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Cathy Hickey
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Sue Osborne

Journalists

Alexander Leggett
Bronwyn Ridgway
Sue Osborne

Design

Chris Ruddle

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Email

NSW: ieu@ieu.asn.au
VIC/TAS: info@ieuvictas.org.au
QLD/NT: enquiries@qieu.asn.au

IE online

www.ieu.asn.au/publications/

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Email iemagazine@ieu.asn.au

Advertising

Chris Ruddle
(02) 8202 8900

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Editorial

Throughout 2016 *IE* has published articles on a range of topics for readers to explore. Though some have triggered debate, others have provided considerable resources for our members across Australia. This final edition for the year maintains that standard and we continue to appreciate your feedback and ongoing support.

In this edition you will read about the way technology is making innovative inroads into schools and teachers' learning tools. Student work with drones and computer coding has become part of an exciting STEM program in some schools. *IE* looks at the learning intentions that drive these technological integrations (p14).

In *Kaleidoscope*, Dr Tom Calma, speaks of his 40 year battle for the rights and welfare of Aboriginal and Torres Strait Islander peoples. Dr Calma's belief in education as a vaccination against poverty has driven much of his social justice work (p8).

Patrick Lee writes about maths training and the way teachers are expected to be across content and specific pedagogy of all the Key Learning Areas. He suggests practicum teachers have little opportunity to prepare for and take maths classes for a range of reasons, including the lack of confidence in supervising teachers (p20).

Lawyer Andrew Knott gives sound advice about the vexed area of staff physical contact with students. In examining two legal cases Knott looks at the appropriateness of physical contact including the use of physical restraint (p26).

Finally a partnership between the CSIRO and Stile sees science given a boost in a Victorian Catholic school. A new digital platform has been created to encourage individual learning and to inspire budding scientists in primary school (p7).

On behalf of the Executive Editors, I wish you well for the end of 2016 and look forward to your contributions to our publications in 2017.

Deb James iemagazine@ieu.asn.au

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AUSTRALIA WIDE

NSW Agreements across independent schools

New enterprise agreements covering teachers in Association of Independent Schools (AIS) schools and independent Catholic schools were due to be finalised during Term 4.

AIS schools are proposing four year agreements, with increases of 2.3%, 2.5%, 2.5% and 2.5% each year for teachers and 2.5% each year for support staff.

At time of press, not all details had been finalised for support and operational staff.

Some Catholic independents will achieve agreements modelled on what has happened with AIS schools, while others will adopt the standard pay structure applying to Catholic systemic school teachers, with pay increases still to be finalised.

For Catholic independent support and operational staff, the claim includes general pay increases, with further increases for maintenance and outdoor staff and nurses, casual loading of 25% for all classifications, the removal of the cap on the accumulation of sick leave and an overnight camp allowance.

ACT Reportable conduct scheme

The ACT has updated its child protection reporting mechanisms for 'designated agencies' (ACT schools) through the introduction of a new reportable conduct scheme, modelled on the NSW scheme in operation since 1999.

The passing of the *Reportable Conduct and Information Sharing Legislation Amendments Act 2016* in August 2016 signaled significant changes to several Acts in the ACT (*Ombudsman Act 1989*, *Children and Young People Act 2008* and the *Working with Vulnerable People (Background Checking) Act 2011*) and empowered the ACT Ombudsman with child protection oversight duties.

From 1 July 2017 'designated agencies' must report to the ACT Ombudsman any allegation of reportable conduct or any reportable conviction. In the case of ACT schools, the principal will be required to provide a written report to the ACT Ombudsman at the conclusion of an investigation into any reportable conduct allegation, to assist them in completing an assessment of the investigation.

The new legislation also allows for information sharing on reportable conduct investigations between the Human Rights Commission, ACT Police, Commissioner for Fair Trading and the ACT Teacher Quality Institute.

Victoria Union to prepare careful response

In response to the December 2014 TEMAG report on initial teacher education (ITE) Action Now: Classroom Ready Teachers, the state and territory ministers endorsed in December 2015 the revised national standards that set a number of new standards for ITE programs. In August this year, the Victorian Minister for Education (and Deputy Premier) James Merlino, released a discussion paper identifying a number of proposals, with the stated aim of raising the status of the teaching profession and attracting a more diverse and high quality cohort of entrants.

The paper has four key areas of focus: selection into ITE; pathways into the teaching profession; improving course quality; and developing early career teachers through

Tasmania IEU in on the Act

As part of the review of the Tasmanian Education Act commenced in the latter part of 2014, the Tasmanian Government examined and made a number of legislative changes in early 2016:

- enrolment: including lowering the starting age and lifting the minimum education and training leaving requirement to the completion of Year 12 or equivalent (Certificate 111, apprenticeships) or until 18, whichever occurs first, and
- attendance and non attendance provisions, and post Year 10 options and issues.

In terms of further work, the Minister for Education and Training has recently commissioned ACER to conduct an independent review of the Years 9 to 10 education sector to identify opportunities to improve attendance, retention and attainment outcomes. They will look at:

induction, mentoring and professional development.

The IEU VicTas sees merit in examining many of the ideas and proposals, but the key to success is in the quality of the work done in examining them, particularly in respect to adequate time allocated to this important area.

- current curriculum provision, attainment data, and pathway information for students in Years 9 to 12 in all Tasmanian schools, including vocational education and training
- the effectiveness of current curriculum provision
- the alignment and effectiveness of assessment and moderation practices
- proposed future direction of curriculum provision and design, and
- workforce characteristics, including qualifications and specialisations, particularly in Years 11 and 12.

IEU has made extensive submissions to the review of the Act and the subsequent legislative changes; and will continue to be actively involved in the current review of Years 9 to 12 education.

WA Level playing field for teachers and schools in all sectors?

Recent media reports in Western Australia convey disturbingly contradictory attitudes towards key operational aspects of the non government school sector.

The West Australian recently led with a prominent article that emphasised the requirement for all schools to report critical incidents to the Department of Education Services.

This must be within 48 hours of circumstances that posed a critical risk to the health and safety of students and staff.

The State Government changed the Regulations in 2012 to bring the reporting requirements of non government schools in line with what was expected from public schools.

The minister was quoted as saying that "private schools must be as accountable as public schools, it's got to be a level playing field".

Just days before this another news item in *The West Australian* reported that the Department of Education

seemingly has the discretion to decide to recognise or not recognise teaching experience at non government schools.

This came to light when a teacher who had moved from a Montessori school to a public school was denied recognition of her four years of teaching at the Montessori school. According to a department spokesperson this was because "the requirements and outcomes for Montessori teaching are not the same as traditional teaching".

This strange decision is being challenged by the teacher in question. All teachers in WA have the same accountability requirements in regard to having appropriate teacher qualifications, being registered by the Teacher Registration Board WA and teaching the Australian Curriculum. The teacher's experience overseas and at a WA Catholic school were recognised by the Department.

SA Catholic school staff escalate industrial action

Hundreds of Catholic school staff participated in a stop work on Thursday 8 September and a rally in Victoria Square, Adelaide.

At issue has been the employers' refusal to meaningfully address workload intensification.

The SA Catholic schools enterprise agreement expired in July 2015 and after more than a year of negotiation has not been resolved. The last pay rise was in October 2014, but pay is not the sticking point. Pay rises have been long ago agreed at the 2.5% paid to government school employees.

Employers are happy to benchmark salaries against the government sector, but refuse to benchmark conditions.

Since members rallied at the Catholic Education Office in June this year, employers have made minor concessions, but a couple of student free days per year and less than two minutes per day reduction in load don't go far enough.

IEU (SA) Secretary Glen Seidel said: "Industrial action is unusual for our members, but the employers are ignoring their calls for a fair response to their message.

"Workload expectations need to be constrained and members are disappointed and disillusioned at the lack of meaningful engagement by their employers."

Queensland RAP acknowledges responsibility of supporting reconciliation

IEUA-QNT's Reconciliation Action Plan (RAP) has been officially endorsed by Reconciliation Australia, acknowledging our ethical and professional responsibility to positively influence future generations by supporting the process of reconciliation within members' school communities.

Having been endorsed in June, the Union's RAP will operate at the Innovate level in accordance with Reconciliation Australia guidelines. An Innovate RAP is for organisations that have developed relationships with their Aboriginal and Torres Strait Islander stakeholders and are ready to develop or implement programs for cultural learning, Aboriginal and Torres Strait Islander employment and supplier diversity.

RAP Caretaker and Branch Secretary Terry Burke said to achieve the status of operating at an Innovate level allows the Union to extend beyond symbolic gestures, with clear actions that will have a lasting, positive impact on interactions between Aboriginal and Torres Strait Islander peoples and other Australians.

As part of the Union's RAP launch and acknowledging Australia's First Peoples, the Union also initiated the circulation of a message stick throughout Queensland and the Northern Territory.

For more information or for schools wishing to create their own RAP, go to www.reconciliation.org.au/raphub

Northern Territory Members prepare to bargain in NT Catholic schools

Northern Territory members in Catholic schools are building collective strength in preparation for the negotiation of a replacement collective agreement.

IEUA-QNT Lead Organiser Nick Holliday said consultation with members had commenced, with a survey to help inform the employee log of claims due to be sent to members in Term 3.

"Members have already identified a number of issues including measures to deal with the expanding workload of staff in Catholic schools, which need to be addressed in this round of collective bargaining," Holliday said.

Members have also raised the need for a review of the middle leadership system and that Positions of

Responsibility (POR) are not remunerated in line with other sectors nor properly recognised for the level of contribution.

He said the survey will be a keystone to the collective bargaining process, as it gives each member an opportunity to have their voice heard. Once the surveys are collected, the results will be reported back to chapters for discussion and ultimately the endorsement of a Log of Claims.

"Members are encouraged to begin conversations with their colleagues ahead of the survey about workplace issues they'd like to address or improvements they want to make to conditions."



“The platform encourages individualised learning, can be accessed on any device, and allows teachers to view in depth analytics on their students' performance in real time.”



New resource to inspire budding scientists

St Agatha's Primary School in Melbourne was the first school in Australia to implement Stile Double Helix Lessons from CSIRO in its Grade 5 classrooms.

The new digital lessons provide teachers with resources to teach science to Grade 5 and 6 students in a relevant and engaging way.

Created by leaders in the fields of science, technology and education, the lessons use video, animation, interactive games and activities to deliver science education.

“The platform encourages individualised learning, can be accessed on any device, and allows teachers to view in depth analytics on their students' performance in real time”.

Paul Sharp, Deputy Principal, St Agatha's Primary School, said: “We are delighted to be rolling out the program to our Grade 5 students. To be able to deliver such amazing content and interactives is incredible. We'd never be able to create this type of digital content ourselves.

“Sourcing and planning lesson content is incredibly time consuming. With Double Helix Lessons, all of the information is already in the one place. We've had teachers run the program without any technical instruction whatsoever, it's extremely easy to use and the lessons can be tailored to suit individual classrooms or students,” Sharp said.

Building on the content and themes explored in CSIRO's *Double Helix* magazine, Double Helix Lessons not only champion innovative STEM learning, but also provide a tangible solution to the issue of declining interest in STEM subjects in high school.

Stile is an Edtech platform that was founded in 2012 by entrepreneur, educator and Australia's Chief Scientist Dr Alan Finkel out of a desire to inspire school students and spark a lifelong interest in science and the world around them.

Stile partners with leading science organisations and schools in its continuing mission to rethink textbooks and STEM education at large.

Thousands of secondary school teachers from over 300 schools already use the Stile platform to deliver their science curriculum via COSMOS lessons.

The new partnership with CSIRO will see Grade 5 and 6 primary school students also benefit from relevant and interactive digital STEM learning.

Double Helix Lessons:
www.doublehelixlessons.csiro.au



Kaleidoscope Education a vaccination against poverty

For more than 40 years, Adjunct Associate Professor Dr Tom Calma AO has fought for the rights and welfare of Aboriginal and Torres Strait Islander peoples with an extensive curriculum vitae that echoes a lifelong yearning for social justice and equality. Describing education as a “vaccination against poverty”, Professor Calma recounts his work and vision for reconciliation with IE Journalist Alex Leggett.

I grew up in Darwin, attending Parap Preschool and Primary School, and then Darwin High School where I graduated in 1971 after finishing Year 12. When I was growing up, Darwin was still just a town of about 30,000 people. It was a small yet very multicultural community with a significant Aboriginal population. There were Aboriginal students in all the schools I attended so I didn't feel alone.

When I was three our family moved to Darwin from my mother's traditional Kungarakana lands near the Adelaide River, 100km south west of Darwin. My father was Iwaidja, whose lands lie north of Kakadu on the Cobourg Peninsula.

We weren't rich and we lived from pay day to pay day. It was only in the latter years that we started to get ahead, although my father died of cancer at 55. This is one of the things that prompted me to pursue a human rights based approach to health equality for Indigenous people because we as a population group are still dying much younger than the rest of the population. I look forward to the day when all Aboriginal and Torres Strait Islander peoples are recognised as the First Australians, respected for being part of the world's longest surviving culture and enjoy a long life as the mainstream Australian population does.

One of the questions I have often asked myself is why I was able to succeed versus many other Aboriginal people. I think it comes down to my three sisters and me having a solid family household where there was a strong insistence on doing homework.

There are strong values and practices I have observed at school and outside of school that contribute to the way I act now. I learnt to be inclusive and have respect for everyone, encouraging everyone to participate. That's one of the qualities of good teaching as well. Looking back, I found the most effective teachers were those who could relate to students and encourage those who weren't initially participants and achievers to be engaged.



US Ambassador John Berry presents Dr Calma with the Martin Luther King memorial flag during Fourth of July celebrations in Canberra this year.

I was the only one of my friends who finished Year 12. I joined the public service rather than going on to university because my father wanted to get me into a secure job. There were also limited offerings to study after Cyclone Tracy in 1974. After school I did part time study at Darwin Community College while in my job at the Department of Works and Housing. After Tracy, I went to the South Australian Institute of Technology to study community development and social work. I then returned to Darwin and helped set up the Aboriginal Task Force (ATF) at the Darwin Community College which was a second chance education facility. People who didn't make it through high school could come back to study Year 11 and 12 equivalents so they could continue onto further study or enhance their employment opportunities. It created a lot of opportunity for people to restart their education journey. Our success was attributed to the ATF being a culturally safe and supportive environment where people were respected and their stories heard.

Closing the gap

In 2005, as Aboriginal and Torres Strait Islander Social Justice Commissioner at the Australian Human Rights Commission, I wrote a report to the Australian Parliament about health equality that

became known as the *Close the Gap* report. With a goal of reaching health equality by the year 2030, I managed to encourage a number of Indigenous and non Indigenous peak health bodies and human rights groups to come on the same journey as me. We formed the Close the Gap campaign that has just celebrated its 10th anniversary. It is a non government, self funded advocacy group with around 300,000 members fighting to bring the life expectancy gap down for Indigenous Australians. Theoretically we have had some progress as the gap was 17 years in 2005 and it is currently at 11 years.

One of the ways to close the gap is by addressing the social and cultural determinants of health and creating opportunities for people to be healthy. The most significant determinant is education. We know that the higher the level of education someone has, the better their health outcomes are. It is unfortunately those with less education who have the worst health outcomes. This is also attributed to poverty and an inability to self educate about health, which leads to a vicious cycle. Additionally, we need to address issues of employment, overcrowded housing, family violence, substance abuse and mental health which all contribute to poor health and can be associated with poor education.



“ I look forward to the day when all Aboriginal and Torres Strait Islander peoples are recognised as the First Australians, respected for being part of the world’s longest surviving culture and enjoy a long life as the mainstream Australian population does. ”

The Close the Gap campaign is equally significant in addressing issues relating to high rates of incarceration, mental health and self harm, where Indigenous people are overrepresented. I am a very strong advocate for justice reinvestment, which means investing in the community before people commit crimes and reducing the disproportionate number of Indigenous people in our prisons. When you consider the cost of incarcerating one youth in NSW is over \$230,000 per year, that's a lot of money that could be invested to develop skills and training for young people as well as employing more teachers.

I believe there is great potential for justice reinvestment in Australia and the trials happening here prove that we can curb offending. It just requires a disciplined way of looking at the issues and solutions in collaboration with the people most affected. It is the same as education – we must start early and have the resources to invest into schools to make learning interesting and inviting for our future leaders.

Future vision

My vision for the future is for preservice and in service teachers to have English as a Second Language (ESL) and Narragunnawali training and to be exposed to a Reconciliation Action Plan and leadership that promotes high expectations. Australia is a multicultural society and many of our children will come from diverse ethnic and socio economic families, so teaching in a language that they can relate to and understand will only enhance their learning capacity and progress.

This is particularly important for teachers of Indigenous kids in rural and remote Australia, as ESL training will guide them to be better teachers. An exposure to Narragunnawali and the Reconciliation Action Plan

framework will enable an accurate and compassionate teaching of our shared history and enable teachers to be more culturally competent.

I spoke recently at the Australian College of Deans of Education (ACDE) on the topic of Indigenous studies and how to address it in the curriculum. This delved into how teachers could become more culturally competent in introducing these studies into their classes. My advice is that they don't have to always do it themselves; there are multitudes of resources and interested Indigenous people who can offer a different perspective that benefits all kids in the classroom.

One of these resources is available through Reconciliation Australia called the Narragunnawali program. It is designed for teachers in primary and secondary schools to develop an understanding about Australia's history, Indigenous history and key attributes of working with Indigenous people. It has already been embraced by around 600 schools with many going to the next step of developing Reconciliation Action Plans. I would encourage all teachers to get across this material which meets curriculum requirements and is easy to adopt into everyday teaching.

High expectations for Aboriginal and Torres Strait Islander peoples should be the norm, rather than the exception and the flow on impact will be wide ranging. I look forward to the day, as Martin Luther King Jr said, where people are judged not by the colour of their skin but the content of their character.

For more information about Reconciliation Australia and the Narragunnawali program, visit www.reconciliation.org.au/schools/ and for the Close the Gap Campaign go to www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/projects/close-gap-indigenous-health

TEACHERS

How should we know you?

I've recently completed an examination of the public discussions regarding the nature of 'quality' teaching (Bahr & Mellor, 2016), Professor Nan Bahr writes. It didn't take long, since the features of what constitutes 'quality' in teaching are rarely, if ever, discussed. Instead, what I've found is a rather large body of literature, policy, and commentary on what are presumed as key performance indicators for quality teaching. Basically, if we don't quite know what something is, then maybe we can find proxy indicators through the impacts there are on things around them.

Measure anything

In the case of teachers, the quality key performance indicators for teaching have been national standardised test outcomes such as National Assessment Program for Literacy and Numeracy (NAPLAN) scores and ratings (eg Piccoli, 2015), Program for International Student Assessment (PISA) rankings (eg Education International, 2013; McNeillage, 2013; Snook, O'Neill, Birks, Church and Rawlins, 2013) and other metrics such as teacher retention, schools' suspension rates, and so forth. Basically anything that provides a measurement that could loosely be connected to the impact of school experience.

The interest in ensuring 'quality' teaching has been rather instrumental, and has given rise to a transactional view of teaching, that is identifying inputs for these key performance outputs. There has been little interest in actually understanding what 'quality' in teaching might be. I think this limited consideration of the complete and nuanced role and complexity of the teacher and their teaching has had some damaging effects. Policy for teacher accreditation and public discussion of quality in teaching has focused too heavily on the suite of competencies that a teacher needs to

understand 'quality' teachers and teaching? In my recent review of the national context for initial teacher education program accreditation, it was clear that 'quality' in teaching and teacher education is very dimly understood. As a result, the policies, processes and public commentary surrounding the issues of teacher appraisal and teacher education program accreditation have been distracted (Bahr & Mellor, 2016; Bahr & Pendergast, 2016).

Quality banned

Jane Caro has called for the word 'quality' to be banned in the public discourse of teachers and teaching (Caro, 2016). In this she is reacting to the nasty way the term is used to negatively depict the profession based upon spurious KPIs as proxy indicators of performance. I totally understand this reaction, but my interest is in why people at large, otherwise intelligent people, don't see the complexity of teachers' work. Why do people who clearly care about the education system, and the needs and impacts for learners, reach for low hanging fruit of these particular types of KPIs, for the use of tick lists of demonstrable competencies, to evaluate 'quality' in teaching?

Invisible teaching

I propose that it is because much of what teachers do is invisible (Bahr & Mellor, 2016). The visible parts of teaching include the things that a teacher is actually seen doing in the classroom. In Australia, we have all been to school, and I believe that commentators rely on their recollections of what they have personally seen teachers doing, from their perspective as a learner, to guide their understanding of the role. This is a naïve community view.

The visible teacher questions, directs, advises, keeps order, presents, assesses and makes corrections and participates in team teaching with others. We can see these things, and so we can check them off on our list of competencies. Yet, as every teacher knows, the deeper professional aspects of teaching are actually invisible, and underpin these visible things.

These are parts of the professional role that learners would not have seen, and I believe independent education | issue 3 | Vol 46 | 2016 | 11



demonstrate, and this is just a small part of the picture.

So, how should we know teachers and teaching?
How should we

“

The full array of elements that constitute teacher's work are rarely considered in public commentary, and this results in simplistic and damaging conceptions of what might constitute 'quality'.

”



there are several levels of complexity in this invisible spectrum. The simplest includes the range of activities teachers engage in to frame their classroom work. These include activities such as planning, meeting, collaborating with colleagues and the broader community, and professional development.

Macro and micro

There is actually a full ecology of influences on these teacher actions that form an invisible spectrum for teachers' work. At the next layer of complexity are the micro contextual elements where a teacher needs to know and understand intimately the features of their students, class, school, community, and have well developed conceptions and responses for culture, gender, their discipline/subject, and the leadership requirements of their career stage as a teacher in their local and cluster professional community.

Finally as an outer layer of influence on teacher action, and requiring deep professional knowledge to inform all other actions, is what I've called the macro contextual elements. Included here are things like knowledge of, and compliance with, a range of systemic and national policies, curriculum, responding to public commentary and conforming to required accountability measures. So, I argue that the visible aspects of a teacher's role are just the tip of the iceberg of teacher professionalism. The full array of elements that constitute a teacher's work are rarely considered in public commentary, and this results in simplistic and damaging conceptions of what might constitute 'quality'.

I suggest that we can't rely on commentators to intuitively understand the complexity of the teacher's role. As a profession we need to remind them by problematising the concept of 'quality' in teaching, destabilising the notions that the popular KPIs are appropriate, and providing a more complete compendium of qualities for excellence in teaching. I'm not suggesting that we need to shelve the competency framework of the Australian Professional Standards for Teachers (APST) devised by the Australian Institute for Teaching and School Leadership (AITSL). I think these competencies are important. I do think though, that we need to recognise the vitally important personal qualities that a teacher brings to the teacher/learner relationship that transforms the learner and their learning (Bahr, 2016a).

Personal attributes

I describe these as personal positive attributes, and include personal qualities such as humour, a cooperative and democratic attitude, kindness and consideration of the individual, patience, fairness and impartiality, and enthusiasm. I have discussed some of these in detail in recent publications (Bahr, 2016a; 2016b; Bahr & Mellor, 2016). I believe that it is this array of personal positive attributes that serve to evoke productive behaviours by teachers bringing their basic competencies (APST capabilities) to a level of teacher excellence (Bahr, 2016b; 2016c). Such personal positive attributes can be developed to enhance the impact of teachers' professional work.



Now I don't mean impact in a cold KPI counting sort of way. I mean the impacts that matter: the impacts an excellent teacher has on a learner's conception of themselves as a learner, on their capacity to self direct and self regulate their learning, on their motivation, their creativity, their aspiration, and their self awareness and wellbeing. These are, of course, the important characteristics needed for building a society and communities that are strong, resilient, productive, innovative and healthy (Bahr, 2016b; 2016c).

So I return to my opening question: teachers – how should we know you? We need to know you as complex professionals working in an extended ecology of practice whose excellence depends on professional knowledge, productive behaviours and a suite of highly developed personal positive attributes that tailor learning for the benefit of each individual and for society as a whole. We need to understand that teaching is not simply about measurable outcomes on standardised tests, and we need to establish more mature and nuanced perspectives on what constitutes 'quality' in teaching.

If you are interested in reading more about building quality in teaching and teacher education, our monograph *Building Quality in Teaching and Teacher Education* (Bahr & Mellor) published by the Australian Council for Educational Research is available for free download from <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1025&context=aer>

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Nan Bahr is Professor and Dean (Learning and Teaching), Arts, Education and Law Group at Griffith University



Game of drones

Drones (unpiloted aircraft) are making inroads in schools as learning tools with a variety of applications. IE Journalist Sue Osborne spoke with a number of teachers who are exploring their potential.

St Hilda's School, Gold Coast, Queensland, is using computer coding with all year groups, including prep.

For Year 6 students, the drone is part of the STEM program to explore coding. Younger year groups are working with different types of robotics and droids. For senior students, the drone becomes a tool that can be used in sport and film making, for example.

Teachers Dan Martinez and Beth Claydon have written an iTunes U course which can be accessed by anyone, providing nine lesson plans and an assessment task for Year 6 students working with drones. The course has an emphasis on safety and ethics.

"It's really interesting how coding can enhance what's happening in the classroom, give students the opportunity to solve problems, take risks, fail and learn from their failures," Dan said.

Students can do things like learn how to write code to make a drone move through an obstacle course and correct the coding if the drone fails to make it through the course.

"Technology is infiltrating our world so it's really important that classes are relevant and up to date and include those ethical issues," he said.

Beth said: "Coding is just an extension of problem based sequential thinking. It's not that different from working through the sequence for brushing your teeth.

"It's logical and process driven and connects to effective teaching practice and new ideas.

"The drone is just a peripheral for this work. The ability to take risks and learn how to adjust to failure is quite powerful."

St Hilda's also uses Lego robotics and Spheros to teach similar work to different age groups in the junior school.

The school invested in 10 basic drones, with the capacity to be coded, costing about \$150 each for its junior school, with some larger drones for the senior school.

Beth and Dan emphasised that safety is always a priority when flying drones. Their lessons are usually conducted in the gym where there is enough space and the environment can be controlled.

The NSW Department of Industry's Smart and Skilled Program makes funding available for people wishing to undertake a Certificate III in drone piloting. UAVAir is the first registered training organisation to offer the Certificate III in drone piloting to HSC VET students in schools in NSW.

Trainer Ashley Cox said the Certificate III in drone piloting has many potential applications. Any industry that relies on gathering real world data, and may have previously used a helicopter, a plane or people climbing heights can now achieve their goals at a fraction of the time, cost and risk to people by using a drone.

Drones are now widely used in agriculture for finding stock and measuring the health of plants. Ashley recently trained 12 Department of Fisheries staff to use drones to monitor sharks and the effects of climate change on the coast.

UAVAir can train teachers and students in drone use. Drones cannot be flown anywhere (such as near airports) and there are height restrictions on their use. These regulations are included in the course, as well as aeronautical radio communication to communicate with air traffic control.

Ashley said drone lessons were engaging students in the science and technology subjects.

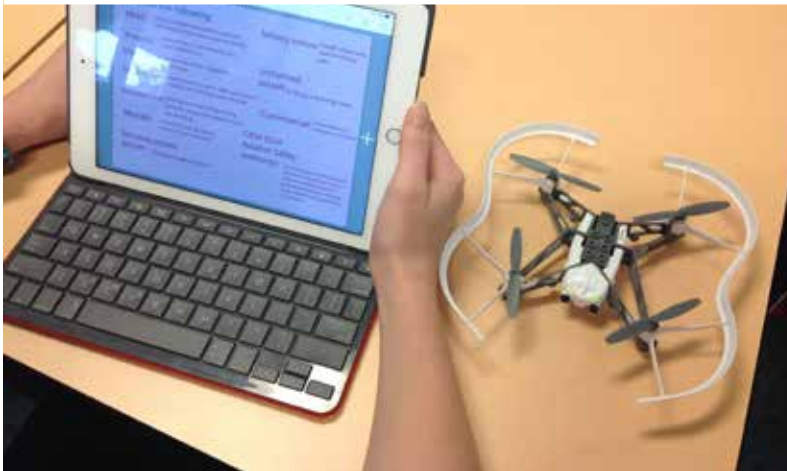
"Before you take a drone out of the box and fly it you need to understand a whole lot of other things to make sure it operates effectively and safely.

"It makes other STEM subjects really important for students, as you need a reasonable level of maths and science to operate them. Young people are making that connection."

Newington College Sydney E-learning Leader, maths and PDHE Teacher Michael Ha was an early adopter of drones and has been exploring their potential for about three years.

He first used drones in his capacity as PE teacher at a Melbourne school, gathering aerial footage of matches.

The aerial shots provide an advantage to a sideline mounted video, showing a wider range of movements during the game.



Whether you're using the drone to study movement patterns in sport, to assess the landscape in a geography field study or exploring coding, what are the learning intentions that are driving the technological integrations?

However, while the aerial footage was useful, Michael found controlling the drone took him away from teaching during the match. Similarly, getting students to control the drone also took them out of the game.

He has since explored a device which can be worn by a player and tracked by the drone, but this technology is not yet widely available.

At his current school, Newington, they are too close to Sydney Airport to use drones outside so they are only used in the gym.

He has moved away from sport applications and uses the drone to teach computational thinking and coding using an application called Tickle which allows an iPad to interface with the drone.

Michael does not recommend buying a whole class a drone each due to the costs, but thinks teachers should explore the potential of a number of different robotic devices that can be coded. Drones are just one example.

Tickle can talk to a variety of devices, including drones. It can allow various robotic devices and drones to communicate with each other – a drone can follow the movements of a robot for example.

The technology is easy to access but can have successful outcomes in the classroom, he said.

"Teachers shouldn't purchase gadgets for the sake of it but keep the scope and sequence of the learning at the forefront of their minds," Michael said.

"Don't get into an 'eduspace race' trying to keep up with all the latest

gadgets. Think about what you need to achieve and teach with these devices.

"STEM education is not just about gadgets and having lots of fancy toys.

"Whether you're using the drone to study movement patterns in sport, to assess the landscape in a geography field study or exploring coding, what are the learning intentions that are driving the technological integrations?"

"For students, having on your CV that you have worked on coding all sorts of devices, including drones, will show you have an understanding of computational thinking and coding that will be an advantage for your future."

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UAVAir

W:Uavair.com.au

E:info@uavair.com.au

The power of partnerships

The Linking School and Early Years (LSEY) Project in Hastings - a unique partnership in a small Victorian coastal town - has been systematically working for more than eight years to achieve a seismic shift away from generational disadvantage, Principal Richard Mucha writes.

Hastings is situated on the shores of Western Port Bay about 75km south east of Melbourne. The town has a population of about 9000 people. According to Australian Bureau of Statistics Socio Economic Indexes for Areas data, Hastings is in the second most disadvantaged decile in Australia and is among the most disadvantaged local government areas in Victoria.

There is a high level of unemployment, including third and fourth generation unemployment; low levels of family income; low levels of high school completion and low attendance rates for maternal and child health visits.

The 2009 Australian Early Development Index (AEDI), the first conducted, showed that Hastings students were twice as vulnerable or more in all of the domains except language and cognitive skills. Here 36.5% of Hastings' prep students were vulnerable compared to the Victorian average of 6.1%. Clearly unless significant changes were made to the way education was delivered, the life chances of many young people in Hastings would remain dire.

The vision and plan

In the later part of 2007, supported by philanthropic funding and facilitated by a case worker from the Murdoch Children's Research Institute, planning for the Hastings Linking Schools and Early Years Project commenced.

By early 2008 the project structure was in place, consisting of a partnership group made up of the principals of the three primary schools in town (two government and one Catholic school) and senior

representatives of the five early childhood services (Good Shepherd Youth and Family Services, Catholic Education Office Melbourne, DEECD, Murdoch Children's Research Institute, Mornington Peninsula Shire Council), Hastings' Rotary Club and many other agencies who held a primary interest in the wellbeing of young children and their families. This partnership group developed the vision and maintains oversight of the partnership.

The guiding vision is that all children and families in Hastings arrive at school ready to engage in learning. The partnership's goals are that:

- children and families make a smooth transition between early childhood services and school
- early childhood services and schools actively connect with families, and
- schools are responsive to the individual learning needs of all children.

The Plan

Since inception a Practitioner Leadership Team (PLT) has continued to develop and refine strategies in line with the Partnership Group's vision, and via regular meetings with the Practitioner Network (the town's early childhood educators and the schools' early years teachers) ensures that strategies are implemented consistently in every primary school and early childhood service in Hastings. Membership of the PLT changes periodically with all education and health related organisations involved in the partnership taking their turn.

The LSEY philosophy and imperative is that member agencies work as a team

**“
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in school and
early childhood
services
”**

to benefit all young children and their families in Hastings – it doesn't matter which early childhood service or school a child attends (or will attend) – if they live in Hastings they are our collective responsibility.

In 2009/2010 research was conducted in partnership with The Royal Children's Hospital and the Murdoch Children's Research Institute to identify evidenced based locally relevant strategies for improving children's language development. In response to the findings and local discussions an action plan was developed including:

Playgroups in schools

The playgroup facilitator at St Mary's was released two afternoons per week to develop playgroups within the other two schools. Babies, toddlers and children up to school age and their parents were invited to attend the free playgroups at any or all of the three schools no matter which they would eventually be attending.

Peer swaps

The aim of this activity was to build a shared understanding of teaching practices and approaches undertaken by early childhood services and schools. Prep teachers and early childhood educators visited and observed each other's practices.

Plan together teach together

Early childhood educators and prep teachers worked together to develop a unit of work and lesson plans and then taught the lessons together in both school and early childhood service environments. Conducted over three to four sessions, the program involved exploring perceptions and sharing understandings of an inquiry based curriculum across early childhood services and prep environments.

Teacher talk

Training was made available for local early childhood educators and early years teachers to effect transformational change by implementing language and literacy rich early learning environments for 0-5 year olds. Fourteen early childhood service and early years practitioners from four early childhood services and primary schools participated in an enhanced Hanen Teacher Talk training program in 2011.

Reading for five

This strategy involves psychologists pre testing equal numbers of particularly vulnerable students in Years 2-5 from

each of the town's primary schools and training volunteers sourced from the schools, parish, broader community, Monash University and Australian Catholic University (preservice teachers). The volunteers work with their buddy for 15 one hour sessions after which the psychologists test the students. This strategy is now in its seventh year and has assisted 281 students.

Many other strategies have also been implemented including joint professional learning, forums, a joint transition to school community calendar, transition learning and development statements, Early Learning is Fun, Literacy Village, practitioners visiting schools and services implementing best practice programs throughout Victoria (this has led to our upcoming Hastings' Book Day).

The partnership endures

Funding for the LSEY project ended in 2012 as planned. However the partnership continues to flourish. Western Port Catholic Parish supports the partnership financially to allow the PLT to meet, develop strategies and, via the Practitioner Network, implement them across the town. We have accessed funding from Department of Human Services (DHS), and more recently, Good Shepherd ANZ and Gandel Philanthropy, to enable us to employ a Family Engagement Worker (FEW) to work with vulnerable families and assist them to connect with the community.

Through our LSEY partnership, further opportunities continue to open up. Last year staff from the three primary schools worked together on a literacy project with Monash University, and we had our first Hastings Book Day. Local shop keepers decorated their shop windows, dressed up as their favourite book character and read to the groups of prep and preschool aged children as they visited their shops.

The AEDI/AEDC was conducted again in 2012 and most recently in 2015. In 2009 in the language and cognitive skills domain, Hastings' percentage vulnerable decreased to 25.6% in 2012 and 17.4% in 2015 (compared to 6.1% and 6.3% in Victoria).

Our partnership's philosophy is it takes a village to raise a child and in Hastings we are seeing that when a village takes on the responsibility of raising a child, the whole village gains.

Richard Mucha is the Principal of St Mary's Primary School Hastings and an active IEU member.



Learn your 3Rs

Respect, Relationships, Reconciliation

A new online resource has been launched to help teachers convey understandings of appropriate cultural Aboriginal and Torres Strait Islander protocols.

Aboriginal and Torres Strait Islander studies can be a topic that produces some anxiety for teachers who are not Indigenous. To help build teaching confidence, Monash University's Dr Peter Anderson has developed the resource 3Rs – Respect, Relationships, Reconciliation directly aimed for use by teachers. As chair of the Australian Indigenous Lecturers in Initial Teacher Education Association, Dr Anderson said the resource will help teachers identify and respond to racism, better understand their own prejudices and help boost expectations of Indigenous students.

"The hope is this will pave the way for teachers to teach students a broader understanding of and respect for Aboriginal and Torres Strait Islander peoples, histories, cultures and languages," he said.

"It also aims to promote reconciliation between Aboriginal and Torres Strait Islander and non Indigenous Australians by reviewing existing units of study to help graduates who have studied education to become better and more respectful Indigenous teachers."

What are the 3Rs?

The 3Rs features various units and modules for teachers to use, including: promoting reconciliation and building positive relationships; exploring cultures, identity and values; teaching diversity, inclusion and countering racism; and understanding cultural protocols and significant events. Launched

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”

at the Australian Council of Deans of Education (ACDE) forum in June this year, Dr Anderson said a strong commitment had already been seen from the ACDE in terms of Indigenous education from early childhood through to a tertiary level.

Confident teachers

Dr Anderson said the resource will provide support and allow teachers to be more confident in teaching these issues and having these conversations with students.

“A perfect example of this is the recent debate around what should be taught about the invasion or colonial settlement of Australia, but it is important to offer both perspectives. Stereotypes can be problematic and it is about educating the teacher first around the issues.”

He said he had seen many in service teachers who were not equipped with the skills or confidence to engage in teaching Indigenous studies in the classroom.

“People still say ‘them, they and those’ rather than Aboriginal and Torres Strait Islander peoples or Indigenous people. Even governments tend to shorten us to acronyms like ‘ATSI’ – ‘Aboriginal and Torres Strait Islanders’ – which in itself is dehumanising. These are simple things to be learnt in the classroom and once students realise we are not just acronyms, they start to understand we are actually talking about a living and breathing race of people.”

He said if teachers do not have Indigenous students in their classroom, they can disengage from the entire learning space. “When we talk about Indigenous education a lot of people think that’s only to do with Indigenous kids in their class, which isn’t true.”

“I predominantly teach non Indigenous learners in my preservice classes and a lot of them are disappointed in what they have learnt at school. It is not just about cutting out and colouring in boomerangs during NAIDOC Week.”

Dr Anderson said the 3Rs tool is based around the craft of teaching and pedagogy.

“It is useful and will resonate with teachers because it is practice based and translates directly into how to do things in the classroom, which teachers can work through at their own pace. It’s important to remember not to focus on the negative stereotypes when developing lessons.

Focus instead on the contributions Aboriginal people have made to our society – shaping our identity as a nation.

“It is about challenging students and their teachers to see different and

positive perspectives as well as changing the narrative around Indigenous people in this country.”

Indigenous teachers in the classroom

Dr Anderson believes more Indigenous people will come into the profession and stay in the profession once we delve more into learning Indigenous studies.

He said this can be achieved through the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI). MATSITI is a national four year initiative to increase the number and professional capacity of Aboriginal and Torres Strait Islander teachers in Australian schools.

“We only have around 3000 Indigenous teachers across all sectors in Australia compared to 450,000 non Indigenous teachers, and we hope to encourage more through this initiative.”

To access the 3Rs learning resource, visit www.rrr.edu.au

For more information on MATSITI, go to www.matsiti.edu.au

Other useful digital resources for teaching Indigenous culture

Welcome to Country

This app provides the user with simple information on traditional owners’ culture and heritage protocols right across Australia. It also provides information on the cultures and languages groups that exist as well as relevant information about customs of the tribe within that tribal geo boundary. www.welcometocountry.mobi/about/

FirstVoices Chat

FirstVoices Chat is a multilingual texting app with keypads in more than 100 Indigenous languages from around the world. It was first developed in response to First Nations youth who wanted to communicate via social media in their own languages. Many Indigenous writing systems use unique characters previously unavailable in mobile technologies and FirstVoices helps combat language extinction and support language and culture teaching around the world. www.firstvoices.com/en/home

NLanguages – Anindilyakwa

A flash card language app developed by the Northern Territory Library comprising everyday words and phrases in Anindilyakwa and English. This app is designed as a bilingual literacy tool for people of all ages in Anindilyakwa communities, as well as English-speaking workers and visitors to the Groote Eylandt region in Northern Australia. <http://library.health.nt.gov.au/mobileresources/ntlanguages>

For further information on many other Indigenous language apps see www.rnld.org/languageapps

Will specialised maths training add up for primary teachers?

The dominant model of primary school teaching is that of the generalist primary teacher. The teacher is expected to be across the content and specific pedagogy of all the six Key Learning Areas (KLAs).

Teacher education courses are structured to meet this expectation. From 2007, the NSW Institute of Teachers required primary undergraduate programs to include three units in each of English/literacy and mathematics/numeracy, with two units in each of the other four KLAs (14 units out of a total of 32 units in a typical program).

From 2012, new national requirements modified this to require 16 of the 32 units to be focused on the content and pedagogy of the KLAs, with at least two in each area. Two year graduate programs require two units in each of English and maths, and one in each of the other four KLAs.

In 2013, the NSW Government endorsed the *Great Teaching, Inspired Learning* report (GTIL), which included a recommendation for specialist strands in mathematics and other areas to be developed within primary programs.

Concerned debate

While this recommendation was not premised on a perception of weakness in the teaching of primary mathematics, a concurrent public and professional debate did indeed embody this concern.

Assertions of fragility in the grasp of mathematics by many primary teachers (with little evidence proffered) and concern about flat lining or even declining NAPLAN/PISA trends, along with the controversy over low ATAR entry scores for many initial teacher education (ITE) programs, gave impetus to calls for greater

concentration on science and mathematics teacher preparation.

This fitted easily into a wider debate around the necessity for a stronger effort in STEM subjects across all levels of education.

The Federal Government's Teacher Education Ministerial Advisory Group's (TEMAG) report in 2015 was more direct in lamenting teacher preparation in these areas and called for all primary teaching graduates to have a specialisation, with initial focus on STEM subjects.

NSW approach

Following GTIL, a 2015 pre-election commitment of the NSW Government was that the Board of Studies, Teaching, and Educational Standards (BOSTES) would work with universities to include a specialist mathematics, science and technology or languages strand within primary ITE programs.

The approach adopted is not premised on moving the model of primary teaching from the generalist cross KLA teacher to a secondary teaching model.

Rather, within the generalist framework of primary degrees, there is the opportunity for teachers to specialise in mathematics (and science and technology/languages) and over time all KLAs will have a specialist framework as well.

Increased capacity

This should be seen as providing a stronger capacity in mathematics that, once the graduate has been

There was evidence of practicum students having little opportunity to prepare for and take maths classes seemingly due to a lack of confidence in the supervising teachers.

successfully inducted into teaching with all the new learning that entails, should become available as a resource to colleagues.

Such a specialist would be able to take the lead in supporting colleagues not confident in maths, to be a leader in professional development activities within the school, to provide direction in the supervision of primary practicum students in mathematics teaching, and in mentoring new teachers in this KLA.

The approach adopted is voluntary for both university providers, and for students. The intention is that the more capable students might seek to pursue what is designed as a challenging program.

The approach supports, and is consistent with, the National STEM School Education Strategy which was developed by NSW and adopted by the Education Council of Ministers in December 2015.

The Office of the Australian Chief Scientist has released a paper on mathematics teaching in primary schools that is also consistent with the NSW approach.

This is the first time an Australian jurisdiction has developed such a policy. The initiative depended on the willingness of a number of universities to work on the policy framework and to design appropriate programs.

This is now well underway in a number of universities. BOSTES has not adopted the TEMAG proposal of every graduate being termed a specialist on the basis of some minor additional study in any KLA area, though it should be noted that some national work is seeking to develop a framework for this.

Policy framework

The requirement for a specialisation recognised by BOSTES is:

- a total of at least six units (0.75 EFTSL) of discipline and/or discipline specific curriculum and pedagogical studies in an undergraduate program, or
- at least three units (0.375 EFTSL) of discipline and/or discipline specific curriculum and pedagogical studies in a graduate entry program building on at least four units (0.5 EFTSL) of discipline in the underlying bachelor degree.

Other elements of the framework envision:

- careful advice to and selection of candidates focusing on academic attainments and enthusiasm for the area
- mentoring support and tailored assistance to gain competence in the challenging discipline content
- targeted allocation of schools for practicum placement, with tailored

support and supervision from within the school and support for the school by the university, and

- provision of access to professional teaching associations, other professional learning providers and educational researchers.

The framework includes a description of indicative content to be addressed across the suite of units. This, with the whole policy, can be found at www.nswteachers.nsw.edu.au/publications-policies-resources/policies/

The timeliness of this development was indicated by the findings of the Learning to Teach Primary Mathematics Report www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/implementation/initiatives-for-higher-education-providers/ produced by BOSTES in 2016.

Expert panel

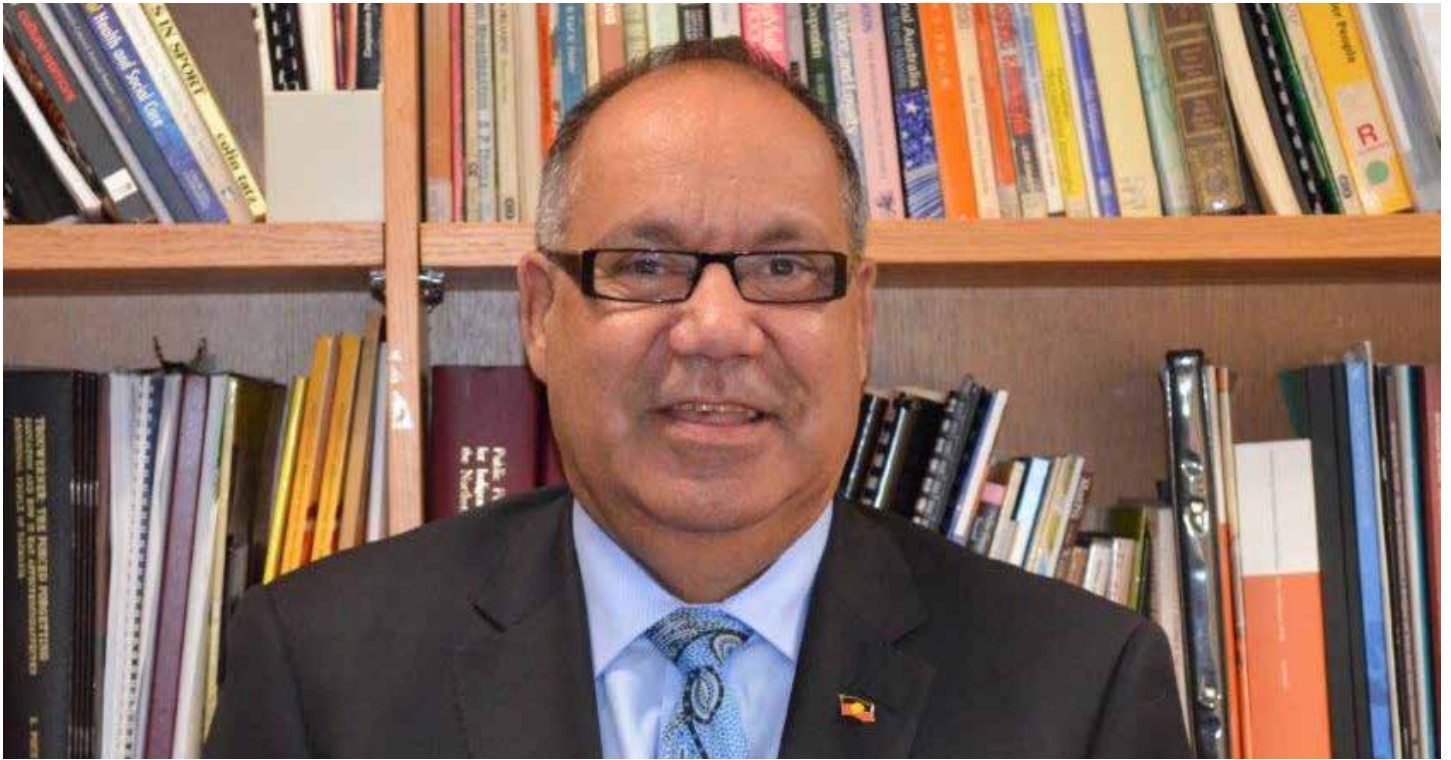
An expert panel of teachers and teacher academics in primary mathematics teaching found that there was evidence of practicum students having little opportunity to prepare for and take maths classes seemingly due to a lack of confidence in the supervising teachers.

This created a case for targeted professional development support in primary mathematics teaching for mentors and supervisors, for both student and graduate teachers through induction, as well as the development of specific resources to assist teachers working towards Proficient Teacher accreditation in the area of mathematics teaching.

The full benefit of the specialisation initiative will require explicit support from employing authorities in targeting such teachers for employment, and creative engagement of such teachers – once they have completed their full induction into teaching, including in the non mathematical KLAs – within the professional development and collegial teaching strategies within the school.

Overall, there is a case for the emergence of a more explicit and expertly led consensus around what constitutes high quality primary mathematics teaching, with a high degree of continuity across teacher preparation and school practice at neophyte and expert levels.

Patrick Lee is a former teacher and long term official of the IEU including Assistant Secretary in Queensland, Federal Secretary and President, and Deputy General Secretary in NSW. He was Chief Executive of the former NSW Institute of Teachers and provides consulting advice to BOSTES.



How to attract and retain

Aboriginal or Torres Strait Islander teachers at your school

Successful engagement of Aboriginal and Torres Strait Islanders in the teaching profession is essential for greater education success for all students. More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) Project Leader and Australian Council of Deans of Education (ACDE) Board Member Professor Peter Buckskin provided IE Journalist Sue Osborne with a few ideas schools might implement to improve their recruitment and retention rates.

Schools need to be places that acknowledge and respect diversity. Australian schools should be places where Aboriginal and Torres Strait Islander histories and cultures are acknowledged and celebrated, Professor Buckskin said.

Aboriginal and Torres Strait Islander perspectives need to be “built in, not bolted on”, with a cross curriculum emphasis, he said.

Schools should ensure teacher recruitment materials make it clear that Aboriginal and Torres Strait Islander applicants are welcomed and encouraged.

The school culture and atmosphere should be inclusive. Professor Buckskin recommends schools consider developing a Reconciliation Action Plan (RAP).

Reconciliation Australia's Narragunawali policy will assist schools in this matter.

However, there are some practical steps schools could take immediately to create a better awareness of Aboriginal histories and cultures, such as putting a sign by the school gate acknowledging the Aboriginal peoples whose traditional land the school is built upon. Flying the Aboriginal flag and acknowledging significant dates such as Reconciliation Week and NAIDOC Week are other practical steps.

“All these actions are culturally respectful and will assist schools to start a conversation with the local Aboriginal communities” Professor Buckskin said.

“There should be a natural preparedness to create a culture where negative comments from parents are dealt with

Fast facts - Australia wide

- Aboriginal and Torres Strait Islander peoples comprise only 1.2% of the teaching workforce but 4.9% of school students.
- In 2012, 2661 out of 450,000 teachers identified as Aboriginal or Torres Strait Islander people.
- In 2015 there were 3100 Aboriginal or Torres Strait Islander peoples in the teaching workforce.
- The median age of Aboriginal or Torres Strait Islander teachers is 40.
- 83% of Aboriginal or Torres Strait Islander teachers are classroom teachers, 7% are deputy principals, and 3% are principals. the remainder were not specified.
- 80% of Aboriginal or Torres Strait Islander teachers are in ongoing employment, 17% are on fixed term contracts, and 3% are casual.
- Nearly half (49%) of Aboriginal or Torres Strait Islander teachers are employed in major cities, while one in 10 are employed in remote or very remote areas.
- The number of Aboriginal or Torres Strait Islander students in teacher education has doubled (an increase of 53%) between 2001 and 2014.

“
Similarly, staff should not stay quiet when racist comments are made in the staffroom or classroom. Like all teachers Aboriginal and Torres Strait Islander teachers need to feel culturally safe in their school environment.”

immediately in a positive way by all the staff,” Professor Buckskin said.

Using the Aboriginal or Torres Strait Islander teacher as the school’s defacto ‘Aboriginal liaison officer’ to deal with all student/family issues, or discipline issues involving Aboriginal or Torres Strait Islander students, was also inappropriate.

“They should no more be earmarked for that role than any other teachers, unless they particularly volunteer for it”, Professor Buckskin said.

“Similarly, staff should not stay quiet when racist comments are made in the staffroom or classroom. Like all teachers Aboriginal and Torres Strait Islander teachers need to feel culturally safe in their school environment.

“First and foremost, schools should respect the person as a teacher with

equal standing with all other teachers, and accept the rich cultural knowledge they bring to the school as a bonus for the school community,” he said.

“Assuming that the Aboriginal or Torres Strait Islander teacher knows everything about Aboriginal culture and can deal with all matters regarding that is a mistake. They may be working in a different language group area and in a different community from their own, where they do not have the connections.”

Finally, Professor Buckskin recommends schools create a relationship with the elders and leaders in their community, by including them as guests at significant school events.

Case Study Christopher Duncan



Good Samaritan Catholic College teacher Christopher Duncan graduated from the Australian Catholic University last year.

He’s teaching legal studies, history, geography and religion at a south western Sydney school.

He had his heart set on a teaching career from early in his high school days, having had some ‘fantastic teachers’ and an urge to “impart knowledge and help shape the future”, although no one in his family is a teacher.

Having a support person or mentor with an Aboriginal perspective through university, the practicums and at his first year of teaching had been invaluable.

Christopher draws on the support of the Aboriginal advisor supplied by Sydney Catholic Schools. When such a support is not available, schools should look to having someone connected with community that can provide support to new teachers, he said.

Regardless of Aboriginality, it’s crucial there is a school based mentor to assist new teachers

through their tricky first few years of teaching.

“Having an Aboriginal teacher in a school brings huge benefits and providing that presence that Aboriginal students can look to makes a big difference to them,” Christopher said.

“You can attract Aboriginal or Torres Strait Islander teachers by proving you have strong support and a network in place for them. It’s a cyclical thing, the more support you have, the more you will attract teachers.”

Christopher agreed with Professor Buckskin’s comment that it is most important to respect each teacher as a professional in their field.

He had witnessed the burden placed on others when they are made to be the standard bearer of everything Aboriginal.

“As a legal studies teacher I certainly would not like to be put in front of a class in music to teach them about Aboriginal music,” he said.

“My own experience throughout university, my four pracs, including 10 weeks at Patrician Brothers Fairfield, have all been positive and I’ve been respected as a teacher at all times,” he said.

School leadership builds ATSI cultural competence

During a holiday to Singapore I visited the Changi Prison Visitors Centre, Curriculum Development Coordinator Pauline Sloane writes.

The tour concluded at the Prisoners' Chapel, a symbol of their struggle. The Japanese had purposely wrecked the chapel several times as a means of punishment. Stubbornly, each time the prisoners had rebuilt it. It was a moving experience. As I was leaving the chapel I heard a woman crying in a manner I can only describe as 'goose bump causing'. I went to her to see if I could help. She sobbed, "I didn't know this, I wasn't taught this at school in Japan".

I had been a history teacher for a large part of my teaching career and I felt that I had always gone above and beyond the textbook version of Australian history, but this experience forced me to reflect. At that moment I had no idea just how much I too had left out.

Years later I came to work at the Koorie Heritage Trust and within a short time I understood the despair of that Japanese woman, more so, because I had been responsible for teaching and overseeing a curriculum which I now know was seriously flawed. I had included Wave Hill but not Cumergunga, Lake Mungo but not Lake Condah, the Freedom Rides but not William Barak and Simon Wonga and Coranderrk, Myall Creek but not the exhaustive list that can be seen on sites listed in the Tuckerbag Resource presented in the Strategic Partnerships Schools Leadership Cultural Competency Program (SPP).

My Aboriginal cultural education mentors informed me that I was not alone. Their incredible knowledge so passionately



ACKNOWLEDGEMENT OF COUNTRY



I had been responsible for teaching and overseeing a curriculum which I now know was seriously flawed.

passed on to me was the genesis of the SPP. Australian history needs to be truthful and respectful. Ignorance is no longer an excuse. I was recently asked, "What are we supposed to teach primary school children - do we have to go back to the negative?" The sanitising attitude is still very strong. The premise of this program is that without the truth there can be no healing, without the truth Dr Mark Rose's term 'knowledge apartheid' continues. We need to share the truth; the untold history. It is also not simply about the negatives of the past but a balance of the positives today seen in a living vibrant culture.

SPP: Building cultural competence

The first two hours of this leadership program is delivered by Rob Hyatt: Education Manager and Cultural Educator. Rob emphasises the importance of culture and the positive effect it has in strengthening identity. Both lead to an optimistic future where health and wellbeing outcomes begin to close the gap between Aboriginal and Torres Strait Islander people and the broader Australian population. For the two decades prior to joining the Koorie Heritage Trust, Rob forged a career in the area of Aboriginal Sport and Recreation. During this time he facilitated a number of youth leadership camps. Because of perceived and actual racism they witnessed or endured in the education arena, many of the youths who attended had varying degrees of difficulty identifying as an Aboriginal person. This program suggests ways identity can be better understood and consequently addressed.

There are simple ways for schools to play their part. This can be achieved by simply displaying all of Australia's three official flags; a language map; as well as student work indicating they have been studying their local Aboriginal culture. These simple, visual, cues provide a welcoming environment for Aboriginal students and their families.

In addition, the entire school can have a positive experience by engaging with the Elders and local community members sharing their knowledge and experience. This can happen as part of curriculum delivery or during celebration of Aboriginal events such as NAIDOC Week. Respect is something that can be demonstrated through either an acknowledgement of country, or a Welcome by a local Elder for school events. Revisiting the curriculum, in partnership with the local community, will develop culturally accurate material related to the country on which the school stands, and generate better understanding of local history and culture.

Three key focus areas

SPP focuses specifically on three areas. The first is cultural awareness, which provides insight into the history of Australia from an Aboriginal perspective demonstrating its impact on shaping Aboriginal communities today, and their experiences within the education system. The second is cultural competency. This provides educators with confidence, and a culturally authentic curriculum to deliver to Aboriginal students, their families and communities, as well as the broader school community. And finally, cultural safety builds on awareness and competency. This creates the welcoming school environment where students can be supported in their cultural identity.

These three areas are workshoped, then participants are provided with resources through the final third of the program so as to begin to implement this knowledge.

Working with your curriculum

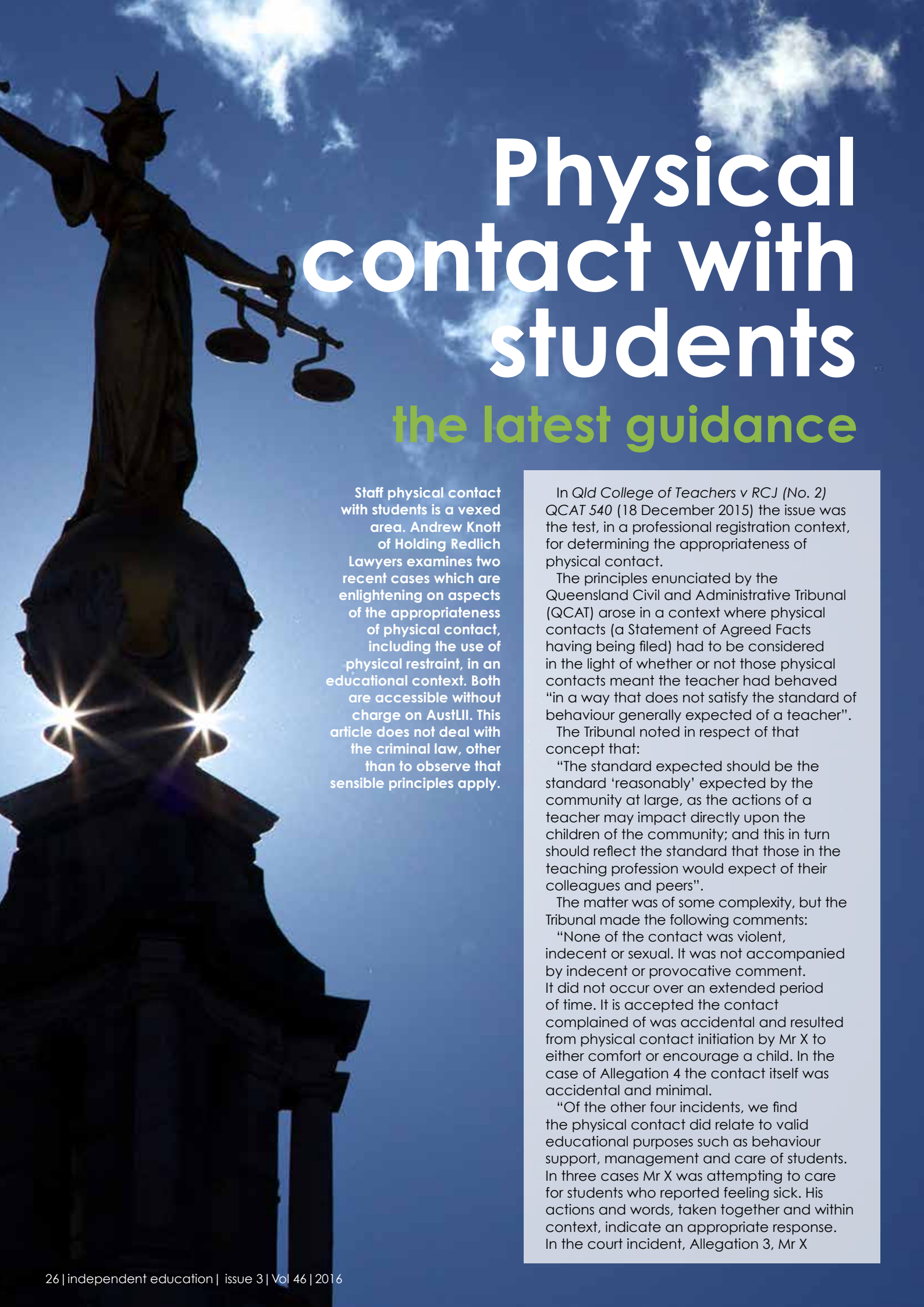
The final hour introduces Tuckerbag, a resource developed to assist curriculum leaders, departmental heads and classroom teachers to implement a program that addresses the Victorian Curriculum (also the Australian Curriculum). This resource has been ratified by The Victorian Aboriginal Education Association. It incorporates and addresses key points in Marrung, the Victorian Education Plan for 2016-2026. Marrung aims to develop a "Victorian community that values and respects Aboriginal and Torres Strait Islander cultures, including through embedding Aboriginal perspectives in the Victorian Curriculum".

South eastern Australia's Aboriginal history, culture and country are rich and diverse. Many of the links in Tuckerbag provide curriculum support that point educators in directions that they have previously not been able to access or thought to access. The common positive from participant evaluations is that they will seek to utilise the Tuckerbag resources in future curriculum development.

See our website for information
www.koorieheritagetrust.com.au

Reference

Gnokan Dana Murra Kor-ki
(Give me your hand my friend)
Co-authored by Pauline Sloane,
Curriculum Development Coordinator
and Rob Hyatt, Cultural Education Unit
Manager.



Physical contact with students

the latest guidance

Staff physical contact with students is a vexed area. Andrew Knott of Holding Redlich Lawyers examines two recent cases which are enlightening on aspects of the appropriateness of physical contact, including the use of physical restraint, in an educational context. Both are accessible without charge on AustLII. This article does not deal with the criminal law, other than to observe that sensible principles apply.

In *Qld College of Teachers v RCJ (No. 2)* QCAT 540 (18 December 2015) the issue was the test, in a professional registration context, for determining the appropriateness of physical contact.

The principles enunciated by the Queensland Civil and Administrative Tribunal (QCAT) arose in a context where physical contacts (a Statement of Agreed Facts having been filed) had to be considered in the light of whether or not those physical contacts meant the teacher had behaved "in a way that does not satisfy the standard of behaviour generally expected of a teacher".

The Tribunal noted in respect of that concept that:

"The standard expected should be the standard 'reasonably' expected by the community at large, as the actions of a teacher may impact directly upon the children of the community; and this in turn should reflect the standard that those in the teaching profession would expect of their colleagues and peers".

The matter was of some complexity, but the Tribunal made the following comments:

"None of the contact was violent, indecent or sexual. It was not accompanied by indecent or provocative comment. It did not occur over an extended period of time. It is accepted the contact complained of was accidental and resulted from physical contact initiation by Mr X to either comfort or encourage a child. In the case of Allegation 4 the contact itself was accidental and minimal.

"Of the other four incidents, we find the physical contact did relate to valid educational purposes such as behaviour support, management and care of students. In three cases Mr X was attempting to care for students who reported feeling sick. His actions and words, taken together and within context, indicate an appropriate response. In the court incident, Allegation 3, Mr X

was providing behaviour support by praising a student for good behaviour. This incident did not involve touching a sensitive body area."

The Tribunal dealt with an interesting point of law, the nature of the test to be applied. The Queensland College of Teachers submitted that the 'necessary test' applied, and the teacher's solicitors submitted that the proper standard is the 'reasonable test'.

The Tribunal held that the reasonable test was the appropriate test to apply.

"No harm has been identified which demonstrates a need for a higher standard. There is no evidence to suggest those children who respond well to spontaneous physical contact, such as a tussled head, or a 'high five', accompanied by a 'well done' should be denied it. It would be sad to think that celebration of a victory, or commiseration for a loss, would be restricted to singing the school song and passing a water bottle without fingers touching.

"The reasonable test gives sufficient protection to students without imposing artificial restrictions that remove their school life one step further from their after school world. Some schools may choose to develop policies which would implement the 'necessary test' and they are entitled to do so. This would then become relevant to what is reasonable in their school environment."

In relation to relevant considerations, the Tribunal commented:

"When assessing the incidents of physical touching against the standard of expected behaviour both parties agreed many factors could be considered to establish the context of the interaction. These include: the age of the students, whether they have a rapport with the teacher who is in turn aware of their needs and requirements, the level of distress of the student, the extent of the physical injuries, whether they are 'special needs' students and the policy of the school, which would in turn impact on the expectations of the students."

It was determined that there had been no breach by the teacher and no disciplinary action was taken.

The more one physically engages in physical contact with students the more one is at risk. Teachers should exercise caution, should communicate with the school administration, and discuss as a school staff, what it is considered appropriate in that particular environment, and then to ensure that their conduct is consistent with the agreed protocols in that school.

Ms RT v The School (2015) FWC 2927 (7 May 2015) is a decision of the Fair Work Commission, in respect to the dismissal of a teacher who had used masking tape across the laps of students to secure them to chairs. The reinstatement of the dismissed teacher was refused. In respect to this, the Commissioner stated:

"...I am not satisfied that in these respects [the teacher] followed the procedures for addressing such situations and the policy of dealing with inappropriate behaviour."


The critical conclusions in the case were:

"I have concluded that the allegations that [the teacher] secured the three reception children to their chairs with masking tape on multiple occasions was substantiated. I accept that the masking tape may not have touched the children's skin and that it may have been physically possible for the children to break out of this tape. Nevertheless, [the teacher] clearly intended that the children should regard themselves as 'secured'. The teacher's behaviour in these respects was inconsistent with the expectations of her as a teacher in terms of the guidelines and specified standards."

Repeated non compliance with employer policies was important in this case.

This case is an important reminder of the need for restraint in using restraint.

In different ways, these two cases (which should be read in full by those with a particular interest) illustrate sensible application of appropriate principles, and should encourage teachers to be confident of the sensible, and educationally aware, approach of courts and tribunals to this important issue.

The background of the page is a detailed architectural drawing, likely a site plan or floor plan. It features a grid of lines, some solid and some dashed, with various geometric shapes and labels. Labels include 'WA8', 'WA1', 'WA11', 'DW3', 'DW4', 'FD.', and numerical values like '0.40', '0.60', '0.50', '1.20', '1.10', '0.38', '1.60', and '0.95'. There are also triangular and circular symbols scattered throughout the drawing.

Designing minds for the future

Queensland high school students have tapped into a new model of design thinking, attending a workshop to help develop real world experiences in the fields of architecture and design, IE Journalist Alex Leggett writes.

Hosted by the State Library of Queensland (SLQ), the workshop focused on experimentation in construction, to enable innovative ideas and creative solutions to manage urban space as cities grow in the future.

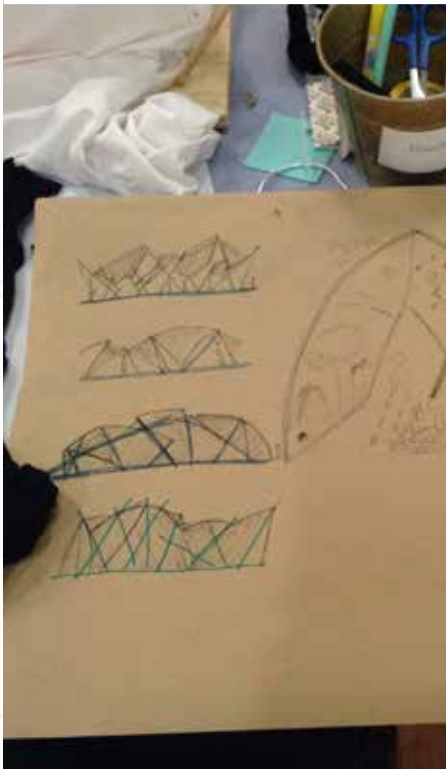
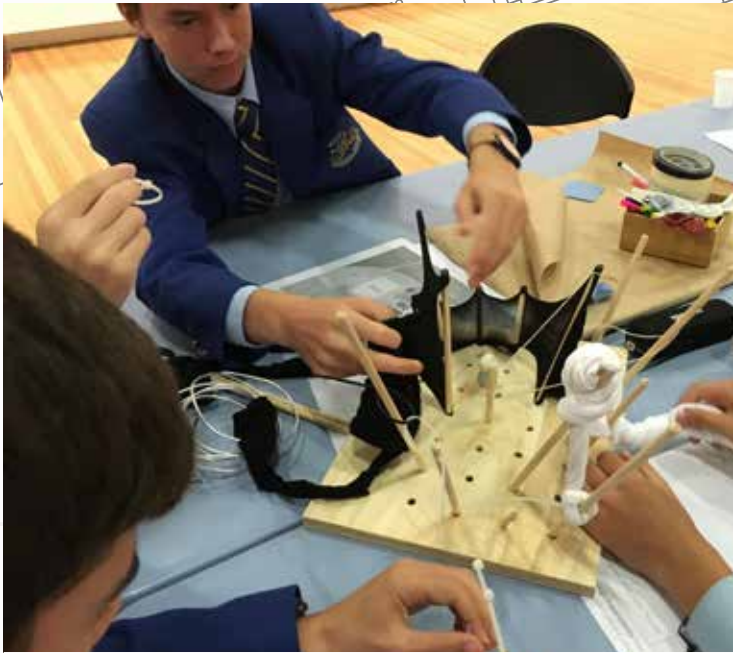
Design Minds Design Experiments allows students to design an interactive, experiential structure for the Cultural Precinct, a public space outside the SLQ.

IEUA-QNT member and Marist College Ashgrove teacher Peter Tuckwell, along with a group of art students, joined teams from other schools in Brisbane to take part in the workshop. Students were presented with the concept of pop up pavilions by real architects and designers from the UQ School of Architecture and Design Interaction team.

"The workshop exposed the students to architectural methodology as used by design professionals and this concept was extended with the inclusion of interactive experiences," Tuckwell said.

The workshop began in the State Library's Sulcus Loci exhibition room – an interactive installation developed by the University of Queensland (UQ) combining technology, art, architecture and the environment as part of the inaugural Asia Pacific Architecture Forum and World Science Festival.

He said from a teaching perspective, the workshop was a good opportunity to discuss practice and pedagogy with design professionals and compare ideas with teachers from other schools.



“The workshop exposed the students to architectural methodology as used by design professionals and this concept was extended with the inclusion of interactive experiences.”



The workshops were based on three concepts: Inquire, Ideate and Implement.

For the Inquire stage, students were introduced to materials that could be used and were given time to experiment with construction elements such as lycra, nylon, timber and wire. During this stage, interaction design was also introduced where students played with computer generated sound, light and vibration.

The next stage, Ideate, allowed the student groups to consider how tourists can 're-see' the Cultural Precinct by using an interactive structure. Groups surveyed the Cultural Precinct environment to select a suitable location for their proposal. Students then brainstormed and began forming their individual group ideations.

The final stage, Implement, involved returning to the materials, constructing a

model and presenting their concepts or prototypes to the collective body in the form of a 'pitch'.

"It was equally helpful to be able to brainstorm with the other participants and take away teaching strategies relevant for our art and design subjects."

The hunt for regional ambassadors

The SLQ is also seeking to appoint 'ambassadors', including teachers from across regional Queensland, that possess the "qualities of a 21st century educator" and have a broad network of influence, ideally through a teaching association or member organisation.

For more information on the workshop and Regional Ambassador program, visit www.designminds.org.au/design-experiments-workshop/

Listen and learn

If you're like me, you can sometimes spend more than an hour each day sitting in traffic on the way to or from work, NSW/ACT IEU Organiser Keith Heggart writes.

I get frustrated because I think of all the things that I would rather be doing and can't because of the traffic.

I recently decided that instead of bemoaning my lack of productivity, I was going to turn my half hour commute into a personalised, self directed professional learning session.

But that's where I struck a problem – there are literally hundreds of different educational podcasts out there, so how was I to find which ones suited me?

If I was going to make best use of this time, I needed to find podcasts that were regularly updated, applicable to my work and the Australian context, and sufficiently interesting that I didn't want to switch over to the radio.

After a bit of searching, I managed to come up with the list below. I hope that you'll find it useful. I've picked some that are Australian, but also a few with an international focus.

Teachers' Education Review <http://terpodcast.com>

This is a fortnightly podcast hosted by Cameron Malcher and Corinne Campbell. It's a lively podcast with lots of guests and a whole host of regular features. The best part about it is that Corinne and Cameron's guests are often regular teachers – so as a podcast goes, it's very close to practice, and filled with useful ideas for teachers. Corinne (@corisel) and Cameron (@Capitan_Typo) are both active on Twitter, too, and well worth following.

EdTechCrew <http://www.edtechcrew.net>

This podcast is a little more focused than Teachers' Education Review, as you might imagine from the name. Hosts Darrell Branson and Tony Richards use the podcast as a platform to talk about

all things digital in education, including technologies, issues, tools and many other topics. The good thing is that it is an open, up front discussion about the benefits and challenges of technology.

Angela Watson's Truth for Teachers <http://thecornerstoneforteachers.com/truth-for-teachers>

For a more international feel, check out Angela Watson's *Truth for Teachers* podcast. This is a weekly blast of only 10 minutes – a mix of feel good, inspirational and practice teaching strategies for teachers in primary and lower secondary. It's a little US centric, but sometimes it's just the ticket – especially on Monday morning!

Dan Carlin's Hardcore History <http://www.dancarlin.com>

As an old history teacher, I had to throw in a history podcast – and the best that I've found is Dan Carlin's *Hardcore History*. Dan doesn't release podcasts regularly, but when he does, they're well worth listening to, as he unpacks historical events and puzzles with careful thought and detailed discussion. Of course, should you not be a history teacher, there are hundreds of other podcasts to choose from that might suit your subject area better.

Overcast <https://overcast.fm>

My final entry isn't a podcast at all – but a tool that I've found really useful for listening to podcasts. Most phones or tablets come with something built in to listen to podcasts, but I stumbled across Overcast, and I have to say that it makes the listening experience much more pleasurable. The user interface is simple, bright and effective. It's free to download from the app store.





Changing face of counselling

In the public system in NSW school counsellors used to always come from a teaching background, although the Education Department has recently created a pathway into school counselling for people with psychology degrees, IE Journalist Sue Osborne writes.

In the non government system it's been a bit more flexible. School counsellors can be former teachers, but they can also be from a counselling, social work or psychology background. They could have worked in the health system or in private practice.

Two counsellors who spoke with IE said this variety is a good thing for students.

Martin Graham is a counsellor for the Diocese of Parramatta in western Sydney. He is a former high school teacher who decided to move into counselling 20 years ago.

"I felt I could form better relationships with students and help them more in a one on one relationship," Martin said.

He undertook a counselling course, followed by a Masters in Pastoral Guidance at the Australian Catholic University, finally qualifying as a psychologist in 2000.

Martin said the majority of his counsellor colleagues are not former teachers, and this has changed in recent years.

"Most come from a psychology or social work background and have not

worked in schools before. The required level of qualifications has increased in recent years, reflecting an increased professionalisation of counselling. It is no longer expected that a teacher will move over from a pastoral role in a school to become the school counsellor."

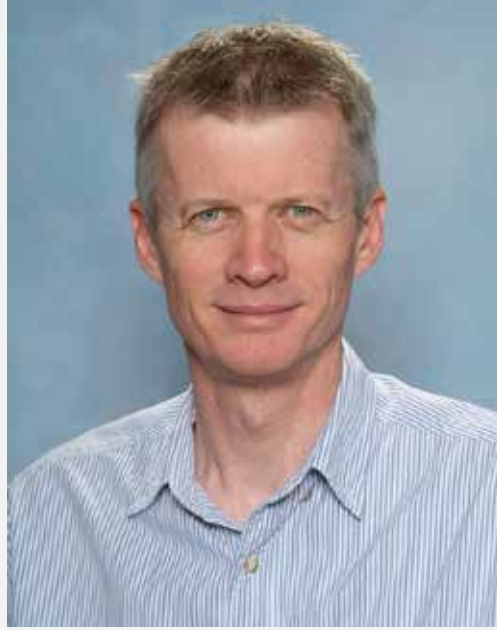
While someone from a health background may have initial challenges negotiating the way schools are run, in the long run there are no disadvantages, Martin said.

"There is less of an educational focus in terms of psychological testing carried out by counsellors in the non government system compared to the public system.

"The job is mostly working directly with students, or small groups of students, collaborating with staff and consulting on school wellbeing.

"It also involves working with parents to arrange referrals to other professionals, contributing to staff development and helping to manage serious incidents affecting the school.

"I also run a staff/student mentoring program at my school to provide extra support for selected students."



“
Working
with young
people and
assisting
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their way in
the world is
a privilege.”

Nowadays challenges faced by students have increased to include cyberbullying, and depression and anxiety are more common, as is discussion on sexuality and gender identity.

"There's more awareness of mental health issues now, and kids will come to you with a self diagnosis of anxiety or depression – using that terminology – which never used to happen."

Martin said he gets the most satisfaction from his work when he can connect with a student and change their perspective on a situation, or even change the situation altogether.

"Some students have few people in their lives they can talk to and raise issues with."

Whole child

Sue Livingstone trained as an early childhood teacher and worked in infants (as it was then called) for about eight years before moving into counselling.

"I was always interested in the whole child, not just teaching them reading, writing and 'rithmetic'," Sue said.

"I went into natural therapies but found my interest was more on the emotional rather than the physical side. I decided to train as a counsellor and I got the position with CatholicCare in the Wollongong area."

Sue's time is shared between a high school and a primary school in the Diocese of Wollongong, with five days a fortnight at the high school and the equivalent of one and a quarter days a week at the primary school.

In her time with CatholicCare Sue has worked in many primary schools and also spent 11 years working in an independent school for students with an intellectual disability.

Along with other school counsellors who choose to do so, she also provides clinical and professional supervision to other

school and generalist counsellors, CEO staff and workers from other organisations

She has worked at the same high school for 16 years and the primary school for three. CatholicCare provide counselling services to a number of dioceses in NSW and the ACT.

Sue said her colleagues are probably equally split with a third being counsellors, a third psychologists and a third social workers. Only two people on the present team are former teachers.

"One thing we've all got in common is we're all passionate about helping children," she said.

"It is not necessary to come from a school background.

"My colleagues come from a variety of backgrounds such as drug and alcohol, working with refugees, child protection or private practice,

"I think this is a positive for the profession and it brings a variety of points of view and opinions on how to deal with issues."

Family breakdown and conflict in the home has been the main source of challenges for students throughout Sue's 16 year career, along with dealing with grief and loss, anxiety and depression.

"Working with young people and assisting them find their way in the world is a privilege."

While private practitioners and other external organisations also have an important role to play, Sue believes counsellors in schools are in a unique position to help students, compared with private practitioners.

"We are right on the school premises. We can deal with the issues as they arise.

"Referrals to outside practitioners are difficult for many families. Not everyone can afford it or are able to easily get away from work to take their children to see someone.

"Many of the most vulnerable students may have families who cannot access someone outside of school.

"I think it would be beneficial for the government to provide more financial support for school, TAFE and university based counselling and services as they provide such a crucial on site service."

Support for counsellors

There are a number of professional associations that counsellors can belong to for support, in addition to the IEU.

These include:

The Australian Psychological Society
www.psychology.org.au/

The Australian Psychologists and Counsellors in Schools NSW

www.apacsnsw.org.au/home

The Australian Association of Social Workers

www.aasw.asn.au/

Traditional storytelling



Magabala Books is Australia's leading Indigenous publisher located in Broome on Yawuru and Djungan country in the far north of Western Australia.

It was born out of a traditional Aboriginal song and dance festival held in September 1984 at Ngumpan near Fitzroy Crossing in the Kimberley region of WA.

Here it was decided that an organisation be established that was firmly rooted in Aboriginal law and culture. The Kimberley Aboriginal Law and Culture Centre (KALACC), was to be run by Aboriginal leaders and one of its aims was to protect the rights of traditional storytellers and artists.

This aim led to the establishment of KALACC's publishing arm and in 1987 Magabala Books published its first title, *Mayi: Some Bushfruits of the West Kimberley* by Merrilee Lands. *Wandering Girl*, the highly acclaimed autobiography by Glenyse Ward, soon followed.

In March 1990 Magabala Books became an independent Aboriginal Corporation with the objective to preserve, develop and promote Australian Aboriginal and Torres Strait Islander cultures and protect the rights of traditional storytellers and artists.

Since that time, Magabala Books has published more than 150 titles across many genres, including fiction, non-fiction, biography, poetry, young adult, and children's – their most popular titles. Their books can be purchased online through their website and via NewSouth Books, who distribute Magabala Books' titles into bookstores around the country. They are also sold internationally via Independent Publishers Group (IPG) in the USA and Canada. Many of their titles are available as ebooks and teacher's notes are available for the majority of their children's titles.

Over the years, a number of Magabala titles and authors have won national awards. These include: *Fog a Dox* by Bruce Pascoe, winner of the Prime

Minister's 2013 Literary Award for Young Adult Fiction; *Ruby Moonlight* by Ali Cobby Eckermann, Book of the Year and Kenneth Slessor Poetry Prize winner in the NSW Premier's 2013 Literary Awards.

In addition to its publishing arm, Magabala Books strives to support the professional development of established Indigenous creators and has a commitment to nurturing young and emerging Indigenous writers and artists through its annual Australian Indigenous Creator Scholarships program, which was established in 2013. Other key projects include the Magabala Literary Fund – which aims to ensure new stories are written and published and books of significance remain in print. There is also *Small Seeds Big Reads: Magabala Books for Little Hands*, a philanthropic project that aims to improve literacy and increase young people's understanding of Indigenous culture by providing books to children who otherwise would not have access.

In 2017, Magabala Books will celebrate its 30th birthday. More than just a publisher, Magabala Books has played – and continues to play – an important role, along with other pioneers in Indigenous publishing, in changing the way that books about Aboriginal and Torres Strait culture are commissioned, conceptualised, written and published.

For more information visit www.magabala.com

Magabala giveaway

Readers of *IE* can go into a draw to receive a copy of one Magabala's latest publications.

Email entries to giveaways@ieu.asn.au with Magabala in the subject line and your name, membership number and address in the body of the email. All entries to be received by 7 December.

“Magabala Books has played an important role in changing the way that books about Aboriginal and Torres Strait culture are commissioned, conceptualised, written and published.”



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NSW and ACT Teachers

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Articles in IEU publications relevant to professional practice (not industrial matters) can be reflected upon and discussed, using the Australian Professional Standards for Teachers, for the purposes of teacher identified or self identified activities.

Remember to log your professional reading with BOSTES or TQI. For more information refer to BOSTES or TQI websites.



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