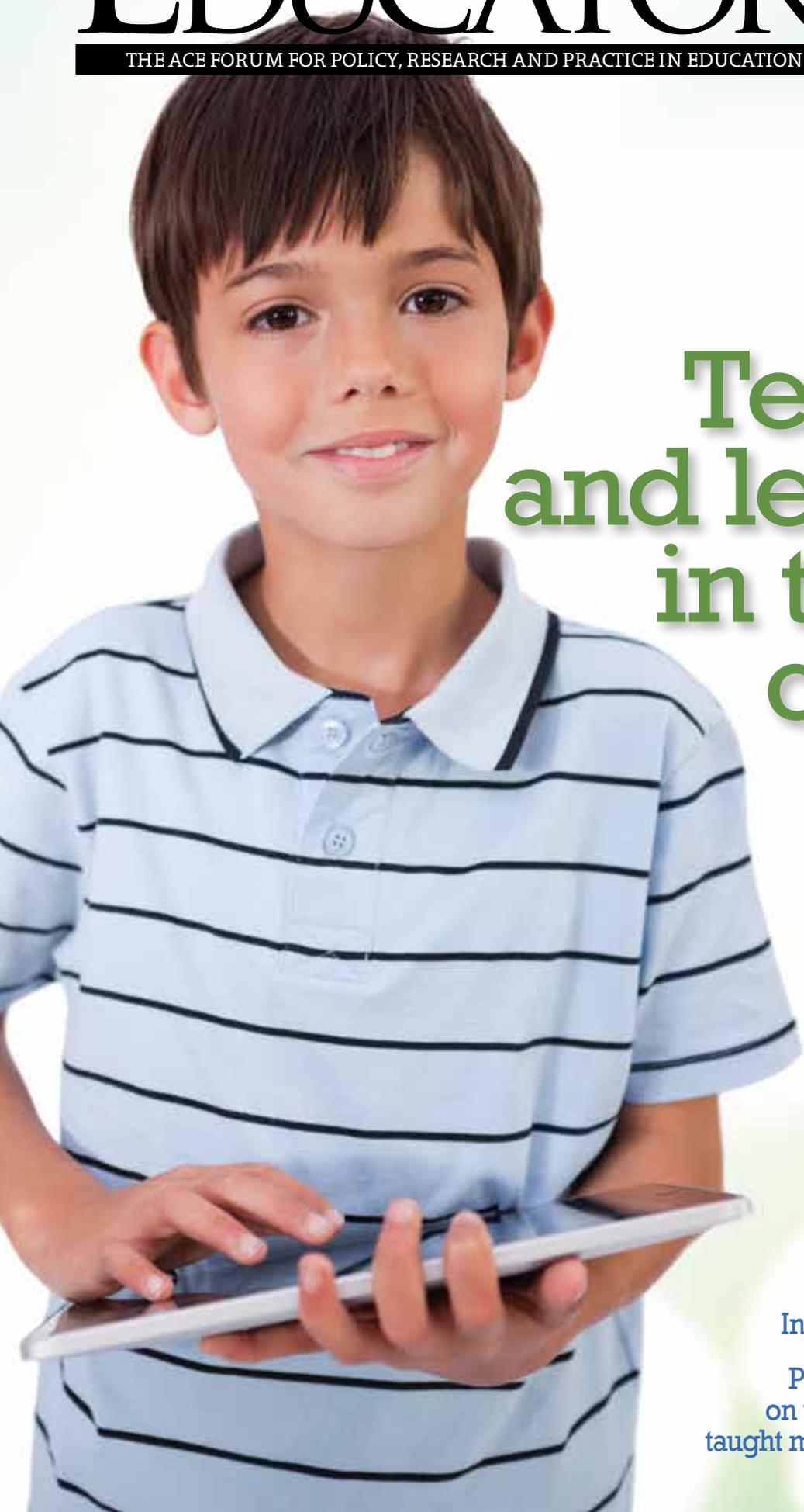


THE PROFESSIONAL EDUCATOR



THE ACE FORUM FOR POLICY, RESEARCH AND PRACTICE IN EDUCATION

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Teaching and learning in the 21st century

The changing role of teachers

Effective teaching: Is it about interaction styles?

A Hitch Hiker's Guide to Teaching the Digital Native

Innovation in higher education

PLUS: Q&A with Tony Mackay on the work of AITSL, What TFA taught me and ACE news and events

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To suggest a news item for inclusion in the June edition of the Professional Educator please contact the editor via ace@austcolled.com.au or call national office on 1800 208 586

Preparing **today's** learners for life **tomorrow**

■ Debra Goldfinch, CEO

We know there is no more important profession than teaching. In the future educators, as well as those they teach, will need to constantly adapt to teaching and learning with new technologies and the demands of a rapidly changing global economy.

As Adam Smith notes in this edition of *Professional Educator*, 'the top ten most in-demand jobs in 2010 did not exist in 2004. We know that today's young learners will need to thrive in new and rapidly changing environments and will need to solve problems we don't even know are problems yet.'

His observations indicate that our education system will need to continually evolve if we are to fully equip our young people with the skills they will need to successfully take part in the workforce and thrive in an era of lifelong learning.

Our contributors explore some of the issues

they see as critical to equipping young people for success in the future. Claire Field argues we need more innovation in higher education if we are to provide the necessary skills to fulfil the needs of the economy. Her proposals for reform will surely spark discussion.

In their article Chris Perry and Ian Ball consider the role of interaction styles in effective teaching. Jacqui Kirkman draws on her experience as a teacher and parent to discuss teaching the generation of 'Digital Natives' and urges educators not to panic.

Also in this edition we continue the discussion we began in our February edition on pre-service teacher training, an issue of great interest to ACE. Teach for Australia Associate James Gutteridge explains how participating in the TFA program completely altered his view of the

In the future educators, as well as those they teach, will need to constantly adapt to teaching and learning with new technologies and the demands of a rapidly changing global economy.



teaching profession and helped him chart a new career course.

I do hope you enjoy the articles in this edition. If you wish to comment on anything you've read, we'd love to hear from you. You can send us your feedback to ace@austcolled.com.au or give us a call at the National Office on 1800 208 586. ■

Letters to the Editor

I congratulate the College of Educators on the recent edition of *Professional Educator* which focussed on whole-school wellbeing. It is encouraging to see this important area of education emerge as a serious element of national policy with the same level of rigor as numeracy and literacy.

Professor Martin Seligman's role as Adelaide's Thinker in Residence in 2012-2013 has provided South Australia generally and, in particular our school, with a once-in-a-generation opportunity to tackle the critical challenge of ensuring the wellbeing of young people.

For its part, St Peter's College is

proud to be a lead partner with the SA Department of Education and Child Development in this year's Thinker in Residence Program which has already brought Professor Seligman to South Australia once. The fact that his public lecture in Adelaide attracted 1300 people is testimony both to his reputation and how importantly the issue is viewed by the general public.

The association with Professor Seligman has helped to inform St Peter's College's evidence-based approach to whole-school wellbeing for both staff and students. To that end, 100 of our staff will be attending a one week, intensive Wellbeing

Program in July this year. Moreover, we are committed to sharing what we learn with the wider Australian education community. I encourage members of the College to visit the 'Wellbeing' tab on our School's website.

I have little doubt that wellbeing will continue to grow in importance and visibility and, accordingly, I look forward to reading more about developments in this critical area of education.

A S Murray, Headmaster
St Peter's College

Effective teachers: Is it about interaction styles?

■ Chris Perry & Ian Ball
Deakin University

To understand effective teaching it is important to understand teachers and the 'internal dispositions' that underpin effective teacher behaviour.

Improving teacher quality is an essential element in ensuring successful and productive learning outcomes for all students. The recent development of the National Professional Standards for Teachers is directly focussed on improving teacher quality. Within the domain of professional practice, teachers are required to 'plan for and implement effective teaching and learning' (National Professional Standards for Teachers, 2011).

There is a great deal of research and discussion centered around teacher effectiveness and what it is that makes a good teacher – a teacher that is able to promote effective learning in students. This article describes a research study that examines the role that teachers' interaction style, that is how they communicate, interact and work with others, may play in implementing effective teaching and learning.

Not all people studying education choose to be teachers and of those that do make that choice, not all become effective teachers. Conversely, there are others who would potentially be good teachers but who, for one reason or another, never consider that option. Exploring the commonality and differences between individuals may help us to

understand those teacher characteristics of communication that seem to be linked to being an effective teacher. Developing effective teaching practice is clearly identified as an essential responsibility for teachers (National Professional Standards for Teachers, 2011).

To understand effective teaching it is important to understand teachers and the 'internal dispositions' that underpin effective teacher behaviour. Internal dispositions are those inherent qualities that influence a person to act in particular and consistent ways. These qualities can be observed through patterns of behaviour displayed by a person in particular contexts. Being communicative is a significant disposition of an effective teacher. Highly effective teachers are able to communicate at a range of levels with their students, colleagues and others engaged in teaching and learning.

Our interest here is to explore a model of four different interaction styles that are central to a quality teaching/learning process.

Our study is based on a model derived from psychological type theory. This theory links one's preferences in the use of the cognitive processes of perception and decision-making to energy sources and life-style factors. Research with teachers

in Florida who have been identified as effective (Rushton, Morgan & Richard, 2007) has shown that particular patterns of type preferences are associated with those teachers generating quality educational outcomes. This suggests that a teacher's type preference is linked with effective student learning in non-random ways.

Interaction Styles

We can identify interaction styles using instruments such as the Myers-Briggs Type Indicator (MBTI) (Briggs & Myers, 1999). Interaction styles can be determined from MBTI type profiles. An interaction style is a product of two kinds of communication or ways of influencing others: either Directive or Informing, and two kinds of roles: either Responding or Initiating.

The four interaction styles as described by Berens (2001) are as follows -

In-Charge: These people keep themselves and others on task, on target, and, on time; they favour directive communications; they are focussed on achieving results through people. They readily accept being the 'leader' and being involved in mentoring, executing actions, supervising, and, mobilising resources.

Get-Things-Going: These people are process driven: involving, engaging, enthusing, facilitating, inspiring others



in their group; they do this by persuading and facilitating. They use informing communications; their up-beat energy leads to generating excitement, exploring options and possibilities, and, acting to get people moving along.

Chart-the-Course: These people use a directive communication; they seem to know what to do. They can identify likely processes, monitor deliberate decisions. They do their analysing, outlining, conceptualising, foreseeing; and, set themselves to follow a course of action.

Behind-the-Scenes: These people favour an informing communication. They are prepared to work with people to create a positive outcome and getting the best possible results. They are able to accommodate differing points of view but don't show strong personal convictions. They seek to clarify for the group, patiently gaining support, seeking consensus, and, acting as harmonisers.

The four interaction styles give clues to our interactional agendas, that is, how we define our relationships with each other, and the roles we typically seek to play in our work lives. When styles are clarified 'we can learn to adapt our styles to others for truly effective communication that gets results' (Berens & Campbell, 2001, p.147).

How teachers interact and communicate with their students and the role that teachers play in establishing and maintaining a learning environment are clearly related to effective teaching and learning. Thus in our work investigating individual differences we were interested to find out which particular interaction styles were preferred by these prospective teachers.

Our Study

Our study looked at 336 beginning teachers at an Australian university preparing to teach at primary and/or secondary levels of education. There were 88 males and 248 females in the cohort. The majority were 25 years of age or under (85 per cent). Their main teaching specialisations were English and Humanities; Mathematics, Science and Technology; Health and Physical Education; and the Arts.

Following ethical guidelines, all students completed the MBTI and their favoured style was derived from their Psychological Type profile. The MBTI is a widely used measure of psychological type with demonstrated reliability and validity (Ball, 2010).

After collating the interaction style data, the responses (see diagram on page 6) show a strong preference (72 per cent) for the two Initiating Roles (In-Charge and Get-Things-Going) with Get-Things-Going indicated as the style with the highest frequency.

In our study there were some gender differences: more males than females displayed the In-Charge and Chart-the-Course interaction styles. More females relative to males displayed the Get-Things-Going interaction style.

In relating these responses to the subject specialisations selected by these teachers it is interesting to note that -

- those preparing to teach English had a higher than average representation for Chart-the-Course and Behind-the-Scenes styles.
- those preparing to teach Health and Physical Education had a higher than average representation for In-Charge and Get-Things-Going styles.
- those preparing to teach Mathematics had a higher than average representation for the In-Charge style.

Directive communication

Informing communication

Responding roles

Chart-the-Course

These people use a directive communication; they seem to know what to do. They can identify likely processes, monitor deliberate decisions. They do their analysing, outlining, conceptualising, foreseeing; and, set themselves to follow a course of action.

8.9% (n=30)

Behind-the-Scenes

These people favour an informing communication. They are prepared to work with people to create a positive outcome and getting the best possible results. They are able to accommodate differing points of view but don't show strong personal convictions. They seek to clarify for the group, patiently gaining support, seeking consensus, and, acting as harmonisers.

19% (n=64)

Responding roles

Initiating roles

In-Charge:

These people keep themselves and others on task, on target, and, on time; they favour directive communications; they are focussed on achieving results through people. They readily accept being the 'leader' and being involved in mentoring, executing actions, supervising, and, mobilising resources.

21.4% (n=72)

Get-Things-Going

These people are process driven: involving, engaging, enthusing, facilitating, inspiring others in their group; they do this by persuading and facilitating. They use informing communications; their up-beat energy leads to generating excitement, exploring options and possibilities, and, acting to get people moving along.

50.6% (n=170)

Initiating roles

- those preparing to teach Science and Technology and The Arts had a higher than average representation for the Get-Things-Going style.

Our study identified the favoured interaction styles of beginning teachers. This may be reflecting in part what these beginning teachers are seeing in their teaching practice in schools or indeed in the way they themselves have been taught.

In the Florida study noted earlier of effective teachers as identified by their superintendents/directors, a similar pattern of results was found. When re-analysing the MBTI data from the Florida study the two Initiating roles account for 74 per cent of the sample - the Get-Things-Going style had the highest frequency (50 per cent of the sample), the In-Charge style, 24 per cent of the group. The Responding roles occurred less frequently with Chart-the-Course representing 12 per cent and Behind-the-Scenes 14 per cent of the sample. Recalling that the theme of the Get-Things-Going interaction style is persuading and involving others, it is significant to note that in both studies 50 per cent of each cohort favour this particular interaction style.

It is obvious here that we are dealing with styles, preferences and the expression of varying kinds of talents. The results provide an insight into the way in which different individuals, in this case, teachers, approach the interaction process. In both our study of beginning teachers, and the Florida study of already identified effective teachers (Rushton, Morgan & Richard, 2007), the two initiating roles (Get-Things-Going and In-Charge) account for the greater percentage (72 per cent and 74 per cent) of favoured styles. In each study, 50 per cent of the teachers favour a Get-Things-Going interaction style. People with this preferred style thrive in facilitator or catalyst roles and want decisions to be participative and enthusiastic with everybody involved and engaged. People with a preference for the In-Charge style want to get things accomplished through people.

In both this and the Florida study, the two responding roles (Behind-the-Scenes and Chart-the-Course) were favoured styles for a smaller percentage of the sample.

All four interaction styles have their moment of application in

the effective teaching process so flexibility in the adoption of a style may be the important ingredient. One's preferred style is the 'natural' way of communicating. Using a non-preferred style has some consequences for the degree of cognitive strain involved. For example, a teacher favouring a Behind-the-Scenes style could draw on an In-Charge style but at some personal cost - perhaps feeling uncomfortable, out of character, perhaps likely to feel overwhelmed. The converse is also true.

We suggest that the most effective teachers are those that can adapt their 'natural' style with a second preference to deal with the needs of the individual learner. These teachers may be able to move between interaction styles without stressful personal consequences. The question arises, therefore, as to how teacher education programs can best support new teachers in developing this adaptability as the basis of their pedagogy and in doing so develop (as determined in the National Professional Standards for Teachers, 2011) the domain of their professional practice identified as the ability to plan for and implement effective teaching and learning. ■

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DON'T PANIC!

A Hitch Hiker's Guide to Teaching the Digital Native

■ Jaqui Kirkman



This year my Year 10 son was given a notebook computer to use for his schoolwork. By 'given' I mean that his father and I had no choice in the matter and we are required to pay for it as an add-on to his school fees. There were information sessions at the school about the value of the one-to-one technology program and we were told about the need to engage and equip the Digital Natives. We don't think of ourselves as Luddites. My husband works in the IT industry and I, as a primary school teacher, try very hard to make ICTs an integral and everyday part of my students' learning experiences.

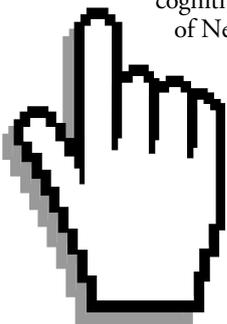
I returned to teaching in relatively recent times and during my absence the use of technology in education grew exponentially. There were a lot of questions in my mind as a parent and a teacher so I decided to try to get to the bottom of the Digital Native story and separate fact from fiction. For example, is it true that Digital Natives' brains are wired differently from older peoples' brains and that their preferred learning styles are very different - so much so that Digital Natives are bored by everything that happens in the classroom (and outside) that doesn't involve technology; that Digital Natives are experts at multi-tasking; that Digital Natives know more than their Digital Immigrant parents and teachers who might as well not bother to try to teach them anything about technology? If these things are true, how does it affect my parenting and my teaching?

The term Digital Native to describe those born into a digital world was coined by Marc Prensky in his 2001 article *Digital Natives, Digital Immigrants*. Other writers have refined and expanded on Prensky's terminology so you may also read about the 'Digital Generation' which Don Tapscott in his books *Growing Up Digital* and *Grown Up Digital* defines as anyone born between 1977 and 1997. Other writers such as Diana Oblinger and James Oblinger in the book they edited in 2005, *Educating the Net Generation*, refer to those born before 1991 as 'Millennials' and after 1991 as the 'Net Generation'.

Prensky and Tapscott assert that this generation has been 'bathed in bits' since birth and that therefore their brains have developed differently from previous generations who were not exposed to digital technology at a young age. They argue that schools need to radically change their teaching attitudes and practices in order to engage these students. Many independent schools in Australia seem to have taken this on board and now require each student to have a personal laptop or notebook computer. Public schools strive to creatively provide as much ICT access as possible without the financial means to supply a laptop per child. At the coalface, many teachers report a lack of confidence with some technologies, uncertainty about the benefits and difficulties converting theory into practice.

In fact, little empirical research has been done on the influence of technology on brain development. A 2008 study by Gary Small and colleagues from the University of California-Los Angeles Semel Institute for Neuroscience and Human Behavior found that Digital Natives' brains were more active when reading a web page than when reading printed text. However the same researchers in a 2009 study found that the neural circuitry in the brains of older volunteers who had never searched on the internet before began to adapt after only a week of online searching. Small's conclusion is that the brain is trainable and flexible and differences between so-called 'Digital Natives' and 'Digital Immigrants' are a result of experience rather than wiring. This is reassuring for teachers. Our students may appear to know more than we do about ICTs—and probably do—but there's no reason, given enough support and professional development, that we can't learn and, as we shall see later, it's probably also possible to be ahead of most of them in some areas.

Don Tapscott in his 2009 book *Grown Up Digital* describes some studies which show evidence in support of his claims that Net Geners develop skills (again through experience) such as fast processing of information and absorb information differently, but even the studies quoted by Tapscott disprove the theory that Net Geners are better at multi-tasking. Jordan Grafman from the cognitive neuroscience section at the US National Institute of Neurological Disorders and Stroke says, 'The more you multitask, the less deliberative you become; the less you're able to think and reason out a problem and the more you're willing to rely on stereotypical solutions.' Tapscott also quotes University of Michigan psychologist David Meyer: 'You can't think deeply about a subject, analyse it, or develop a creative idea if you're constantly distracted by an e-mail message, a new site, or a cell phone call'.



Wide-arching claims are made and divisions are drawn such as between previous generations and this one, between students and teachers, between believers in the Digital Native phenomenon and non-believers. Debate is shut down because those who question the evidence are labelled 'out of touch' or 'old-fashioned'.

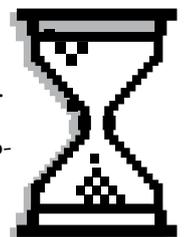
So my Digital Immigrant parent's intuition was right: you probably won't get good marks on tests and assignments if you are constantly switching back and forth between schoolwork, social networking sites, online games and music programs.

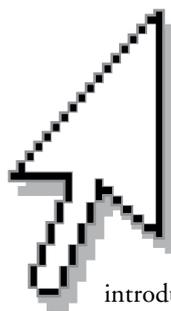
Studies over the last decade have shown what is obvious to nearly any parent of a Digital Native: a 'digital disconnect' exists between students' in-school and out-of-school use. As a parent, I have not so far enjoyed the one-to-one laptop experience but as a teacher, I would embrace it wholeheartedly. I have lots of ideas about using ICTs in the classroom but not many of them are practically achievable with my 29 students and 5 computers. The best things seem to me to be the ones I set for homework where my students are free to use whatever technology they have available at home without the restrictions and limitations placed on their use at school.

In a 2008 article, *The 'digital natives' debate: A critical review of the evidence*, Sue Bennett from the University of Wollongong and colleagues review the research on Digital Natives from education and sociology perspectives. They question the empirical evidence basis behind the popular view of the Digital Native and then explore the underlying assumption that young people possess sophisticated technological skills and knowledge. They test that assumption against the findings of a number of American and Australian studies on types of technology used by children, teenagers and college/university students. These studies show differences in access amongst socio-economic groups and wide variations in the types of technologies used, with many students possessing lower skill levels than might have been expected. Neil Selwyn, from the University of London's Institute of Education, in his 2009 article, *The digital native - myth and reality*, likewise reviewed recent research and found a much less sophisticated overall use of technologies than is often assumed.

It would appear that the majority of young people are adept at internet searching, using social networking and content download sites, however despite the advent of Web 2.0 tools which allow interactivity online (some examples are Facebook, networked games such as Runescape, blogs and YouTube), much of young people's use continues to be passive viewing of online content. A much smaller percentage of young people actually participate and collaborate online in Web 2.0 type environments. Significant research has been done into the spread of access to computer, and specifically internet, technology across different age-groups, at home and at school and in different countries. For example, the 2005 report from PISA, *Are Students Ready for a Technology-Rich World?*, and a 2009 report from the Australian Bureau of Statistics, *Household Use of Information Technology*, as well as various studies by the Pew Research Centre in the United States. Another key finding from this type of research is that there is also a 'digital divide', an inequality in access between socio-economic groups even within developed countries and an inequality between developed and developing countries. There is also a sub-group of 'non-participants' due to conscientious objection, parental restrictions or personal choice. Certainly a role remains for public schools to provide equitable access to students from all socio-economic backgrounds and circumstances.

Neil Selwyn sees a continuing need for face-





to-face interaction and a continuing authoritative role for teachers. If we assume that Web 2.0 technologies are important for our students' future, then they still need to be introduced and exposed to those technologies and given opportunities to use them. On a more basic level students may know 'how' to do internet searches but depending on their age and experience they don't necessarily know how to use efficient search terms, how to sift through the many search results returned or how to assess the reliability of a website. Even Don Tapscott, who is an outspoken advocate for young people's use of technology on their own terms in contemporary education, workplace and societal settings, has concerns about their seemingly nonchalant attitude towards online privacy. While contemporary teaching ideology may favour the 'guide on the side' rather than the 'sage on the stage', the guide has a role in guiding and providing wisdom and advice, not just standing by and watching events unfold.

Finally, the broad-brushed assumption that students are disempowered or disengaged by the type of learning provided by schools appears not to have a basis in truth. A number of studies described by Sue Bennett and her colleagues support this. Students may express some frustration about the lack of ICT use at school but they also have some understanding that restrictions are in place for their protection and use their out-of-school time to explore more fully their areas of interest.

In 1972 Stanley Cohen in his book *Folk Devils and Moral Panics* described the concept of a moral panic in which the news media depicts in sensational terms a group or subculture which might be perceived as a threat to societal values. Some writers such as the previously mentioned Neil Selwyn and Sue Bennett and her colleagues believe the Digital Native debate to be an academic version of a moral panic. Wide-arching claims are made and divisions are drawn such as between previous generations and this one, between students and teachers, between believers in the Digital Native phenomenon and non-believers. Debate

is shut down because those who question the evidence are labelled 'out of touch' or 'old-fashioned'.

While more research certainly needs to be done, on the basis of the evidence we have so far, the only logical thing for parents and teachers to do is to follow the advice of the *Hitch Hiker's Guide to the Galaxy* and 'DON'T PANIC!' Our children and students have been exposed to technology at an earlier age than we were and they certainly appear comfortable using it, however their brains are different only because of experience and there's no reason we can't learn what they have learnt and perhaps even be ahead of them sometimes. They still need our advice and guidance and are not likely to overthrow the established order or storm the school corridors anytime soon. ■

An extended version of this article and list of references is available from the ACE website at www.austcolled.com.au

Jacqui Kirkman is a primary school teacher working in suburban Brisbane, a Master of Education student and mother of four.

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Innovation in higher education: Delivering quality, choice and diversity

■ Claire Field

We need innovation within the higher education sector to deliver an innovative, productive economy.

What is it we're talking about when we talk about innovation in higher education? From a teaching perspective it is about having an education system that provides the skills to fulfil the needs of the economy if it is to stay productive and dynamic. It's about having a higher education system that itself is dynamic and productive, that's equipped to prepare students to be ready for what business and industry require in the current economic environment and the challenges that lie ahead. And, importantly, it's about a higher education system that fully prepares our future leaders.

To respond to the changing needs of the Australian economy and learners, we need a system that encourages and rewards, not discourages and penalises, students for their choice of higher education provider.

So the question I pose is: how does greater support for student choice of higher education provider allow new educational opportunities to emerge and flourish and to, in turn, deliver a more dynamic, skilled workforce?

It does so because it puts students at the centre of a demand driven system – helping them identify the courses they want for the careers they are interested in.

To achieve a truly demand driven system we need to remove barriers to student choice and adopt a policy framework that promotes competition and stimulates the pursuit of excellence; we need to promote quality, choice and diversity.

At present, and despite some major reforms, our existing

framework is not really demand driven rather one that allows public universities to play a major role in determining the 'supply' of particular courses leading to particular careers. Currently universities receive funding from the Commonwealth government for undergraduate places with no limits on the number of places they offer in any particular course. In practice universities still

limit the supply of places through the imposition of entry scores for courses. And while some may claim that entry scores reflect the academic requirements of the course – that's hard to argue when the Australian Qualifications Framework identify the common characteristics including level and depth of learning in Bachelor degree courses, and different universities have different entry scores for the same courses.

Nonetheless, universities managing the supply of places and the Commonwealth committing to fund all students seeking to enrol in public university undergraduate degree courses, still represents a major step forward from the previous position where the government determined supply through the allocation of Commonwealth Supported Places.

The current arrangements are however still some way from a genuinely demand driven system. They also privilege study at public institutions over

private providers – irrespective of student choice.

We're selling out students, and their families, business enterprise and the economy if we insist on education policy that upholds sameness and rankings, while stifling efficiency and innovation.

To achieve a truly demand driven system we need to remove barriers to student choice and adopt a policy framework that promotes competition and stimulates the pursuit of excellence; we need to promote quality, choice and diversity.



Funding and policy to drive a demand driven system

Looking back over the Rudd/Gillard years of Government there has been a significant change in Australia’s higher education landscape. The Government is to be congratulated for grasping this change and driving it onwards with far-reaching reform. However, this is not the time to rest on our laurels. There is still much to be achieved and the momentum for reform must be maintained.

The Bradley Review clearly set out the principles of quality, choice and diversity in education. ACPET strongly supports the Government vision articulated arising from the Bradley Review, which is encapsulated in these strong ideas:

- Student choice should drive funding systems;
- There should be a diversity of programs and strong institutions to provide them;
- There should be greater access and opportunity in education; and
- Quality should be the foundation of delivery.

Education policy that is clear and coherent, with regulation applied evenly across the sector will deliver to, and support, real student choice. In turn, this will drive and maintain responsiveness in the education market, with flow-on effects

back to industry and the wider economy. The achievements so far have been:

1. National regulation for the higher education sector through the establishment of the Tertiary Education Quality and Standards Agency;
2. Uncapped Commonwealth Supported Places in the public university sector providing much greater access to undergraduate education;
3. Additional funding for public universities including for capital and research, and to support greater participation by students from low SES backgrounds; and
4. A review of base funding for the sector.

Despite the important achievements of Bradley, in carrying the national dialogue about education beyond old parameters, there are still shortcomings where reform has been incomplete, or where rusted-on prejudices and vested interests have manipulated the reform agenda. And there is still confusion and inconsistency in the Government’s message on higher education. There is a need for further reform if the full capacity of the sector is to be utilised rather than being stifled.

There is still much work to be done. When we talk about innovation in higher education, we must also talk about innovation within the policy environment.

We need policy that will invigorate Australia’s higher education system and allow it to evolve; and we need policy that removes the market distortions within the system and allows Australia’s higher education sector to deliver real benefits to individuals, enterprises, to industry and to the wider community.

This is yet to be fully achieved. There are three key areas where reforms should be made:

1. A shift in rhetoric and policy from a university sector to a higher education sector;
2. A shift from public vs private debates, replaced by a focus on quality and excellence; and
3. Funding reform to support genuine student choice.

A higher education sector

It’s disturbing to see the 127 independent institutions that deliver higher education – institutions that are innovative and responsive to the changing needs of our economy, and can survive only because of these traits – still get treated by government as second class citizens.

In thinking about the size of the ‘non-university’ sector it’s worth reflecting that collectively these institutions are now delivering close to 10 per cent of Australia’s

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higher education, and set to grow.

There's no doubt that reputation, size, and longevity of institutions speak for themselves, and it is reasonable that funding models will continue to make allowances for these characteristics. But they should not be the sole drivers of funding models.

The non-university sector is educating close to 10 per cent of Australia's higher education students. This is equivalent to two medium sized public universities. Can you imagine the outrage, from both a social and economic perspective, if government policy locked students from two universities out of: access to Commonwealth Supported Places, HECS HELP loans and OS HELP loans?

Clearly in the higher education sector, policy should not centre on ownership structure. Instead, it should centre on what's being delivered, on the outcomes of education. It should focus on the quality of the education offering, which in turn should be about the benefits to students.

And while we now have a single national regulatory model under TEQSA – which is a vital step in the right direction – we still have a dual funding model and other discrepancies based largely on ownership and history. I would argue this limits the capacity of the sector to innovate and to respond to the emerging needs of the economy. What's needed is a shift away from the traditional emphasis on institutions dictating what, where and how education should take place and being potentially sluggish in their response



to economic demand.

There is no doubt that the most dynamic part of the higher education sector is the private sector, which has grown, thrived and contributed to our economic productivity largely independent of taxpayer assistance.

Funding for higher education

The government's uncapping of Commonwealth Supported Places in universities has exacerbated a major distortion in higher education funding.

The uncapping of undergraduate places in universities means that if a student meets the entry requirements set by a university for a course then they will have a guaranteed place.

However, if the student would prefer to study at a non-university institution, then they are locked out of accessing a Commonwealth Supported Place.

This means that students that want to study with more than 120 independent institutions face distorted choices – take a cheaper Commonwealth Supported Place at a public university or pay their own way at a provider that might better meet their needs. Students are effectively being penalised, because their preferred choice of course or institution, happens to be a non-university higher education institution.

While the Commonwealth government is to be commended for introducing FEE-HELP income contingent loans to assist students defray the upfront costs of studying at a private higher education institution; unbelievably, if a student takes out a FEE HELP loan at a non-university higher education provider, the government charges them a 25 per cent administration fee but if a student chooses to take out a FEE HELP loan to undertake a Master's degree at a public university no administration fee is charged.

Of course the inequity extends further when we start looking at HECS HELP loans that are on offer to university students. The students who are entitled to these loans have access to a subsidised course so therefore accumulate an even smaller loan than those that attend a non-university higher education provider. The system is neither efficient nor equitable.

Aside from addressing the inequities in student funding in the higher education sector, reform is also needed to include access for non university higher education institutions to funding for scholarly activity. These institutions currently receive no funding whatsoever for this important activity; and while their smaller size and student-focussed approach is their strength, nevertheless



teaching, scholarly activity and research are complementary activities. Scholarly activity supports quality teaching, as well as staff development and the image and reputation of institutions – both at home and abroad.

Addressing the funding inequities

To address the funding inequities, funding should be broken up into teaching, research and community service components. This would mean that all higher education institutions would be paid for what they deliver, and any expansion of higher education access would be done in a more efficient and importantly more transparent manner. It would also drive excellence in achievement while staying true to equity principles around funding access.

Make no mistake: I am not calling for a reduction in university funding. I am simply saying: let’s fund higher education in a logical, transparent manner so that we drive efficiency and equity.

We need a funding framework that promotes efficiency and innovation for today’s needs and for the long term.

This should include funding for teaching that follows the student, so that their educational and institutional preferences are not stymied by funding

models that channel them into institutions that may not best suit their needs and/ or do not prepare them adequately for the changing world of work in an increasingly global economy.

The funding system should be based on clearly identified underpinning principles, including community and industry engagement, research excellence, and access by learners from lower socio-economic backgrounds. It should include income-contingent loans and tuition subsidy systems applied equally across both the public and private higher education sector and not distorted by outdated principles.

Such a funding system would allow for a greater diversity of study programs and institutions, which in turn would signify and allow for more creative and timely responses to the ever-changing needs of the Australian and global economy.

ACPET believes that the only way to grow Australia’s knowledge base within the quantum of fiscal discipline and restraint is to tap into the efficiencies of the private sector. Research by Allen Consulting for ACPET estimated that public funding of a student at a private institution would be roughly three-quarters of the financial outlay of funding student places at public

institutions – or even less when the public university Government funding split is accounted for. This is largely because the Government does not fund infrastructure or subsidise tuition fees at private institutions. In addition the private sector delivers smaller class sizes, and typically demonstrates stronger links to industry and emerging areas of jobs growth.

Removing the inequities in government funding across the public and private sector would allow students to make better choices in their undergraduate study. It would allow them to make choices based on finding the right course and institution for them and the career they aspire to – not just by the cost of their course. In turn this would lower the level of attrition in the university sector and provide for real equity, efficiency and innovation in a strong higher education sector. ■

Claire Field is CEO of the Australian Council for Private Education and Training (ACPET).

This article is based on a speech delivered to the Committee for Economic Development of Australia (CEDA) Higher Education Forum on 30 March 2012. A full transcript of the speech is available from www.acpet.edu.au

The changing role of teachers in the twenty-first century

■ Adam Smith

Teacher quality continues to be debated and discussed far and wide, by politicians, academics, social commentators, students, business leaders, and of course by teachers themselves. There are two inherent limitations in this. Firstly, we do not have a contemporary or consistent view of what the core purpose of school education is in a modern and rapidly changing world, and therefore don't have a common, agreed language around what success looks like. Secondly, the fact that we expect twenty-first century learning to occur within and through outdated systems and structures is prohibiting our teachers and schools from reaching their fullest potential. Any discussion about teacher quality must ultimately be in the context of what it is going to take for every young learner in Australia to be well equipped for their future, including a commitment to creating the systems, structures and standards required for this to be achieved.

The relationship between teaching and learning has fundamentally changed. We have shifted from a paradigm where the role of the teacher was clearly defined and sat within predictable structures, to an emerging paradigm where the scope of a teacher is now 'in the world', rather than 'in the classroom'. Naturally, this presents many challenges and opportunities. There are countless examples of Australian schools that have embraced this and are doing all they can to focus learning outwards, rather than inwards, to expand the classroom, rather than limit

it. Disappointingly this has too often occurred in spite of the systems we find ourselves in, rather than because of them. It is more apparent than ever that the type of learning we encouraged and measured in the last century will not serve us in the next century.

This reality also suggests that many divisions that have previously dominated much debate and ultimately decision making will no longer best serve the interest of all learners. Divisions between sectors, subjects and schools are less productive than approaches that genuinely promote shared responsibility for the provision of an inspiring and rigorous education for all students, all of the time.

The debate about what changes first, the system or the classroom, is not a new one, and perhaps not a helpful one. Undoubtedly both need to evolve, and rapidly. However the catalyst for this change remains unclear. International competitiveness is one important dimension, and while Finland and many East Asian countries continue to improve at such an accelerated rate, Australia is at serious risk of being left behind. There is an important national economic rationale for greater investment, which has most certainly been echoed in the national review of funding for schooling, however as we have observed across the OECD, greater expenditure alone does not equal greater improvement in student or school performance.

There is also an industrial catalyst for change emerging, made more severe by the observation that the top ten most

in-demand jobs in 2010, did not exist in 2004. We know that today's young learners will need to be able to thrive in new and rapidly changing environments and will need to solve problems that we don't even know are problems yet. The Business Council of Australia often reference the fact that 'schooling provides Australians with the skills they need to effectively participate in the workforce and as such will be crucial in building the skilled workforce required to drive productivity growth into the future'.

Mainstream media also seem to be more willing to enter this debate than ever before, as evidenced in the recent dedicated episodes of both *Four Corners* (ABC) and *Insight* (SBS). While this interest in, and commitment to, telling the story of current reform is to be applauded, the focus continues to rest on changes within outdated systems, rather than building momentum for the wide scale systemic revolution that is required if Australia wishes to be an international leader in teaching, learning and assessment.

While there are powerful external pressures at play, highly effective teachers understand the need for change. In 2012, the role of a teacher is fundamentally broader than being the sharer and disseminator of knowledge. Today teachers are required to provide a level of stewardship to cohorts of students that is both unparalleled and urgent, must have the capacity to model the twenty-first century skills we know are required, and must be willing to collaborate, inform and



share practice. In many cases, this is not the role that many teachers originally signed up for, but undeniably is the only way we can move forward both as individual teachers and as a profession.

Undeniably schools will continue to be at the heart of every community - culturally, socially, geographically, and now virtually. There is a clear and well documented shift from schools being seen as centres of teaching, to schools as centres for learning, and while this concept might not be new, the environments in which we work, and the technology at our disposal, most certainly are. Perhaps the greatest challenge of our time when it comes to high quality teaching is that we find ourselves at a point of serious transition, and stuck between an old paradigm and the new paradigm that we know is coming. How we continue to honour both the old and the new, and manage through a time of serious change, is a challenge for us all.

There is no more important profession than teaching. Arguably there never has been, and never will be. Consistently we are observing the status of the teacher in high performing nations is considerably higher than here in Australia. This is not a new conundrum, however it is one we should no longer excuse. There should be an innate pride in showcasing the 'art and science' of high quality teaching, and we need new ways of sharing this more broadly, coupled with more holistic, rigorous measures of achievement which don't only show the broader talents of students, but critically, also point to the impact over time of effective teaching. We need a serious realignment of community expectation, capacity of schools and content of teacher training. The introduction of nationally consistent professional standards for teachers and school leaders should help open a dialogue about what this looks like and how it might be achieved.

In the midst of so much change, it is timely for individual

teachers and school leaders to reflect on how reactive or proactive they choose to be towards the changing education landscape, but more so, towards the changes we know are necessary for today's young learners to be able to adapt, evolve and thrive in a rapidly changing world. It is important we closely analyse and monitor the interdependent relationship between the classroom and the communities within which students interact every day. While it is easy to feel overwhelmed by the degree of change upon us, we have much to learn from other nations, particularly when it comes to how teachers are trusted, nurtured and empowered to provide leadership both within classrooms and within communities. The challenge in Australia is to apply this knowledge and have the courage and conviction to promise to all young people that our teachers and our schools will prepare them for all that lies ahead. ■

Adam Smith is the Founder and Principal Consultant of 'The Equity Institute' and Board Member of the Australian Council for Educational Research (ACER) and a member of the Victorian committee of the Australian College of Educators (ACE). As former CEO of the Foundation for Young Australians, Adam has a background in non-profit leadership and has personally generated in excess of \$15 million in philanthropic and corporate investment in public schools in Australia. Adam is passionate about promoting equity and excellence in all schools and encouraging additional philanthropic support of school education. Adam has worked extensively in the United States, Middle East and Europe and is a regular presenter at the annual World Innovation Summit for Education (WISE). In 2009 Adam was named Young Executive of the Year by BOSS Magazine.

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Q&A with... Tony Mackay on the work of AITSL

Early in 2012 Margaret Clark sat down with Tony Mackay, Chair of the Australian Institute for Teaching and School Leadership (AITSL), to find out his take on AITSL's work to date and the priorities for AITSL in 2012 and beyond.

MC: Tony, apart from the Ministerial Council (MCEECDYA) and its working groups, there are now three national bodies set up to prosecute the national agenda for school education - Education Services Australia (ESA), the Australian Curriculum, Assessment and Reporting Authority (ACARA) and AITSL. On paper it looks a little odd, from my perspective at least, because each one has quite a different structure and their roles cross over - sometimes in odd ways. What's your take on AITSL and its place in the national education architecture?

TM: Well you are right that these three companies are all essential for shaping the national agenda. Each has a distinctive role but we are now quite interdependent. For example ACARA has main carriage of the Australian curriculum but the work of ESA and AITSL is significantly contributing to its successful implementation. All three bodies are responsible to the Ministerial Council. In the wider sense we are accountable to multiple stakeholders and of course, importantly, the profession.

MC: If we could come back to the role of the profession later, because this is an important and quite complex issue in its own right, but firstly, can you talk about AITSL's work to date and how this has gone in your eyes?

TM: I think AITSL has made a substantial contribution to the teacher quality agenda in this country. Of course it is only a couple of years on but we did not commence in a vacuum. The transition from Teaching Australia to AITSL meant that there was already a national presence with a role in relation to standards and a professional network. We built on this work and we also had a clear remit and a very effective Board and reporting structure. This has been critical to our success.

That is, while we have remained a company of the federal Minister, the transfer of reporting to MCEECDYA has meant that it is possible to prosecute work through the formal procedures of MCEECDYA. And in turn MCEECDYA has given us a work program endorsed at the highest level.

Our 17 member Board has had all States/Territories, education sectors and the profession represented throughout the establishment phase of AITSL. The organisation was designed to do the business with stakeholder interest at the table. It has been a different model for engaging with the profession from the approach taken by Teaching Australia, but I know it has helped

us to get the work done.

MC: Well that is a nice segue back to the issue of the role of the profession. I know that you are all too familiar with the sense of disappointment experienced by many at the reduced representation of the profession - myself included

But you were one of the significant players in the activities of the profession under the auspices of Teaching Australia. During the period leading up to 2003 the profession was very actively engaged in building a broad consensus, not just about the importance of having national standards, but about the role of the profession in the development, and implementation of these standards.

We were, as you say, 'at the table' but nothing was progressed because there was no relationship between this work and education employers or, more importantly perhaps, MCEECDYA decision making processes. So nothing was progressed.

TM: But we also know we cannot do our work without the buy in of the profession - if we can't achieve that and be seen to be doing this, then I think that the possibility of the kind of success we enjoyed last year would have been seriously compromised.

MC: I think that is true. So now we have national standards for teachers at four levels and although we might wish there had been more professional ownership of the process to date it is, in reality, quite an achievement.

TM: It is, but it has also been just the first step in building a comprehensive professional standards architecture. When we look at high performing systems, it is clear that the way in which they tackle the elements of a 'system' is not left to chance. The first step is developing and agreeing professional standards.

I see our endorsed National Professional Standards for Teachers at four career stages as the bedrock. On this it is possible to build a comprehensive high quality system.

You can take these standards to providers of teacher education for entry to the profession as we have done. We now have an agreement for the first time in this country for a national approach to the accreditation of initial teacher education.

This is a major priority for AITSL. We have undertaken this work with consultation with the teacher education providers and have brokered agreement between universities, regulatory authorities, employers and unions which was then endorsed by all Education Ministers. This approach is being implemented from 2012, and we are undertaking a great deal of work to support it. This is a big step forward, because as each initial teacher education course comes up for re-accreditation for the next period

When we look at high performing systems, it is clear that the way in which they tackle the elements of a 'system' is not left to chance. The first step is developing and agreeing professional standards.

they will need to be able to show how they have met program standards and the graduate standards.

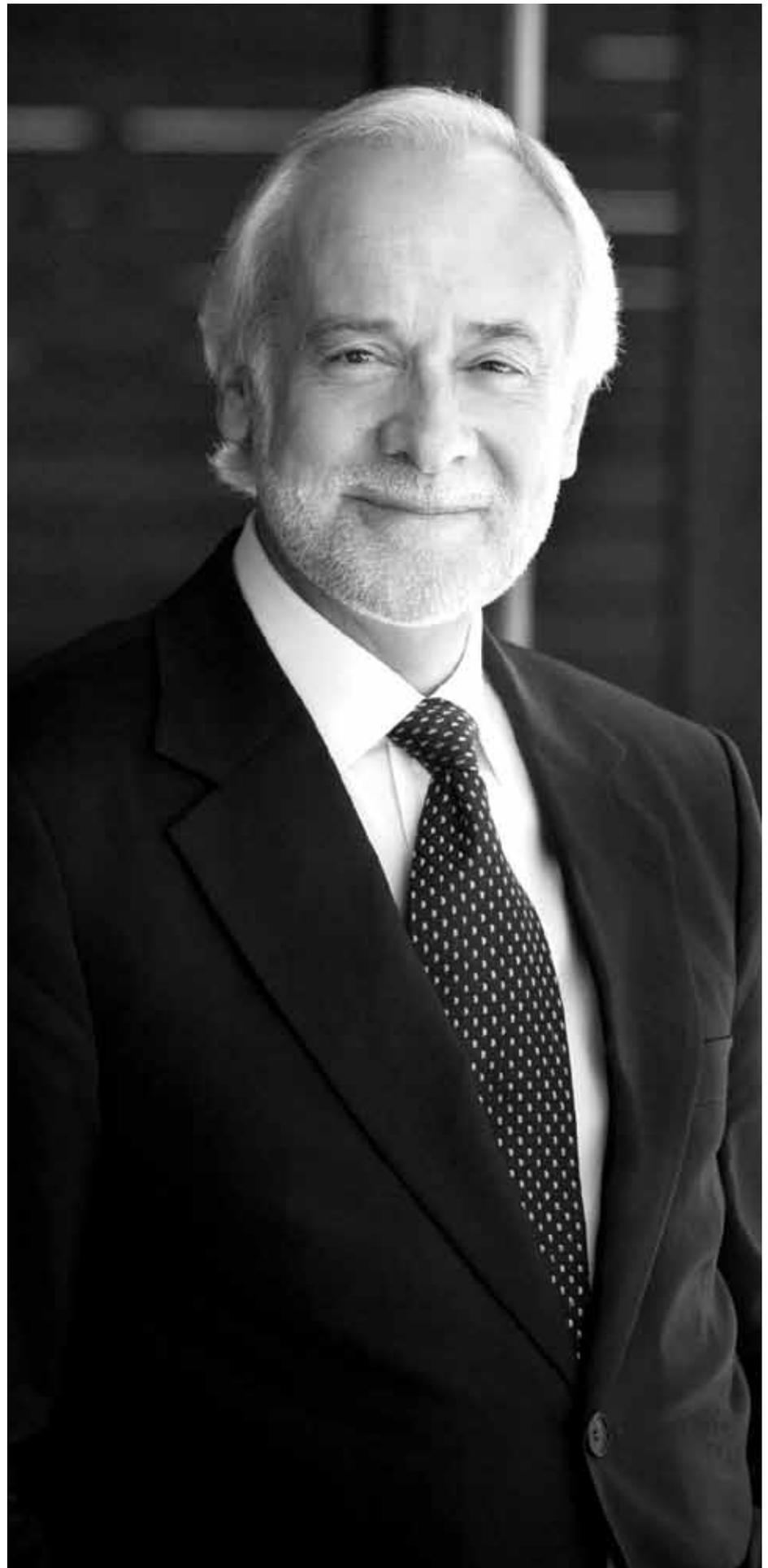
Professional standards for teachers at the four career stages of graduate, proficient, highly accomplished and lead have the potential to be the foundation for a coherent quality system where, in all the work we do to build capability across the profession, there is a clear line of sight to these agreed standards.

The standards are vital for the registration process at both the provisional and full registration levels and for career pathways for teachers. A nationally consistent approach to registration has been endorsed by Ministers and we will be taking our approach to voluntary certification of highly accomplished and lead teachers to the Ministerial Council in the first part of this year.

MC: And I can see that the Commonwealth Minister's decision to modify the merit pay for high performing teachers has now cleared the way for the second process - building a career path that aligns to the standards framework. This has been an excellent outcome and I think that the fact that the AITSL Board has been willing to provide public commentary on its preferred approach to merit pay has been extremely important in getting us to this outcome (with a little help from the budget pressures of course).

So, what are the other elements that can be better developed using the standards framework?

TM: Well there is the leadership piece. As you know, we now have an endorsed national standard for principals - a content standard not a performance standard. We have launched a clearinghouse for high quality resources and materials to support leadership and development across the ➔



country - for both those who aspire to principalship and for practicing principals.

School principals and leaders are the very people we need to support - they are pivotal to improving the quality of the whole profession. And of course, building the quality of the profession cannot happen without high quality professional learning.

The Professional Learning Charter that has now been endorsed for consultation is the centre-piece for this because it captures the elements of effective professional practice.

The Charter was designed to identify and promote the best evidence available about professional learning. It is designed to drive the professional learning to which you as a professional, along with your colleagues, commit.

So in thinking about teaching as a profession, initial teacher education is just the beginning of a life long career of learning and development - which takes place individually and collectively with colleagues in a professional learning community.

MC: You mentioned the proposal for certification of highly accomplished and lead teachers which Ministers have approved for consultation. Can you tell us a bit of the thinking behind that and what it will mean for how the advanced standing categories of highly accomplished and lead teacher will work.

TM: The proposal is for an agreed assessment process drawing on trained external assessors. We are taking this very seriously.

If a teacher is interested in being assessed for certification this will involve a number of steps including self-assessment, the collection of evidence against the standards, external assessment, and classroom observation.

If you look across the professional life cycle and how it might operate in a standards framework we can see that observation is a central part of the way we want to promote professional growth. This is because observation puts the focus explicitly on professional practice, beginning with the practicum. It also becomes part of the professional registration process and part of professional learning, performance management and then advanced certification. Classroom observation should become a natural part of professional practice - involving professional colleagues, supervisors and at times involving external assessors.

MC: I can see that the culture you are trying to build here is starkly at odds with

the, perhaps unintended, message of merit bonus for the top ten per cent - the highest performing teachers.

TM: We wanted to incentivise performance improvement for all teachers, but also find ways of recognising those who voluntarily pursue higher levels of certification. This is why I liked the article Michael Fullan wrote recently about getting the drivers for system improvement right. And it is clear that the driver cannot just be accountability.

We need to build a performance and development culture.

MC: One gap I can see is the availability of a repository of standards aligned tools, protocols and processes that have been quality assured or reviewed as fit for purpose and properly stress tested. So I am talking about things that could be used by individual teachers, groups of teachers, schools or professional groups to self assess, make their practice visible to others, observe and give feedback on each others' teaching, review their practice and so on.

TM: Yes, I fully agree. In addition to establishing the clearinghouse for resources and materials for leaders we recently launched at our big Professional Learning Convention a new teacher standards website, the first set of illustrations of practice related to the standards and reports on multiple pilots of the standards in action from across the whole of the country - in every State and Territory and the full range of contexts and settings.

In addition we are establishing a social media platform to maximise interaction with and between the profession. We are setting up a quality process that invites and generates tools and techniques that will support the use of the Standards from co-developers in the profession and the market place.

By building a strong core architecture we will be able to take a more open source approach to the products and processes that might be developed to support teachers.

MC: AITSL's remit was set out in the Minister's Letter of Expectation which is on your website. Where are you up to on this plan and what challenges might you face over the medium term?

TM: We have made good progress against our Letter of Expectation and Ministers have endorsed key elements, including the National Professional Standards for Teachers, the National Professional Standard for Principals, Standards and Procedures for Accreditation of Initial Teacher Education and a nationally consistent approach to

teacher registration. As we have discussed, Ministers have also endorsed for broad national consultation a proposal for consultation on Certification of Teachers at Highly Accomplished and Lead levels and a Professional Learning Charter. We have also implemented a highly successful on-line learning program to assist teachers lead curriculum change and held our first national awards cycle.

Ministers are finalising the second Letter of Expectation now, which will build on the first.

As I said earlier, having all jurisdictions sectors and stakeholders co-designing and supporting AITSL's work is crucial to our success. It is clear that in our next phase the size of the AITSL Board will be reduced and this will mean we will need to strengthen our governance and consultation model to ensure continued joint ownership.

MC: We know that the best systems focus on building a culture where all teachers are motivated and supported to develop. This means that the emphasis - the balance - needs to tip towards motivational and positive benefits of capability building. This can be undermined if the spin is about being able to fire poor performers.

TM: Yes, this is why we are taking the approach we are taking - using the standards and the charter to build a culture of career-long performance and development and emphasising that it is about all teachers.

And of course there is a futures perspective. Teachers are not the only educators and this reality is becoming more important to appreciate. Clearly we need a profession that is confident about its own knowledge base, its own professional practice and therefore its central place and contribution in educating young people. However there are new entrants into the learning game - including not for profits, philanthropists, corporates, and social entrepreneurs. We need to work in partnership to ensure that we are all working in the interests of high quality learning for all young people.

We will need school leaders who are comfortable with working in new networks and clusters and who are able to be constantly on the look out for new opportunities to enhance learning in schools and beyond. ■

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Australian Council for Educational Research



What **Teach For Australia** taught me



■ James Gutteridge

I now realise that education is perhaps the most powerful force for change in society.

Many people are surprised that I am in teaching. It's not something I had ever wanted to do, and it wasn't until my final year of university that Teach For Australia began. Teach For Australia is based on the models of Teach For America and Teach First in the UK. These are highly successful programs aimed at recruiting top graduates, using a world class 'learning while teaching' training model, and placing them into disadvantaged schools. Teach For America is one of the most sought-after destinations for top graduates in America, with 18 per cent of the senior class of Harvard University graduates applying. Typically, only 10 per cent of applicants are successful in being accepted into the program, reflecting its rigorous selection process. Given this success at recruiting top people into the profession, the movement is expanding into many countries at a rapid pace.

Teach For Australia does not pretend to be the only solution to lowering the significant achievement gap in education. There are tens of thousands of teachers in Australia and the 45 of us in the initial cohort in 2010 were never going to put a huge dent in the gap. I could quote statistics on the success that Teach For America has had with its Associates and what those Associates achieve after their two year commitment. I could mention that many people are quick to point out that only around 65 per cent of the Associates stay in teaching after their initial two year placement. Indeed the program

has its critics, mainly coming from the teacher unions. The point of this reflection is not to evaluate the pros and cons, as you can look these up easily yourself, but to reflect on what Teach For Australia has meant for me.

In short, Teach For Australia has changed my life and hopefully the lives of many of my students. I had always looked upon the teaching profession with a degree of disdain – most teachers I knew did not have passion, and the profession's poor reputation and pay meant that a high achiever would stay away from it. Indeed, I was expected to stay away from it – many of my teachers were genuinely disappointed to hear I had become a teacher when 'he could have been anything.' This general attitude reinforced the idea in my head that 'those who can do and those who can't teach.' The whole situation was like the good-looking bloke who decided to join the priesthood.

Looking back even I am shocked that I am now a teacher. I must admit when I first started out and people asked what I did I always qualified my response with a brief description of the program I was in, and that 'it's only two years'. Of course I had signed up genuinely believing in the cause and highly motivated to make a difference, but I was still painfully aware of the stigma attached to being a teacher. Now that the program is over I proudly state that I am a teacher, despite knowing that people will think I should have pursued a different path. And this



leads me on to my next point - why do I view teaching so differently now? Am I trying to trick myself into believing that I actually do matter, despite the job I now have?

Before becoming a teacher I had never stepped inside a public school. I had not closely associated with Indigenous people. I had never questioned our education system. Sadly, I had the view that poor people were less intelligent. You could say I was quite (very) sheltered, really. I was in for a shock.

I stepped into my school, one of the lowest-performing schools in Victoria, full of students from a very low socio-economic background, 11 per cent of them being Indigenous, and I was angry.

I was angry because before me were the most intelligent people I had ever met. The students had incredible passion. They were highly interesting and interested. But most of their potential would never be realised. Most of them would remain in the cycle of poverty. Very few would have the opportunity to go to university, if that's what they wanted to do.

I'm not going to say I changed their lives in my two years with them, because it is very difficult to know. I could look at their results and quote improvements, but was it all me? Most people never know the

impact a single teacher had on their lives, and most wouldn't try to quantify it. So I'll just stick with the impact it had on my own learning.

Out of the frustration I had in seeing wasted opportunity, I started reading. Lots. I found brilliant thinkers on education and got in touch with them. I visited the most progressive schools. I spoke to teachers. I got into heated debates with friends. I now write a blog on education's impact on society and have even more heated debates on Facebook when people read it. I have talked with and written to prominent politicians about what I have learned.

The two-year experience changed my view on education, teaching and people completely. I now realise that the socio-economic status of a student has nothing to do with their intellect and capabilities. I now realise that we have very different opportunities available to people based more on income than ability. I now realise that education is perhaps the most powerful force for change in society. I now realise that teachers, despite the lack of recognition are amongst societies most important leaders. I now know that my talents are put to better use in shaping lives than narrowly pursuing a high income.

For now I will be staying in teaching, and proudly declaring it. In the future

I may lead a school or represent people in politics. Wherever I go though, what I have learned will never escape me. Say what you like about TFA, but I am saying thank you. Thank you for giving me this opportunity to learn what educational disadvantage really means, and for the opportunity to have an impact on it. ■

James Gutteridge was a member of the first Teach for Australia cohort in 2010. He read a BA majoring in Economics and Political Science, and a Diploma in Mandarin Chinese. As part of this he studied 3 months at the National Taiwan Normal University before becoming an Associate at Teach for Australia. He now teaches at St. Patrick's College's new year 9 campus, Croagh Patrick. He is also a boarding house tutor at Launceston Church Grammar School. James writes an education blog at: www.jamesgutteridge.com.au

The views on the teaching profession expressed in this article do not represent those of ACE. The College welcomes broad discussion on the issues affecting educators including teacher education.

We invite comments on this article for inclusion in our next edition.

NARIS – aiming for the best

When NT Department of Education Chief Executive Gary Barnes started in the role in 2009, he was surprised to find no national approach to teacher recruitment in remote areas.

‘There was such a small number of schools and I couldn’t believe someone hadn’t thought of pooling the recruitment and retainment effort,’ Mr Barnes said. ‘It struck me as a very achievable prospect.’

The following year, the National Alliance for Remote Indigenous Schools (NARIS) - initiated by Mr Barnes - was formed with senior representatives from the Territory, Western Australia and Queensland agreeing that they had much in common and shared similar challenges in their 173 remote Indigenous schools.

South Australia and New South Wales have since joined the group. ‘We all have experiences to share and face similar issues,’ Mr Barnes said

Recruitment

The initial NARIS focus has been on attracting and retaining quality teachers. It’s no secret that Australia’s remote schools traditionally have attracted a mixed bag of teachers, many of whom haven’t stayed for long.

For example, in the Territory before 2010, the average length of service in remote area schools was eight months, with a 40 per cent annual turnover.

This has been turned around over the past 12 months through the implementation of specially designed screening and selection processes and a series of targeted events to facilitate networking and support. It’s early days but the results look promising.

NARIS wants to recruit quality teachers to remote areas who are committed to the job. It wants to keep them by offering job satisfaction, support and incentives.

‘What we are saying is that we want high quality teachers who are willing to stay for three years in these remote communities. It’s no longer acceptable for teachers to come and experience the culture for six months, see a crocodile and then leave,’ Mr Barnes said.

‘Getting quality teachers and leaders is our biggest challenge,’ he said. ‘Keeping them and supporting them is the next big challenge’.

Expanding the local pool of talent

The NARIS agenda is not only about bringing quality teachers and leaders into remote Indigenous communities. It’s also about

building the numbers of Indigenous people becoming teachers and leaders in their own communities.

NARIS is currently developing a program to promote teaching as a career of choice for senior secondary Indigenous students and connecting them with teacher/mentors, who help build their capacity and willingness to pursue teaching qualifications.

NARIS jurisdictions will also support local teachers and leaders to access the same incentives and support as those who are recruited into the community.

School leadership

‘The isolation of many of these schools and the circumstances that both teachers and leaders face are unique to their contexts,’ Mr Barnes said.

‘Many remote schools have our least experienced leaders. Without support, leading these schools can be a very tough job.’

‘Leaders of remote schools must engage their communities, regardless of experience, and this takes a unique set of skills.’

‘NARIS has a strong focus on developing quality leaders who are able to inspire others, work in partnership with communities, and innovate and create better futures for their students,’ Mr Barnes added.

‘In turn, great leaders can attract and retain quality teachers.’

NARIS is organising conferences and programs focussed on remote school leadership and providing ongoing support and mentoring with experienced, exceptional principals. A scholarship program aims to improve the academic qualifications of teachers and leaders.

Support for best practice

The impact of NARIS has been enhanced by the involvement of the Australian Education Union and the Federal Government.

Five million dollars in government funding will be used to roll out a range of projects, supports and resources. The NARIS agenda is overseen by a Steering Committee with the jurisdictions each taking the lead for specific deliverables.

The rewards of this collaborative approach are already evident, with people working together on solutions and sharing best practice.

An example is the development of a common website that provides a gateway to relevant information, professional learning, and job opportunities in any of the 173 NARIS schools.

It’s no longer acceptable for teachers to come and experience the culture for six months, see a crocodile and then leave



The website, to be launched in July, will contain clear and consistent messages to teachers seeking jobs in these complex schools.

The website will also host online learning programs focussed on cultural awareness, teaching students with English as an additional language and teaching numeracy to Indigenous students.

NARIS is also developing a common approach to orientation for newly-recruited teachers and leaders. The goal is to ensure that the expectations and experiences of the newly-recruited staff are similar.

Mr Barnes said the impact of NARIS is already noticeable, with high attendance at the first NARIS leaders' and teachers' conferences held in Queensland and the Territory last year.

The feedback highlighted the importance of professional networks in leading and teaching, and how isolated many of these educators felt in their work. One teacher said the 'most important thing' she'd take away from the conference was the contact details of other teachers whom she'd 'clicked with' and who were facing the same challenges.

Building on these face-to-face opportunities, NARIS is building an exclusive virtual network. This innovative professional network, to be launched this year, will enable teachers to connect with each other and with leading edge professional learning opportunities.

Job conditions

On the policy front, NARIS is working with local jurisdictions to ensure teachers who accept positions in NARIS schools can access a minimum of two years leave, maintain their conditions and return to work in their original jurisdictions if they so desire within those two years.

NARIS jurisdictions will also lobby the Federal Government to remove all Fringe Benefits Tax on incentives for teachers in remote Indigenous schools.

It will also support an approach that allows teachers to transfer from any NARIS school to another one, without losing the capacity to accrue benefits such as long service leave and study leave, or without compromising significantly on incentives.

NARIS believes that to get the best

teachers into remote schools and to generate a sustainable workforce across all NARIS schools, the incentives need to be flexible, similar and transferable across jurisdictions.

Changing perceptions

NARIS has another challenge – changing the perceptions of teaching in remote Indigenous schools. The organisation believes this will require a paradigm shift, from accepting any teacher who puts up his or her hand to teach in remote areas, to accepting only the best and the most dedicated.

'We want teachers who are committed, who are innovative and who can think outside the square to come up with solutions. We are saying don't bother coming if you're not good enough. Our kids deserve better,' Mr Barnes said. ■

Article provided by the Department of Education and Training, Northern Territory Government

Principals as Literacy Leaders

Combining leadership actions with an emphasis on reading has yielded impressive outcomes in low-SES schools.

Australian schools have been labelled as ‘high achievement/low equity’ (McGaw, 2006). While a majority of Australian students achieve high standards against both national and international literacy measures, a significant minority do not. This achievement gap has been widely linked to socio-economic status and indigeneity, leading the Australian government to undertake the Literacy and Numeracy Pilots in Low SES Communities. One such program is Principals as Literacy Leaders (PALLS), which has targeted 60 high-need schools in South Australia, Western Australia, Queensland, and the Northern Territory.

The program has been the effort of major collaboration between the federal and state education departments (particularly the South Australia Department who hosted the project), the Australian Primary Principals’ Association, and three universities who designed and delivered the program; Edith Cowan University, Griffith University and the Australian Catholic University.

The pilot was motivated by studies showing the direct and indirect impact school leadership could have in increasing student literacy. It is well documented that teacher quality is the most important school-based factor in student learning, with leadership following as the second. The researchers contend, however, that struggling students have been shown to get back on track only under good school leadership.

The project sought to enable school leaders to direct a sustainable literacy

strategy based on both their leadership skills (through the Leadership for Literacy Learning Blueprint) and an increased knowledge of literacy, and in particular, reading (through the ‘Big Six’). These two frameworks are outlined below. Overseeing principals in each state was a Literacy Achievement Advisor (LAA), an experienced school leader who provided in-school support as principals undertook five professional learning modules and follow-up activities in their own schools. Using skills developed in these modules, principals designed and implemented tailored interventions for their schools.

Leadership for Literacy Learning Blueprint

The first module undertaken by principals was the Leadership for Literacy Learning Blueprint, which demonstrates the importance of leadership in literacy learning. Based on five recent meta-analytical research reports, eight avenues for leadership action are identified:

- Shared moral purpose;
- Disciplined dialogue;
- A strong evidence base;
- Conditions for learning;
- Curriculum and teaching;
- Parent and community support;
- Shared Leadership; and
- Professional development.

A shared moral purpose is the core of the Blueprint, creating a common language and focus for professional conversations that assisted school principals and communities ‘to set and hold high expectations, to agree on common goals collaboratively, and to embed these in

school and classroom routines’. The use of ‘disciplined dialogue’ led these professional conversations to be guided by evidence and research as the basis for student learning. These interrelated management elements support the five practical roles that a principal should undertake – active participation in staff professional development, improving the physical, emotional and social ‘conditions for learning’, curriculum coordination and monitoring of teaching, and encouraging the school community to share responsibility for student literacy.

Principals used this framework to conduct a self assessment at the start of the program and again 15 months later. Results were presented to principals showing their own results (out of 10) in comparison to the normed group of 60 principals.

These results were used to highlight areas for improvement in discussions between the principal and the LAA. The framework proved to be influential on school leaders, with one principal saying it had ‘added to, reinforced beliefs and gave confidence to the direction in which we were heading. It brought focus to improving the literacy approach in our school’.

The Big Six

Used in over 300 schools in South Australia, the ‘Big Six’ literacy development tool is a cluster of six key skills needed for literacy. The tool advocates ‘explicit skills based teaching, especially in the early years’. While methods for teaching reading skills have been hotly contested the Big Six claims

Considerable knowledge transfer has been achieved during the project for principals, teachers and students, resulting in 'early, visible improvement for student achievement.'

to be the culmination of forty years of research evidence, which shows the reading process is broadly based on oral language ability followed by the development of aural skills, vocabulary, rapid recognition of letter combinations and the ability to combine these skills for accurate understanding of texts. These key skills are described as:

1. Oral language
2. Phonological awareness, especially phonemic awareness
3. Letter-sound knowledge (phonics)
4. Word knowledge
5. Vocabulary
6. Fluency
7. Comprehension

The researchers found principals were highly receptive to the Big Six framework. One principal suggested it had aided the transformation from, 'principal as administrator to principal as instructional leader'. Principals were instructed in the underlying research supporting the Big Six, and given key methods such as explicit teaching and systematic teaching to take back to their schools. With greater personal literacy knowledge (and reinforcement of existing understandings), principals were able to credibly facilitate staff learning and implement whole-of-school changes.

Literacy Interventions

Having developed principals' knowledge of leading literacy learning, attention was turned to designing interventions. Each school was expected to produce an intervention implementation plan, using a three 'wave' process. The first ➔



wave included 'deliberate acts that are taken across the school to ensure that the majority of students can participate productively in the general classroom curriculum'. The second identified students who needed 'specialised assistance in the form of scaffolded learning, special programs or differentiated support structures'. The third wave aimed for highly focussed or individualised intervention for special-needs students such as ESL students or students with a disability. Principals were able to tailor the nature of the intervention, the students targeted and which waves of intervention were most suited to the needs of the students. Interventions covered a wide range of topics, including oral language, phonological awareness and letter sound knowledge, decoding, vocabulary development, sight words, comprehension skills, the development of whole-school literacy plans, reviews of school timetables (often, in planning for whole-school literacy blocks), in-class learning support, professional learning for staff, and scope and sequence planning guides.

Based on the intervention, principals were asked to gather and analyse data on changes in teaching and student achievement using a combination of test results, teacher and student surveys. Results showed improved student literacy achievement, but the researchers noted that the Wave 3 individualised interventions were not possible in most schools, due to a lack of resources to support these special needs students.

Findings

All 54 principals remaining at the end of the project noted improvements to their school's approach to literacy learning. Many noted they had implemented whole-school planning including the introduction of dedicated literacy blocks in the timetable.

Six key measures were identified by the researchers as showing progress:

- The schools' approach to aspects of literacy learning;
- Teacher professional development;
- Development of teacher capacity;
- Facilities and resources for the schools' literacy program;
- School leadership positions and responsibilities; and
- Student literacy achievement.

Dedicated time for literacy learning was found to be a powerful driver, providing a focus for staff and students, as well as allowing better use of support staff and resources. It is evident that principals adjusted school budgets, physical and human resources to expand literacy



programs without additional funding.

Other principals reported introducing uniform assessment across the school, collaborative planning, literacy policies, and changes to organisational structure and timetabling.

This holistic approach was also incorporated into professional development, with some principals reporting that professional development had become a whole-school affair, including teaching assistants and administration staff, and had a 'stronger data base than had been previously'. Principals also reported taking a more hands-on role in working with teachers and relying less on external providers. One principal noted, 'PALL has given me cause to reclaim my position as a curriculum leader'.

88 per cent of 296 surveyed teachers reported they felt their ability to teach literacy had been enhanced by their school's involvement in the PALL project.

83 per cent agreed they had enhanced capacity to assess, monitor and target specific students and 85 per cent believed they had a greater range of strategies to teach literacy.

60 per cent of principals adjusted the school's literacy reading targets to be more specific, particularly for students who were part of reading interventions. Providing targeted support to students relied on adjustment to the budget, facilities and human resources available for literacy. As well as the aforementioned literacy blocks, schools adjusted their use of physical and human resources to provide individual support to students requiring intervention, and greater release time for staff to hold collaborative planning sessions.

The majority of principals involved with PALL had initiated changes to school leadership positions and staff responsibilities with an enhanced role for education assistants and literacy specialist teachers.



Outcomes

These interventions showed improvement in student literacy learning, with improvements in internal testing and NAPLAN results. In Year 3 and 5 2010 NAPLAN results, improvements were shown in the lower achievement bands, reflecting that many PALL schools opted to concentrate interventions on students in Years P-5. Discernable improvement is also seen in the Year 7 results, although not as significant as for Years 3 and 5. The researchers expected results for Year 7 students in pilot schools to improve in 2011. As the pilot began just before the 2010 NAPLAN test, more solid data will be available out of the 2011 and 2012 tests.

23 principals nominated PALL as the key contributor to improvement, while others nominated specific aspects of PALL including explicit teaching, the intervention framework, whole-school literacy blocks, the Big Six framework and

the use of data and assessment to diagnose student support mechanisms. Principals also reported a strong appreciation for the 'external support, expertise and stimulus' that LAAs provided, and the value of focussing on educational content (as opposed to administrative duties). The research advocates for a greater integration between leadership skills and high priority learning areas in the design of professional learning programs for principals, with links between professional learning with real curriculum issues.

Overall, 88 per cent of surveyed teachers felt their school's involvement in the project had enhanced their capacity to teach literacy and reading. Two thirds of teachers reported having enhanced the 'conditions for literacy learning' across the school and the same number stated improved confidence in diagnosing literacy needs of students. 68 per cent said they had strengthened their use of evidence to inform teaching practices.

Considerable knowledge transfer has been achieved during the project for principals, teachers and students, resulting in 'early, visible improvement for student achievement.' The project has concluded that the PALL scheme is a cost effective solution to enhance quality of teaching and learning. ■

This report was prepared by academics from the participating universities for the Australian Primary Principals Association. The full report is available from www.appa.asn.au

Reference

Dempster, N.; Konza, D.; Robson, G.; Gaffney, M.; Lock, G.; McKennariy, K. (2012) *Principals as Literacy Leaders: Confident, Credible and Connected Research findings from the Principals as Literacy Leaders (PALL) Pilot Project*, Kingston: Australian Primary Principals Association.

2012 National Awards

Outstanding educators named ACE Fellows

Fourteen outstanding Australian educators have been honoured with Fellowship of the Australian College of Educators (ACE).

National chair, Professor Bob Lingard, made the announcement at the College's Annual General Meeting on March 27. Two honorary Fellowships were also awarded.

Fellowship is one of the highest honours that the college can bestow. Fellows have been judged by their peers to have made a distinctive and outstanding contribution to education in Australia. The 2012 Fellows include educators from the early childhood community, primary and secondary schooling, higher education, consultants and administrators.

Fellows 2012

Ms Elaine Blake - Early Childhood Education Consultant, The Association of Independent Schools of WA

For continued advancement of the Early Childhood teaching profession through educational leadership and research at the local, state and national levels.

Dr Kathryn Brennan – Seminar Leader, University of Sydney, NSW

For outstanding educational and system leadership through a career commitment to achieving excellence, equity and innovation in public education by building school leadership capability and capacity.

Mr Milton Cujes – Principal, Trinity Grammar School, NSW

For distinguished, innovative, passionate and visionary leadership in working with staff to implement programs and teaching practices to achieve the highest outcomes, particularly in primary and secondary boys' education.

Revd Alan Dale – Dean of School, Brisbane Girls Grammar, QLD

For an outstanding contribution to the enhancement of Study of Religion, secondary education and the professional status of teachers at the local level.

Mr Richard Ford – Director of Teaching and Learning, St Andrews Cathedral School, NSW

For outstanding educational leadership in the professional learning and leadership development of teachers, as well as

providing outstanding quality education for students; and for significant contributions to the teaching community through his additional teaching roles at universities and his inspiring service to professional education associations including ACE.

Ms Laura Keating – Principal, Clairvaux McKillop College, QLD

For an outstanding contribution to leadership in Catholic secondary education in Queensland and for the enhancement of an inclusive educational culture at local, state and international level.

Mr Peter Kearns – Managing Director, Global Learning Services, QLD

For outstanding and sustained contribution to conceptualising, establishing, maintaining and enhancing lifelong learning and learning communities internationally and within Australia.

Emeritus Professor Bruce King – University of New England, NSW

For outstanding contributions to teaching, learning and research in higher education with particular emphasis on equity provision through distance education and strong leadership in the field, both nationally and internationally.

Dr Paul March – Educational Consultant, University of Technology, NSW

For his outstanding contribution to the teaching and learning of literacy in the primary years with special attention given to reading, writing, speech communication, children's literature and drama and for his leadership to professional associations, community organisations and The Hills/ Parramatta Group of the Australian College of Educators.

Ms Ann McIntyre – Director of Professional Learning and Leadership Development, NSW Department of Education & Communities

For outstanding leadership in the professional learning and leadership development of educators in the NSW public education system and significant contributions to the NSW Institute of Teachers and to AITSL, in her role as a national expert responsible for developing the National Professional Standards for Principals.



Dr Kathryn Brennan



Mr Richard Ford

Mrs Elizabeth O’Carrigan – Regional Director, Catholic Education Office, NSW

For outstanding leadership at school and system levels in building leadership and teacher capacity and raising the status of the teaching profession.

Mr Roger Pryor – School Education Director, Hunter Central Coast Region, NSW Department of Education & Communities

For outstanding service in inspiring, encouraging and mentoring aspiring leaders within the NSW public education system, actively promoting the impact of developments in technology on leadership, and advocating successful change management through collaboration and innovative professional learning.

Professor Karen Starr – Chair of School Development & Leadership, Deakin University, VIC

For a contribution to education as a teacher, educational leader, curriculum writer and researcher across Victoria and South Australia in the government, independent and tertiary sectors.

Mrs Vicki Treble – Principal, Balgowlah North Public School, NSW

For outstanding educational leadership as a transformational principal in the NSW public education system, and for her contributions to ACE as a regional president and as Primary Schools Chair of the NSW Quality Teaching Awards, leading the State professional development programs for teachers aspiring to this award, and guiding them in the preparation of professional portfolios.

Mr Michael Urwin – Principal, Brighton Grammar, VIC

For distinctive and wide ranging contributions to education and educational leadership sustained over many years, particularly in the area of school leadership within the independent sector at both the state and national level.

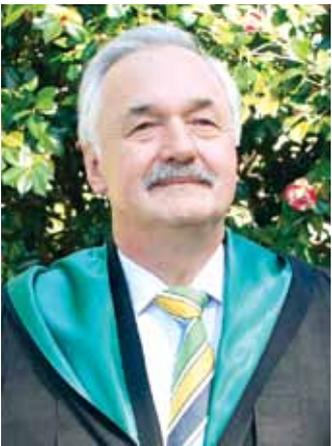
Honorary Fellows 2012

Professor Sandra Harding – Vice Chancellor and President, James Cook University

Professor Sandra Harding is both an academic and institutional leader who has brought a new understanding of the term University to North Queensland and South East Asia. Her inspiring leadership of education in the tropics has seen a new academic emphasis on life in the tropics and the people of the tropics.

Ms Susan Mann – CEO, Education Services Australia

For contribution to national curriculum and the provision of high quality curriculum resources, as well as a contribution and support to education in Asia. ■



Mr Milton Cujes



Professor Sandra Harding



Ms Susan Mann



Dr Paul March



Professor Karen Starr



Mr Michael Urwin

Member Profile

Dorothy Hoddinott, AO FACE

2012 College Medal



The very best thing about being an educator is seeing young people grow in their understanding and developing their full potential. The grace of young people growing in learning is breathtaking. Although as educators at times we might get frustrated with such things as the bureaucracy, when our students do well it's enormously rewarding. We are enormously cheered by the success of young people at my school, many of whom have suffered trauma and disadvantage in their lives.

Dorothy Hoddinott, Principal of Holroyd High School in New South Wales, has gained a national reputation for advancing multicultural education and social justice.

Dorothy is the 2012 recipient of the Australian College of Educators (ACE) Medal, our highest honour, for her outstanding service to school education and the teaching profession through her leadership and achievement, especially in relation to the teaching of English as a Second Language and to the education of students from disadvantaged and refugee backgrounds.

Dorothy has had a long involvement with professional teachers associations and has a strong interest in enhancing the reach of professional associations. She was very active in the New South Wales Joint Council of Professional Teachers' Associations, including being president for a number of years, and worked to establish the Australian Joint Council of Professional Teacher Associations, now the Australian Professional Teaching Association (APTA), to bring together professional teaching associations around Australia. She was also instrumental in establishing the Australian Council of TESOL Associations (ACTA).

Dorothy identifies the aging teacher population and the shortage of teachers willing to take on leadership roles as among the more urgent issues facing educators today.

'It should be of concern to us all in education that a high proportion of younger teachers leave the profession in their first five years. We are squandering a lot of talent,' Dorothy says.

'There is also reluctance among younger teachers to put their hand up for leadership positions. As the baby boomer generation retires we are going to lose their leadership and shared understanding within a small number of years. Little real attempt has been made to think through the implications of that.'

These issues, Dorothy believes, coincide with greater demands on schools and teachers, and the challenges of raised expectations about what schools should be doing and what they can achieve.

'We also face significant resource issues along with declining performance among our higher achieving students, as noted in PISA testing, as well as growing equity gaps. The combination of these factors needs to be urgently addressed.'

'Although there have been some

attempts to remedy these problems, I don't see much evidence of change. No government seems to have a clear plan to address these issues.'

Dorothy and her colleagues come face to face with inequities in education every day. The majority of the students at Dorothy's current school, Holroyd High, are from low socio-economic and non-English speaking backgrounds. Many students are recent refugees who have experienced interrupted schooling and have low literacy levels. Despite the disadvantages faced by many of the students, a large proportion completes the HSC and go on to university or TAFE.

Some of these students have benefited from a number of scholarship funds established by Dorothy to support young refugees with their education, initially in the school trust accounts and then through the National Foundation for Australian Women and the new Public Education Foundation in NSW. These scholarships have had a significant positive impact on the lives of the young people who have been the beneficiaries.

Dorothy, who was made an Officer of the Order of Australia in recognition of her service to education and the community in 2008, describes receiving the College Medal as a 'complete surprise' and acknowledges the important contribution made by her staff.

'I couldn't do the wonderful things that have been achieved in my school without the people I work with at all levels.

'An award like this is like an iceberg. The small part above the water is you, while the large part below the water is all the other people who contribute to the success you have achieved.

'I've never doubted the transformative capacity of education and see it expressed constantly at the school level.

'When our students progress through schooling and then go on to university or TAFE you know it's worked; you've helped to develop young people who will go on to be successful and make positive contributions to our society.' ■

Upcoming Events

Biennial Conference on Education for Cultural and Environmental Sustainability

Region: Orana, NSW

Date: 16 May 2012 - 4:00pm - 8:00pm

Close registrations: 10 May 2012

Price: Members: \$24.00, Public: \$29.00

This conference in Dubbo brings together teachers in schools with the community and specialists (professional and amateur) on issues related to cultural and environmental sustainability. Education for sustainability begins in schools in establishing a life-long learning about our environment and the role we play in it. The conference is jointly organised by Dubbo Field Naturalists and Conservation Society, Charles Sturt University, and the Australian College of Educators.

Education on the Square

Region: Adelaide, SA

Date: 16 May 2012 - 5:30pm - 6:30pm

Close registrations: 15 May 2012

Price: complimentary and all are welcome.

Education on the Square aims to promote discussion about relevant and current themes within the education sector of South Australia.

The format of Education on the Square now provides time for extended discussion after the stimulus provided by the speakers. The atmosphere is relaxed and open, encouraging discussion and debate.

Hunter Region Dinner Planning School:

What are the simple ideas that make a big difference

Region: Hunter, NSW

Date: 17 May 2012 - 6:30pm - 10:30pm

Close registrations: 14 May 2012

Price: Member: \$80.00 Public: \$90.00

If we ask ourselves the simple question: 'Why do we have schools?' we have a way into the process of 'Planning School' which invites of a host of interesting questions.

Earlier this year, 'Revolution in the Classroom', hosted by Kerry O'Brien, went to air on 6th February on *Four Corners*. The program featured Mark McConville, Principal at Toronto High School and Karen Yager, Director of Studies at Knox Grammar. This event draws on some of the key themes from the program prompting significant discussion.

2012 Hot Topic Seminar Series Hot Topic #2:

Science, engineering and technology training: a 'Must Have' for the future of WA

Region: Western Australia

Date: 21 May 2012 - 4:15pm - 6:00pm

Close registrations: 17 May 2012

Price: Member \$10.00 Public: \$20.00

The skills shortage in science, engineering and technology that we are currently experiencing is likely to become even more acute in the future. Speaker Lyn Beazley will argue that it is crucial to address the issue from the 'ground up' by engaging the best young minds from pre-school onwards. There are many programs that are making a difference, some of which will be described. At the heart of the issue is making sure we have great teachers and support them to achieve a better world, economically, environmentally, socially and culturally.

Richard Selby Smith Oration 2012 -

Emergent Schooling for the 21st Century with Mark Treadwell

Region: Tasmania

Date: 21 May 2012 - 6:00pm - 7:30pm

Close registrations: 21 May 2012

Price for dinner: Member \$60.00

Public: \$65.00

The Richard Selby Smith Oration 2012 is the sixth annual event to celebrate the life and work in education in Tasmania and nationally of Professor Richard Selby Smith.

The Oration is a high profile free public lecture, organised by the Tasmanian Branch of the Australian College of Educators, supported by the Selby Smith Family and the University of Tasmania.

Lecture starts at 6.00 pm and will be followed by questions finishing approximately 7.15pm.

Dinner will commence with drinks at around 7:30pm ending at about 9:30pm.

The 2012 ACE Great debate on the question 'are we adequately preparing today's learners for life tomorrow' has been postponed. The events will be rescheduled for a date later in 2012 to coincide with celebrations leading up to World Teachers' Day.

ACE news

Productivity Commission urged to re-think teacher training

ACE urged the Productivity Commission to withdraw its opposition to a proposed mandatory two-year training program for graduate entry to the teaching profession in a submission to the Productivity Commission's study of the Education and Training Workforce: Schools lodged in late February. The ACE submission strongly supported the 2011 MCEECDYA commitment to a two-year program outlined in its Standards and Procedures for the Accreditation of Initial Teacher Education Programs.

The ACE submission argues that there is broad consensus across the education sector that it will not be possible to meet the enhanced requirements of teacher training, as mandated by MCEECDYA, without moving to a two-year course. ACE recommends a pilot study of an internship style teacher training program that would see students paid as para-professionals during the practicum component of their course.

The submission notes, however, that a move to a two-year program for graduate entry does not mean that teacher education programs need to take a uniform approach and calls for further research and evaluation to identify good practice and effective models.

In memoriam

Dr Walter Neal AO FACE

It is with great sadness the Australian College of Educators notes the passing of our esteemed colleague, Dr Walter Neal, who died, 12th February 2012.

Dr Neal was a founding member of ACE and a distinguished Western Australian educator.

He was former Vice President for Planning for the University of Alberta; Chairman of the Western Australian Post-Secondary Education Commission and the Founding Dean of the Curtin University School of Education.

He was awarded Officer of the Order of Australia in 1982 for service to education.



ACE directory

Australian College of Educators

ACE is dedicated to providing an independent voice for educators and advancing the education profession. ACE provides the forum in which educators can inform themselves; discuss and debate issues; and seek to find shared solutions to current educational questions.

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Membership

Provides you with an opportunity to connect with a diverse and vibrant community of education practice with a goal to ensure the profession is respected and valued.

Membership is open to teachers, researchers, principals, leaders, administrators and others with appropriate qualifications and experience.

ACE represents educators working in early learning, primary, secondary, tertiary and higher education as well as VET across all sectors of Australian education.

Value of membership

Have a say in policy and procedures that impact on your profession by joining the only Australian professional association representing educators across all sectors and levels of education.

- Contribute to the sector's primary advocacy body for the profession of teaching.
- Attend our events and conference and converse with cutting edge presenters.
- Have access to the ACE website for news and articles relevant to the profession.
- Receive our professional journal, *Professional Educator*, eight times per year.
- Receive a free copy of *Education Review* eight times per year.
- Gain the right to use the letters MACE as a recognised, professional post-nominal
- Be eligible to receive regional, state/territory ACE awards as well as the highly valued Fellowship award.

Welcome to our new members

Mrs Colleen Alchin, NSW, MACE
Miss Samantha Balls, QLD, MACE
Mr Robbie Begg, NSW, MACE
Mr Rob Blatchford, QLD, MACE
Mr David Brown, VIC, MACE
Mr Gregory Cairnduff, Thailand, MACE
Mr Glen Cichon, NSW, MACE
Mr Garry Collins, QLD, MACE
Mrs Karen Crowley, QLD, MACE
Dr Mark Dibben, TAS, MACE
Mr Mark Douglas, QLD, MACE
Mr Michael Dunne, QLD, MACE
Mr Jeffrey Fiddler, SA, MACE
Fr Iain Furby, QLD, MACE
Mrs Helen Futcher, NSW, MACE
Mrs Lynda Giglia, WA, MACE
Ms Veronica Goerke, WA, MACE
Mrs Rita Greich, NSW, MACE
Mr Bartolo Alexandre Guedes, VIC, MACE
Mr Don Hart, WA, MACE
Mr Peter Harvey, NSW, MACE
Ms Tracy Healy, VIC, MACE
Ms Angela Hennessey, NSW, MACE
Mr Peter Jacob, VIC, MACE
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Mr Bryan Rodgers, VIC, MACE
Ms Shannon Sapienza, WA, MACE
Mrs Vesna Schulz, NSW, MACE
Mr Jamie Smith, QLD, MACE
Ms Anita Spencer, QLD, MACE
Miss Chloe Marie Sullivan, QLD, MACE
Ms Vicki Thomas, QLD, MACE
Ms Roula Tsiolas, VIC, MACE
Ms Deborah Wake, WA, MACE
Dr Keren Wicks, SA, MACE
Mrs Susan Wyatt, NSW, MACE