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Australian College of Educators

60th Anniversary Special edition

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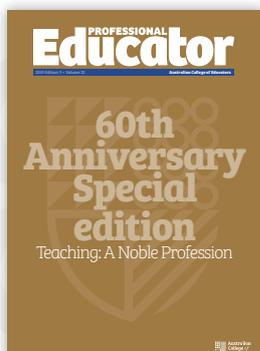


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EDITORIAL

Teaching a noble profession

Dr Julie Rimes FACE , FACEL, FAICD Editor



The Australian College of Educators Publications Working Group has had an extremely busy year producing our *Professional Educator*. The final edition of our national magazine is most suitably titled, 'Teaching: A Noble Profession' and is a true celebration of the College's 60th Anniversary.

On the 19 May 1959, the Australian College of Education (as it was then named) was formally established at the Founders' Convention. The idea of a professional association of teachers had long been discussed by a group of prominent educators amongst them, Dr James Darling, the Reverend Tom Timpson and Brian Hone.

“Sixty years on, the need to continue to build our profession holds even more relevance and priority.”

Darling wanted a prestigious body of leaders in education, similar to the Royal College of Surgeons or the Australian Academy of Science. Hone looked more at involving leaders from both the private school sector and the state schools and envisaged a broader membership. He wanted a meeting place for both sectors to work together in a more collaborative way.

As was noted by Dr AW Jones, AO, Hon FACE, Founder and National President 1973-75, 'Since the Foundation, the College has bridged many gaps in education. Vice Chancellors and professors meet with, and discuss and learn from, classroom teachers in kindergarten and preschools. The Founders were concerned that the College should exist for leaders in the teaching profession, from all kinds of educational institutions to meet, share and discuss developments in education. They saw that this unified body might become a leader in educational thought and innovation.'

The purpose of the Association, then and now, was to build THE EDUCATION PROFESSION. The College founders knew the value of autonomy and self-efficacy in developing a profession and culture of professionalism. The Australian College of Educators was the first professional body of 'teachers' from all levels, sectors, and geographic locations in Australia reflecting the College motto of many members one body (Multa membra, corpus unum).

Today, sixty years on, the need to continue to build our profession holds even more relevance and priority as we know that successful education systems now and into the future will be those that are led by the teaching profession who have ownership of their professional practice and development.

This special 60th Anniversary Edition of *Professional Educator* is a wonderful tribute to the position and standing of the Australian College of Educators.

The edition is opened with a feature article on College founder J.R. Darling by Emeritus Professor, Peter Gronn and provides a wonderful and informative history regarding the College's beginnings. James Ralph Darling was one of the key figures in ACE's foundation having built a reputation both nationally and internationally as an innovative and progressive educationalist. In his article, Peter discusses the motivation that drove J.R. Darling in seeking to establish the College and investigates why, the 1959 endeavours led by Darling and other eminent educationalists succeeded when previous efforts had failed.

Our second feature article by Cheryl Brennan is a 'modern day' critique of the importance of professional teacher associations and the ways in which they can be used as a vehicle for collaborative professionalism and teacher agency. The article highlights the passion and dedication many of these predominantly volunteer resourced professional associations have for advancing the education profession. Cheryl notes that professional associations are inherently 'empowering for teachers – they allow teachers to be in control, give teachers a "voice" and allow them to contribute to their own professional standing'.

The final article in our features section for this edition has been contributed by Dr Helena Sobulis and provides an informative view on *The World of International Education*. Helena investigates how education, particularly on an international scale, has become a new career path for many educators, and not only those new to the profession. Her article looks at the ways in which these international career pathways can contribute to the development of high-quality skills and expertise in a variety of educational settings and can assist Australian educators to make significant contributions to education at a global level.

I think that the standing and reputation of the Australian College of Educators is reflected in the guest contributors to this 60th Anniversary Edition of *Professional Educator*. The College invited Ministers from each State and Territory as well as the Federal Minister for Education, the Hon. Dan Tehan, to contribute and I am pleased to say that the majority of Ministers recognised the importance of providing their views on teaching and education in Australia.

Putting politics aside, there is a common theme throughout all the opinion pieces contributed by the various Education Ministers. That is the incredibly important role educators have in driving significant change and improvements to the Australian education system.

As noted by the Hon. Grace Grace, the Queensland Minister for Education, 'Education is one of society's great equalisers'. As educators, we all know that a quality education is essential and provides opportunity for social and economic advancement and security. And what is an essential component of a quality education? The Federal Minister, the Hon. Dan Tehan in his article makes the answer very clear. 'Every parent will tell you, and this is backed up by the data, that the single biggest factor that determines success in education is the quality of the teaching'.

The Hon. Sue Ellery, Minister for Education Western Australia highlights the critical links between a good education and improvements in other social and community priorities such as reducing youth offending, reducing illicit drug use and reducing over-representation of Aboriginal people in custody.

This sentiment is also clearly articulated in the Hon. John Gardiner, Minister for Education South Australia's contribution when he states, 'Teaching's highest potential is in building the foundation of future generations, shaping the character of our citizens and instilling a passion for life-long learning. A passion to contribute to society'. A

sentiment that is also shared by the Hon. Yvette Berry, Deputy Chief Minister and Minister for Education and Early Childhood Development when she notes, 'The ACT Government believes every child deserves a great education and the life chances which flow from it. Our education system must support all children to overcome and achieve. Our education system must mould mature and resilient adults. It must establish success for the future and it will do this by providing equity, through responding to the needs of each individual'.

Finally, the contribution by the Hon. Selena Uiibo, Minister for Education in the Northern Territory is a wonderful recognition of the importance of the work of educators and the role they play in driving Australia's future. 'As we celebrate 60 years of the Australian College of Educators, and their remarkable achievement as the longest serving professional association for all educators in Australia, I would like to reflect on education in the Northern Territory which has been made possible by the incredible professionals you represent who work tirelessly to support our students to gain a bright future'.

We have also been fortunate to receive contributions from a number of the heads of State Education Departments including Ms Lisa Rogers, Director General, Department of Education Western Australia, Mr Rick Persse, CEO Department for Education South Australia and Mr Tony Cook, Directors General, Department of Education Queensland.

ACE Fellow, Emeritus Professor Colin Power AM, in his contribution 'Improving the Status of Teaching and World Teachers Day' provides incredible, firsthand insight into the establishment and importance of World Teachers Day, not only here in Australia but internationally. Colin's article once again, aptly highlights the absolutely critical role quality teaching plays in ensuring a country delivers quality education and why it is necessary for educators to be engaged and supported in their professional endeavours.

This is further articulated in the adaptation of ACE Board Member and Fellow, Mr Anthony Mackay's AM 2019 Sylvia Walton Lecture. Tony puts forward a challenge for a Profession Led School System for the Future and asks a number of difficult questions. Tony puts to readers that, 'A Review of the Declaration has produced a Draft Statement currently under consideration - with the anticipation of agreement at the December Meeting of the Council of Education Ministers to a revised set of National Goals for Education. Will these Goals be adequate to the Learning challenge we face as a Nation? Will the Education Profession be able to exercise the necessary leadership to drive the step change we need to become an Education Nation?'

Finally, and certainly not least, this special edition of Professional Educator celebrating our 60th Anniversary includes a wonderful special feature. The College celebrated our anniversary at an over-subscribed Gala Dinner held in Sydney on 11 November. At the Gala our 2019 College Medallist was announced. Dr Michele Bruniges, long term ACE Member and supporter was at the Gala to accept her very well-deserved place amongst many incredible Australian Educationalists as a College Medallist. Michele delivered a heartfelt and inspiring acceptance speech in which she noted the incredible importance of the College as the only national professional association for all educators. We have been fortunate to be able to include a transcript of Michele's speech in this special feature.

In closing, I would like to take this opportunity to thank the wonderful work and dedication of the volunteer members of the ACE Publications Working Group. We have produced an exceptional series of Professional Educator this year.

I would also like to thank the College's Managing Director, Helen Jentz for her work on Professional Educator throughout the year but more specifically on this special edition. Helen has been responsible for securing the incredible contributions from the Ministers and Directors General – a monumental effort and although we weren't able to 'encourage' all Ministers to contribute, I think the achievement of having the vast majority recognise the importance, position and standing of the College and take the time and effort to provide thoughtful and well informed opinion pieces is a true testament to her leadership and tenacity. Well done Helen!

I hope you enjoy this Special Edition of Professional Educator. Happy reading!

PRESIDENT'S COLUMN

Dr Phil Lambert FACE, PSM National President and Chair Australian College of Educators



What an incredible year for ACE! What a busy, challenging and ultimately exciting and reinvigorating year for the College. Our 60th Anniversary. Just take a moment to let that sink in. The Australian College of Educators is not only the longest serving professional education association in Australia, we are also the ONLY professional association that can truly lay claim to supporting and representing ALL EDUCATORS. No matter what system, sector, subject or position you hold, the Australian College of Educators has and continues to be a leading 'voice' of YOUR PROFESSION.

The Australian College of Educators holds a special place in the professional and personal lives of all our members. As National President of the Australian College of Educators I have the privilege of representing the College in numerous forums, events and activities. I was never more proud of being President of ACE than at the 60th Anniversary Gala Dinner and Awards held in Sydney on 11 November.

The Gala Dinner was truly an evening of celebration not only of the College's amazing longevity, standing, and achievements but of the education profession. It is wonderful that in this special edition of Professional Educator we are able to share with all members a record of what was a truly excellent event.

“This year has been, I believe, in equal parts, challenging and exciting for the College.”

We were incredibly fortunate to have former ACE President, Fellow and the current Chief Executive Officer of the Australian Council for Educational Research, Dr Geoff Masters AO deliver the evening's keynote address. Titled 'Reforming the School Curriculum', Geoff delivered an insightful, challenging and ultimately inspiring presentation. As noted during his address, Australia needs to embrace the 'vision of a curriculum that promotes curiosity, exploration, wonder and passion as drivers of learning throughout the school years'. What particularly stood out for me during the presentation was the recognition that we, as educators must nurture wonder

and excite passion. It is interesting that in the excellent array of opinion pieces from the various State and Territory Ministers contained in this edition there is a real recognition of the critical role and influence educators have on doing just that.

Another highlight of the evening was the announcement of the 2019 College Medallist. Dr Michele Bruniges has joined an impressive group of Australian Educators who have been awarded this honour. Michele's acceptance speech was inspiring and was an incredible recognition of the prestige, standing and importance of the Australian College of Educators. I am thrilled that Michele has allowed us to reproduce the transcript of her speech in this edition of Professional Educator.



This year has been, I believe, in equal parts, challenging and exciting for the College. We, as a professional body, have entered a period of true renaissance. We have seen a steady rejuvenation of the College's standing at a national level. The prestige attached to being a member of the College has also steadily grown. We continue to evolve and develop as a professional association.

The purpose of the College, has always been and continues to be, to build OUR profession.

As the College motto says *Multa membra, corpus unum* - many members one body.

As we see the close of our 60th Anniversary and move into 2020 it is the perfect time to recognise the incredible foresight, determination and passion shown by our founders when they established this amazing organisation in 1959 and we acknowledge that sixty years on, the need to continue to build our profession holds even more relevance and priority.

Every member of the College knows that successful education systems now and into the future will be those that are led by the teaching profession who have ownership of their professional practice and development and actively contribute to the on-going development and improvements of education throughout the life-long learning journey.

It is through the continued work of the Australian College of Educators that educators from all sectors, systems, subjects and levels can continue to actively participate, drive, influence and change the education landscape for the better.

I hope you all enjoy this Special 60th Anniversary Edition of *Professional Educator*. I am incredibly proud, as the National President of the Australian College of Educators, in our achievements to date and I look forward to working with you to continue to grow and evolve the College as the Peak Professional Association for ALL educators in Australia.

60 YEARS OF ACE

Professor Geoff Masters AO, FACE, CEO Australian Council for Educational Research



In the past year I have been listening to teachers, principals, parents, students and the business community across New South Wales as I have led that state's curriculum review. I have been impressed by the level of commitment to making changes that will benefit every student. The second part of the consultation has just closed and I am looking forward to developing recommendations that will help shape the future of the curriculum in that state.

A strong theme throughout has been the need for change. The question now is how we can best prepare all young people for a very different world. Changes in society, increasing globalisation, an increasingly diverse Australian population, and advances in technology mean that priorities will need to be reset.

Some estimate that 40% of current jobs will be replaced by technology in the next ten years. We're moving towards a future that will be very different from the present. For example, facts are increasingly easy to access and a growing number of tasks are being performed by technology. This makes it increasingly important that we consider what students now need to learn at school.

More than ever, students will need to be able to think, create new solutions, solve problems and work with others, at the same time drawing on deep disciplinary knowledge. Every student must now achieve levels that in the past were achieved by only some. These challenges apply to Australia as a whole and will require the active involvement of teachers and educational leaders.

It is therefore vital that teachers and leaders are able to influence and contribute to change, working hand-in-hand with policymakers, parents and students to improve learning for all.

For more than 60 years, the Australian College of Educators has worked in the interests of education and the profession. As a professional association, the College can contribute to national debate and education reform more effectively than individual members working alone.

I look forward to seeing the College become an even stronger voice for the profession and for the achievement of improved outcomes for all learners.

Biographies

Professor Geoff Masters AO is Chief Executive of the Australian Council for Educational Research and was a former President of ACE. Professor Masters is currently reviewing the NSW curriculum for the NSW Education Standards Authority (NESA).

JR Darling and the Australian College of Educators (ACE)

Peter Gronn, Emeritus Professor - University of Cambridge
and Monash University

When might an occupation cease being an occupation and become something else such as a profession? And if an occupation does seek to professionalise itself, what sets it apart as a profession as distinct from an occupation? Why might an occupational grouping pursue professional recognition? What might it then be able to achieve which its previous occupational status denied it? Sometime during the nineteenth and twentieth centuries as post-industrial revolution economies came to depend increasingly for their advancement on the specialised technical expertise of key groups, professional society may be said to have emerged (Perkin, 1990, pp.1-26). When the professionalisation process took off, various occupational apologists and social observers were probably asking themselves questions like those listed above. One way in which particular groups as professional claimants have sought to codify and institutionalise their new status was to establish

colleges. Physicians in Australia (and New Zealand) took this initiative in the 1930s, the first learned academy for Australian scientists (the Australian Academy of Science) was established in 1954 and educators established the Australian College of Education (ACE) during 1958-59.

A key figure in the creation of the ACE, but by no means the only one, was James Ralph Darling. He had arrived from England in February 1930 as the newly-appointed headmaster of the Geelong Church of England Grammar School (now Geelong Grammar School). He was 30 years of age. Nearly three decades later, he had become a seasoned public figure of note in Australian education and was approaching retirement. In the interim period, Darling had earned himself a reputation nationally and internationally as an innovative educationalist. It was in May 1959, by which time he was the longest serving of the headmasters of the Associated Public Schools (APS) of Victoria, that he presided over a four-day conference

A sepia-toned photograph of a man, likely a historical figure, sitting at a desk. He is wearing a dark suit jacket, a white shirt, and a dark tie. He has a serious expression and is looking slightly to the right of the camera. His hands are resting on a desk covered with papers and documents. A pen is visible in his right hand. The background is dark and out of focus. The overall tone is historical and formal.

Darling played the key role in 1958, for he was elected chairman of the heads' meetings and his prototype of the college provided the basis for their deliberations

at Corio, known as the founders' convention. The main outcome of that gathering's deliberations was the establishment of the ACE.

There are a number of features that gave the founding of the ACE its uniqueness. The first is that the new body was not the sole attempt to establish a college of education. There had been at least four efforts to start the ball rolling: in 1946 by Neil MacNeil (the headmaster of Wesley College), in 1951 at the instigation of Dr KS Cunningham, Director of the Australian Council for Educational Research, and at the triennial meeting of the Headmasters' Conference of Australia in 1957, at which Brian Hone (Melbourne Grammar School) said that it was high time to bring MacNeil's idea to fruition. Hone had more luck than his predecessors and helped trigger the subsequent process. (In the 1950s, Professor Colsell Sanders, University of Western Australia, had also canvassed the idea but there was a lack of enthusiasm.)

The second feature is that founding the college was a collective effort, rather than the brainchild of just one person. Following Hone's conference address, a series of meetings were held at Melbourne schools in mid-1958, at which a small group of invitees from the headmasters of Victorian APS schools, and departmental high and technical schools met to establish a provisional council, and to draft a constitution for a body that they referred to simply as a college or institute. While they all contributed to a high level of good will and a strong commitment to move forward together, Darling played the key role in 1958, for he was elected chairman of the heads' meetings and his prototype of the college provided the basis for their deliberations. Mention of Victoria points to a third feature in the evolution of the ACE: initially, it was almost entirely a one-state entity, and it was deliberately kept that way until such time as the model of the working group had firmed up. This was partly because there were thought to be some misgivings among headteachers, principals and inspectors in the largest state of New South Wales (Gronn, 2017, pp.432-5). Use of 'headmaster' highlights a fourth feature: early on, the composition of these gatherings was exclusively male. Fortunately, that soon changed and three women came to play important roles in helping fine-tune the emerging model, and winning support among the founders and their peers: DJ Ross, the progressive Headmistress of Merton Hall, and Alice Hoy, Principal of the Secondary Teachers' College, both from Melbourne, and Bessie Mitchell of the New South Wales Teachers' Federation.



Two more features of the pre-founders' convention lead-up period are worthy of mention. The first is that not one practising teacher was invited to be part of the planning. Instead, the heads and principals of schools were running the show. This point touches on the issue of the college's proposed identity and its representativeness, and who it was thought to be for – it was acknowledged that there was a multitude of people involved in the formal learning of students of all ages (at universities, for example, as well as schools) and who operated at a number of levels and across sectors (both in and beyond the discipline-based field of education), in which case a college of education could not be for (school) teachers exclusively (see below). The other planning period

feature to be noted is that 'Australian' in the college's title was something of a misnomer. The embryonic entity itself could be described more accurately as an inter-state college, simply because the invited Tasmanian and Queensland founders' convention delegates never attended, and while there was one from the ACT there was no one from the Northern Territory.

The remaining issue, and the one which consumed the mental energies of the planners and the convention delegates (and threatened to de-rail convention proceedings), comprised questions associated with professional recognition: who was to be recognized, how were they to be recognized,

what they were to be recognized for and who was to do the recognizing? Although recognition was not used in these ways explicitly at the time, the idea of recognition was latent in discussions about fellows and members, as was the idea of status in education. When professional bodies and learned societies establish fellows and fellowships they invoke (implicitly or explicitly) standards of performance in respect of the quality or worth of an individual's work outputs as the basis for recognizing the distinctiveness of that person's contribution. Early on in 1958, in an action which (in hindsight) was either a breath-taking feat of arrogance or an instance of naïve misguidedness, the provisional council members declared themselves to be fellows along with another 80 or so individuals whom they nominated from the six states. In early 1959, Darling, who had been insistent on this approach, was prevailed on to back down, which he did reluctantly, and the decision to create 100 fellows was rescinded (Gronn, 2017, pp.434-7). Having come to its senses, and agreeing that the notion of fellow had to be select (otherwise there was hardly any point in bestowing the status), the council agreed on the word founder, rather than fellow, and a mechanism for determining fellows was left to the

convention to decide. Moreover, the proposed affixing of 'Royal' to the college title was quietly abandoned.

As for the convention itself, it commenced on 15 May 1959. It was attended by 80 delegates from across Australia and was chaired by Darling. Proceedings were amicable and business-like. After a couple of hiccups, the machinery agreed on for establishing member and fellow categories was creation of a council as the college's governing body, which the convention delegates then instructed to elect Darling as the first college fellow. When it convened, the new council determined college membership criteria (five years' experience in education and an outstanding contribution), although it continued to wrestle with the notion of fellowship. Eventually it settled on the criterion of a really notable contribution or exceptional service to education in Australia, except that, as Darling enquired of his friend John Medley (Vice Chancellor of the University of Melbourne), 'Which of us [has made such a contribution]?' (Gronn, 2017, p.445).

With Geelong Grammar's headmaster occupying the driving seat for so much of the period before and after the founders' convention, there are two questions that need to be answered. First, what was Darling's motivation in seeking to create a college and to what extent can his justification for it be seen as a grab for professional status? Second, given the abortive failure of previous initiatives to establish such a body, why did this one succeed?

In relation to the first query, Darling's view of teaching in Australia was shaped by his early 1930s experience of education. Part of this was the degree of institutionalized sectarian division that he encountered among school sectors (state, Catholic and registered or independent), and that surpassed anything he had experienced previously (Darling, 1969, pp.22-3). Because he didn't understand it and didn't like it, he was keen to find ways to eliminate or at least mitigate such sectarianism. He thought that a college would provide a means for bringing together members of the three sectors in the hope of finding common educational ground. Moreover, the low status accorded teachers and teaching that he was also aware of in his first decade in Australia was another motivational ingredient. In weighing the benefits of a college for the teaching profession, he accorded higher priority to teaching quality than status, in the belief that improved teaching quality would enhance professional status, rather than the other way around.

On the second question, one of the reasons why the 1958-59 initiative succeeded when others hadn't was probably due to the strength of the relations that had been built up among the key players in the recent past.

One hesitates to say that the timing was right, but to the extent that Australians generally were beginning to think nationally about education in the 1950s, then it was (Gronn, 2017, pp. 449-50). Oddly, perhaps, friendship also played a key part in this evolving climate. Darling and Hone were close professionally and personally, and strongly like-minded on the need for a college. Darling had also built a solid relationship and understanding with the Victorian state Director, General Alan Ramsay (who had been appointed ahead of him as Director in 1948) and Darling, on behalf of the Headmasters' Conference had convened a meeting of 60 state and independent heads over four-days at Corio in January 1948. Bonds that had been formed there lingered, as they also had as a result of the relative recency of war service. Colin Gordon (Head, St Peter's, Adelaide) and Dr Harold Wyndham (Director of Education, New South Wales), for example, had served together in the RAAF.

The final word on the college's formation and Darling's role in it should probably go to Dorothy Ross (who, sadly, had fallen ill and missed the second half of the convention weekend). She contacted Darling during the convention after-glow period, when the delegates were feeling pleased with themselves about the new college infant, and said that 'It was an achievement', because 'a gap had been filled' (Gronn, 2017, p.450).

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Biographies

Peter Gronn was a Professor at Monash University (2003-7), the University of Glasgow (2007-8) and the University of Cambridge (2008-15). At Cambridge, he was Head of Faculty (2011-14) and he co-ordinated the team which established the University of Cambridge Primary School, of which he was deputy chair of the governing body. Currently, he is writing a biography of the Australian economist and educator, Professor Peter Karmel.

Professional teacher associations as a vehicle for collaborative professionalism and teacher agency

Cheryl Brennan, President -
Australian Professional Teachers' Association

Professional teacher associations play a significant role in the lives of teachers, providing leadership, advocacy, networking and professional learning on specific subjects or fields of interest. There is the potential for professional teacher associations to be leveraged to foster greater collaborative professionalism across subjects, states and sectors. There is also the potential for policy makers to accord greater weight to the teacher voice in educational decision making at the state and national levels. Collaborative professionalism and teacher voice are two strategies that can lead to improvements in student learning outcomes across the nation.

THE ROLE OF PROFESSIONAL TEACHER ASSOCIATIONS

There are a myriad of professional teacher associations across the country, and what they all have in common is that they are made up of passionate teachers and other educators who share a specific educational interest and are keen to improve their practice to benefit student learning outcomes. The common educational interest is usually a curriculum area, such as Mathematics, Science, Geography or Drama, or could focus on learning stages such as Primary English or middle schooling. It could also be based around a different focus, such as teachers of gifted and talented students, or early childhood educators.



Some teacher associations have very high membership numbers of thousands, others have many hundreds, whereas others with a narrower focus have very small membership numbers of less than fifty. Some have a very long history, such as the Mathematical Association of NSW which celebrated its centenary in 2010, whereas others have formed much more recently.

Teacher associations can be national associations with state and territory chapters, or they could be state or territory based. This reflects the fact that Australia is a federation and that authority for legislation on school-based education belongs with the states. Almost all teacher associations are cross sectoral, meaning that they include teachers from public schools, independent schools, catholic systemic schools and schools both with and without a religious affiliation, so there is a broad range of views and experiences represented amongst the membership. Members include those in the tertiary sector involved in the field of interest, as well as those in early childhood education, although the vast majority of association members are school-based teachers.

Professional teacher associations provide good “value for money” as a result of voluntary time and effort compared to “for-profit” professional development providers and, due to their small decision-making structure, professional teacher associations are able to respond relatively quickly to changed circumstances compared to universities and educational systems.

Teacher associations are legal entities that are registered organisations either through their state or registered through ASIC as companies limited by guarantee, with a formal Constitution and regular meeting structure, run by an elected Board of Directors. Teachers and educators who lead associations are usually not paid for their efforts; they are passionate about education surrounding their area of interest and give of their time free-of-charge to benefit their colleagues and the profession. Professional teacher associations need to prioritise among competing needs, of which there are many. Some associations receive funding for particular projects from governments, although they are keen to maintain their independence, and some of the largest associations have a paid executive officer and other clerical support staff who assist with day-to-day administration.

Teacher association membership is voluntary and a fee is charged, which provides five main benefits. The first benefit is access to subject-specific professional learning for teachers at all career stages, with a focus on innovative, research-inspired classroom practice. The second benefit is access to quality resources for teachers, which may include access to a refereed journal. The third benefit is networking and collaboration on pedagogical practices across schools and sectors, which could include working on funded projects. The fourth benefit is leadership opportunities for teachers to run professional learning activities and share best practice. The final benefit is to contribute to a representative voice for teachers of that particular subject or area of focus – for example, dealing with educational bodies

about implementing subject-focused curricula. The focus is clearly on teaching and learning in the particular field of interest of the association. Professional teacher associations thus perceive that they have different concerns to teacher unions, which are focused on industrial issues such as levels of pay and working conditions.

CONNECTIONS BETWEEN VARIOUS PROFESSIONAL TEACHER ASSOCIATIONS

Professional teacher associations formally join together in various ways to further achieve their goals. For example, many teacher associations are affiliated with state or territory joint councils. At the national level, the Australian Professional Teachers' Association (APTA) is a federation of state and territory joint councils, representing a network of up to 200,000 teachers. Its vision is to provide national leadership that supports and advances the teacher profession, and it evolved from the Australian Joint Council of Professional Teaching Associations (AJCPTA).

At either the state or national level, bodies of combined teacher associations provide member associations with four main benefits. Firstly, opportunities to share and collaborate on common areas of interest such as student wellbeing, senior secondary pathways or teacher standards. Secondly, collective advocacy for involvement in educational decision making such as the House of Representatives Inquiry into the Status of the Teaching Profession or the Review of the Melbourne Declaration on Educational Goals for Young Australians. Thirdly, promoting effective leadership of member associations, for example, through governance courses or advice on strategic planning. Finally, through supporting the running of member associations, for example, with secretariat support, maintaining membership databases and payments, and providing assistance in organising conferences.

PROFESSIONAL TEACHER ASSOCIATIONS AND COLLABORATIVE PROFESSIONALISM

Members of professional teacher associations in Australia have long recognised the importance of networking with like-minded colleagues to sound out ideas, see what works in similar situations, and to be challenged with new ideas and opportunities previously not considered. In Australia, professional teacher associations provide a sense of identity to members, facilitating connections between people who understand each other's thought processes and motivations. Professional teacher associations are particularly valuable to those who are the only teacher of their subject in a school, which is commonly the case for those in regional and remote locations.

As the Education Council is currently finalising the new iteration of the Educational Goals for Young Australians, it is worth considering opportunities for professional teacher associations to foster greater innovation and effectiveness into the future. Emerging research is confirming the importance of “collaborative professionalism” (Hargreaves and O'Connor, 2018) to improve student learning outcomes. Collaborative professionalism is about “how

to collaborate more deeply, in ways that achieve greater impact”, recognising that we can no longer drive change from the top through stronger assessments, more specific standards or the establishment of teams and clusters to implement the relatively simple wishes of others. No profession, nor the people served by it, can progress without the ability and willingness of professionals to share their knowledge and expertise to figure out complex problems of practice together (Hargreaves and O’Connor, 2018, p.16).

The key to improving the social capital (Fullan, 2016, p.121) of teachers is to use the group to change the group; that is, to use relationship and networks of teachers, formal and informal, to improve teacher practice. Through refining the focus of their operations so that collaborative professionalism is central, professional teacher associations are ideally positioned to facilitate personal and collective responsibility for continuous improvement across schools, across subject areas, across sectors, and across the profession.

PROFESSIONAL TEACHER ASSOCIATIONS AS CONSTRUCTORS OF EDUCATIONAL CHANGE

Teacher associations in Australia are inherently democratic and empowering for teachers – they allow teachers to be in control, give teachers a “voice” and allow them to contribute to their own professional standing (Moroney, 1999, p.1). An example of associations taking a key role to support the development of teachers has been in the teaching standards area. National associations have been instrumental in undertaking research projects with universities and jurisdictions from 2000 that have led to the development of the Australian Professional Teaching Standards (Hayes, 2006).

Teacher agency and professional influence are increasingly recognised as crucial elements for school and system improvement, and through teacher associations there is the potential for teachers to play a more central role in decision making and policy formation. The concept is to “flip the system” (Evers and Kneyber, 2015) “so that teachers become the instigators, creators and implementers of educational change” rather than change coming from policymakers relying on international organisations and think tanks, factoring out the teacher’s voice (Harris and Jones, 2019, p.124).

Professional teacher associations and the national body, APTA, have a deep and nuanced understanding about the contexts where teaching and learning take place, across a range of subjects, sectors and states. It is essential that policies are developed with an appreciation of these contexts in order for the most effective ones to be adopted. APTA represents the collective voice of teacher associations and, as such, should be a part of any national decision making and policy making process in education.

LOOKING TO THE FUTURE

Professional teacher associations in Australia have a long history of facilitating the professional growth of Australian educators through providing courses and networking, and by providing a collective voice for teachers, often in a specific subject or field of interest. Professional teacher associations can take advantage of new opportunities to facilitate collaborative professionalism across subjects, schools and sectors. State and federal governments can facilitate more effective policy design and delivery by promoting teacher agency through listening to the collective voice of professional teacher associations.

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The World of International Education: A career path for the 21st century

Dr Helena Sobulis, CIS School Support and Evaluation
Officer/International Education Consultant

A recent trend has emerged around the world that has seen a growing number of teachers of various ages and at different stages of their career decide to work abroad. Employment rather than a holiday is the primary reason for leaving. Market research shows that in September 2019 there were 546,000 teachers working in international schools. (ISC Research, 2019) International education is a relatively new career path that offers many opportunities for teachers and school leaders. It is not uncommon today to hear the Australian accent in an international school in most parts of the world. Australian teachers working in international schools are highly regarded and they are playing an active role in shaping education world-wide.

An international school may take several forms and the definition of an international school can vary between organisations. It can be a school where English is the main language of instruction in a country where English is not the official language or a school that is international in its orientation offering an international curriculum such as the International Baccalaureate. In some international schools the main language of instruction is not English while some international schools based in other countries teach the Australian National Curriculum like the Australian International School in Singapore and the Australian Independent School in Indonesia. Australian teachers working offshore at these schools are not just teaching Australian expatriates but supporting the learning of students from many different countries. The world's first international school was the International School of Geneva that was established in 1924 to provide education for the children of expatriates working in Switzerland for the League of Nations. It was a humble beginning for the school that opened with eight students and one rabbit and has grown to over 4000 students from over 100 nationalities spread over three campuses.

Today international education is a burgeoning industry with new international schools being established globally and totalling a net fee income of US\$52 billion. The number of international schools and students continues to grow with rapid growth in Asia and the Middle East. There now are, 5.6 million children aged between 3 and 18 (are) attending English-medium international schools around the world. 19 years ago (in the year 2000), there were just 969,000 children learning in these schools. The number of international schools has increased more than fourfold in that time from 2,584 to 10,937. (ISC Research, 2019).

This growth is led by governments, education associations and private businesses. It is driven by demand due to the increasing global movement of people across transnational borders who seek an international or in some cases national education abroad for their children, parents' desire for an English language education for their children in non-English speaking countries where it often is perceived as an advantage for further education and future employment, and an attempt to prepare students for study and work in a global environment.

HIGH-QUALITY EDUCATION

Discussion about the results of national and international assessments of student performance abound. A country's score and rating on the OECD's Programme for International Student Assessment (PISA) in reading, mathematics and science is carefully scrutinised and can be a cause for celebration or otherwise as it is regarded as a performance indicator of the quality of a nation's education system. On the national level, NAPLAN results in Australia are used as one measure of a school's performance. The focus on accountability and achievement continues to grow around the world



underpinned by a common view that a country's economic growth and prosperity is dependent on its human capital and that, this in turn, is underpinned by a strong education system with capable teachers that develop in students the necessary knowledge and skills for success.

The focus on student performance reflects a universal commitment to the provision of high-quality education that is articulated in school mission and vision statements. Teachers aim to provide students with strong educational foundations that will enable them to be successful learners who are well prepared for the next stage of their schooling, work and life. To achieve this, resources are allocated to curriculum

Regular external reviews are conducted by Australian state education departments to ensure schools are meeting community and parent expectations and teachers are addressing the needs of all students. Some schools elect to request additional feedback and validation by an external agency. In Australia there are approximately 40 schools that are members of the Council of International Schools (CIS), a membership organisation of more than 1300 schools and universities in 116 countries committed to, 'the development of global citizens through high quality international education: connecting ideas, cultures, and educators from every corner of the world.' Member schools take part in the CIS International Accreditation service that is a school-wide evaluative process that provides guidance for continuous improvement by measuring alignment with internationally benchmarked standards using four drivers – purpose and direction, teaching and learning, well-being and global citizenship.

Australian teachers have played key roles in developing the CIS International Accreditation protocols during the consultation and development stages. CIS International Accreditation involves a peer evaluation process and Australian teachers and school leaders working in Australia and abroad participate in team evaluation visits to schools around the world. They are positively influencing global education using their knowledge and experiences as international accreditation evaluators and team chairs and bringing back what they have learnt on those visits to Australian schools. Numerous other national and international school accreditation agencies exist in the world although CIS is the only accrediting body that is an independent organisation not affiliated with any country and the process is curriculum neutral. CIS itself is accredited by the International Council Advancing Independent School Accreditation (ICAISA), an over-arching professional association that 'accredits the accreditors.'

At the school level, Australian teachers lead and participate in reflective practice as part of these quality assurance evaluative processes that identify areas for school improvement and strategies to address them. An accredited school provides peace of mind for prospective international educators who may not be familiar with the education system or local context. Accreditation confirms that it is a reputable school with high standards and helps to ensure that teachers and those seeking school leadership positions abroad have a positive experience. There are recruitment agencies that specialise in international education placements to assist teachers find the right school for them. Student Well-being

Central to high-quality education is a focus on the physical, social and emotional well-being of students. It is our moral imperative and duty as teachers to ensure that students are safe and secure while at school. This means school leaders and teachers must develop policies and procedures to ensure that the physical premises are safe, healthy and secure. It involves teachers fostering a school climate that is positive and conducive to learning where all persons are respected



and valued as individuals free from discrimination and other unacceptable behaviours. It means providing students with access to counselling and programs that support student well-being. It requires a concerted and continuing focus on child protection by school leaders and teachers to safeguard students that has a robust focus in Australia. Educators around the world now are taking greater measures to address this area with the input of Australian teachers who have undergone relevant training and have the necessary knowledge and skills to strengthen safeguarding measures in schools in other countries.

GLOBAL CITIZENSHIP

The latest Australian census data shows that almost half of all people living in Australia were either born overseas or have at least one parent born overseas (The Guardian, 2017). In response to the growing cultural diversity in Australia the Australian government identifies in the Melbourne Declaration on Educational Goals for Young People that, 'This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.' (Ministerial Council on Education, 2008)

The Educational Goals for Young Australians states that all young people should become active and informed citizens. This is a view shared by most countries. While acknowledging the growing rise of nationalism in some parts of the world, the emphasis on developing the traits and qualities of global citizens is a reflection on the 21st century and the interconnectedness of world. There are many terms and descriptions that are used variously to describe this focus including global citizenship, international mindedness, and interculturalism. Teachers in CIS member schools strive to develop global citizenship in education through ethics, diversity, global issues, communication, service, leadership, sustainable lifestyle. There is close alignment with the general capabilities of the Australian National Curriculum and global citizenship particularly ethical and intercultural understanding.

Dr Niranjan Casinader, Senior Lecturer at Monash University whose current research examines the impact of transnationalism and globalisation of education suggests that cultural understanding is not a natural teacher attribute implied simply because teaching involves caring for students. Casinader proposes that multiculturalism and interculturalism should be replaced by transculturalism where the norm is to accept cultural and other differences as a natural state of society. He goes on to propose that transcultural thinking is an attitudinal capacity, not a competence. How then do teachers develop this type of attitude? The experience of working in an international school setting characterised by cultural diversity in an international

environment may help teachers to develop this attitude and intercultural skills that they then can help to develop in students. There is a Thai saying that supports the view that an international experience can facilitate transculturalism by stating, 'Birds do not see the sky, nor the fish the water, not unless the bird is plucked out of the sky and the fish is taken out of the water.' (Hanchanlash, 2004, p.12).

Summary

An international education experience allows Australian teachers and school leaders to contribute to education on a global level. In turn, it provides an opportunity for valuable personal and professional growth. Working collaboratively with people from different countries and sharing best practice to develop programs that support high-quality learning may challenge our thinking and ways of doing, and we in turn, may challenge our international colleagues who are part of a global community of teachers and members of our world-wide noble profession. On a personal level, it is an enriching experience. Living and working in another country immersed in a different culture and sometimes language, interacting with people from all over the world, provides teachers with new and unique insights and friendships. Invariably after working in international schools, the lure of home beckons and most Australian teachers return to Australia. They bring with them new learnings, understandings and skills that help to invigorate our education system while leaving their legacy in other parts of the world.

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Biographies

Dr Helena Sobulis, CIS School Support and Evaluation Officer/International Education Consultant
Helena holds a Doctor of Philosophy from Curtin University and a Master of Education in International Education from Monash University. Her PhD thesis examined the lived experiences of people who have had cross-cultural childhoods with a focus on identity, belonging and connectedness, culture and language. Helena is an international education consultant and presently works for the Council of International Schools supporting schools in Australia and South East Asia to gain international accreditation. She has taught and worked in several countries and been Head of an international school.

ACE World Teachers' Day Celebrations 2019

Many countries around the world celebrate World Teachers' Day on 5 October each year. As this date generally falls within Australian school holidays, celebrations in Australia always fall on the last Friday of October.

This year 25 October marked World Teachers' Day across the country and the College celebrated teachers from all sectors, systems, subjects and levels at many regional events. The celebrations this year centred around the UNESCO theme 'Young Teachers: The Future of the Profession', and the regional branches of the College truly embraced this theme by recognising many young teachers as recipients of the ACE World Teachers' Day Awards.

The ACE regional celebrations highlight the on-going standing and importance of the College at a local level. These regional activities are developed and delivered with the incredible assistance and input from our wonderful ACE regional branch volunteers.

Major celebrations were held with hundreds of local educators attending, learning, networking and celebrating...Teachers!

The ACE Hills Parramatta Branch headed up by Branch Chair and recently announced ACE Fellow, Mr Russell Bailey and his incredible Committee saw over 250 educators from the region attend the ACE World Teachers' Day Dinner with special guest presenter, Professor Pasi Sahlberg, UNSW Professor of Educational Policy & Deputy Director, Gonski Institute for Education.

ACE Sutherland St George Branch led by Branch Chair Jaqueline Merrin hosted the World Teachers Days Awards Evening in Gympie. *Fanning the flames of wonder – why*

teaching is the most important job in the world was the keynote addressed delivered by Mr David de Carvalho, Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority (ACARA).

ACE New England Branch held their annual Awards night in Armidale and bestowed the 2019 Memorial Awards including the Cynthia Briggs Award, the Alan Kerr Award, the JA Sutherland Award and the HTB Harris Award.

ACE Coffs Harbour Branch held their celebrations at the award-winning Osprey Restaurant where guests were able to experience the wonderful services of the current hospitality students at this outstanding training restaurant. The special guest speaker, Uncle Michael Jarret, Co-Ordinator of the Coffs Harbour Language Nest delivered a truly wonderful presentation.

Finally, ACE Mid North Coast Branch led by ACE Fellows and Branch Chair Bronwyn Vickers again delivered a magnificent afternoon celebration at the beautiful Innes Lake Vineyard. Educators from across the mid-north Coast and Hastings district came together to celebrate and listen to a wonderful keynote presentation by Charles Sturt University Vice-Chancellor and President, Professor Andrew Vann.

The College's 2019 World Teachers' Day events across the country were a wonderful celebration of Teachers and the incredible work they do!







The Hon. Dan Tehan

Minister for Education

The Morrison Government is committed to choice and equity in education.

We understand that an education gives you power over your destiny, helps you understand the world around you, and gives you the tools to participate in your community.

In this year's Budget, we provided a record \$21.4 billion for schools, which is an extra 66 per cent since we came to Government.

We are providing record funding of more than \$310 billion to all Australian schools over the next 10 years. This is an average per student funding increase of 62 per cent.

But just spending more money won't help our students if the money is being spent without a plan.

That is why our Government has reached agreement with every state and territory government to deliver the reforms recommended by David Gonski in the Review to Achieve Educational Excellence in Australian Schools.

The Federal Government will take the lead on:

- Enhancing the Australian Curriculum so it is tailored for development pathways so teachers can meet each individual student's learning needs.
- Creating a unique student identifier so that students can be supported no matter where they move.
- Establishing a national institute to drive improvements in teaching practice.

Record funding matched with real reforms will improve student outcomes and help every child reach their full potential.

Every parent will tell you, and this is backed up by the data, that the single biggest factor that determines success in education is the quality of the teaching.

Just as our children need to have the right skills to succeed, our teachers also need to have the right education, training and support to help our kids learn,

grow and develop.

The Federal Government may not employ teachers or operate schools, but we are committed to doing everything within our powers to ensure Australian teachers are of the highest quality.

We also believe that teachers need more support to stay in the job, to spend more time teaching than doing admin, and to address issues of bullying and violence directed at them.

We know the key to a successful teaching degree is the quality of the degree itself, not students' entry scores.

The Government supports alternative pathways into teaching to attract high quality candidates.

Education Council has committed to reviewing the teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession.

Our Government has introduced reforms to improve the quality of graduate teachers.

Research suggests that an excellent teacher can account for up to 30 per cent of the difference in student achievement.

We are committed to ensuring our graduate teachers are ready for the classroom.

Thirty-three of the thirty-seven Teacher Education Ministerial Advisory Group (TEMAG) report recommendations to improve teacher quality that were accepted by the Government have reached practical completion, and four are ongoing.

We introduced a compulsory literacy and numeracy test for trainee teachers that ensures graduates are in the top 30 per cent of the adult population.

Starting this year, every teaching student must pass a Teaching Performance Assessment that demonstrates they meet the Graduate Teacher Standards in a

classroom environment before they can graduate and work as a teacher.

Learning how to read and write is fundamental to a quality education, and research over many years has shown that phonics is the best way to teach basic literacy skills.

We will ensure that phonics is included in university teaching courses so that new teachers can use it in their classrooms to improve the literacy of their students.

To help teachers identify students who are struggling with their reading, our Government is investing \$10.8 million to rollout a free nationwide phonics health check for Year 1 students.

As the Year 1 phonics check in South Australia has shown, identifying students who are not able to recognise words early and providing them the extra support they need is invaluable in guaranteeing no child falls behind.

This check will be freely available to teachers, school leaders and families online, with targeted support provided to disadvantaged schools across Australia.

It is also vital that our teachers receive the support they need to succeed.

The Morrison Government will task the Australian Institute of Teaching and School Leadership to develop a National Strategy to support schools to tackle the abuse of teachers in the classroom.

We will work hard to make sure that principals and teachers are free from excessive red tape, giving them more time to focus on teaching their students.

As part of the Australian Curriculum review due to occur in 2020, the Morrison Government will place on the COAG Education Council agenda a review of the compliance and regulation that teachers face.

Our Government will continue to support efforts to raise the quality and status of the profession.

We will invest an additional \$15 million to support more Teach for Australia graduates who will train specifically for school leadership roles. These graduates will be high achieving teachers who will become high quality school leaders in rural, remote or disadvantaged schools.

The Highly Accomplished and Lead Teachers (HALT) certification process for teachers provides opportunities for skilled teachers to be recognised for their expertise and contribution.

There are now more than 600 HALTs around the country and it is an important way to promote effective teaching and share expertise in the classroom.

The Government is also encouraging high performers from other professions to move into teaching through the High Achieving Teachers Program.

These efforts will select high performing university graduates and support them to move into teaching in schools experiencing teacher workforce shortages through alternative pathways.

I am committed to supporting our teachers and school leaders.

The Morrison Government's vision for teaching is one where our educators are recognised for the very important role they play in shaping the nation's future through the education of our children.

We want to create an educational environment that is focused on nurture, creativity and the pursuit of excellence.

We need to provide tailored education, with high quality, well supported teachers and a culture of achievement.

We want our teachers to be part of a profession that's highly regarded, highly skilled and highly experienced.

I will continue to work to make sure you have the tools, the support and the recognition you need to do this.

Biographies

The Hon Dan Tehan MP is the Member for Wannon in Victoria. He is Minister for Education and was sworn in on 28 August 2018. Mr Tehan served as Minister for Social Services from 20 December 2017. Prior to this, he was the Minister for Veterans' Affairs, Minister for Defence Personnel, Minister Assisting the Prime Minister for Cyber Security and Minister Assisting the Prime Minister for the Centenary of Anzac. Mr Tehan was elected to Federal Parliament in 2010. Prior to entering Parliament, Mr Tehan worked in agriculture in Australia and overseas. He has worked in the Department of Foreign Affairs and Trade, including as a diplomat at the Australian Embassy in Mexico. Mr Tehan worked at senior levels of the Australian Government, including as a Senior Adviser to the Deputy Prime Minister and Chief of Staff to the Minister for Small Business and Tourism. Mr Tehan has Masters Degrees in International Relations and Foreign Affairs and Trade.



The Hon. Yvette Berry

Deputy Chief Minister and Minister for Education and Early Childhood Development, Australian Capital Territory

Every parent wants the very best for their child, both during childhood and into their future lives.

But even in relatively wealthy communities like the ACT children start life in vastly different places, with different backgrounds and circumstances affecting their opportunity for a good life. Education has an incredible power to level all of this out. Education allows children to reach their potential.

The ACT Government believes every child deserves a great education and the life chances which flow from it. Our education system must support all children to overcome and achieve. Our education system must mould mature and resilient adults. It must establish success for the future and it will do this by providing equity, through responding to the needs of each individual.

The Future of Education Strategy sets out how the ACT Government will strive towards this for the next generation. It applies to the whole system including all schools, government and non government. Alongside it, the government's Early Childhood Strategy will make sure every child is set up for success.

At the core of the Future of Education Strategy is an acknowledgement of the human diversity among students. The ACT education system of the future will be personalised for each child. It will celebrate the differences that affect needs, abilities, motivations, interests and aspirations. It will take a holistic view of the people it serves—our children and young people.

The ACT Government will achieve this through increasingly investing in and empowering teachers. Teachers change lives. After personal factors related to a child, teachers are the single most significant factor in student achievement. Teachers take children as they are knowing that they start at very different levels of education and development, and with lots of things going on in their lives.

The ACT Government knows that teachers are expert professionals, highly skilled at working with their

students to lead them through their learning journey. The ACT education system of the future will continue to grow professionalism among teachers. It will take a structured approach to providing appropriate instructional leadership and ensure a focus on delivering quality teaching, consistently in every classroom, beginning with who and how new teachers are trained. And it will also recognise that teachers work among a team of people including other educators, allied learning professionals and support staff, who are equally committed to students.

The ACT Government recognises that learning environments are places that bring people together as a community and enable relationships to form between people and services. The future of education in the ACT will take advantage of this to provide strong communities, focused on enabling learning. This includes connecting with quality early childhood learning opportunities, which is the focus of the ACT's Early Childhood Strategy, which is currently under development.

The ACT Government's Early Childhood Strategy will play a vital role within the Future of Education, where every child will be set up for success from birth.

Well established research has shown that the period from birth through to eight years, especially the first three years, sets the foundation for every child's social, physical, emotional and cognitive development. Quality early childhood education and care delivers improved lifelong outcomes in education, and health and career opportunities. The benefits are most notable for children experiencing disadvantage and vulnerability.

Importantly, the Future of Education Strategy is not a static or comprehensive list of disjointed actions. It is a roadmap for continued focus and investment from a government committed to the very best future for the ACT's children.

The ACT Government continues to invest in school leadership through reforms including the Empowered Learning Professionals Leadership Plan which aims to



strengthen the leadership capabilities of ACT public school leaders at the Principal, Deputy Principal and Executive Teacher level.

Additionally, the ACT Government will increase the number of teachers in ACT public schools certified at the Highly Accomplished or Lead Teacher standard, as well as release a whole-of-jurisdiction workforce strategy to attract and retain expert educators.

This commitment includes co-ordinated professional experience placements for pre-service teachers along with a comprehensive mentor training program for new teachers to ensure supports are in place the moment they arrive in the classroom.

The ACT Government will support teachers through access to professional learning, mentoring and coaching, and will strengthen the capability of school leaders to create the right culture, environment, structures and systems for high-performing, expert teaching teams.

Our education system must support all children now to establish their success into the future. In the ACT we are responding to the needs of each individual from as early as possible.

Above all, every child is entitled to an equal chance for a great education and a good life. The future of education in the ACT is looking bright, with an early childhood strategy that integrates three-year old preschools into a holistic service system from birth through to their early school years, and dedicated investment that extends through primary, high school and college to support the learning and development of our teachers and young people in the ACT.

The ACT Government's Future of Education Strategy was released in August 2018. The implementation plan for the first phase was released in August 2019. Both are available at <https://www.education.act.gov.au/our-priorities/future-of-education> with the Early Childhood Strategy to be available in the near future.

Biographies

Yvette Berry is Minister for Education and Early Childhood Development



The Hon. Selena Uibo

Minister for Education, Northern Territory

As we celebrate 60 years of the Australian College of Educators, and their remarkable achievement as the longest serving professional association for all educators in Australia, I would like to reflect on education in the Northern Territory which has been made possible by the incredible professionals you represent who work tirelessly to support our students to gain a bright future.

Sixty years ago, the Northern Territory was a very different place - with the Government of the Northern Territory only forming in 1978 with the granting of self-government forty-one years ago. In 2018-19, the Northern Territory Department of Education provides education services to 33,409 children across the Northern Territory's 153 government schools. There are a further 38 non-government schools in the Northern Territory providing choice for our parents and who service 10 918 students across the NT. The vast majority of our schools (71% of NT government schools) are located in remote and very remote areas, with 42% of our students enrolled at these schools.

Being the Minister for Education for the Northern Territory is a position that comes with great privilege and I am extremely passionate about education and ensuring that young Territorians get the very best opportunity to succeed in life.

As a Territorian, I am very proud of the rich cultural and linguistic diversity in the Northern Territory. In government schools, our student population includes more than 14000 identified Aboriginal students (representing almost half of the student population). Further, there are at least 47% of all students who have a language background other than English. We know that many of our students in remote and very remote communities speak several languages other than English and I am pleased to also recognise that this year we are celebrating the International Year of Indigenous Languages. In 2019, there are 40 of our schools teaching Indigenous language and culture programs, with a total of 30 different Indigenous languages being taught.

I would like to make special mention of the importance

of our local Aboriginal staff who are teaching in our schools and keeping our languages and culture programs strong. Over my teaching career, and in my role as Minister, I have been privileged to work with passionate and committed educators. It is one of my personal commitments to support the continued growth and development of our Aboriginal workforce.

The Northern Territory Government is committed to investment in the early years, with its strategy Starting Early for a Better Future. Under this strategy, there has been a commitment to expand the Families as First Teachers (FaFT) program to 14 additional sites by 2020. This expansion builds on the existing FaFT network which has included a partnership with the Commonwealth Government to deliver the program in specified very remote communities under the NT Remote Aboriginal Investment Strategy. This program is a great example of how communities are working together to support children to learn. It uses the Abecedarian approach for early literacy development and to support family engagement in learning. More than half of our FaFT employees are Aboriginal, which is so important when the majority of our students and families are Aboriginal. It provides families with a welcoming and comfortable environment in which they can be a part of and contribute to, through sharing their culture. Building partnerships with families and communities from birth is setting us up for strong engagement through the formal years of schooling.

We recognise the absolute importance of Local Decision Making in government service delivery which is why in education we are establishing Local Engagement and Decision-making (LEaD) committees that provide the opportunity to promote community engagement and strengthen the capacity of Aboriginal people in remote communities to support the school make decisions about the way education is delivered for their children.

This year also marks thirty years of tertiary education in the Northern Territory, following the establishment of the Northern Territory University (now Charles Darwin University) in 1989. Today, our tertiary education sector has expanded and with the Batchelor Institute of



Indigenous Tertiary Education we have a truly unique organisation that operates as the only Aboriginal and Torres Strait Islander dual sector tertiary education provider in Australia. Under its 'Both-ways' philosophy, the Institute provides an Aboriginal and Torres Strait Islander lens to the tertiary education system. I would like to recognise the work of these institutions and their role in supporting the training of our future teaching workforce.

Finally, we cannot celebrate the success of our teachers without recognising the excellent work of the Professional Teachers' Association of the Northern Territory (PTANT) for over twenty years in the Territory.

PTANT is an association which sees teachers leading teachers to enhance professionalism and the quality of education in the Northern Territory via its member associations.

I would like to finish by again congratulating the Australian College of Educators for 60 years of service - and to also invite those of you reading who are inspired and passionate teachers to come to the Northern Territory and see the incredible work of our schools first schools. Even better, through our Teach in the Territory program you can become a part of the Department of Education's ambition to be the nation's most improving education system.

Biographies

Yvette Berry was born and bred in the Territory. Her mother is a Nunggubuyu lady from Numbulwar and Wanindilyakwa from Groote Eylandt both located in south-east Arnhem Land. Her father is a second generation Australian who was born in Sydney and is of Estonia, Irish and South African descent. Selena completed her schooling in Batchelor and Darwin and participated in many youth programs including the Aboriginal Islander Tertiary Aspirations Program, YMCA Youth Parliament and the National Youth Round Table. Selena moved to Brisbane to study a Bachelor of Arts/Bachelor of Education dual degree at the University of Queensland. She was the Valedictorian at her graduation ceremony and moved back to the NT to start her teaching profession. Selena taught in her first year at Casuarina Senior College where she was selected as one of two Australian Education Union-NT representatives at the 2011 World Indigenous People's Conference on Education held in Cusco, Peru. Selena was eager to teach in her mother's community of Numbulwar where she moved to work in 2012. In 2013 she won a Commonwealth Bank Foundation award for teaching financial literacy to her secondary students. Selena established the 'Second Chance Shop' in Numbulwar to raise funds for student volunteering trips and to teach fiscal responsibility of a business to her secondary students. The enterprise has successfully funded two senior students' travel to Cambodia, giving students the chance to experience a unique culture and build houses with local families from rural underprivileged regions. Selena was recognised for her hard work and dedication in 2014 when she received the NT Award for Excellence in Teaching or Leadership in Aboriginal and Torres Strait Islander Education in both the Arnhem region and as the overall category winner across the NT. Selena loves the Territory and wants to improve the quality of life for all Territorians no matter where they live. Selena is also an avid soccer fan and played for over 16 years. In 2016 Selena was preselected by the NT ALP to contest the seat of Arnhem in the 2016 Election and was successful. The Labor Gunner Government appointed Selena as Assistant Minister for Remote Education and Families as First Teachers and Assistant Minister for Aboriginal Affairs and Statehood. In June 2018 Selena was promoted to Cabinet as the ninth Cabinet Minister and is responsible for the Education and Workforce Training Portfolios.



The Hon. Grace Grace MP

Minister for Education and
Minister for Industrial Relations,
Queensland

Building a legacy of learning

Like the moral of children's story 'The Tortoise and the Hare', slow and steady wins the race to the never-ending finishing line of lifelong learning, with education endurance keeping Queensland's baton of achievements moving forward.

Education has been paired with many portfolios in Queensland over the years — training, the arts and employment among those in recent terms of government. To some, sharing responsibility for both education and industrial relations might make as much sense as someone's reaction to being told that bacon and banana go together ... until they taste it.

In reality, they have much in common. While these two very different areas of policy are both blessed and at times burdened by their unique sets of challenges, what drives their mutual journeys of success is that the destination is the same: we want to ensure the safety, wellbeing, success and equal opportunity of everyone in the car.

Conquering complexity

Education is one of society's greatest equalisers, and the first part of building a fair playing field is knowing that the stories and backgrounds of our 561,000 students — and the 53,000 teachers and 19,000 teacher aides who educate them — are never the same. In Queensland, we embrace diversity and the strength it brings to our communities.

Although there are differences in educational outcomes for many groups of students we know that generally, those who live outside metropolitan areas, Aboriginal and Torres Strait Islander students, young people with disability or who come from low-income households do not achieve as strongly as their peers. Disadvantage and marginalisation can also include migrant students or the diversity that comes through race, appearance or sexual identity.

That is why a fundamental role of the Department of Education is creating safe, supportive and inclusive learning environments.

The recent release of the Organisation for Economic Cooperation (OECD) Teaching and Learning International Survey (TALIS) report, which incorporated feedback in 2018 from 3,573 Australian lower secondary teachers and 230 principals as part of a 260,000-strong worldwide response — highlighted that our nation's educators work with a significantly more diverse student population across indicators such as the level of non-native speakers, migrant backgrounds. They also cover a wider range of content in their initial teacher education than their international peers.

This means teacher preparation needs to be robust to create agile and adaptable educators, and our state's teacher regulatory authority — the Queensland College of Teachers (QCT) — has Australia's longest history of accrediting initial teacher education programs and registering teachers, engaging with the profession through registration, professional standards and reference groups. After learning how to teach young people in a world so different to the one we grew up in, our department supports teachers with the skills to handle the many community-wide challenges that don't disappear at the school gate. Like those working in industrial relations, schools and the staff who work in them can face extraordinary situations — often vastly different scenarios to their early expectations of a career in education. Our support mechanisms are as extensive as they are effective, as my Director-General Tony Cook highlights in his article in this publication.

Local knowledge

Having grown up and gone to school in New Farm, a vibrant and ever-changing cultural community in Brisbane's inner-east, I know what it's like to look up hill. My five sisters and I were literally born into a new world of opportunity when my parents landed in the 'lucky country' — arriving separately after my father saved up enough money to buy my mother's ticket, with nothing but a suitcase in hand. From their poor Italian upbringing and the sacrifices they made, we learnt hard work and the boundless benefits of a good education.

I know how proud they were of all we have achieved.

While my husband and I now share our experiences with our daughter, learning legacies are passed along by our teachers, with the individual and collective experiences of those on the frontline — as well as in the layers of policy and operations — making each generation better than the last.

In schools, local decision-making determines and drives the improvement agenda.

Having visited more than 170 schools and learning centres since becoming Minister for Education, I have seen first-hand that school leaders and teachers go above and beyond to provide opportunities for young people, no matter what their background, where they live or attend school.

They have shared their ideas and concerns about the challenges they face and their desire to be empowered to develop local solutions to complex needs. We need to provide support by letting them lead with trust and professional autonomy, without imposed priorities or meaningless targets.

In its submission to the federal government's Inquiry into the Status of the Teaching Profession, the QCT reinforced that enhancing the status of teaching will attract a higher quantity and quality of teaching graduates who will stay in the job for longer and pursue more fulfilling career trajectories. They asserted that retaining teachers is directly moderated by employment practices, professional identities and school contexts, and that there is a need for deep change, targeting perceptions and mindsets about the profession and education.

While the inquiry lapsed with the cessation of the Standing Committee on Employment, Education and Training in April, our work in driving reforms in this space will continue.

The road ahead

This financial year, the Department of Education's total budget is a record \$13.8 billion. Like a Visa advertising slogan, the benefits are undoubtedly priceless, but we are also creating value and ensuring we get the best bang for our buck by investing our resources and efforts in the right areas.

Supply and retention is a priority as demand for teachers in Queensland schools continues to grow. This demand is expected to increase substantially in the future, with recent modelling by the Queensland Government

Statistician's Office showing our school-age population is expected to double over the next 50 years. Over the coming years, teacher supply will be impacted by competitive employment opportunities locally, nationally and internationally and by people moving between careers — a trend not only impacting teaching but the workforce more broadly.

Along with the attraction initiatives outlined in Tony Cook's article, we are employing more than 1,000 new teachers in 2019 as part of a four-year commitment to recruit 3,700 extra teachers. More than 300 experienced teachers have taken up roles in regional, rural and remote locations to improve students' access to world-class education, regardless of their location. We are boosting opportunities in music through a four-year, \$14.4 million investment, and allocating extra senior-secondary fulltime equivalent teacher positions to meet the breadth of the curriculum, more than what is required to meet population growth.

Bright futures

Supra lu majuri si 'nsigna lu minuri is an old Sicilian proverb which means, 'we learn by standing on the shoulders of the wise'. Isaac Newton coined a similar sentiment: "If I have seen further, it is by standing on the shoulders of giants".

Because of education, I have high hopes for Queensland's future.

Every time we lean on each other for support, add another layer of expertise and grow with each experience, we really do lift each other, and the profession, to new heights — creating a legacy for generations to come.

Standing on the proverbial shoulders of those who have gone before us, and seeing the progress we continue to make, the outlook really is wonderful.

Biographies

Grace Grace served as the Member for Brisbane Central in the Queensland Parliament from October 2007 to March 2012, before being re-elected in January 2015 and November 2017 with the electorate's re-naming as McConnell. Grace was appointed Minister for Employment, Industrial Relations, Racing and Multicultural Affairs in December 2015 and became Minister for Education and Minister for Industrial Relations following the 2017 state election.



The Hon. John Gardiner

Minister for Education
South Australia

Teaching: A profession that changes lives

Educators in South Australia have a profound impact on the lives of our children and young people. As Minister for Education, I have the immense privilege of visiting schools and preschools and hearing inspiring stories of generosity, dedication and innovation. Teaching is a profession that influences people and helps shape the next generation. It is a profession that changes lives.

We each have our own stories that reflect that influence – and perhaps those of us who aren't teachers are sometimes more tuned in to noticing these impacts. For my part I can track some of the most profound influences on my career back to lessons I learned at school – and my life may have turned out very differently without them.

My parents worked hard to build a successful small business, manufacturing and distributing water treatment equipment. It was hard work and it dominated our family's life – it was everything to us, and everyone was involved, including the kids. I worked there during high school and university years and for a while it was assumed that I would continue to do so after studies (and preferably that my tertiary studies would be in a discipline that would add value to the business).

However, my passions were elsewhere. While a pathway towards chemical engineering would have suited the business, my passions were for the humanities and public affairs.

I don't for a moment downplay the significance of my parents' work – they created jobs and opportunities for the families who worked in the business; they used the resources they developed to support charity and service organisations; they contributed equipment to humanitarian relief efforts. One pathway is rarely better than another in terms of the contribution it represents to a community. But we need to acknowledge that some pathways are better suited to individual people than others. In my case the sort of skills required to take my parents' business forward would not have played to my strong suits or my passions.

Passing on skills and knowledge are obvious key components of a teacher's job, but the opportunity to inspire passion in a subject area amongst one's students is the sort of thing that stays with those students for life.

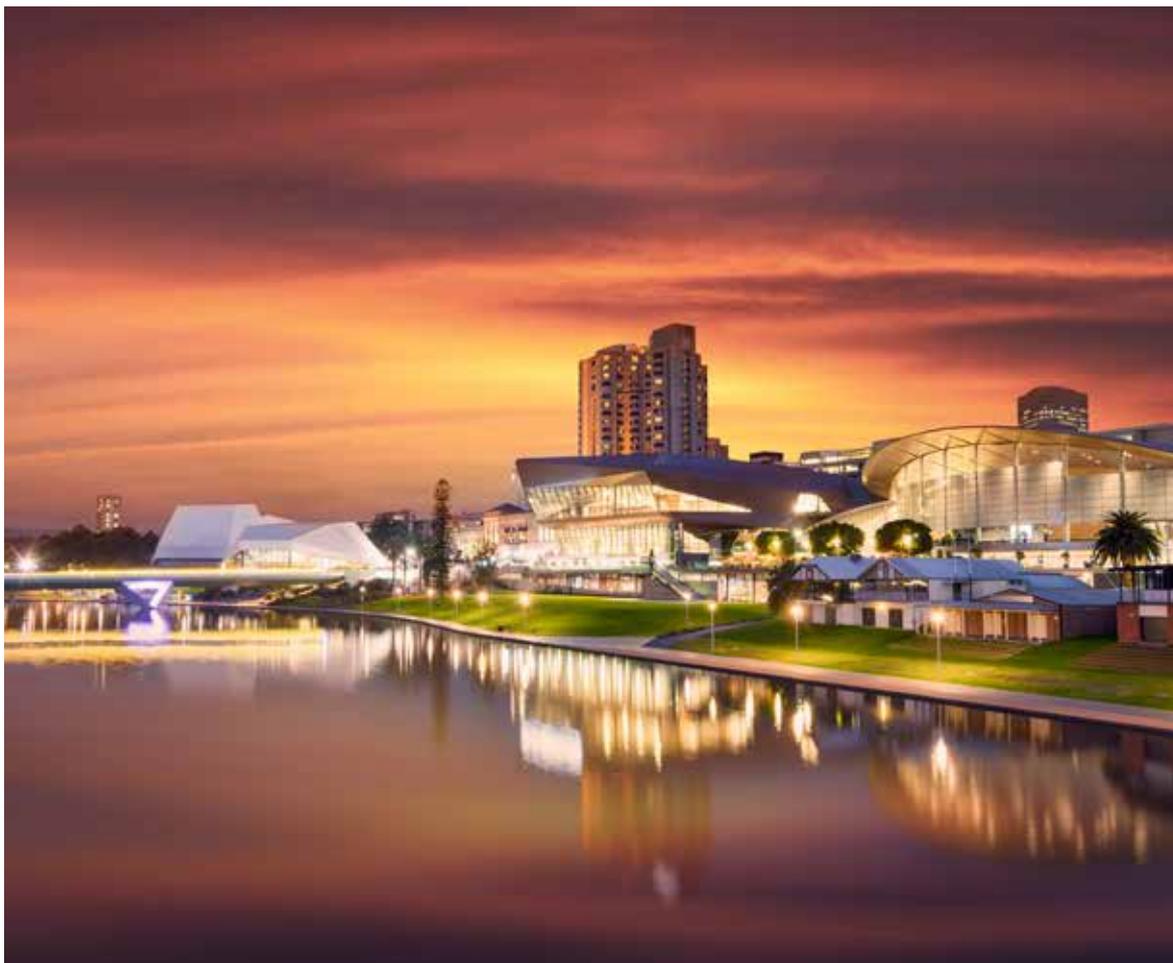
I hope that those teachers who inspired my passions, and who gave me the confidence to adjust all of my life plans at the age of 14 or 15, have some idea of not only how grateful I am to them for their influence, but also how much positive influence they must have had on so many others during their careers. They were unwavering in their commitment to their profession and to their students. They taught me to analyse information, examine assumptions, consider implications and to make connections. They were fundamental in helping me develop my ability to think critically. And my story is only one of many.

Teaching's highest potential is in building the foundation of future generations, shaping the character of our citizens and instilling a passion for life-long learning. A passion to contribute to society.

I want every South Australian child to grow up safe, healthy, well-educated and eager to build a career in our great State. We are known for our progressive thinking, entrepreneurship and industry leadership and we value and prioritise innovation. That's why we are investing in advanced manufacturing, knowledge-intensive and research-driven industries. We have a thriving tourism industry and we are expanding our well-established defence sector.

As hosts of the headquarters for the Australian Space Agency, and the surrounding space and high tech business eco-system in the CBD's new Lot 14 precinct (on the site of the old Royal Adelaide Hospital) we are attracting entrepreneurs and businesses who want to be involved as well as significant investment in the State. As Education Minister I recognise that we have a responsibility to all South Australian children to ensure that our system puts in place the things they need in order to be able to actively participate in these exciting opportunities if they so wish.

To enable us to achieve our vision we need to equip



future generations with the skills and capabilities to innovate within these multinational industries. To do this our students will need deep content knowledge in all curriculum areas, especially STEM, literacy and numeracy and languages. In addition, our students will need to be able to collaborate, communicate, think critically and creatively as well as develop ethical and cross cultural understanding.

To achieve that our schools need to be adequately supported, and we need to be using the funding we have wisely.

For all of these reasons, the South Australian Government was proud to be the first signatory to the National School Funding Reform agreement that locks in ongoing increased investment in recurrent funding towards our schools. To do so we had to increase recurrent State Government funding to our public schools by \$700 million over the next decade, over and above that which was left to us in the Budget set by our predecessors who we replaced in March 2018 – but it was an investment we were pleased to make, and our first two budgets as a new government have locked in those commitments going forward.

Our recent Budget also identified a record \$1.3 billion in capital expenditure – providing more new modern infrastructure for our education system, including both

new schools and improving facilities in existing schools. We are investing in our students, teachers and school infrastructure to ensure that our public education system is world-class and that our students are equipped to lead successful lives.

A priority example of this investment has been our \$80m partnership with Telstra to deliver high-speed fibre-optic cable internet connections to all public schools across South Australia, with four exceptions in very remote locations who will have their own bespoke solutions provided. This will see South Australian schools going from the slowest internet connections on mainland Australia to the fastest – indeed some schools will experience internet speeds up to 1000 times faster than before.

Connection to high-speed internet supports teachers to design and deliver world-class curriculum enabling students to collaborate and create in ways like never before. It supports teachers to use a range of digital learning technologies to enhance and deepen learning. We must provide students with access to emerging technologies and we need to ensure they are developing the skills and capabilities to use them in new and creative ways. Our investment in infrastructure is an investment in our teachers and our students.

The Marshall Liberal Government is also investing \$20.9m towards improving literacy outcomes. A strong start in literacy is the essential foundation for educational achievement. To improve our education system as a whole, we must put literacy first for all students.

South Australia has led the nation in delivering the Year 1 Phonics Screening Check in all government schools. Phonics knowledge is critical for learning to read. Early identification of students with difficulty using phonics is vital for providing interventions that improve reading. Through the implementation of the Phonics Screening Check our teachers are now in a better position to identify students who need additional support and to respond with the appropriate interventions early. New literacy coaches (in our 'Literacy Guarantee Unit') are supporting schools to put in place evidence based interventions for students who need extra help – and the Unit is also supporting a very popular series of new professional development conferences during school holidays.

I am confident that the suite of measures we are putting in place to improve literacy outcomes for South Australian children will see strong improvements in the years ahead.

All of our students across our state deserve to be supported to fulfil their potential, and our ambition is to see growth for every child, in every classroom, in every school.

We know that our teachers and leaders have the largest in-school impact on learning outcomes and that's why we are committed to providing high quality professional learning to support them to be their best – particularly through 'Orbis', our new flagship professional development program unit.

One focus in South Australia at the moment is the transition of year 7 into high school. Our year 7 students are a year older than they once were, and the Australian curriculum assumes high school specialist teachers and facilities are available for the delivery of year 7 content, but as every other state in Australia has made the switch, I believe our predecessors got so caught up in the political positioning against the move that they took their eye off the ball.

A new government brings fresh eyes and a new agenda, and consequently in 2022, year 7 students will move into our high schools and have full access to the specialist learning facilities and discipline specific expertise that

high school teachers provide. To help deliver full value from this reform our educators will have access to a \$13m package of professional learning. We will ensure that there is additional professional learning for primary teachers who make the move to high school, and for high school teachers to expand their knowledge about teaching early adolescents. Equipping our educators with the skills and expertise to feel confident to teach young adolescents is vital to achieving growth for every child.

Every day I see the commitment our leaders, teachers and support staff bring to their profession and I am grateful for the work they do. That's why celebrating and sharing stories from across the State, through the Public Education Awards, is so important. It's an opportunity to share the amazing work that occurs within our public education system.

The awards acknowledge educators who go above and beyond to provide our students with the best education. This year we have a record number of nominations and the finalists represent everything that is great about our education system. From individual teachers and principals through to teams of educators working collaboratively to deliver high quality outcomes, the awards celebrate excellence. They also provide a platform to build the standing of the teaching profession within the public discourse.

Educators make an enormous contribution to the lives of children and young people in South Australia. They equip the next generation with the skills and capabilities to build successful lives and contribute to our community more broadly.

I am proud to be the Minister for Education in South Australia. It is an honour to work alongside our dedicated educators who change lives on a daily basis. They say teaching is a noble profession. At its best it may well be the most noble profession.

Biographies

John Gardner was elected to the South Australian Parliament as the Member for Morialta in 2010. He was appointed as the Minister for Education on the election of the Marshall Government in March 2018. He is also the Leader of Government Business in the House of Assembly.

John previously served as the Shadow Minister for Education for two years prior to becoming the Minister.

Prior to winning election to Parliament, John worked in his family business, and subsequently as an adviser at State and Federal levels, particularly in policy areas relating to education policy, as well as drug and alcohol prevention and rehabilitation.

He is committed to giving South Australian children the best start in life.



The Hon. Sue Ellery

Minister for Education Western Australia

In February this year the Premier announced whole-of-government targets across a range of important issues to deliver better outcomes for all Western Australians. ‘Our Priorities: Sharing Prosperity’ sets out six areas that we want to concentrate on, and within each of those are 12 specific priorities, or targets, with deadlines by which we will hold ourselves accountable to achieve success. This is a visionary program that sets our State up for the future and we take on the responsibility of implementing real, positive change.

Our Priorities represent those areas and issues that we know are important to Western Australians – jobs, a good education, quality healthcare, community safety and environmental conservation. Front and centre of those priorities is ‘A Bright Future’ for our children, which includes three targets. These three targets are to improve the health and wellbeing of children in the early years, to increase student reading and numeracy, and to increase participation in STEM.

To improve the health and wellbeing of children in the early years, by 2027, we want to increase the number of children in Western Australia who are developmentally on-track on all five of the AEDC domains by ten percent. To increase student reading and numeracy, by 2024, we aim to improve WA NAPLAN year 5 and 9 reading and numeracy mean scores by more than 10 scale points, and to increase participation in STEM, by 2024, we want to increase the number of Year 12 students completing two or more STEM courses and/or STEM related vocational education and training qualifications to 85%. Currently we have about 80% of Year 12 students doing a STEM related subject and we want to increase that participation to 85% doing two.

While they are the priorities with the most obvious link to my portfolios, there are others that we can also contribute to from our positions in education, for example, reducing youth offending, reducing illicit drug use, reducing over-representation of Aboriginal people in custody. If we can achieve our education priorities, if we can set our young people up through education for the best possible outcomes, then it makes sense that we will also have an impact on the other priorities more broadly.

Our Priorities are serious targets to which the Government will be held accountable for, but it is as much about how we achieve these priorities as it is about actually achieving them. It will require Government and the wider community to work together to achieve them.

They will require us as the education sector to collaborate and to work closely with other organisations and across government agencies. These are not new areas of focus, but they are important. Some will require us to develop new, innovative approaches to achieve them, while others require a greater focus on what we’re already doing and doing well. It is about doing things smarter and concentrating on the things that we know are working. None of our aspirational areas or the targets within each of those can be achieved by government alone and I look forward to working with you as educators to achieve them.

Biographies

Sue Ellery is currently Leader in the Legislative Council in the Parliament of WA and is the Minister for Education and Training. She is the first woman to lead the Government in the Legislative Council.

Born 54 years ago and raised primarily in Perth, Sue has been a member of the WA Parliament since 2001 representing the South Metropolitan region in the Legislative Council. Prior to Parliament Sue was in advocacy in the community sector and for 12 years as an advocate for low paid workers in the union movement.

Sue was a Minister in the last Labor government holding the portfolios of Child Protection, Communities, Seniors and Volunteering and Women.



Mr Tony Cook PSM

Director-General, Department of Education, Queensland

Pathways are part and parcel of the whole 'pedagogical practice' — and Queensland is making sure the road to education success is as sustainable and supportive for staff as it is for students.

As a teacher, there's always someone looking up to you. What makes that a reality — respect, skills, experience and integrity — is built like any other building. One brick at a time, and from the ground up.

These same foundations are also the backbone of building the broader education profession. Yet competing in a diverse employment market, the challenge is getting willing and able educators through the door in the first place — and creating a culture and career that makes them want to stay.

In Queensland, we are looking to the future and ensuring we have the strategies needed to build a strong education profession.

People power

In a workforce of more than 73,000 full time equivalent employees — 94 per cent of them based in schools, making us one of the state's largest employers — our differences and diversity are some of our greatest strengths. We value, recognise and reward our people.

Because our schools are often impacted by complex issues, the mental health and wellbeing of our employees is critical. We provide the Employee Assistance Program (EAP) and run a Principal Coaching and Support Service in partnership with headspace to provide support for school leaders' wellbeing through preventative strategies, such as building individual capacity to manage daily stress and providing individual support and coaching in the wake of critical or traumatic incidents.

As a White Ribbon Workplace, we are committed to ending violence against women and all forms of domestic and family violence. Our 'We All Belong' workforce diversity and inclusion framework celebrates cultural diversity and Aboriginal and Torres Strait Islander employees, promotes equal employment opportunities, focuses on ability — not disability — and

we were recently recognised as a Bronze Employer in the Australian Workplace Equality Index 2019 (AWEI), the national benchmark for LGBTQ inclusion within Australian workplaces.

In-principle agreement has been reached with the Queensland Teachers' Union (QTU) which will see Queensland state school teachers and principals recognised with better pay and improved working conditions. A new classification structure will be introduced for promotional positions arising from the Promotional Positions Classification Review (PPCR) process that has been undertaken over the past three years. By the end of this new agreement, Queensland state schools will have the highest executive principal salary horizon of any public school in the country. The deal struck for teacher aides and cleaners includes annual wage increases of 2.5 per cent, support for career progression and greater allowances for those working in special education facilities.

From induction and mentoring programs for beginning teachers and an overarching commitment to ethics and integrity, we are promoting professional career pathways. This includes recognising high performing educators and retaining their expertise through the creation of HAT (Highly Accomplished Teacher) and LT (Lead Teacher) classifications for state school teachers.

The national certification process is rigorous, using the Australian Institute for Teaching and School Leadership's nationally recognised Australian Professional Standards for Teachers. Following a successful pilot process, salaries are currently set at \$111,725 (HAT) and \$121,975 (LT), with hundreds of teachers expressing interest in applying for certification in 2019.

However, we also know that there continues to be ongoing pressures and demands on our school leaders. Professor Philip Riley's 2018 Australian Principal Occupational Health, Safety and Wellbeing Survey revealed the good and the not-so-good of what it's like to be a principal in today's learning environment. While it affirmed that principals have significantly higher levels of job satisfaction compared to the general population,



there is always more we can do to support them in their important roles.

Professor Riley is working with my department and consulting with principals across the state, already hearing the views of more than 500 principals and deputy principals through 40 focus groups and online feedback. This information will form the basis of a blueprint for an integrated and system-wide Principal Health and Wellbeing Strategy being launched in 2020.

The laws of attraction

This partnership is just one element of the \$136 million Teaching Queensland's Future (TQF) initiative announced by Education Minister Grace Grace at our state's 2019 Principals' Conference.

This five-year strategy will meet the increasing demand for state school teachers and build their capability, confidence and agility to ensure we have a sustainable supply of educators to deliver quality learning outcomes into the future.

Addressing the demands of leading a school and supporting state school leaders across a wider front, it focuses on five key streams of work: workforce planning, attraction, talent management, capability and wellbeing.

We are delivering a leadership framework for the entire department including school leaders, investing \$10 million in professional development and leadership capability to help employees understand their role in terms of leadership and how they, as an individual, fit

into a large and contemporary organisation like ours.

Our teams are visiting 226 P-12 and secondary schools, travelling across 52,000 kilometres to capture short and long-term workforce needs to help plan and manage the placement of teachers, when and where they are needed most — a constant consideration given that on top of the challenges of covering Australia's most decentralised state, an influx of students will hit high school in 2020, with full cohorts in all six years of secondary schooling following the graduation of the 'half cohort' of students who started school when Prep became compulsory in 2007 — and we need enough teachers to teach them.

Since July 2018 we have been casting our recruitment net wider, attracting interstate and international teachers into Queensland state schools. The approach supplements local applicant pools to meet the demand for teachers, focusing on outlying regions.

The Department also hosts career fairs which have attracted more than 4000 interested attendees since 2015, including targeted pitches for rural, remote and regional communities — the last one alone identifying that almost 70 per cent of its 560 attendees were suitable candidates.

Two current pilots focused on career management and the mobility of our teaching workforce are also underway, supporting student outcomes through fit-for-purpose human resource management policies and systems that balance individual, school and state-wide needs.

The 2019 Classified Teacher Recruitment Pilot has introduced new eligibility criteria for employees seeking relocation, ensuring officers in rural, remote and complex schools are considered prior to those in the coveted South East corner. Employees are already telling us they are happy with this case management approach, with early data showing an increase in the percentage of roles filled through relocation compared with the same period in 2018.

Meanwhile, the 2019 Guaranteed Teacher Transfer Pilot is helping maximise the placement of teachers eligible for a guaranteed transfer, and we are encouraging the conversion of temporary teachers to permanency to provide greater continuity of teachers for school communities.

Strengthening the education profession continues to be a priority for the Queensland Department of Education. I am so proud of every achievement, success and improvement we make for Queensland children — thanks to the incredible efforts of our school, regional and central office staff. We owe it to ourselves and each other to ensure we never stop our focus on continual improvement and on doing things better.

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Biographies

Tony Cook Before joining the Queensland Department of Education in April 2018, Tony worked for the Australian public service as the Associate Secretary for Schools and Youth within the Department of Education and Training.

Tony previously held several senior executive positions in the Victorian public service, including Deputy Secretary, Government and Corporate with the Department of Premier and Cabinet; Deputy Secretary, Office for Children and Portfolio Coordination; and Deputy Secretary, Office for Planning, Strategy and Coordination within the Department of Education and Early Childhood Development. He began his career with Education Queensland.

Tony is a registered primary school teacher with a major in early childhood education. He has been a deputy principal and has taught in schools and preschools in Queensland and the United Kingdom. He holds a Bachelor of Education from the Queensland University of Technology.

In October 2013 Tony was made an Honorary Fellow of the Australian Council for Education Leaders, and in January 2014, he was awarded a Public Service Medal for outstanding public service, especially in driving schools policy and funding reform in Australia. Before joining the Queensland Department of Education in April 2018, Tony worked for the Australian public service as the Associate Secretary for Schools and Youth within the Department of Education and Training.

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(IM²C) international mathematical modeling challenge

An opportunity for senior secondary students to work as part of a team to solve a genuine, real-world problem using mathematics.

10 March – 27 March 2020

Completely free to enter, and open to all Australian schools, the International Mathematical Modeling Challenge (IM²C) exists to support the real-world application of learning, build proficiency, encourage collaboration, and challenge students to use mathematics to make a real difference to the world around them.

Operating in teams, comprising up to four students from the same school, the IM²C challenges students around the world to work together to solve a common real-world problem by devising and applying an original mathematical model.

By mobilising students in teams, the IM²C replicates real-world conditions, requiring proficiency in mathematics alongside collaboration and contributions from different skill sets, perspectives and methods to achieve overall success.

Working together under the supervision of a team advisor (usually a teacher) for up to five consecutive days between 10 March and 27 March 2020, teams will unpack the given problem, hypothesise, test, and develop a working solution, before preparing and submitting a report on their solution to the Australian judging panel.

Two teams will be chosen to represent Australia in the International phase of the competition, with their solutions competing against others from countries around the world.

For further information and to register, please visit
www.immchallenge.org.au





Mr Rick Persse

Chief Executive, Department for Education - South Australia

Orbis: Building the profession, with the profession

In South Australia we have a bold ambition. We want a world class public education system that delivers growth for every child, in every class, in every school. Our people are key to this ambition. The research is clear; leaders and teachers have the highest in-school impact on outcomes for students (Hattie, 2003; Leithwood, Day, Sammons, Harris & Hopkins 2006). Attracting people to the profession, recruiting and retaining the best and investing in their development is critical to achieving our goal.

This year we launched Orbis. Orbis delivers exemplary learning to South Australian educators. Orbis' name is conceptual and it reflects how our public education system is connected and evolving, adapting to the needs of our people, our system and our students. Our approach to professional learning is based on the experiences of the world's best education systems who engage their leaders and teachers in learning that is purposeful, collaborative and empowering.

Orbis is a deliberate shift in a new direction. Leaders and teachers are at their best when they apply contemporary research and best evidence practices about teaching and learning in their daily work. That's why we've hand-picked expert providers from around the globe to deliver exemplary learning that aligns with our improvement priorities and overall ambition.

Orbis is currently partnering with the University of Melbourne to deliver our initial programs. The Melbourne Graduate School of Education is one of the elite education providers in Australia and our leaders and teachers are benefitting from their world class teaching and research.

Orbis is also supporting a cohort of our experienced principals to attend the Harvard Graduate School of Education's Leadership for School Excellence in Sydney. If we want to be one of the best, we need to learn and connect with the best.

As with all professional learning, it's important to understand the needs of our educators. That's why professional learning at Orbis is designed with our

expert providers and our people. We make sure that the research and best practice examples are contextualised and build on the knowledge and expertise that our leaders and teachers already bring.

We have a resolute focus on improving the literacy and numeracy outcomes for students in South Australia. This requires deep curriculum expertise together with knowledge about the literacy and numeracy competencies within each learning area. We need our maths and science teachers to understand how to develop students' discipline specific literacy knowledge. We also need our HASS teachers to understand how to develop students' numeracy knowledge and application in the humanities and social sciences.

We're making progress, but there's more to do.

The learning at Orbis is challenging. Just as we ask our students to lean in to discomfort when they are learning, we ask the same of our leaders and teachers. High quality professional learning can be confronting. It can disrupt long-held values, beliefs and practices that no longer stand up to scrutiny. High quality professional learning also demands commitment. Commitment to wrestling with ideas, commitment to applying new learning in classrooms and commitment to reflecting on successes and, sometimes, failures. Supporting and empowering our people through this process is vital.

We are building the profession with the profession. Through Orbis we are creating opportunities for our people to have sustained instructional discussions that build self-efficacy and develop shared conceptual understanding. Educators are working together to solve challenges of practice and embed new approaches in classrooms.

That's our measure of success.

The learning through Orbis is powerful, but not sufficient.

Orbis is a catalyst for leaders and teachers to establish a culture of continuous professional learning within their school. A culture where professional learning is aligned with a school's improvement priorities and



embedded into teachers' daily work. A collaborative culture where teachers provide feedback to each other and where they are involved in making decisions about curriculum planning and implementation. A culture of collective efficacy.

Through the establishment of Orbis we have the architecture to deliver highly effective professional learning that will build the teaching profession for generations to come. We are establishing an advisory group, comprising independent experts from around the world, to challenge our thinking, shape the future and set the standard for professional learning in South Australia.

We want to establish Orbis as a trusted voice within the profession. We will curate research and relentlessly pursue the best thinkers to engage educators in dialogue about evidence-based practices. Orbis will create opportunities for our teaching profession to come together, learn from, challenge and inspire each other to achieve our ambition.

With the profession, for the profession.

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Biographies

Rick Persee was appointed to lead the Department for Education in June 2016.

Rick joined the department after a successful 4 year period as Chief Executive of the Attorney-General's Department where he was central to delivery of the government's program of criminal, civil and administrative justice reform.

Prior to being appointed to the role of Chief Executive, Attorney-General's Department, Rick worked with government and non-government clients as PricewaterhouseCoopers SA Government and Health Leader.

Rick has a Master of Business Administration from the University of Adelaide and a Graduate Certificate in Public Sector Management from Griffith University.

and public service, especially in driving schools policy and funding reform in Australia.



Ms Lisa Rogers

Director General Department of Education Western Australia

My natural instinct in response to the invitation to contribute to this special edition celebrating the 60th anniversary of the Australian College of Education, was to write in praise of teachers. There is plenty to say in that regard. And in some ways, we don't say it often enough.

We know of the significant impact teachers have on their students, not only academically, but also as influential adults who can be powerful role models shaping a student's aspiration and belief in their ability to succeed. I have always been struck by how often, when adults who grew up in really tough circumstances, but who somehow against all the odds made it through to lead productive lives, they talk about the significance of a teacher. These resilient people speak of how important it was to have a teacher who believed in them, who expressed confidence in them and who saw potential in them that they never knew they had. This is the life changing work that teachers do.

As I move amongst the 800 or so public schools in Western Australia I see and hear about the huge effort that our teachers make to give their students the best possible educational opportunities. I'm sure that every other head of our state and territory public school systems would say the same. Most teachers give above and beyond what they are required to do because they are genuinely committed to the success and wellbeing of their students. This commitment and willingness to go the extra mile for their students can't be specified in job descriptions, it can't be mandated in policies or negotiated in industrial agreements, but it is the most valuable asset that school systems have. I think one of the key responsibilities of those in senior leadership positions is to protect and nurture this.

But rather than follow my natural instinct and use this brief piece to express my admiration and appreciation of the great work our teachers do, I want to raise some serious challenges that currently confront us.

It's difficult to generalize about teachers and how they feel about their work, but a word that keeps popping up when you listen to teachers is 'overwhelmed'.

Teaching is infinitely more complex than it was twenty or thirty years ago when many of our current staff began their teaching careers. Gone are the days when a teacher could close the classroom door and deliver the curriculum to a class in the way they thought best – some students would excel, most would make progress, and some would get little benefit. In that scenario there was no pressure on the teacher to do better so that every student was making satisfactory progress.

Many teachers today feel squeezed by the demands of the system, the expectations of parents, and the array of problems that the current state of society transmits to schools. Chief among these are the mental health and behaviour issues that teachers have to manage. While there have always been students who come from adverse circumstances or who are difficult to engage, the scale of the problem and the expectations of schools in relation to it, have certainly escalated.

For those of us who work at the system level, this mindset of many of our teachers, including many of our best teachers, is cause for concern. I worry for our teachers in their first years who come into the profession with enthusiasm and ideas but who find that the demands are beyond what they are prepared to accept and so move into other careers. And I'm also concerned for our experienced teachers who feel under-appreciated and under-recognised as they grapple with the new complexity of their work – work that they once felt on top of but which is now making ever increasing demands of them.

We routinely make statements in our policies, plans and programs such as 'we expect our teachers to continually improve their practice and aim for excellence in teaching and learning.' This sounds like a reasonable expectation. I'm certainly not suggesting that we should reduce such an expectation. But when I put myself in the shoes of a teacher who is struggling to deal with a class of students with perhaps a six year range in achievement level, a couple of serious behaviour management issues, a student with a disability who only has part-time support from an Education Assistant, pressure from their principal to improve the students' results, suddenly the demand for



continual improvement seems a tad unrealistic. Survival is what is on this teacher's mind. The space for reflection and self-improvement is, from the teacher's perspective, just not there.

So, given the complexity and increased expectations on teachers from all quarters, I believe a vital question for leaders at both school and system level is how to put in place support structures for teachers that will enable them to feel like they have the capabilities to be effective and to get the satisfaction of feeling like they are making a positive difference to the lives of their students.

When it comes to support systems for teachers, school leaders are critical. We know that when a principal and their leadership team build a school culture that respects their professionalism, is based on collaboration between teachers, where teachers get regular feedback from a trusted colleague and opportunities to expand their repertoire of skills, teachers do commit to ongoing learning and improvement and students do benefit. Isolation is definitely the enemy of improvement.

Many of our principals know how to do this and have been doing it at whatever school they lead, but making sure that all of our school leaders have the motivation and capability to build such high performance, high care cultures is a key priority for us in Western Australia.

To conclude, I know that we have large numbers of teachers who give a lot of themselves to their students, are highly skilled in their work and achieve terrific results. They will go on doing this year after year making a critical contribution to society. But it is also clear that our teachers face ever increasing challenges that school and system leaders need to acknowledge and address. Our teachers deserve nothing less.

Biographies

Lisa Rodgers is a powerful voice and respected advocate in education. She is an experienced executive, having provided exemplary service for the profession, governments and the public in various jurisdictions including the UK, New Zealand and Australia. Prior to joining the Department of Education, Lisa was CEO of AITSL and Deputy Secretary, Early Learning and Student Achievement and Deputy Secretary, Evidence, Data and Knowledge in the Ministry of Education in New Zealand. With over 16 years' experience in Education, Lisa has led significant reforms in assessment innovation, curriculum and the use of evidence for impact at the classroom and national level. Lisa has an Honours Degree in Psychology and has held several other substantial posts in Justice, Health and Defence. Lisa is passionate about the profession and is dedicated to improved educational outcomes for young people.

Improving the status of teaching and World Teachers' Day

The quality of education in any nation ultimately depends on the quality of its teachers. But in many countries, including Australia, the status of teachers is falling, especially in schools and colleges serving those living in poverty and in remote communities. In this article, an account is given of international and national efforts to ensure that all employed as teachers are well-qualified, dedicated, engaged and supported in their professional work.

Colin Power AM, FACE, Emeritus Professor - School of Education, The University of Queensland

International Norms and Programmes

Since World War II, UNESCO has insisted on the right of all to quality education and have equitable access to the qualified teachers and facilities they need. It works with governments, education authorities and non-government organizations to set and monitor standards, to share research, expertise and experience, and to achieve internationally-agreed goals (e.g. Education for All, Sustainable Development). UNESCO's work on the status of teachers was one of my responsibilities, and that led to the establishment of World Teachers' Day 25 years ago.

UNESCO and the ILO have long been concerned about precarious status and situation of teachers, joining forces to develop two standard-setting instruments: the 1966 Recommendation Concerning the Status of Teachers and the 1997 Recommendation Concerning the Status of Higher Education Personnel (<http://www.unesco.org/education>). These set international standards relating to education personnel policy, recruitment, initial training and continuing education, teachers' rights and responsibilities, social security, salaries, employment and working conditions. The Recommendations serve as guidelines on the necessary conditions for assuring quality and equity in education, based on best practice and research on teaching (Power, 2015).

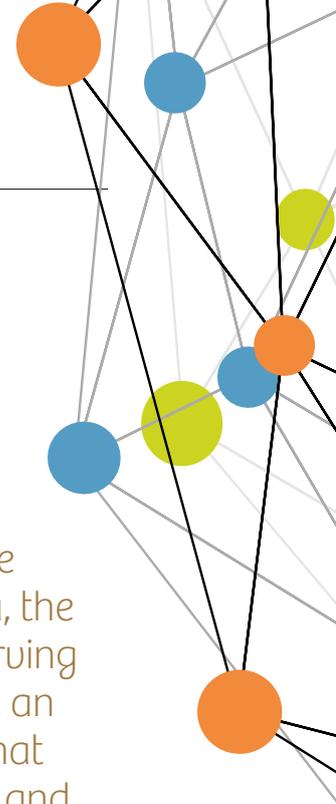
To monitor implementation, UNESCO and ILO set up a Joint Committee of Experts (CEART). Every three years, UNESCO Member States and accredited non-government organizations are asked to submit reports on the status of teachers. While the response from governments has been far from satisfactory, Educational International (EI) submits reports using information provided by its members (teacher unions). EI reports also include

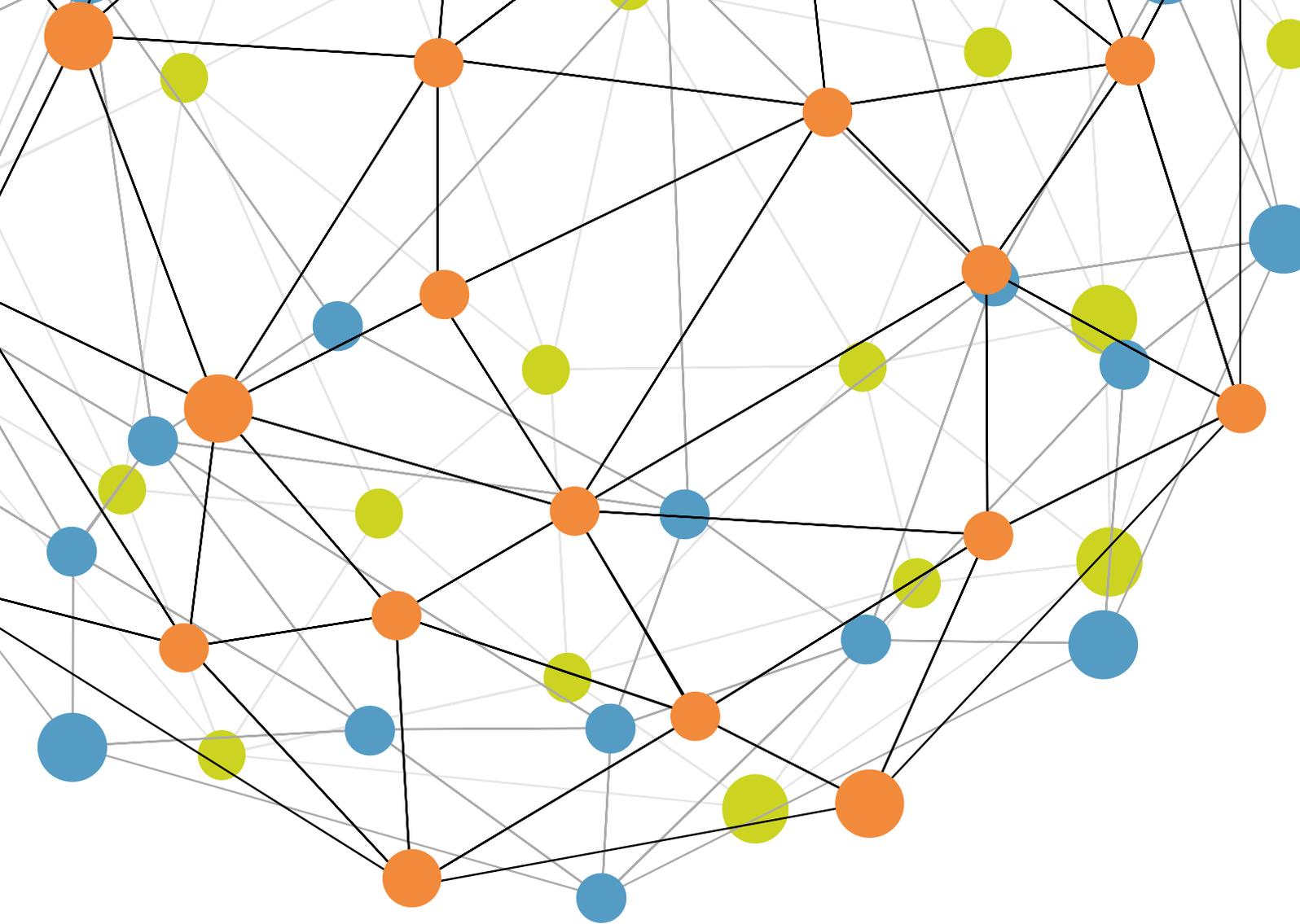
allegations of abuses of power and violations of the rights of teachers. As head of the Education Sector, I was responsible for overseeing and reporting on the work of CEART and dealing with allegations.

The world's Education Ministers attend UNESCO international and regional conferences on education, table reports, and agree on programmes designed to address challenges facing them. UNESCO Institute of Statistics (UIS) is responsible for collecting and processing the world's education statistics. Based on analyses of the national reports and statistics, UNESCO's education publications cover all areas of education. Its flagship reports (e.g. World Education Reports, Global Education Monitoring Reports, Delors Report) include analyses of issues relating to the supply, qualifications, training, professional development, conditions of work, and challenges facing education professionals.

The 2018 report of Education International (EI) is based on a global survey of 114 teacher organizations. It reveals that in too many parts of the world, teachers are employed under precarious and shoddy conditions, and more well-qualified and talented teachers are leaving the profession and being replaced by cheaper under-qualified, inexperienced and short-term contract teachers. There is a growing lack of respect for teachers, and more cases of harassment and violence targeting them. The EI survey and UNESCO Reports highlight the urgent need for improvement in professional development, particularly when it comes to teaching children with special needs and ICT.

International and comparative studies (e.g. Adamson, et al., 2016) indicate that the market-based approaches





pushed as part of the “Global Education Reform Movement” are accompanied by considerable de-professionalization of teaching in both the public and private sector. High performing countries take the issue of status of teachers and teaching seriously and deliver on their commitment to ensuring that all students have well-trained, qualified and empowered professional teachers. Nations falling behind do not.

World Teachers’ Day

In 1992 over a coffee, Fred van Leeuwen (General-Secretary of Education International) and I discussed strategies we might use to improve the status of teachers. We came up with the idea that the anniversary (5th October) of the adoption of the 1966 ILO-UNESCO Recommendation should be designated as World Teachers’ Day. Ultimately, the idea was approved by UNESCO’s General Conference and World Teachers’ Day was launched at a special ceremony at UNESCO in 1994.

Educational International (EI) and UNESCO mounted a campaign each World Teachers’ Day to help give the world at large a better understanding of teachers and the invaluable role they play in the development of students and society. Each World Teachers’ Day, we mounted campaigns in co-operation with TV5, BBC World and CNN reaching hundreds of millions of viewers, and each year distributed well over 100,000 media kits, press releases, posters, videos and newsletters. In addition, extensive use has been made of the web and social media. I played a key role throughout the first five years of the campaign

covering the themes “Teachers make the Difference,” “Teachers in difficult circumstances,” “Teachers on the front line,” “Teachers as peace makers,” and “Teachers awaken potential.” Our booklets give concrete examples of the amazing work being done by great teachers from all corners of the globe, and serve as a refreshing reminder that education is about human development and culture, knowledge and commitment, teachers and students, and not just markets, money and machines.

We also asked the children from schools around the world “What makes a good teacher?” Their answers reveal the love and respect of children for their teachers, while at the same time reminding us of what lies at the heart of what it means to be a good teacher (the 3Cs - competence, care and commitment). We needed the strong support of all Ministers of Education. Therefore, I made sure that the status of teaching featured prominently at all UNESCO international and regional Minister’s conferences. In my closing address at UNESCO’s 45th International Conference on Education, I called on the Ministers to join us in the global endeavour to honour the work of teachers and improve their status. To quote:

If learners are at the centre of education, its lifeblood as it were, then teachers are its heart. It is their task to help unlock the treasures that lie hidden within each learner, and to share the gems of knowledge and skills embedded within each culture with the next generation....I am very proud of the fact that I am a teacher. I know the joy of helping young people

to learn to know, to do, to be and to live together. Having taught in several countries and in some difficult circumstances, I also know about large classes, inadequate teaching resources and violent communities. But I love teaching. There is no nobler profession. (UNESCO-IBE, 1997).

The Status of Teachers and Teaching in Australia

In Australia, surveys of occupational status indicate that teaching is a well-respected profession. Almost all of our teachers are qualified, competent and dedicated, and they continue to play a vital role in the development of their students and our nation. But as a nation we can do better. We may be one of the world's most prosperous countries and do well on most measures of performance, but student achievement levels in national (NAPLAN) and international (PISA, TIMSS) assessments have either stalled or are falling. Nations like Canada and Finland have similar levels of investment, but are outperforming Australia. Our nation also has much wider gaps between the highest and lowest performing students and schools, and it has become increasingly difficult to recruit and retain well-qualified teachers, especially in remote rural areas and in science and maths.

University faculties of education face an uphill battle in the struggle to attract able students, especially in fields where status, prestige and working conditions are much better than teaching. One of our key education professional organizations is the Australian Council for Educational Research. In a review of quality in teaching and teacher education (Bahr & Mellor, 2016), it argues that professional standards for teaching and rigorous accreditation of training are important but do not go far enough in providing insight into the key attributes that form quality in teaching like the ability to motivate, inspire and build confidence in their students, integrity, commitment, creativity and engagement. The review admits such qualities may be difficult to measure, but they can be demonstrated and are characteristic of the outstanding teachers we honour on World Teachers' Day.

On the industrial side, the Australian Education Union (AEU) seeks to improve the pay and working conditions of teachers. Drawing on OECD Reports and surveys, AEU briefing papers argue that Australian teachers are struggling under increasing workloads, harassment, violence and stress. These have become the key reasons why teachers and principals are considering leaving the profession. All too often, teacher attrition leads to the hiring of less qualified persons to fill the gaps. Australian teachers report that they work more hours than teachers in most OECD countries, and, in particular, those serving disadvantaged communities complain that rising workloads and stress levels, as well as the lack of resources, are making it difficult for them to meet the basic needs of their students. Hopefully the Gonski Reforms, if properly funded and implemented, will help narrow the gaps, and provide teachers serving disadvantaged communities with the resources and

support they need.

The Australian College of Educators (ACE) is the nation's key association of education professionals. Improving the status of teachers and the quality of teaching at all levels has always been central in its efforts to improve our education system. For example, almost twenty years ago, the College organized a summit and published a working paper on teacher standards, quality and professionalism (<http://austcolled.com.au/projects.html>). It set up a Foundation (chaired by Phil Hughes) to support activities designed to enhance the quality of teaching and the standing of teachers. That work continues, as is evident in ACE conferences, seminars, publications and events celebrating World Teachers' Day. Throughout the country, all sections of the College and educational institutions could do more to involve students, the community and the media in activities designed to celebrate World Teachers' Day and to honour outstanding teachers.

While the standing of Australian education professionals relative to other professions remains high, their social status and conditions of work have suffered in recent years. The quality of teachers, teaching and teacher education has become a widely shared concern, one that has led to the recently established Commonwealth Inquiry into the Status of the Teaching Profession, chaired by Andrew Laming MP. To date (May 2019), the inquiry has received 90 submissions and held six public hearings. The Inquiry has noted evidence of a deficit model in the ways teachers and schools are portrayed, assessed and treated. It has identified 37 issues to be addressed, covering teacher selection, induction, support, data, professional development and leadership, early childhood, rural schools, collaboration, professional learning communities, and teacher welfare. We can expect the Inquiry to undertake further studies and analyses leading to an agreed set of recommendations on the measures needed to improve the status of teachers and the quality and equity of the educational services. We can also expect this to be a collaborative effort involving all the key players, particularly professional educators and the national organizations representing them. The ACE is playing a significant role in the work of the Inquiry, and as members, we need to play an active role in supporting its work and forging the alliances needed to ensure effective implementation of the recommendations of the Inquiry.

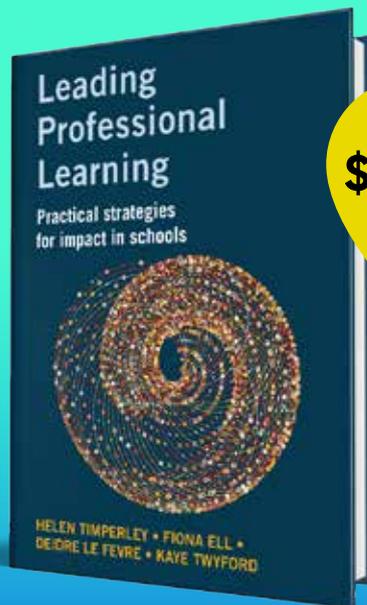
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Biographies

Emeritus Professor Colin Power AM, FACE, University of Queensland, Chair of the Commonwealth Consortium for Education, and former UNESCO Deputy Director-General.

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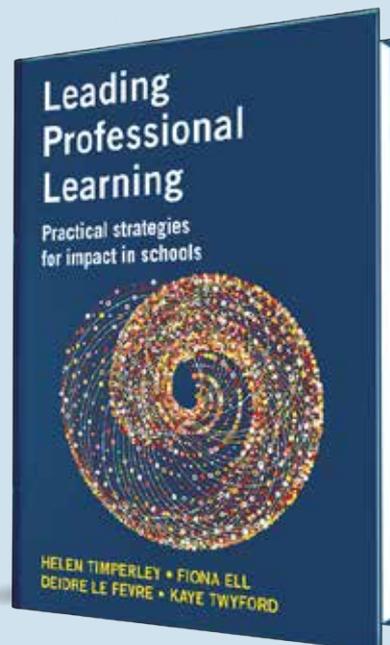
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The October 2019 Sylvia Walton Lecture - An Overview

A Profession Led School System for the Future

Anthony Mackay AM, FACE

Introduction

Last year marked the 10 year anniversary of the Melbourne Declaration on Educational Goals for Young Australians – goals designed to promote equity and excellence in Australian schooling and ensure that all young Australians become successful learners, confident and creative individuals and active and informed citizens.

A Review of the Declaration has produced a Draft Statement currently under consideration - with the anticipation of agreement at the December Meeting of the Council of Education Ministers to a revised set of National Goals for Education .

Will these Goals be adequate to the Learning challenge we face as a Nation ? Will the Educator Profession be able to exercise the necessary leadership to drive the step change we need to become an Education Nation ?

The Challenge for the Educator Profession

There is a race on – locally and globally – to prepare young people to ‘learn a living ’ in a globalised, digitised and complex world. This requires an education system with a strengthened & more ambitious set of goals and an urgency to ensure we provide young people with an education worth having. In an AI world it needs to be human centred, building the capacity of our young people to be complex problem solvers - to be responsible local and global citizens

The purpose of learning and the what (new Competencies), the how (new Pédagogies) and the where (new learning environments) and with whom we learn is the dominant international dialogue. It is a dialogue informed by the success of high performing education systems drawing on advances in the learning sciences , in new forms of assessment & credentialling. It is a dialogue producing new design principles for the



learning systems of tomorrow . This needs to become THE dominant discourse in Australia and we need our response - our actions - to be accelerated, amplified and enlarged. Governance and structural reform is required. Our learning environments need to become more powerful and productive with learners exercising their agency. Multiple pathways to further learning need to reflect a new world of living & work .

We need the learning profession to drive this most important endeavour for our economy and society – for our individual and collective wellbeing (the purpose of learning) .

Education : Time for Transformation

Transformation of our education system is now inevitable.

We have learnt a lot about how to IMPROVE schooling – prioritising early learning, directing resources to those in greatest need ; focusing on teacher education and professional learning ; the importance of schools as learning organisations ; adjusting our assessment and qualification systems ; creating new post school pathways ; and strengthening our governance and leadership of schools and the public education system - all to address the needs of our diverse society and commit to more equitable outcomes for all young people.

Now we are learning how to TRANSFORM our learning system. All other sectors in our economy and society have been undergoing enormous change. Innovation, experimentation and constant adaption to change is essential. Harnessing the power of technology & investing in people is crucial. Our success, viability and sustainability depend on more far reaching reform - incremental reform is necessary but not sufficient.



We need to employ both the current practises of an evidence informed profession AND a serious investment in the learning sciences and in more serious partnerships and collaborations. Learning is everybody's business – government, unions, early childhood centres, schools and universities, industry, social entrepreneurs, cultural organizations and the not for profit sector.

Australia needs a vibrant learning ecosystem operating in and for the public good

A Profession Led School System for the Future

Transformation requires leadership – leadership of a different order.

School systems around the world are being pressed to deliver on a broader set of competencies & associated learning outcomes (new measures of success) to prepare young people not only to seek work but to create work of public value, and to forge positive & productive life futures.

We need new and current educators prepared for the central challenge of improving & transforming learning and leading complex change. Preparing and continuing

to support future ready educators has become THE priority across high performing systems.

In response to the merging of formal & informal learning - anywhere / anytime learning - and the need to harness the agency of young people and enabling technologies, we are witnessing the emergence of a more differentiated profession with a wider range of roles & responsibilities shared with allied professionals

There is an imperative for the Educator Profession to become more deeply collaborative, to work more closely with each other, with stakeholders, and to secure stronger levels of public support and political will.

There is an opportunity - an imperative - for the profession to become more fully the orchestrators of the future of schooling and to play a lead role in the future of a learning eco system.

Mr Anthony Mackay AM FACE is the recipient of the ACE Victoria 2019 Sir James Darling Medal and presenter of the 2019 Sylvia Walton Lecture.

Australian College of Educators **2019 College Medalist** **Dr Michele Bruniges AM**

On Monday 11 November 2019, the Australian College of Educators celebrated our 60th Anniversary at a Gala event held in Sydney. At the gala dinner, Dr Michele Bruniges AM was announced as the 2019 College Medalist. Her acceptance speech was inspired and inspirational. Below is the written transcript of Dr Bruniges speech.

Good evening everyone. Could I begin by acknowledging the traditional owners on the land on which we meet, the Gadigal people of the Eora nation and pay my respects to the elders, past present and emerging.

Dr Phil Lambert, President Australian College of Educators, the College President for ACT and Victoria, the esteemed Wyndam family, Mr John and Dr Di Wyndham, Associate Professor Jacquie Manual, distinguished guests and colleagues.

It's wonderful to be here with you all on the 60th anniversary of ACE and a great honour to be standing here as a recipient of the College Medal alongside other colleagues recognised for their achievements. Achievements that reflect a vibrant education sector.

I sincerely thank the College for this truly great honour. As an education professional, this award has great personal meaning.

A great deal of my professional life has been spent in the field of education and, as many of you know, education is a lifelong passion of mine. I have been privileged to share my professional career with many of you here tonight.

I'm immensely proud to receive this award in your company – friends and colleagues who share this passion and who value the power of education. This wonderful gathering of the like-minded, who know and respect the impact education can have and the difference it can make for the life chances and choices people make. The world over, **education is a powerful tool** – at individual, family, community and national levels. Its benefits are economic, social and cultural.

We cannot underestimate the significant role we play, and the responsibility we have, for crafting and *preparing students* for what might come next and indeed for working to create the kind of society we want to be.

In essence, this is the public value of education. *Of what it is we all do* – for the 'common good' of a civil and civic society. Where we instil the importance of lifelong learning and develop skills so our young people will not just be able to cope in the world, but actively contribute, and lead fulfilling lives.

Education, and my considered choice to pursue a career in the public sector, as a public servant, has provided me significant professional and personal rewards, great challenges, and achievements along the way. It is, however, personal and professional relationships I've formed – and networks in our diverse sector and beyond that I'm part of – that have *sustained* me throughout the years, and continue to do so.

My personal courage and reserves of professional resilience are restored through the support and encouragement of colleagues in all sectors, and, of course, my family. Paul, my husband, who has continually moved house and home and who constantly provides the well-grounded perspective of a class room teacher, my true profession.

I'm proud that alongside world-class expertise, our sector is characterised by respect, professional decency and cross-sectoral work. This allows for robust dialogue in working through complex issues and situations, to form solutions and to find appropriate approaches to the most difficult of policy issues – whether curriculum, funding, assessment and reporting, or teacher professional learning, just to name a few of the recurring themes.



ACE has been at our profession's side for 60 years, and at mine *throughout* my career, throughout the developments in educational research, learning, pedagogy and policy. ACE provides outstanding professional support: as the voice of the profession and advocate of its values.

In educational endeavors, achievements are rarely, if ever, those of an individual alone. *Together* we are stronger and better able to meet the challenges the future will bring. And while cooperation is important, without true collaboration we will not achieve what is required of us.

Our founders were committed to the College existing for leaders in the teaching profession, from all kinds of educational institutions, to meet, share and discuss developments in education.

My deepest respect and appreciation goes to the current College executive and members for their continued leadership and unyielding commitment to the Founder's vision across education sectors, systems and subjects. For keeping current and connected.

The challenges facing our sector this century will require us to show educational leadership as we continue to shape our profession to meet a complex and challenging future. It will require us to continue to strengthen the recognition of the importance that teachers, school leaders, educators, academics and broader school and institution communities have on students. This is a life-changing influence on young people and their future – which is our future, too.

At these 60th anniversary celebrations, let us all take a moment to celebrate our eminent College, our peers – practitioners, researchers and academics – and notably, our inspirational fellow colleagues recognised tonight.

There is no doubt that we have a social and an economic imperative – not to mention a moral imperative – to ensure we prepare our young people for the global world they live in: a complex world of rapid change in many areas.

To work towards achieving this, we must collaborate and form strategic partnerships and alliances within the education sector and beyond. We must always model the behaviours befitting our proud profession. And, most importantly, we must never forget the fundamentals at the heart of what it is we do.

As “a knowing and caring profession”, the words often used to describe us by our dear late colleague, Dr Paul Brock – our foundations are generosity of spirit, deep attachment to our work, and a determination and commitment to the *art* of teaching and learning.

Relationships are the fundamental essence of teaching, learning and leading.

We could say that the networks we form, the relationships we have with one another and the relationships teachers have with their students, are the essence, the humanity, the compassion, at the heart of our profession.

I believe that relationships *are* the very heart and humanity of education. Always have been, and always should be.

In conclusion, let me say that it is a great honour to be awarded the College Medal, on this the 60th anniversary of ACE, a moment that I will deeply treasure, and remember in the years to come.

Thank you so much.

ACE 60th Anniversary Gala Dinner and Awards

On Monday 11 November 2019 nearly 200 educators from all around the country came to Sydney to celebrate the College's 60th Anniversary. As the longest serving professional association for ALL educators, the College holds a special place in Australian education. The College continues to pay homage to and hold fast the principles of our founders in our commitment to advancing the education profession nationally across all sectors and levels for the individual and collective success of Australia's educators.









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