside the square and to share ideas and practices that are contributing to such thinking.

There will be 4 strands at the conference:

- Pedagogy (including classroom practice, teacher education)
- Assessment and Evaluation
- Learners and Learning (including Second Language Acquisition, identity, literacy development, culture etc)
- Curriculum & Policy.

Participants will be from early childhood, primary, secondary, ELICOS, TEFL, adult migrant and tertiary sectors, including teachers/scholars who work with indigenous language learners at all levels.

The keynote speakers are international leaders in the field, and conference participants will comprise TESOL educators and researchers from around the globe.

Further details & registration: <http://www.astmanagement.com.au/ACTA10/Default.htm>

[< top >](#)

Future Directions in Literacy Conference 2010

3-4 September 2010, University of Sydney

This annual conference aims to stimulate professional conversations about future developments in literacy pedagogy and practice in a national and international context. The program will:

- provide an opportunity for teachers, academics and policy makers to share concerns as well as potential solutions to the current challenges facing literacy educators
- thematically link keynotes to other presentations and workshops to clearly establish links between theory and practice. This will be modelled through the work of successful research-based partnerships add fresh perspectives on current issues.

The scope of papers, workshops and presentations will cover issues pertinent to the school years K–10: infants through to secondary. Our new approach will support early career teachers who have teamed up with school mentors.

Participants may attend the conference as a stand-alone event, or as part of the Certificate in Literacy Education.

Further information:

http://sydney.edu.au/education_social_work/professional_learning/teachers/2010/future_directions_literacy.shtml

[< top >](#)

REMINDERS

7 May - National Walk Safely to School Day - <http://www.walk.com.au>

7 May - Public consultation closes - draft National Professional Standards for Teachers - http://www.mceecdya.edu.au/mceecdya/npst2010-consultation-call_for_submissions.30532.html

7-8 May - Public Policy Forum - Melbourne, VIC - <http://www.deakin.edu.au/arts-ed/efi/conferences/public-policy-forum/index.php>

14 May - Modern Language Teachers' Association of Victoria Annual Conference - Melbourne, VIC - <http://www.mltav.asn.au>

16-22 May - Parents Victoria Annual Online Conference - <http://www.cybertext.net.au/pv/>

17 May - Tackling Underachievement: Engaging Boys and Girls - Sydney, NSW - <http://conferences2010.schoolevent.org>

17 May - The Tender Bridge, ACER - Adelaide, SA - <http://www.acer.edu.au/1/index.php/seminar/the-tender-bridge/>

18 May - Tackling Underachievement: Engaging Boys and Girls - Melbourne, VIC - <http://conferences2010.schoolevent.org>

23 May - Public consultation closes - draft K-10 Australian Curriculum English, mathematics, science and history - <http://www.acara.edu.au/consultation.html>

25-28 May - Inclusive Learning Technologies Conference - Gold Coast, QLD - <http://www.spectronicsinoz.com/conference/>

26-28 May - Council of Educational Facility Planners International Conference - Perth, WA - <http://australasia.cefpi.org/>

31 May - Costa's Garden Odyssey Competition closes - <http://www.sbs.com.au/shows/costa/about/page/i/2/h/Competition/>

3 June - Dare to Lead National Indigenous Education Conference - Brisbane, QLD - <http://www.daretolead.edu.au/servlet/Web?s=169694&action=downloadResource&resourceID=71060324>

4-5 June - Early Childhood Education Conference - Melbourne, VIC - <http://www.togetherwegrow.com.au/2010registration.html>

9-11 June - International Conference on Learning and Teaching - Singapore - <http://www.tp.edu.sg/events/intlconference/>

17-18 June - National Conference of Australian Special Education Principals' Association & Australian Association of Special Education - Darwin, NT - <http://www.gemsevents.com.au/aase2010/>

4-7 July - National Conference for Teachers of English & Literacy - Perth, WA - <http://www.englishliteracyconference.com.au/index.php?id=46&year=10>

6-9 July - 17th International Conference on Learning - Hong Kong - <http://thelearner.com/Conference-2010/>

7-9 July - Australian Institute of Family Studies Conference - Melbourne, VIC - <http://www.aifs.gov.au/conference>

21-24 July - Second Paris International Conference on Education, Economy & Society - Paris, France - <http://education-conferences.org/default.aspx>

29-31 July - International Conference on Teacher Education - Quezon City, Philippines - <http://www.ictedphilippines.org/>

26-27 August - Annual School Leaders' Conference - Gold Coast, QLD - <http://www.griffith.edu.au/pdn-leadership-conference-2010>

6-8 September - London International Conference on Education - London, UK - <http://www.liceducation.org/>

15-17 September - SPERA Conference, University of Sunshine Coast, Queensland - http://www.spera.asn.au/articles.php?req=list&root_id=13&sub_id=65

27-30 September - National Australian Association for Environmental Education Conference - Canberra, ACT - <https://www.conferenceco.com.au/aaee>

[< top >](#)

ACSSO EMAIL NEWSLETTERS

- Australian Education Digest : <http://www.acsso.org.au/australian-education-digest/> (weekly)
- International News Roundup : <http://www.acsso.org.au/roundup/> (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)
- Family School Partners : <http://www.familyschool.org.au/news/> (monthly)
- Public Education Voice : <http://www.acsso.org.au/public-education-voice> (quarterly)

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