

Australian Educator

Making history

Technology is reinventing the wheel

The new gold

Greedy investors eye education

Workload pressures

Educators are at breaking point

Early childhood crisis

\$500m funding cut bites hard



Fair funding campaign ramps up

Week of Action across Australia in September



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Australian Educator

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www.aeufederal.org.au

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Unions back Statement from the Heart

When 250 Aboriginal and Torres Strait Islander delegates met at the Uluru Convention last year, the result was a landmark document, known as the Statement from the Heart, that set out a plan for reconciliation.

The delegates agreed on three priorities: having a voice in Parliament through a new Indigenous body that would advise politicians before laws are made; negotiating a treaty; and making sure that the truth of colonisation is finally told.

"We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country," the Statement says.

Delegates called for the establishment of 'a Makarrata Commission' to supervise agreement-making between governments and First Nations, and

truth-telling about history.

Makarrata is a word from the language of the Yolŋu people in Arnhem Land. "Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination."

But the Turnbull government has rejected the Statement from the Heart.

Now, the union movement has swung its support behind the document's goals. Many individual unions, including the AEU, have denounced the government's position. Meanwhile, at the recent ACTU Congress, more than 800 union delegates representing about 1.5 million workers also condemned the government's rejection of the three priorities. The ACTU has pledged to continue to stand "shoulder-to-shoulder with Aboriginal and Torres Strait

Islander union members and their communities to achieve equality and reconciliation".

For Nhulunbuy Pre-school teacher Cassandra Brown, a Darribullum-Bunda woman - from the Bundaberg region, the support from the ACTU and the AEU is profound.

"It makes me feel empowered. It's a giant leap in the direction we need because - and we say this with full hearts - we can't do this by ourselves. We need the support of our brothers and sisters and we know we're only going to get that solidarity through our unions," says Brown, who is the Aboriginal and Torres Strait Islander representative on the AEU's federal executive.

While Brown, who's been a teacher for 25 years, is disappointed by the Turnbull government's "dismal" response to the Statement from the Heart, she's optimistic.

"We're not going to give up, we're going to keep on fighting and we're going to succeed," Brown says.



ATO incentives for creativity



The Australian Taxation Office is challenging students to come up with a creative take on how tax and superannuation contribute to the community.

The competition, Tax, Super + You, includes cash prizes of up to \$400 for individuals and \$600 for schools.

There are two categories – junior secondary (Years 7–9) and senior secondary (Years 10–12) – students have until 2 November 2018 to enter.

Short stories, animation videos and drawings are just some of the creative ideas from 2017. You can see details of the top 10 entries at:

lets-talk.ato.gov.au/tsy

For this year's entry details go to **taxsuperandyou.gov.au/competition-about**

To help students learn about tax and super, the ATO has also published teaching resources in line with the Australian curriculum, which teachers can incorporate into lesson plans.

Light it red

Hundreds of significant monuments and buildings around Australia will turn red in October to help promote Dyslexia Awareness Month. Light it Red for Dyslexia began in 2015, organised by Code Read Dyslexia Network on behalf of national dyslexia support groups.

Dyslexia is said to be the most common learning difficulty, affecting up to 20 per cent of students, according to Code Read. Research has proven that students with dyslexia can learn to read with individual and appropriate instruction.

Read on

The Copyright Agency has announced a Reading Australia Fellowship for teachers of English and literacy.

The Fellow will receive a grant of \$15,000 to undertake professional development and research to enhance their career. They'll be expected to deliver their research findings in a report of between 5,000 and 10,000 words.

Applications are open to teachers of English and literacy who hold a senior teaching position and have a minimum of five years' teaching experience.

Reading Australia is the Copyright Agency's online portal, which provides more than 150 teaching resources to improve the teaching of literature using Australian stories in schools, from Foundation to University level.

Applications close on 1 March 2019. For more information go to **tinyurl.com/y8f32x2l**



EVENTS

31 August

Wear it Purple Day

1–31 October

Dyslexia Awareness Month

17 October

International Day for the Eradication of Poverty

14–20 October

Anti-Poverty Week

21 October

Walk Together

26 October

World Teachers Day (Australia)

22–28 October

Enviroweek

25 November

International Day for the Elimination of Violence against Women (plus 16 days of action)

1 December

World AIDS Day (plus AIDS Awareness Week)

3 December

International Day of People with Disability

Education issues making news locally and globally

fyi

Managing cyber safety

A new anti-bullying program has been adopted by more than 2,000 Australian schools.



Bullying and cyberbullying will affect an estimated 25 per cent of Australian students – about 910,000 children – at some stage during their school life, a new report has found.

The Economic Cost of Bullying in Australian Schools, released earlier this year by the Alannah and Madelaine Foundation, calculates the associated costs at \$2.3 billion, taking into account the effect of schoolyard bullying as the victims grow into adults.

And the problem is growing and changing with increasing use of technology and the advent of cyberbullying. Students can find themselves victimised at home as well as in the community or at school, the report notes.

In the first instance, eSmart is a set of tools that schools can use to audit their existing processes and identify any gaps.



Most schools have policies and practices in place to reduce the risk of cyber threats. But the borderless nature of cyberbullying and the introduction of new digital devices and platforms make prevention a constant challenge.

The foundation has put together a program known as eSmart to help schools manage technology and the changes it brings while also promoting respectful, inclusive and positive school communities.

It was developed over 10 years by the foundation's National Centre Against Bullying, in partnership with RMIT University, and it is being used by more than 2,000 schools across Australia, including all public schools in Victoria and Tasmania.

Minimising harm

The program is based on the same principles as the skin cancer control program SunSmart, which follows the philosophy that you can minimise harm when groups such as schools adopt certain behaviours, says the foundation's CEO Lesley Podesta.

"In the first instance, eSmart is a set of tools that schools can use to audit their existing processes and identify any gaps," she says.

"We align it to curriculum and give examples of how to utilise technology

in the classroom, and particular lessons, by age and by state."

The program also assists schools in managing sensitive policy issues such as BYOD (bring your own device).

"We provide options to help schools guide their own process about what the policy can be, along with examples of responsibilities and consequences," says Podesta.

With eSmart's tools and information, parents are shown how to spot signs of bullying and where to find help.

The learning opportunities and classroom activities for students are based on schools' cyber-safety rules and processes, and include how to communicate online in positive ways, says Podesta. "Knowing what to do if they see it, how to call it out (but only if they can do so safely) and how to support friends. Teachers are given real support and assistance and their feedback has helped eSmart become a well-respected school resource."

Participating schools have access to guided support via advisors who can help face-to-face, and there's a five-day-a-week helpline.

The program's information and advice is updated regularly to accommodate the rapidity of technological change.

"The trauma that occurs as a consequence of bullying is felt both immediately at school and long after students have completed school," it says. "While the bullying itself may stop after school, the potential consequences may continue to impact family and community members and the health system, in addition to the individual involved."

For more information, visit: esmart.org.au

Public school funding was a key issue during the recent by-election campaigns and it showed what can be achieved as we prepare for the upcoming federal election.

Government misjudges anger over funding cuts

The Turnbull government's failure to win a single seat in the Super Saturday federal by-elections in July was an unpleasant wake-up call for the Coalition, and it also showed how effective a well-run campaign can be. The AEU's incredible teams of enthusiastic and knowledgeable volunteers had been on the ground in key electorates with the Fair Funding Now! campaign.

The teams campaigned hard on the issue of public education funding cuts, particularly in the electorates of Braddon in Tasmania and Longman in Queensland. They spoke directly to constituents, spreading the word about Turnbull's cuts and listening to voters' concerns. They knocked on doors, handed out flyers and made phone calls – and the public listened.

Our polling during the by-elections was strong. In Braddon, more than three out of four residents said public school funding levels were a key consideration in determining their vote. Almost 70 per cent of respondents thought increased funding for local public schools was better for Australia's future than cutting taxes for the nation's big banks. Similarly, in Longman, two-thirds of poll respondents said public school funding levels were a key voting consideration.

Voter support

Clearly, voters in towns and cities across Australia are very happy with their local public

If Super Saturday taught us anything, it is that the Turnbull government has vastly underestimated community anger over public school funding cuts.



schools, teachers, principals and support staff, and don't want them to be further savaged by Turnbull's cuts to public school funding.

Our focus is now on the next big test: the upcoming federal election. This is our chance to restore needs-based funding for public schools and end the Turnbull government's obsession with special funding deals for elite private schools.

Under the Turnbull government school funding plan, just 13 per cent of public schools would reach the Schooling Resource Standard by 2023, while two-thirds of private schools will be above the standard. Yet we see the government scrambling to strike special deals for private school funding to lessen political fallout from its legislation.

Federal education minister Simon Birmingham intends to tie his reform agenda to the funding agreements struck between the Commonwealth and state and



territory governments. His draft National School Reform Agreement (NSRA) would force them to introduce new national 'learning progressions' and online formative assessments to every classroom in the country.

Reform plans unworkable

A NSW trial of a similar system of learning progressions in two curriculum areas was, by all accounts, unworkable. However, the NSRA envisages rolling it out across 15 areas of the curriculum, without any additional support or funding, and without consulting the teaching profession.

This would be the biggest Australian school curriculum reform in decades. Despite this, the government plans to rush NSRA implementation by taking it to the Council of Australian Governments meeting in October.

We have met with education ministers around the nation to express our strong concerns about the NSRA and ask for their commitment to a consultation process and fair public school funding.

If Super Saturday taught us anything, it is that the Turnbull government has vastly underestimated community anger over public school funding cuts.

We can and must win for students – but we need your help to do it. Sign up for our Fair Funding Now! campaign today at fairfundingnow.org.au ●

Correna Haythorpe
AEU FEDERAL PRESIDENT



Campaign ramps up

The *Fair Funding Now!* campaign's Week of Action in September will see activities across Australia in support of fair funding for public schools.

It's time our leaders looked parents and teachers in the eye and guaranteed our children a bright education future.



Correna Haythorpe
AEU federal president

Thousands of educators, parents and other supporters are working on final plans for a major campaign event, a week of activities to be held around the country on 3-9 September.

The Week of Action will include public events such as market stalls, public meetings and neighbourhood barbecues; a social media campaign; advertising and doorknocks.

While activities will be concentrated in the 18 marginal seats that are the focus of the campaign, the AEU is keen for your support to send a strong message out across Australia.

"To secure fair funding for our schools, it's crucial to talk directly to voters," says AEU federal president Correna Haythorpe.

The AEU has appealed for educators and community supporters to join the campaign and help out where they can. You can register your support at fairfundingnow.com.au

"The strong and unwavering public backing for our public schools is thanks to the support the campaign has received so far. So many of our members and community supporters have devoted time to the fair funding campaign for public schools over the years, and for that we are very grateful."

The campaign has changed the public's understanding of needs-based funding and forced governments to recognise their obligations for a fully funded public education system, says Haythorpe.

"But, our job is not done. We won't rest until we achieve our goals and every school has the resources they need to provide a high-quality teaching and learning environment for their students," she says.



**Stand Up.
Speak out.
Create change.**

Go to fairfundingnow.org.au
to join the campaign.

Campaign targets 18 marginal seats

If you are in a marginal seat, you can play a critical role in creating change by standing up, speaking out and making sure that fair funding is a key issue in the next election.

STATE	SEAT	MP
NSW	Gilmore	Ann Sudmalis
	Robertson	Lucy Wicks
	Banks	David Coleman
	Page	Kevin Hogan (NAT)
QLD	Forde	Bert Van Manen
	Capricornia	Michelle Landry (NAT)
	Flynn	Ken O'Dowd (NAT)
	Dickson	Peter Dutton
	Petrie	Luke Howarth
	Leichhardt	Warren Entsch
VIC	Chisholm	Julia Banks
	Dunkley	Chris Crewther
	LaTrobe	Jason Wood
	Corangamite	Sarah Henderson
SA	Boothby	Nicolle Flint
WA	Hasluck	Ken Wyatt
	Swan	Steve Irons
	Pearce	Christian Porter



The funding crisis

The biggest threat to students and schools is the Turnbull government's decision to cut \$1.9 billion in funds for 2018 and 2019. The move has severely curtailed plans by schools and will directly affect the opportunities available for many students. The campaign is calling for this funding to be restored.

Meanwhile, the extra funding needed

to support students with higher needs is reflected in the Schooling Resource Standard (SRS). It's a way of estimating the cost of meeting every child's individual needs. But, as it stands, the SRS is not being employed equally. By 2023, two thirds of private schools will receive more than the standard while only 13 per cent of public schools will meet the standard.

All public schools must be funded

Supporters in the seat of Braddon in Tasmania.

to 100 per cent of the Schooling Resource Standard.

In another funding-related cut by the federal government, schools in five states and territories now receive less to support their students with a disability. Schools in Tasmania and the Northern Territory suffered the harshest cuts. Tasmania's funding is down 46 per cent, from \$18 million to \$9.7 million while in the NT, disability funding has been cut by 36 per cent, from \$26.7 million to \$17.2 million.

These cuts to an already underfunded area of need must be reversed immediately. An estimated 76 per cent of all students with a disability attend public schools.

The National School Resourcing Board has just announced a review of the disability loading.

Finally, the Turnbull government must step up, along with state and territory governments, to provide funds to update or replace classrooms and school facilities. With increasing enrolment growth and a backlog of maintenance and upgrade work, public school infrastructure requires significant investment to provide high-quality teaching and learning spaces. It is in bad shape, and a capital fund should be established for public schools to help meet rising enrolment growth and ensure all students are educated in classrooms that meet their needs.

The federal government provides no capital funding for public schools and yet it's allocated \$1.9 billion for new private school buildings over the next decade.

A new capital works fund is needed for public schools. The original Gonski review recommended this fund be \$300 million in 2018 and increase to reflect growth in enrolments and costs.



We won't rest until we achieve our goals and every school has the resources they need...



Correna Haythorpe
AEU federal president

What are we asking for?

1 Fairer funding now

The Turnbull government should immediately reverse its \$1.9 billion cut to public schools for 2018 and 2019.

2 Appropriate resources for all schools

Agreements should be struck between the Commonwealth and the states and territories to ensure public schools are funded to 100 per cent of the Schooling Resource Standard by 2023. The 20 per cent cap on the Commonwealth share of the SRS should be removed from the Australian Education Amendment Act.

3 Upgraded classrooms and facilities

A capital fund should be established for public schools to help meet rising enrolment growth and ensure all students are educated in classrooms and learning spaces where their needs can be met. That fund, recommended by the Gonski Review, should be \$300m in 2018 and increase each year in line with enrolment growth and rising costs.

4 More support for students with disability

The Turnbull government's cuts to disability funding should be reversed. The National School Resourcing Board should immediately review the three levels of funding for students with disability to better align them with the actual costs of delivering high-quality education.

Dance classes
for families who
otherwise may not be
able to afford it.

Room to move

South Grafton Public School is proof that providing an education for a child is so much more than a seat in a classroom.

THE SCHOOL DAY starts early at South Grafton Public School as children file into the canteen looking for breakfast.

"It's a really nice part of our school to see the kids sitting there and having some toast and milk, and socialising in the morning," says principal Peter Hickey.

The school's breakfast program was introduced a couple of years ago – along with free fruit available during the day – thanks to additional Gonski funding. It's paid dividends in terms of attention and behaviour in the classroom.

"Some of the kids would have come with no breakfast or a very poor breakfast. The food's there to support them. It sets them up for a really good day at the school, rather than being distracted, hungry and irritable," says Hickey.

At South Grafton, a diverse school population of 610 is split over two campuses, two blocks apart. A majority of students are from low-socioeconomic backgrounds, and Indigenous students make up about 20 per cent of the total number. The school also has three special education classes and a gifted and talented class.

Four years of Gonski funding, around \$2.5 million in all, has gone a long way to improve results and lift school pride, says Hickey.

"The additional funding has been an absolute winner in terms of what we've been able to offer our students,

our staff and the community. It's really showcased what our kids and staff can do when they're given the opportunity."

Broadly, the funds have provided a varied extracurricular program – such as a K-6 dance program, choir, excursions, breakfast; upgraded IT – hardware and software; and professional development for staff.

A large number of student learning support officers (SLSOs) help out in classrooms for students needing support with academic or behavioural issues. They also have a big role in creating "a really nice playground environment", says Hickey. Three or four SLSOs and a number of teachers are on duty at any one time in the playground.

"If I were the education minister I'd employ SLSOs for every second classroom. They're fabulous!"

Where possible, Hickey has diverted funds into long-term improvements that will continue to give back to the school in the years to come. It's capacity building in the form of professional learning for all staff; new furniture and more covered outdoor learning areas, among other items. In many ways, the funding has helped level the playing field for South Grafton, giving students some of the trappings of schools in more advantaged areas. A strict uniform policy, with funding to help those parents unable to afford it and blazers provided for the school leaders.

There's also free dance classes and



If I were the education minister, I'd employ SLSOs for every second classroom. They're fabulous!



Peter Hickey
Principal, South Grafton Public School

a choir teacher runs "fabulous" choirs, says Hickey.

Sadly, a \$970,000 cut in funding for 2018 and 2019 has meant that some planned programs have had to be curtailed or cancelled. And, a plan to hire speech pathologists and occupational therapists "to really take our school to the next level" has been put on hold, says Hickey.

"Our ethos is that we're never going to let the students miss out, and it's proven time and time again that these students, when they have the opportunity, are as good as any other students across the state in terms of performance and presentation."

"So, it's an important part of our school that giving these students an opportunity means they can conquer the world, basically," Hickey says.

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Recognising and rewarding



Nominations open for the **Arthur Hamilton Award**

This is your chance to celebrate an AEU member who is making an outstanding contribution to Aboriginal and Torres Strait Islander education.

The Arthur Hamilton Award commemorates the achievements of Arthur Hamilton, a Palawa man who was active in promoting cross-cultural awareness, recognition of Indigenous peoples and the right for Aboriginal and Torres Strait Islander students to access a high quality public education.

The winner will receive a \$1500 prize and be flown to Melbourne to accept the Award at the AEU's annual Federal Conference in February 2019.

All nominees will receive a certificate from the AEU.

Get nominating!

Download your nomination form at:

aeufederal.org.au/our-work/indigenous

or, request a form from

Suzanne Lowndes: (03) 9693 1800

slowndes@aeufederal.org.au

Closing date for nominations is

Friday 9 November 2018

Find out more

Visit **aeufederal.org.au/our-work/indigenous**

or contact AEU federal secretary,

Susan Hopgood: aeu@aeufederal.org.au



The 2017 Arthur Hamilton Award went to Literature Production Centre (LPC) at Yirrkala School.

The Award was presented by Correna Haythorpe, AEU Federal President (left), to Rāriwuy Marika (centre) and Yalmay Yunupirju (from the LPC team), at the 2018 AEU Federal Conference



Change the Rules with Fair Funding Now!

Teachers turned out in force around the country to back the ACTU's calls to Change the Rules.

A major ACTU-led campaign focused on workplace inequality is attracting widespread support from across the country.



When we hear about corporate tax cuts, we ask why our schools and our hospitals can't have that money.



Workers from all industry sectors are sharing their stories of workplace injustice and inequality as part of the ACTU's demand to Change the Rules.

Earlier this year, hundreds of thousands of workers took to the streets in towns and cities across Australia to show their support for change.

For teachers and education support staff, the Fair Funding Now! campaign aims to make sure that all schools receive the funds they need to help every child reach their potential. That means building support to overturn the Turnbull government's cuts to public school funding.

AEU member Deb Fischer addressed the Change the Rules rally held in Melbourne in May that shut down the city with 120,000 workers crowding the streets of the CBD.

"We are still struggling for fair funding for our preschools, our schools and our TAFE colleges; funding that is needs-based and directed towards tackling disadvantage, not towards widening the gap between rich and poor," Fischer said.

"And when we hear about corporate tax cuts, we ask why our schools and

our hospitals can't have that money."

She said that teachers, like other workers, were struggling with an overwhelming workload and "expected to work ever harder to combat a range of social problems caused by growing poverty and inequity".


The calls to Change the Rules and Fair Funding Now! for schools were not just about conditions today but about improving conditions for future generations, Fischer told the crowd.

"Our students are ripped off in their part-time jobs. They've lost their penalty rates. They suffer wage theft. When they leave school, many work in the 'gig economy' with no OHS protection or basic rights and conditions.

"They are harassed and bullied at work but discouraged from joining a union. They face ever-increasing student debt when they attend university or TAFE. They are convinced to take on unpaid internships or fake traineeships, with no guaranteed job at the end. They're forced to jump through hoops to obtain inadequate Newstart allowances when they can't find a job.

"The rules are not working for our young people. We need to stand together to change the rules," Fischer said. ●

Workloads: the urgent need for change



Teacher and principal workloads are at breaking point, indicated by a stack of research evidence and even some hard-won acknowledgement from one state government.

Sometimes a problem is so large, entrenched and chronically avoided by those who can do something about it that it takes a small win to focus attention on it and give it the urgency it deserves.

When AEU Victoria recently reached a deal with the state government for a new Schools Agreement, the

overwhelming workload for teachers and principals was acknowledged with a number of new measures to address it, such as four non-teaching professional practice days per year for teachers.

"This was extremely significant because, for the first time, the government publicly recognised workload was an issue and that it needed to be acted upon," says AEU

Victoria branch president Meredith Peace. "We got the department to recognise there were significant health and wellbeing issues, especially for principals.

"The acknowledgement is an important first step."

Throughout Australia, teachers and principals are at breaking point.

"It's got to the stage where something

Paperwork has taken over from classroom work and there's always something more to do. It would be lovely to get back to my core business of teaching.



Rachel Bos
Teacher, Toolooa State High School
in Gladstone, Queensland

has to change. It's getting that serious," says Graham Moloney, general secretary of the Queensland Teachers' Union.

This view is supported by extensive research showing that educators are working longer hours, often on activities that have little to do with their core role of providing quality education.

The AEU State of Our Schools 2017 report (SoS) found that, for 74 per cent of teachers, the hours spent on school-related activities had increased over the past year. Only 15 per cent reported working 40 hours or less, with 25 per cent working more than 55 hours in a typical week.

The findings came as no surprise to Moloney, because the QTU does a membership survey every four years to track key member concerns.

"Since 1998, job security has always been the number one issue," he says. "However, in the last survey, workload came from nowhere to second place. Everything else was a mile behind it, including IT, class size and behavioural management.

Peace says workload is a problem for all educators – teachers, principals and support staff.

"It's impacting on the quality of work they do, especially in the areas of teaching and learning."

Unpaid overtime

The Victorian School Workload Study 2016 found that 80 per cent of teachers were working unpaid overtime every week. On average, 15 hours of it.

The situation is similar for principals. When the AEU surveyed more than 4,000 public school principals and teachers for its submission to the Review to Achieve Educational Excellence in Australian Schools, it found that 48 per cent of principals worked more than 56

hours a week on school-related activities.

As for support staff, the SoS reported that 65 per cent had increased in hours, and 29 per cent were working more than 50 hours in a typical week.

Break down the number of hours that educators are required to work, and another aspect of the problem emerges.

The AEU submission noted that 73 per cent of teachers felt they were spending too much time on administration. The response was similar when it came to preparing and administering standardised tests, with more than 50 per cent of teachers saying they spent too much time on these activities.

The autonomy catch

Government policies such as 'Local Schools, Local Decisions' in NSW exemplify the problem, says Joan Lemaire, deputy president of the NSW Teachers Federation (NSWTF).

"The so-called 'autonomy' provided to schools was, in reality, the responsibility to implement an array of major changes including new syllabuses, teaching standards and new technology, and to undertake new administrative, data collection and compliance requirements."

Lemaire says these changes were made without the assistance previously provided by education support staff.

"Over the period 2012-15, almost 700 of these positions were cut."

In the Victorian School Workload Study, two-thirds of teachers reported not having enough time to plan their classes and nine out of 10 believed their workload was negatively affecting the quality of their teaching.

Educators are struggling to focus on their core work within school hours, says Peace.

"It's different to private industry because communities expect that, when

teachers are at work, their focus is on teaching their children. A lot of the time is face-to-face, but the most important work of planning and preparing for teaching is being pushed outside work hours."

Rachel Bos, a teacher at Toolooa State High School in Gladstone, Queensland, echoes that view from grassroots level: "Paperwork has taken over from classroom work and there's always something more to do. It would be lovely to get back to my core business of teaching."

For principals, the Victorian study found that less than 20 per cent of their working hours are spent on leading quality teaching and learning. Almost half of their day is devoted to administration and compliance.

This is a far cry from international best practice, says Dr Lawrence Ingvarson, principal research fellow in the Australian Council for Educational Research's Teaching and Learning program.

"Effective principals focus mainly on the quality of teaching and learning in their school," says Ingvarson. "But there is a big mismatch between what the research on effective principals shows and what principals are actually doing with their time."

Lemaire says it is clear that teachers and principals are focused on teaching and supporting students, "but there is also evidence that many teachers are struggling to preserve this student focus in the face of new work activities that impose additional hours, work demands and personal burdens on them".

Demanding complexity

In a survey this year of more than 18,000 NSW teachers, 97 per cent of respondents said administrative



demands had increased in recent years, with 96 per cent reporting an increase in data collection, analysis and reporting requirements. The complexity of work had increased for 94 per cent of respondents to the survey, *Understanding Work in Schools*, commissioned by the NSWTF and involving academics from Sydney and Curtin universities.

"Teachers, executives and principals reported they were spending too much time proving what they were doing, rather than focusing on student learning," says Lemaire.

Once again, Bos echoes those findings from an individual teacher's point of view: "The workload has increased, but it's more complex than that, as the role itself is becoming more complex. Paperwork is part and parcel of the job, but now you need to record every action to justify the reasons for what you have done."

Behaviour-related issues are compounding the workload problem. In the NSW survey, more than 40 per cent of teachers and 50 per cent of principals reported a decrease in support relating to student behaviour and welfare.

In the past, a school might have had five or six students with difficult behaviours; now it can be five or six in a single class.

"The workload around managing behaviours has increased enormously," says Bos. "Every time you come back from playground duty, you need to record all the behaviour that contravenes our behaviour management plan."

Escalating workload is also affecting educators' physical and mental health.

"We have high levels of stress in the system, and people off work, sometimes for long periods, which has an impact on

the entire system," says Peace.

"The profession is increasingly under the microscope and people often fail to realise the impact that has."

Another effect is an increase in teachers considering leaving the profession or refusing promotion.

In *Understanding Work in Schools*, 82 per cent of teachers and 72 per cent of head teachers and assistant principals said they were choosing not to seek promotion.

The AEU SoS report found that 75 per cent of teachers with more than three years' experience believed workload would be the most important factor in a decision to resign before retirement. Reduced workload was cited by 51 per cent as being essential to helping retain teachers in the profession.

Finding solutions

So where do the solutions lie?

It can only be hoped that the small but significant win in Victoria will be reflected in more widespread acknowledgement and action.

NSW is pushing for action now that the state government has received the findings of *Understanding Work*

in Schools, says Lemaire. In June, NSW Education Minister Rob Stokes said reducing workload was one of his highest priorities, and some data collection and reporting requirements have already been removed.

Educators are in widespread agreement about what is required.

"Unsurprisingly, protecting non-contact time against it being taken up by other activities is very important," says Ingvarson. "Teachers are frustrated by the emphasis on constantly having to report and undertake compliance activities such as testing."

"Teachers need to be freed up to get on with their teaching work. We need to lighten up on things like performance management and compliance activities that take teachers away from what they are good at, which is teaching."

Attitudes in schools also need to change, says Moloney.

"The notion that 'it's all about the kiddies' is used as a form of emotional blackmail. Unless you are working ridiculous hours, you are not seen as a professional. The structural elements of this problem may be an easier nut to crack than the cultural ones." ●

Unless you are working ridiculous hours, you are not seen as a professional. The structural elements of this problem may be an easier nut to crack than the cultural ones.



Graham Moloney
General secretary
Queensland Teachers' Union

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The Turnbull government's plan to cut \$500m in funding from the early childhood sector is expected to come under increasing scrutiny in the lead-up to the next federal election.

Pressure for early childhood guarantee

A recent two-day lobbying blitz in Canberra by early childhood teachers and parents has left federal MPs in no doubt about the need for long-term funding for the sector.

Responsibility for preschool funding is shared between the Commonwealth and state and territory governments. However, since 2013, the government has only guaranteed the funding for its share of the scheme for 12 months at a time, creating great uncertainty for the sector, teachers and parents.

Australia already has one of the lowest-funded Early Childhood sectors in the OECD, and now plans outlined in the Federal Budget to slash nearly \$500 million from the early childhood education budget in 2020 put the opportunity for all children to benefit by attending preschool under major doubt.

The AEU took its campaign to secure permanent funding to Canberra in Parliament's first sitting week after the winter break. Teachers and parents spent time talking to MPs from all parties to explain the value of the 15 hours in providing a solid foundation for later years of schooling.

Early childhood education is a fundamental right for every child, says Martel Menz, the AEU's federal executive early childhood representative.

The problem is that the Turnbull government sees early childhood education simply as child care, and as a way to increase workforce participation, says Menz.

"At the heart of it, we've got a federal government that doesn't understand the importance of investing in young children."

At the heart of it, we've got a federal government that doesn't understand the importance of investing in young children.



Martel Menz
AEU's federal executive early
childhood representative



Data proves value

Kindergarten director Danielle Cogley can see the positive results for herself at her kindergarten, which is part of the Box Hill North Primary School campus in Melbourne.

"With 15 hours per week the children become more resilient and confident and we see that effect right through their years at the school. And the results are even more noticeable among children learning English as their second language," she says.

"We get the time to have more high-quality interactions with the children. We've got dedicated teachers and educators who can spend that one-on-one time with them, supporting each child's needs."

No guarantees

But parents, preschools and teachers are left frustrated by the funding uncertainty, despite the wealth of evidence from respected researchers – as well as those working in the sector – proving the link between quality early

childhood education and improved long-term outcomes.

For David Coulter, principal at Darlington Children's Centre in Adelaide, the lack of long-term funding can be dispiriting.

"We go through a cycle from about this time of the year onwards as we're starting to enrol new families, where we're saying: 'Yes, we can offer you a preschool program, but we can't guarantee the exact amount of time'.

"I just don't know why the government don't lock it in. My guess is that, in the great scheme of things, it's not that much money," Coulter says.

The constant fear that funding will end is stressful for educators and damaging to their wellbeing, says Menz.

It's also offensive to families, she says. "It's a political football and the government thinks that parents won't really understand what's going on. They're wrong. All parents care about early childhood education and want to make sure that every child gets the opportunity." ●

Despite widespread condemnation of NAPLAN, Simon Birmingham has walked away from the chance for a proper rethink, opting instead for a limited review.

Education minister fails the test

A decade after the controversial introduction of NAPLAN, the high-stakes national literacy and numeracy testing regime is losing its last remaining friends. But, amid a chorus of calls for its replacement from educators, academics and some government ministers, it still has one friend left: federal education minister Simon Birmingham.

The minister has resisted calls from the states for a root-and-branch review, despite the opportunity presented by the Gonski 2.0 inquiry into improving Australia's education system.

The decision in June by the Education Council of state and federal ministers to review only the use of NAPLAN data in the My School website – not the test itself – is being condemned as a missed opportunity.

"I think everyone knows that NAPLAN is a failed test," says AEU federal president Correna Haythorpe. "The sooner politicians get on with speaking to teachers about the kind of assessment system we really need, the better."

The problems with NAPLAN were clear from its beginning in 2008. It was promised as a diagnostic tool that would enable teachers and parents to know how their children were doing – even though the tests were taken in term 2 and the results not returned for several months.

But the tests were also intended to allow comparisons between students, between classes, between schools, states and systems to highlight areas in need of improvement and support.

At the same time, they would provide unprecedented "transparency and accountability" via the creation in 2010 of the My School website.



The AEU and others were quick to point out the tensions between these goals and it was only the threat of action by the union that led to safeguards in My School to prevent the creation of league tables, ranking schools across Australia as media in the UK and the US had already done.

Even so, as predicted, the tests have become high-stakes and high pressure, with teachers, schools and students

all feeling judged on the outcomes of snapshot tests on a few days in May that do not reflect the breadth and complexity of schools' work or the abilities of their students.

More than half of teachers (55 per cent) told an AEU survey last year that the publication of NAPLAN results had reduced their school's focus on other parts of the curriculum. A similar number said they spent too long

Everyone knows that NAPLAN is a failed test. The sooner politicians get on to speaking to teachers about the kind of assessment system we really need, the better.



Correna Haythorpe
AEU federal president

preparing for and administering the tests, while almost two-thirds (63 per cent) reported increased student stress in the lead-up to May.

"We are hearing more and more stories from parents about how their children are feeling very pressured about these tests, so there are mental health and wellbeing concerns," says Haythorpe.

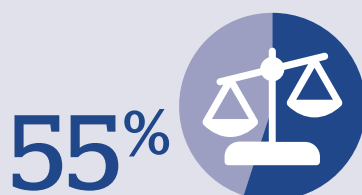
NAPLAN has become the tail that wags the dog. US academic Les Perelman, in a scathing report commissioned by the union in New South Wales, says that good assessment supports teaching and learning – while NAPLAN appears designed to do the opposite.

Perelman, the former director in writing and assessment at Massachusetts Institute of Technology, concluded it was possibly the lowest quality assessment of its kind in the world. "NAPLAN in its current form is destructive, it's crude, it encourages teaching to the test, it sits outside the curriculum and it narrows what's being taught," he told AEU members at a lecture in Sydney in May.

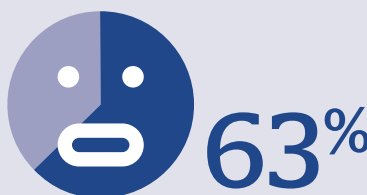
Meanwhile, the statistical validity of NAPLAN has again been called into question. As early as 2010, assessment expert Margaret Wu of Melbourne University was pointing out the huge margins of error inherent in results, because NAPLAN assesses large parts of the curriculum with relatively short tests.

Her colleague Nicole Mockler expanded on this in May, in an article for the Australian Association for Research in Education, noting that the error in results can be close to the width of three assessment bands.

But as NAPLAN has become embedded in the school year it has



of teachers say NAPLAN
distracts from the curriculum



of teachers report increased
student stress before NAPLAN

literally become an industry, with study guides and support materials sold to anxious parents, and with private for-profit actors pushing a shift to automation that they can then provide.

While "robo-marking" appears to have been headed off, NAPLAN this year saw trials to a move online. For students not used to working on computers it was reportedly not a happy experience, and again highlighted the underfunding of state school infrastructure. Then, publication of the results was delayed over concerns that they couldn't be compared with those from the paper-based tests.

"There are issues of equity," Haythorpe says. "Many of our schools don't even have the tools they need to deliver the curriculum let alone online testing."

The AEU has been working with state and territory ministers to explain the problems with NAPLAN and to gain support for an assessment

system that puts educators at the heart and that closely aligns with teaching and learning.

NSW minister Rob Stokes has called for the test to be scrapped while other states and territories, including Victorian minister James Merlino, have called for a review. Queensland is already conducting its own review.

The current Gonski 2.0 review presents a golden opportunity for a rethink of assessment. The AEU's submission calls for no expansion of high-stakes testing – such as the proposed Year 1 phonics test – and for standardised testing to be limited to sampled system-wide snapshots.

It argues that assessment is intrinsic to good teaching practice and to informing teachers and parents of their child's progress but that it needs to be "authentic and integrated with teaching and learning".

"The best forms of assessment rely on and value informed teacher judgement, as this ensures the integration of ... factors including knowledge of the student and performance in a variety of forms of learning and assessment," the AEU submission says.

There is no shortage of academic advice on successful assessment systems that meet these criteria, yet the Education Council opted in June to plough on with NAPLAN, instigating only a limited review of how its data are used, principally on the My School site.

"There's a huge groundswell of opposition to NAPLAN, not just among teachers. Principal associations and state-based parents' groups have all joined the call," Haythorpe says.

"To see this very basic review come out of the Education Council is very disappointing," she says. ●

The three new starts we are following this year – a principal and two teachers – are settling into the rhythm of their roles and gaining some all-important insights.

BY **NIC BARNARD AND MARGARET PATON**

Finding their feet



Jennie-Marie Gorman is enjoying the challenges in her new leadership role.

Adding new skills and tasks to a busy schedule

Jennie-Marie Gorman

Jennie-Marie Gorman's second term as a primary principal has been action-packed, and her agenda's not getting any shorter.

TWO TERMS IN and Jennie-Marie Gorman has been chairing, hosting, planning, 'schmoozing' and still finding time for yard duty.

The first-year primary school principal says she's still finding leadership fun, even if it has caused her a few sleepless nights as new challenges come thick and fast at Sheidow Park School in Adelaide.

"There's just lots of... stuff," she says. "All the day-to-day things, and then the one-off, out-of-the-blue things you've never had to deal with before."

Gorman has chaired her first governing council meetings and plunged into committees, hosted neighbouring schools for joint professional development days and

I went through a two-week period of waking up at two in the morning... because things were going through my head.



Jennie-Marie Gorman
Sheidow Park School, SA

been the face of the profession at an AEU Meet the Principals event for final-year student teachers. She's had her first visit from a politician and begun the delicate task of extracting money for redecoration.

"We've had a few critical incidents this term," she says, preferring not to go into detail.

"When something happens, even though you're not necessarily feeling calm, you have to seem calm so everybody has faith you'll sort it out."

Less stressful, but not without its challenges, was the annual return of NAPLAN.

"It's so early in the year, it's really testing for the year before. I don't feel like I own the data. Next year I think I'll feel a lot more pressure."

Sheidow Park was a pilot NAPLAN Online school and quickly found one of the pitfalls of the shift to computer testing.

"We had a few students who would normally have written pages and pages but had mental blanks because they had to type it. They found themselves looking at a blank screen."

NEW PRINCIPAL



Jennie-Marie Gorman
Sheidow Park School,
Adelaide, SA

.....
Previously assistant
principal at Darlington
Primary, SA

NEW TEACHER



Jesse Weston

*Baynton West Primary,
Karratha, WA*

Previously a youth worker

Compulsory diploma

In term three, Gorman will face her own tests as she embarks on the graduate diploma of strategic planning that South Australia has mandated for all principals – while also beginning her planning for 2019.

“I do wonder how I’m going to fit the time in, but I’ll just have to do it,” she says.

She still manages to make her Wednesday dance class most weeks but switching off has sometimes proved difficult.

“I went through a two-week period of waking up at two in the morning and having trouble getting back to sleep because things were going through my head.”

At the end of the third term, Gorman will lose deputy principal and “rock of support” Wendy Westgate, who is retiring.

“Wendy has been at the school for many years and that continuity has been so important,” says Gorman. Her replacement may be an external appointee, meaning the school would be getting used to an almost entirely new leadership team.

A growing network of colleagues continues to support her: her mentor, her education director, the “wise heads” at the SA Primary Principals Association, and particularly the principals in the local partnership.

“That’s been really good because I’ve been able to have a bit of a debrief when need be. You need to know there’s somebody there for that.”

One thing she doesn’t have is a network of new principals because there are none in the partnership. There are others in Adelaide, she says, “but I guess we’re all just trying to keep our heads above water where we are”.



Counting the wins

Jesse Weston

Jesse Weston believes the right resources can make a huge difference in the classroom.

First-year teacher Jesse Weston has reached a point where his students are benefitting from his fun side, and his electric pencil sharpener.

TEACHING IS COMING a lot more naturally now for Jesse Weston, a first-year teacher at Baynton West Primary School, in regional Karratha, Western Australia. The two-week term break gave him a much needed “refresh”.

“I didn’t feel on the back foot. I knew how to get where I wanted. If you have too much on your plate, get a bigger plate,” he says.

“I’ve grown my capacity as a teacher, so that makes the work seem easier even though I’m doing the same amount of work as when I started.

“My Year 4s understand my expectations of them, we’re having little to no behavioural issues and the kids are also getting a more fun side of me.”

Weston had a win with a disengaged student with special learning needs.

I've grown my capacity as a teacher, so that makes the work seem easier even though I'm doing the same amount of work as when I started.



Jesse Weston
Baynton West Primary, WA

"He struggles to make those small movements with handwriting, so he wrote most of his draft report on a mini whiteboard, making his corrections there. When it was perfect in his mind, he hand-wrote one sentence at a time on paper.

"He knew it was a small achievable goal and had little breaks in between. To help him, I orally dictated so he could type the entire report into the computer himself.

"If I hadn't had an understanding of behaviour, disability and learning theories, I wouldn't have been able to try these strategies with such confidence."

Effecting change

Weston has taken the "great opportunity" to be an educator observer at a state teaching union

conference with a focus on the new enterprise bargaining agreement.

"I got to hear the education minister talk about some of the big issues teachers are facing," he says.

"Being part of the union and taking on extra roles would be beneficial for me. Being involved with teaching as a whole while not having to climb the ladder within a school and become a deputy principal, for example. I like that I'd be able to effect change on a wider level while staying in the classroom."

At this stage, his advice for new teachers is to start stockpiling the resources they'll need in their classroom.

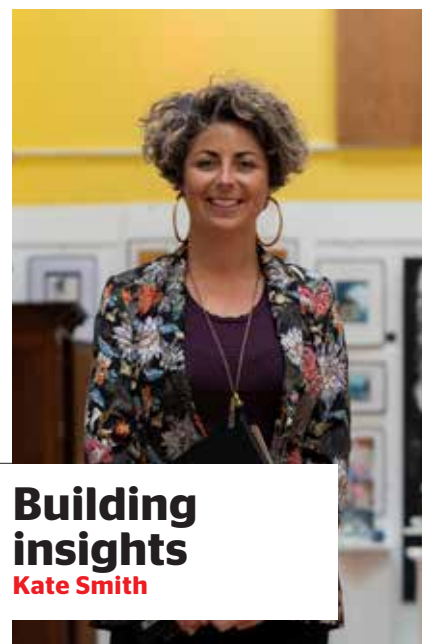
"Talk to teachers you know when you're on prac, and hear what they say about their classroom must-haves. Buying my own laminator has made my life 10 times easier. Get cushions for kids doing silent reading. Have extra pencils."

And an electric pencil sharpener. "During handwriting lessons, I'll walk around with this battery-powered thing and say, 'Oh, your pencil needs sharpening'. The students don't have to get up and waste time."

He has found that time is of the essence, but he manages to listen to a TED talk most days to add to his "toolkit of practice". Reading fiction is another matter.

"I've been trying to read the same novel for six weeks. Before teaching, I'd never taken more than five days."

Getting fit is one thing he has managed to make time for. As he has lost 12kg since the start of the school year, it could be said that it's the one area where he's feeling less of a teacher than he was.



Building insights

Kate Smith

Kate Smith has been refining her balance between imposing discipline in the classroom and relating to her students on a deeply human level.

ENCOURAGING ONE OF her Year 8 students to hand in work for extra feedback to lift her grade from an E+ to C has been new educator Kate Smith's "happiest teacher moment".

"She'd hardly been at school and was very resistant to the academic process," says Smith. "But I saw her capabilities in leading as she helped other students in the drama space for our upcoming school show.

"I told her she needs to apply that same dedication and focus to her school work. She took it on board. Just to see her face when she saw her mark... I was so proud of her."

Smith, who's in her first full-time permanent year, teaching English and drama at Epping Secondary College in Melbourne, says she's finding the human factor of teaching a challenge, but one that she's enjoying.

"Teaching for me is based on those relationships with students. Not moving them off, rushing out of the room, but giving them 15 to 20 minutes to shoot the breeze, if you have the time."

She's finding opportunities to do so as she steers the school's planning for a cabaret show, 'Epping Secondary College:

I want to learn different strategies, engagement tools and how to mix things up a bit.



Kate Smith

Epping Secondary College, VIC

Kate Smith is learning how to manage her students' behaviour.



Behaviour goal

Smith's own goal is to learn more about classroom behaviour management.

"I want to learn different strategies, engagement tools and how to mix things up a bit. As I watch other teachers more senior than me, they're very natural in knowing how to throw down the law. I'm used to working with semi-reasonable adults but working in middle school is a whole new language for me."

She has been able to build her insights with a Year 8 class she sees for home group, English and drama classes.

"I see them more than I see my friends or family, so I get to know how to read them. I take time to empathise, but also emphasise my expectations around respect and behaviour in the classroom.

"I'm very serious in my practice, but a bit more fluid in my approach to the world, so I'm not always the best disciplinarian, which I'm working out.

"When they get off kilter, I stop and have conversations, asking them to reflect on their behaviour and modify themselves. It's really worthwhile and I have to keep telling myself I'm still very new."

On out-of-work matters, Smith is nursing injuries from a recent prang on her bicycle. She does yoga regularly, eats well and makes an effort to socialise with friends.

"I don't have children, but I think about teachers who are parents. It's a big job as well as teaching. Sometimes I don't know how they do both." ●

Nic Barnard and Margaret Paton
are both freelance writers.

For Whom the Bell Tolls'. Her previous professional theatre work, including as a casting agent, means she has been able to draft a script, and she's managing rehearsals.

"It's really sweet having kids from across the school come in to be part of the drama-making process. Some may not want to act, but they want to be there, do backstage work. If one of the actors isn't there, they'll step up and read the part."

Perhaps as testament to her relationship building, some students occasionally call her "mum". She'll often get students back on track with their learning by asking them to consider their goals in becoming an adult and "how you make choices to get there".

NEW TEACHER



Kate Smith

*Epping Secondary
College, Melbourne, VIC*

.....
Previously a performance
artist, talent scout,
TV casting agent,
singer-songwriter

Education's fate as a service commodity, to be traded in the interests of profit-making, is sealed in major international agreements on the brink of being signed, writes Susan Robertson, professor of education at Cambridge University.

BY SUSAN ROBERTSON

Greedy investors eye education as “the new gold”

As the minutes ticked down to the final boarding call for my train from London to Brussels, I was furiously typing up notes from a research report I had just read on the Trade in Services Agreement (TiSA). The young man sitting next to me said he was impressed by how rapidly I was typing. The conversation turned to what I did and what I was researching. I said I was a sociologist of education at a United Kingdom university, and one of the things I was researching was global trade deals.

“You work on global trade negotiations, but you’re a sociologist of education?” he said, with more than a hint of incredulity in his voice.

“Quite,” I replied.

“But if education is included in trade deals, and seen as trade, what does this do to education as a public service?” he asked.

“Quite,” I replied again. “It changes it dramatically.”

I went on to explain that, since the launch of the World Trade Organisation (WTO) in 1995, major efforts have been underway by interested countries and peak interest groups to include all levels of education in the agreements between member states, with education seen as a services sector, along with finance, health, transport, etc.

This was not the first time a casual conversation on education and global trade deals had ended with a sense of incredulity. And for sure it will not be the last as the deals swing into action.

I am referring to the Comprehensive Economic Trade Agreement between Europe and Canada; EU-Japan Economic Partnership Agreement; Trans-Pacific Partnership between a number of the Pacific Rim countries, Transatlantic Trade and Investment

Partnership between the United States and Europe, and TiSA, between the so-called ‘friends of services’ involving mostly Organisation of Economic Cooperation and Development countries, plus a few more.

Eyeing profits

What do all of these agreements have in common?

The first is that education is included as a tradeable services sector – in large part because it can’t be excluded, given the criteria for exclusion being that it is supplied “in the exercise of governmental authority” and “neither on a commercial basis nor in competition with one or more service providers” (WTO, GATS Article 1.3). Try to think of any country where the state is the only provider of education, and where the service is provided without any hint of competition in the sector. Three decades of neoliberal policies in education has created the conditions for including education in trade.

The status of education as a genuine

‘public service’ in many countries has been precisely what the struggle over the privatisation of education is about. Countries and corporations have eyed up the profits to be made if education were to be constructed as a private good, bought and sold in the marketplace according to market rules and, in turn, protected by trade rules. To do this, public education sectors have been pushed to ‘unbundle’ and to think of their activities as ‘bundles of services’ – the lucrative ones being hived off to profit-seeking firms.

Families, concerned publics and educators have rightly pointed out that education is not a bundle of services to be regulated by trade rules. Education, despite all of its weaknesses in making more equal societies, is nevertheless a key institution in creating societies and political citizens. Education, as a key sector in the social contract, must not service narrow economic interests.

The responsibility of all national governments, enshrined in international declarations, is that they must ensure that good-quality, free public education is available as a human right and societal good, and the basis on which to participate as an informed citizen with political entitlements.

The future trap

The second element that many of these agreements have in common is that they represent efforts to limit the possibility of governments moving in the direction of more national ownership into the future. Causes such as ‘standstill’, ‘ratchet’ and ‘negative list’ mean a country can’t reverse away from where it currently is, in the direction of less market. Add to this the ‘ratchet effect’ and this essentially means that the only direction of travel for future policy is to become



Susan Robertson argues that education should not be corporatised.



progressively organised through the market and open to investors.

A third element in common is lack of transparency. Most of the negotiations have been carried out in secret. Yet despite the centrality of education to people's lives, in effect, global trade deals that include education make hollow any promise of democracy.

It is clear that the current round of global trade deals aims to hasten the liberalisation of education, loosening the protections around who can invest in what. This means transnational firms, as well as professionals (such as teachers and academics) and other experts, being able to move over

national borders more easily, under mutual recognition clauses. This will profoundly challenge the nature of professional knowledge and who gets to regulate it. Efforts will be made to regulate intellectual property and cross-border information flows in ways that suit the large tech corporations rather than the knowledge producers and users.

Labour chapters in the agreements – while promising protections for workers – are largely hollow. Current poor conditions for teachers are not seen as a breach of labour rights, and only an erosion of already poor conditions will be considered. Further,

cases of breaches can only be taken by governments, and not worker unions. Not all governments take the side of workers, and indeed the opposite is mostly the case.

We need to remind greedy investors whose hopes are that education is the new gold that we are in a battle to secure education as a societal good and public service. In acting, we need to make visible and contest the wheeling and dealing over including education in global trade agreements for what it is: a toxic mix of crude capitalism in profiteering from education. ●

This is an edited extract from an article first published by *Education International* at tinyurl.com/y8bo2tho

Teachers' effective use of tech tools is all about designing their own learning environments – which is where the High Possibility Classrooms framework comes in.

BY MARGARET PATON

Enhancing your digital attitude



Last year schools started implementing the Australian curriculum's digital technologies requirements for Foundation to Year 10, and, from next year, the teaching of coding is a must.

As a result, if you're like most teachers, you'll be keen to know more about integrating digital technology into your teaching.

Enter the High Possibility Classrooms (HPC) framework. It enables teachers to check their understanding of and attitudes towards digital technologies. By focusing on the methods and practice of teaching, and not the tools, it helps build teaching capacity and confidence in digital literacy.

The HPC framework has been developed from research in Australian classrooms conducted by University of Technology Sydney education academic Dr Jane Hunter. She describes it as a pedagogical structure that supports teachers in designing learning environments.

HPC builds on the Technological Pedagogical Content Knowledge (TPACK) framework that teacher education scholars developed in the United States some years ago.

"I'm very interested in how tech can enhance teaching and learning, as opposed to it being just the shiny new tool in a school," says Hunter.

"Before I started my doctoral work, I was involved in some large technology innovations in school education. I was fascinated by teachers who wanted to know more about tech and could see what it might mean for student learning. At the same time, there were teachers I saw who ran equally fast away from any such ideas.

"I thought that if we could start to understand how very keen teachers use tech, then surely there would be something all teachers could learn from early-adopter practices."

Exemplary teachers in the doctoral study were savvy users of a range of tech. They didn't use it for every lesson, but they used it daily, in sometimes

I thought that if we could start to understand how very keen teachers use tech, then surely there would be something all teachers could learn from early-adopter practices.



Dr Jane Hunter
University of
Technology Sydney



Resources

High Possibility Classrooms
highpossibilityclassrooms.com

The Australian Curriculum: Digital Technologies
tinyurl.com/ybxfedux

Teachers as designers of learning environments
tinyurl.com/ydyfzoby

innovative ways, and it was very much part of their professional and personal lives.

Drivers and themes

The HPC framework has five conceptual drivers for teacher knowledge of tech integration: theory, creativity, public learning, life preparation and contextual accommodations. They are underpinned by 22 themes of teaching strategies and student learning processes.

Hunter's case studies show what well-integrated digital technologies look like in the classroom: technology in action.

"HPC is focused on those five areas," she says. "They're not necessarily present every lesson, but would be across a school day, the term and a whole year. Technology is preferably used to construct the learning, [but] often it can be low-tech, or no-tech."

Tech is used in a more purposeful way to place the focus on a teacher's planning, she says.

The approach is to understand how innovative pedagogies can improve education settings, which is exactly what a 2018 OECD report, *Teachers as Designers of Learning Environments*, argues is the way forward for schools.

In one recent study using HPC in the STEM space, a teacher feared letting go of her control of the classroom. But over time, she found it was essential to give students opportunities to take more responsibility for their own learning, and HPC supported ideas of "student agency and co-learning".

Accredited workshops

Since Hunter's initial 2013 study of exemplary teachers, more than 40 schools in NSW, the ACT and Victoria have used the model. Preservice

teachers in universities are learning about HPC in Sydney, Singapore, the US, the Netherlands and United Kingdom.

Hunter conducts five different kinds of face-to-face workshops for teachers, accredited by the NSW Education Standards Authority (NESA). They include a new program for building teams of HPC coaches.

From next year, she'll offer an accredited online professional development course that will start to examine propositions in innovative futures.

"My intention was never to tout this as a framework of perfection for tech that every teacher should be doing," she says. "It has been successful because it sparks imagination and gives all teachers something to aim for." ●

Margaret Paton is a freelance writer.

Planting seeds

Before starting an HPC workshop, Esra Smerdon knew her digital literacy was "a bit above par" compared to most teachers she knew. She was a media manager/strategist at advertising agencies for 15 years before switching to teaching five years ago.

"With HPC you can't just look at the model and say, 'Yes, I know exactly what that means.' There's a lot to unpack," says Smerdon, a Year 6 teacher at Parramatta Public School in Sydney.

"We found it became our anchor, making us focus on the purpose of meaningfully integrating digital technology in learning when designing our units of work. We were more reflective and critical because we wanted authentic student engagement with their learning."

In one example of using the model, she developed a STEM unit where students vlogged their process of engineering a non-mechanical farm bot prototype that plants seeds with great accuracy.



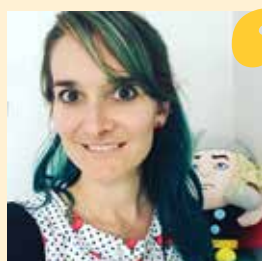
Creators, not consumers

Bianca Hewes was already tech savvy when she connected with Dr Jane Hunter on Twitter, which led to HPC research being conducted at her school.

"The model got me to look more deeply into the theory of using tech in the classroom - the 'why' of it," says Hewes, head teacher, teaching and learning, at the 800-student Manly Campus of Northern Beaches Secondary College in Sydney. "It makes tech more purposeful, embedded and intuitive so it becomes normal to use it as a tool for a purpose."

She says three of the five HPC conceptions highlight engagement, including creativity and public learning, where students demonstrate to peers and others what they have made or done.

"We want our learners to be creators, not consumers. And that's what HPC is about."



“Teachers’ practice can seem personal and subjective, but the model makes you use nice objective language, which is good for reflection, too.”

Bianca Hewes
Teacher, Northern Beaches
Secondary College, NSW

When it comes to teaching history, technology has reinvented the wheel.

BY CYNTHIA KARENA

Making history

Learning about the past is now more accessible and relevant to students, thanks to the wealth of digital resources available.

"Because of online technology, students can access websites, talks and virtual tours of faraway places," says Dr Chris Kenna, an English and history teacher at Hawker College in Canberra. "Seeing people, places, art and architecture can allow for more understanding and empathy about what it might have been like in other times."

An "amazing" amount of primary and secondary source material is now available, says Kenna.

Using Google Earth, for example, students can 'visit' and access

information about the history of many significant places, monuments and landmarks such as the Taj Mahal and the ruins of Hadrian's Wall. It creates a visual connection with the past.

"And that's important," says Rowan Hofmeister, a teacher at Indooroopilly State High School in Brisbane. "Short, sharp, powerful history videos with animation – on YouTube, TED-Ed, Khan Academy, Crash Course History – bring the past alive and are more engaging than the slow-paced one-hour history documentaries [that preceded them]."

Hofmeister cites the images of Greek and Roman art in the Metropolitan Museum of Art in New York, the Google Cultural Institute's video museum walk-throughs and the Khan Academy's history videos with online discussions

as some of the richly rewarding technology on offer.

He says he would also like to see more historically based computer games. "Students have told me about scenes in Assassin's Creed that explore Ancient Egypt in high-definition detail."

Literacy difficulties

At Glenmore Park High School in Penrith, Sydney, English and history teacher Luke Bartolo makes his own videos, reciting modern history readings aloud, with associated imagery to help with visualising some of the main points.

"It helps students who have difficulty reading, have processing disabilities or struggle with literacy in general," he says. "Nearly all of them weren't the sort of students who would complete the readings I gave them to do outside of class time, and I've had some with literacy difficulties coming back to me each lesson to discuss what's in the videos they've watched."

"It's an opportunity for them to engage with academic literature in a way they've never experienced before."

Glenmore Park students have also used Google Maps and graphing programs in history classes.

"It lets those students who do well in maths feel like they can transfer their skills into the humanities in a meaningful and constructive way," says Bartolo.

In one 'graphic' example, the impact of the Hiroshima atomic bomb was projected onto a map of Penrith so that the students could "draw connections between the event and their own world".

It's not all about the distant past.

Hawker College is also using Trove, the National Library of Australia's online



Students at Hawker College in ACT use Google Earth to visualise ancient cultures.

Using technology can help motivate some students to do more rigorous and creative work.



Jonathon Dallimore
University of New
South Wales

database, which Kenna describes as a valuable resource for Australian perspectives on major world and national events, including articles in local papers that have been digitised.

He notes that, with so much information available, students often need support to work out which websites are reliable. He uses Google Classroom to upload his suggestions, which include universities, the Smithsonian Institution and National Geographic.

"Google Classroom also makes it possible for students to share their ideas with peers online and can help those who are not confident in sharing their ideas in class," says Kenna.

Technology can help to stimulate and communicate ideas, says Jonathon Dallimore, who is teaching history methods education classes at the University of New South Wales and University of Wollongong while taking a break from teaching history at Smith's Hill High School in Wollongong.

Digital perspectives

Until recently, communication was dominated by writing and making speeches, but now historical ideas can be expressed by making web pages, mini-documentaries and podcasts, says Dallimore, who is also on the History Teachers' Association of NSW board of directors.

"Using technology can help motivate some students to do more rigorous and creative work. If they are making a movie, for example, the process of tracking down images and footage online stimulates good research and allows students to be quite creative in what they choose and how they use the material."

At Indooroopilly State High, students



Rowan Hofmeister, a teacher at Indooroopilly State High School in QLD, believes video makes learning more engaging.



Resources

JSTOR - academic articles, books and primary sources
jstor.org

Trove - newspaper articles, books and other documents held by the National Library of Australia
trove.nla.gov.au

Historical Scene Investigation
hsi.wm.edu

Internet History Sourcebooks Project
sourcebooks.fordham.edu

are using Windows Movie Maker to create podcasts and their own videos.

"I ask them to pair up and work on an interview," says Hofmeister. "One student plays the interviewee, who is an author launching a new book about the Persian Empire. The other is the interviewer, who has to script questions that allow the author to share knowledge. Both students have to research the Persian Empire and both are writing an essay of sorts."

It's all a matter of bringing the past into the present - and there's also the not too distant future to think about.

"I'd like to use Skype," says Hofmeister, "so my students can have conversations with historians around the world who not only share their knowledge, but also pass on their passion for history." ●

Cynthia Karena is a freelance writer.

“

The CEOs are making millions in bonuses but

our pay just isn't keeping up”



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My best app



HAYLEY MATAS

Teacher

Greystanes High School,
New South Wales

Hayley Matas teaches Human Society and its Environment (HSIE) at Greystanes High School in Sydney's western suburbs. About 45 per cent of the student population are from language backgrounds other than English (LBOTE).

Fitting in with the school's ethos of inclusion, Matas sees technology benefitting her diverse group of students and uses it to tailor instruction to meet individual needs.

"Technology enriches student learning experiences, better connecting the content and skills taught in class to authentic real-world situations. And it allows all students to improve," Matas says.

Hayley's tip

Apps can be used to allow students to pace their own learning, and to revise in their own time.



FlipGrid

(Android, iOS; free)

FlipGrid is a video discussion platform where teachers can spark discussion by posting topics and questions to a class. A space, or grid, is created for a classroom.

Videos are typically short and to the point. Students could, for example, make a video of themselves reciting a one-minute book review, asking an interesting maths question or discussing a current class project.

"This platform has been deemed the Snapchat for education," says Matas, who uses FlipGrid to help students revise concepts taught in class as well as a way of allowing students to record their speeches for peer and teacher feedback for improvement.



Nearpod

(Android, iOS; free)

Matas is a big fan of Nearpod, which can be used by teachers to create lessons that are then synced live to all student devices.

"This platform is absolutely brilliant," says Matas.

She uses it to develop interactive PowerPoints with several activities to engage and meet the ability needs of all of her students.

"One of the benefits of using Nearpod is that it also allows students to complete the lessons in a self-paced mode, which is vital," says Matas. It means that, outside of class, students can catch up if they've missed a lesson, revise concepts explored in class and undertake some study ahead of a particular lesson.



PeerGrade

(Android, iOS; free)

This platform allows students to upload their work and provide feedback to each other.

"It's quick and easy to set up and extremely user friendly," says Matas.

"Currently in education, there is a big movement towards formative and summative assessment. This is where PeerGrade is a lifesaver!

"The teacher has total control in modifying the criteria, dictating how many students need to give feedback to other students, and choosing when to release the comments to the students."



More resources to explore...

ReachOut, the mental health organisation for young people and their parents, has put together a list of evidence-based apps and tools that can help a young person improve their mental health and wellbeing.

eheadspace

eheadspace provides support to young people aged 12 to 25 years through interactions with trained clinicians. It's available seven days a week and is free, anonymous and confidential. Users are able to chat online (1pm to 1am AEST) on the phone (10pm to 1pm) and via email. Go to eheadspace.org.au

1 Giant Mind

1 Giant Mind is an Australian app that teaches young people how to meditate using step-by-step instructions. The user is guided using videos and audio through the basics of meditation, what it can be used for and the potential benefits. Free, and available on iPhone, iPad and Android.

ReachOut Orb

A curriculum-mapped serious game to teach wellbeing to Years 9 and 10 students. Written by positive education experts Dr Toni Noble and Dr Helen McGrath, ReachOut Orb is free to schools and can be used on iPad, Mac and Windows. Go to schools.au.reachout.com/reachout-orb

Creating strong and better professional practice together with other teachers.

BY MARGARET PATON

Working together for achievement and change

Collaboration in teaching is being turbo-boosted. The goal now is collaborative professionalism, says Andy Hargreaves, who has researched and written about the subject for almost three decades.

Collaborative professionalism moves "beyond conversations or meetings to deeper forms of dialogue, feedback and inquiry", he says. Benefits include better student achievement, teacher retention, and an appetite for innovation and change.

Hargreaves, a research professor at the Lynch School of Education at Boston College, in the United States, and Michael T O'Connor have co-written the book *Collaborative Professionalism: When Teaching Together Means Learning for All* (2018, Corwin California). It draws on their visits to clusters of collaborating teachers in Hong Kong, the US, Colombia, Norway and Canada.

The authors distinguish between professional collaboration, which describes how people work together in a profession; and collaborative professionalism, which delves into creating strong and better professional practice together.

Collaborative professionalism happens when there is a "peculiar combination of pride and humility". Pride is about acknowledging, admitting and offering your expertise;

humility sees leaders sharing and distributing their leadership.

Contempt and envy

Even legends and iconoclasts need to collaborate, says Hargreaves.

"If you don't share your expertise with others, you have contempt for them. When you fail to spread ideas and learn from others who are spreading theirs, you activate the envy which will marginalise and insulate you."

The book cites three common misconceptions about collaborative professionalism: you have to be friends, sharing lesson plans ticks the box, and so does teamwork or being in a task force.

"Close friends are often less effective for collaboration - they're too busy being friends. You think you're special, so you don't need to challenge each other or collaborate with anyone else."

You have to work with people who aren't your friends and even those you may not like, says Hargreaves.

Another misconception is where teachers chat, share lesson plans, visit each other's classes and talk about their professional learning.

"The test comes out in the work when you plan and teach a class together, participate in the learning and work out what the kids' work is worth. This is much more demanding and deeper collaboration than simply

Close friends are often less effective for collaboration - they're too busy being friends.



Andy Hargreaves
The Lynch School of Education



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talking and sharing ideas, then going back and doing what you do."

Also, collaborative professionalism doesn't happen when you "pull a bunch of teachers together" to tackle a task.

"You don't jump to conclusions; you look into it together. Sometimes the conversation will be a bit difficult; you might challenge and support each other. You recognise you're not all the same, that some have more expertise than others."

Hargreaves says collaborative professionalism must persist for at least four years. It can emerge top-down or from the grassroots, be about an issue or holistic, evolve within a school or across districts, and even sustain itself through principal churn. And it's particular to the country or culture you're in.

"It's not collaboration about everything. Strong collaborative cultures value diverse individuals, but mainly should be a way of life. It reveals itself through particular projects and initiatives," says Hargreaves.

Empowering tools

Teachers can use the 10 tenets outlined in the book to "push themselves". He gives the example of teachers collaborating across schools, such as for a lesson study, and each has their own template or tool.



Collaborative Professionalism: When Teaching Together Means Learning for All
(Corwin California, \$31.99) is available at www.footprint.com.au

"It's empowering because you realise you can't copy from any of them, but you can learn from all of them. You have to figure out for yourself what are the principles underpinning them and how they can best fit the kids you've got."

When collaborating within a school, it helps to tap into someone like a deputy principal who's well connected

to staff, teachers, parents and students, and understands the school's culture.

"Kids have a right to be involved and have a say in what they're doing", says Hargreaves, and teachers can often learn from students' perspectives.

The book delves into a collaborative pedagogical transformation of 25,000 schools in resource-scarce rural Colombia. Students were taught about the power of peace, wellbeing, democracy and engagement, using personalised and cooperative learning.

Hargreaves says teachers' workloads hinder collaboration, but "you have to keep up the battle".

"A lot of the energy in collaboration really began in the 1990s but around 2000, in came standardisation, testing and standards, which pushed all that work underground and moved it in directions that were caricatures. Teaching is often now about looking at spreadsheets... coming up with rapid solutions to get scores up. It's turned collaboration into something it was never meant to be.

"The research shows that when you work with your colleagues, the job is more engaging, more motivating and inspiring. So, when things go wrong, it's not all about you, because we've all found it difficult."

It's a more uplifting approach, he says. ●

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NT teacher Joan Ocampo aims for well-rounded students who are confident both academically and personally.

BY MARGARET PATON

Why do you teach?

We'd love to hear your best tips for engaging young minds. Email us at educator@hardiegrant.com if you have something to share. You can provide a written piece or we'd be happy to interview you.

Teaching the big picture

JOAN OCAMPO BELIEVES in a holistic approach to teaching that not only focuses on academic learning but also cultivates students' social and life skills.

"Students need trust, respect and mutual concern to empower their confidence and self-esteem. I make them aware that I am a true believer of their abilities and they have a big contribution to make in creating a better society," says Ocampo, an award-winning teacher at Henbury School in Darwin – a middle and senior years special school for students with disabilities.

Ocampo, originally from the Philippines, managed to study for a teaching degree while raising three children with her husband's and family's support. She taught in various schools, colleges and universities in Manila and held a number of leadership positions while pursuing post-graduate qualifications in education and school supervision.

She came to Australia 11 years ago and studied for two further masters degrees – in education and public governance – working as a science teacher and disability support worker while studying.

Ocampo mentions two influences among many on her teaching practice: being bullied as a child and studying and working in Australia with English as a second language.

She first thought of becoming a teacher after being bullied in Grade 3 because she wanted to help "transform students' lives".

Much later, after arriving in Australia, the language challenges she faced led her to work even harder on her teaching practice and social skills. Her experience has helped guide her expectations for her students.

"I strive to create a teaching program that's practical, relevant and meaningful to



Students need trust, respect and mutual concern to empower their confidence and self-esteem. I am a true believer of their abilities...



Joan Ocampo
Henbury School, Darwin

students' holistic growth and understanding of the world around them. Learning doesn't just happen in the classroom. I'm mindful of the resources that the community and the world have to offer to enhance their learning," says Ocampo.

"That means taking them on excursions, field trips and even interstate. This stimulates their confidence to meet new people, converse, share ideas and learn from them. I am only the facilitator of learning and they cultivate their own learning," she says.

Ocampo combined her passion to teach and serve people with disabilities by accepting a teaching position at Henbury School in 2010.

Eight years on, she's not only teaching, but also running the kitchen garden, Scientists in Schools program (partnering with the CSIRO) and kicking off the school's STEM program. Ocampo also leads Henbury's Learning Commission, and its GOAL program to coach emerging leaders, and mentors students to hook into national events and conferences.

In May this year, she spoke at a national conference of special education principals in Adelaide. Ocampo says she was chuffed at having Henbury's students with special needs lead workshops for mainstream primary and secondary students from Darwin and Palmerston. It happens yearly as part of the Kids Teaching Kids Program – 'reverse integration' that's become a highlight of her teaching career.

Ocampo's awards include: Kids Teaching Kids Teacher Hero & Teaching Excellence; ASG NEITA Inspirational Education State and Territory; ASG National Excellence in Teaching Award; and AEU NT Quality Educator. ●

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