



independent education

issue 1 | Vol 50 | 2020

**Ralph's street
retreats**

P11

**Gender violence
training**

P8

Great deals for members at **The Good Guys**

**THE
GOOD
GUYS®**

COMMERCIAL



As a valued Union Shopper member you can now get exclusive access to a new online shopping site with The Good Guys Commercial. You will be able to see 'live' discounted pricing on the entire The Good Guys range – that's great deals on over 4,000 products! And you will be able to make your purchases online – **saving you time and money.**

↪ To register for online access to The Good Guys Commercial website, visit **www.unionshopper.com.au/the-good-guys/** or phone **1300 368 117**



1300 368 117 unionshopper.com.au

We've made a promise.

To be a **champion** for our **teachers** – the way they're champions for our kids.

So that even on days that feel a little tougher than usual, you can be sure someone's there to **care** for your **health and wellbeing.**

Lisa, THF member



We're for teachers – that's our promise.

To find out more about what we can do for you, head to teachershealth.com.au/promise

Eligibility criteria and conditions apply. Teachers Federation Health Ltd ABN 86 097 030 414 trading as Teachers Health. A Registered Private Health Insurer. IEU-NAT-02/20

**TEACHERS
HEALTH**

We're for teachers



independent education

issue 1 | Vol 50 | 2020

Executive Editors

Deb James
Mark Northam
Terry Burke

Managing Editor

Bronwyn Ridgway

Editorial Committee

Mykeala Campanini
Cathy Hickey
Sue Osborne
Bronwyn Ridgway
Gloria Taylor
Jessica Willis

Journalists

Mykeala Campanini
Monica Crouch
Sue Osborne
Bronwyn Ridgway
Jessica Willis

Design

Chris Ruddell

Cover photo

Angus Hoy

About us

IE is the professional journal of the Independent Education Union of Australia. It is published for members and subscribers and has a circulation of approximately 70,000.

The contents of this journal do not necessarily reflect the views of the IEUA or the editors nor imply endorsement by them.

IE online

www.ieu.asn.au/publications/

Contributions

Contributions from members are welcome. Printing does not reflect endorsement and contributions may be edited at the editor's discretion.

Email iemagazine@ieu.asn.au

Advertising

Chris Ruddell - (02) 8202 8900

Advertising is carried in

IE in order to minimise costs.

Advertising does not in any way reflect endorsement of the products or services.

Subscriptions

IE is available free to members

of IEUA, or by subscription,

contact Tania Yardley

tania@ieu.asn.au

(02) 8202 8900

Print Post Number 100007506

NSW and ACT Teachers

Reading this publication may count as PD professional reading can be included as part of your PD or PL for maintenance purposes. Remember to log your professional reading with NESA or TQI. For more information refer to NESA or TQI websites.



The future for school librarians

School libraries are much more than books. They are evolving spaces at the forefront of connected learning and hubs of creativity that spark real world interests...

14

AUSWIDE

News and views from around Australia...

Kaleidoscope: Herb Smith

Herb Smith's business, Dreamtime Tuka, is a tribute to his grandparents...

Gender violence training

As workers, we all deserve to be safe at work...

Ralph's street retreats

What can students from a Catholic college on the leafy north shore learn from the homeless?

Giving girls the tools to succeed in STEM

A new initiative funded by the Australian Government aims to encourage girls to study and pursue...

Wellbeing: The new frontier

Teaching is one of the hardest professions in the world, Zephyr Bloch-Jorgensen writes...

Learning from history

Teachers play a crucial role in educating the younger generations on the history of the Holocaust....

4 Anxiety and students

What does anxiety look like and what can we do to minimise its impact on learning?

6 Differentiation: Top 10 tips

Differentiation has been the buzz word for the last few years in curriculum.

8 Legislation on data breaches in schools

Over the last few years, schools have had to deal with a raft of new legislative compliance schemes.

16 Transformational professional learning

What, why and how?

18 Pay increases kickstart girls' sporting ambitions

Are pay improvements in women's sport influencing participation at school?...

22 Reclaiming professional discourse

There's something missing from public discourse about education...

24

28

30

32

34

35



Editorial

Welcome to the first edition of *IE* for 2020, which offers professional articles and papers on diverse topics, along with classroom resources and heart warming accounts of social justice programs.

In the last few months, Australia's teachers and support staff have been confronted with huge challenges in their communities and workplaces: drought, fire and flood and now the world wide threat of COVID-19. These affect us all as well as the way education is delivered and the ability of students to actively participate.

We know that teachers and support staff play key leadership roles in their communities, nurturing and caring for their students and the wellbeing of colleagues.

In this edition of *IE* you'll read about a scientific approach to understanding wellbeing; Zeph Bloch-Jorgensen writes "feeling well is elemental to our ability to teach optimally and intrinsically, and important to mental, emotional and physical wellbeing" (p18).

Our love of books and libraries brings us to a new discussion, where the digital world is vying with physical spaces for libraries in schools. Teacher librarians, working in this real space, are integral in fostering connections. Libraries offer invaluable open spaces for collaborative and individual learning and more - read about the future for school librarians (p14).

In non government schools, the principles of social justice underpin so much of our teaching. St Leos' Catholic College on Sydney's North Shore takes students into the city's alcoves and laneways for a deeper understanding about the lives of our homeless people and what led them to sleeping rough (p11).

We know that we all must be safe at work, but how can we work together to ensure that our workplaces are safe and respectful? In this edition, Tiarne Crowther writes about gender violence training (p8) and the latest resources on respectful relationships have been compiled for your use (p9).

An academic and insightful paper by Kathryn Harvey on student anxiety will help you understand the issues and recognise the signs (p24).

There's great reading in these pages, I trust you will enjoy and share it with colleagues.

Mark Northam
iemagazine@ieu.asn.au

AUSWIDE

Victoria

New governance structure for Catholic schools

Unlike most states and territories, Catholic schools in Victoria have not been run by the diocesan Catholic Education Offices. The employers have either been parish priests, religious orders (including national structures), or school boards. The Catholic hierarchy in Victoria has long insisted that canon law requires the church to devolve the control of schools to parish priests. This structure has meant that the union has essentially had to deal with each parish priest and board as the employer and has negotiated multi-employer industrial agreements.

Three of the four dioceses (Sale, Ballarat and the Archdiocese of Melbourne), are now in various stages of an historic new governance model of single incorporated entities in each diocese/archdiocese.

The IEU has been involved in lengthy discussions with each diocese in the move to incorporation. The Diocese of Sale moved to a new structure at the start of 2018 covering all but two schools. The Diocese of Ballarat established a company and started to move schools across in 2019. This process is still underway. Recently the IEU was also briefed on the proposed legal structure for Melbourne and is discussing all of the industrial issues the Archdiocese will need to consider.

Tasmania

Implementation of education changes

Deputy Premier and Education Minister Jeremy Rockliff has recently endorsed two education policy documents for implementation - the Years 9 to 12 Curriculum Framework and the Vision for Vocational Learning and VET in Tasmanian Schools. The IEU stresses that the implementation of these policies must be based on significant input from teachers and schools, along with adequate resourcing and support.

The Years 9 to 12 Curriculum Framework identifies five key priorities for Tasmanian schools: discipline-based study; transdisciplinary projects; professional studies; work based learning and personal futures.

Early this year, consultation forums will be held to get input into course development proposals for development in 2020 and 2021. These will look at structural considerations such as modularisation, multi-level courses, micro credentials, articulation, assessment practice and credentialing.

The Vision for Vocational learning and VET in Tasmanian Schools is an overarching statement and general approach that has as its key elements customisation, localisation and personalisation. Further consultation is needed in relation to policy development and resourcing - key areas of concern for the IEU.

Queensland

Work intensification focus of campaigns

Work intensification has heightened as a concern for members across all sectors as a result of the changing QCAA senior curriculum, the implementation of the Nationally Consistent Collection of Data (NCCD) on school students with disability process as well as additional employer directed data collection and administration duties.

Measures to address work intensification are key in several current Queensland collective bargaining campaigns.

While the Queensland Catholic campaign achieved many significant outcomes as a result of members' collective action, meaningful interventions into workload are essential.

At the same time, IEUA-QNT members in Queensland Lutheran schools are fighting to retain workload provisions in their collective agreement as Lutheran Education Queensland (LEQ) seems intent on cutting, controlling and constraining provisions relating to working arrangements.

The employer's proposal aggregates and averages a teacher's hours of duty and could significantly increase the directed hours of duty at certain times of the year.

Northern Territory

Concerns over new Teacher Professional Development Framework

The Northern Territory Teacher Registration Board has recently released its Professional Development (PD) Framework.

The framework is a first for the NT, after it was written into the Northern Territory Teacher Registration Act from 1 January 2020, bringing the NT in line with other states where teachers are required to engage in 100 hours of PD over each five year period of their registration.

Although IEUA-QNT, in collaboration with AEU-NT, made a submission during the drafting of this new legislation, the union still has concerns with the final framework.

The framework's cover letter emphasises the responsibility of teachers to comply with the framework, but provides little information about the responsibility of employers to support and enable teachers to access relevant and appropriate PD.

Without additional documentation around the responsibilities and obligations of employers in relation to teacher PD, members may face difficulties when trying to access their PD or when requesting suitable leave to undertake PD.

The framework document lists six principles to guide teachers in their approach to PD, one of which is 'Pursuing evidence-based practice'.

While our union supports the use of information on student learning in guiding practice, it is important that this does not become synonymous with data-driven teaching that removes a level of teacher autonomy in the classroom and leads to an over-reliance on data from standardised testing.

South Australia

Update to Teachers Registration and Standards Act

In 2019 the State Government drafted changes to the Teachers Registration and Standards Act which included radical changes to the structure of the Teachers Registration Board.

Of concern was the reduction of the board's size, with no guaranteed positions for registered teachers, even though it is funded by registration fees.

The bill did not go to cabinet as planned and 2020 has started without any news on the progress of the draft bill. The bill was expected to be introduced before Parliament early March, with the same anti-union and anti-teacher intent.

The IEU and AEU will be advocating strongly for the direct involvement of teachers on their own board and for the professional role of the teacher unions to be maintained.

Western Australia

Support staff suffer wage theft

In 2019 the McGowan government conducted an inquiry into wage theft in Western Australia. A report was handed down in December: it was found that wage theft occurs through underpayment of wages and entitlements, non-payment of wages or allowances for work performed, unauthorised or unreasonable deductions and non payment of superannuation.

While the education sector was not identified as one of the areas of activity where wage theft was most likely to occur, the report did make significant use of the IEU submission.

The IEU identified some of the key areas of wage theft in schools as: support staff such as groundspeople being expected to do unpaid additional hours as 'there was no money in the budget to pay overtime' and teachers not being paid the appropriate Position of Responsibility Allowance. The IEU submitted that there is undue pressure on professional staff of various occupations in schools to not 'complain' and accept that excess hours are part of the job.

The State Government's response includes:

- amending industrial relations law to address wage theft
- bolstering the Magistrates Court processes and powers to combat wage theft and
- raising awareness of employment rights and obligations.

New South Wales

Responding to bushfire trauma

At the beginning of the 2020 education year, IEUA NSW/ACT Branch is mindful that many schools and early childhood centres and their communities have either been directly impacted by bushfires or by the smoke that covered Sydney, Canberra and many other areas for a long period. As well as the ongoing drought, schools and centres have also been affected by dust storms, hailstorms and other extreme weather events, including heavy rain and flooding in some areas in February. The union has engaged with employers to provide support for members in workplaces affected by the fires or other recent extreme weather. An IEU online PD course, *Responding to Bushfire Trauma*, had over 350 participants.

Negotiations are underway for enterprise agreements for Catholic systemic schools and for the Catholic independent sector (model B and C schools), with meetings with the Catholic Commission for Employment Relations (CCER) held in late 2019 and further meetings scheduled for Term 1 this year. As well as the EA negotiations, the union is meeting with diocesan employers to seek improved Work Practices Agreements (WPAs) to address workload concerns such as ever expanding data collection and reporting and increased expectations for PD and other administrative tasks to be completed out of normal school time.

Unfortunately, in the Catholic independent sector CCER has indicated a strong reluctance to regulate aspects of workload, such as the number of meetings and extras per term, but the IEU will continue to work with our members to address such issues as per the diocesan WPAs.

For independent schools (the AIS sector), the current multi enterprise agreements expire in January 2021. The IEU is developing its claim in conjunction with members and meetings are scheduled with the AIS in Term 1.

The outcome of the Fair Work Commission Equal Remuneration Orders case for early childhood teachers is expected and the union will work with early childhood members to advance their interests.

Australian Capital Territory

Certification of Highly Accomplished and Lead Teachers

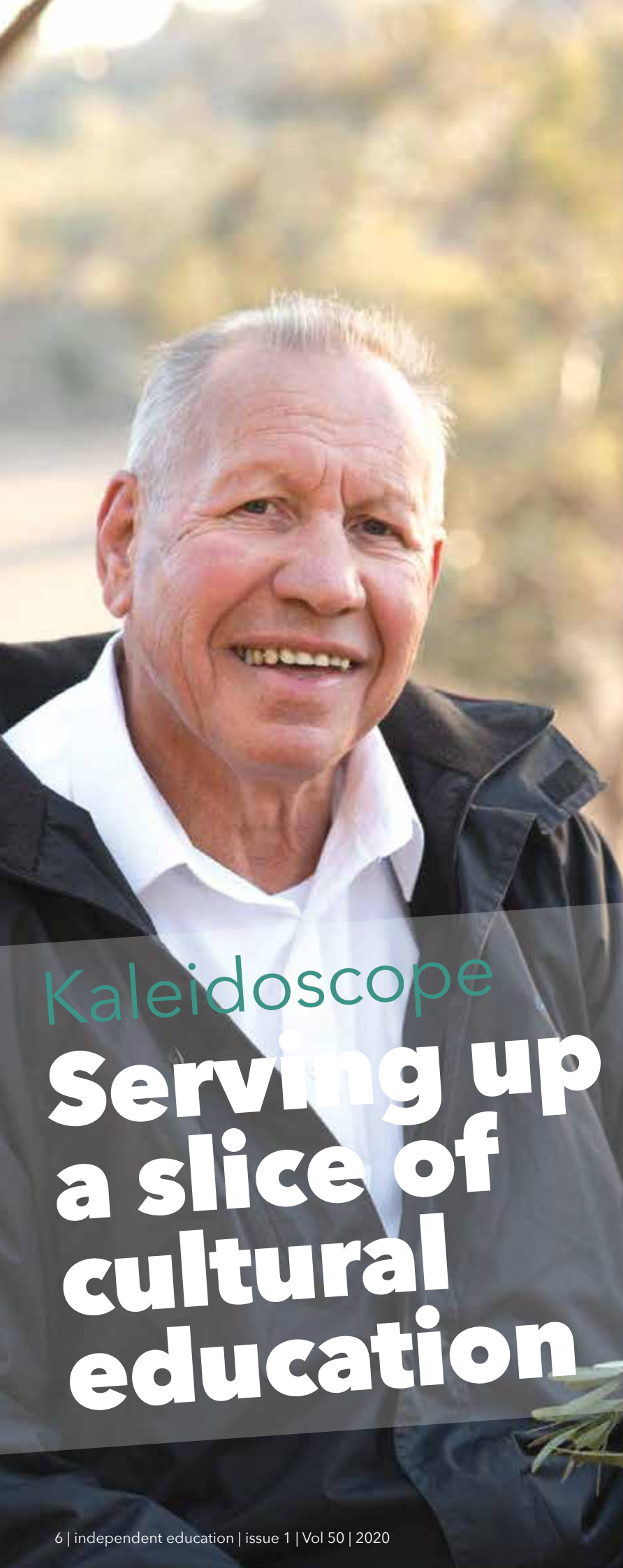
During 2019, the Teacher Quality Institute (TQI) developed and trialled a modular model for the certification of Highly Accomplished and Lead Teachers (HALT). TQI developed the new model in response to the Future of Education goal of having a HALT in every ACT school.

Under the new model, teachers can undertake certification in modules, allowing applicants to work in manageable portions. It also allows them to make course payments for each module, rather than a full upfront payment.

Last year saw a doubling in applications. The full portfolio approach drew 14 applicants and the modular model 16; while 11 new schools engaged in certification. More assessors engaged in the new model and consolidated their training, reporting greater flexibility and reduced workload.

Other jurisdictions expressed interest in the modular model and presentations have been made to the Australian Institute of Teaching and School Leadership (AITSL) and to the Tasmanian and NSW teacher regulatory authorities.

Since 2012, 72 teachers have achieved certification in the ACT. This is 13% of the 2018 national total. With a more flexible and accessible process for both HALTs and assessors, the ACT is set to take a bigger chunk of the national average.



Kaleidoscope

Serving up a slice of cultural education

Herb Smith's business, Dreamtime Tuka, is a tribute to his grandparents, who built successful lives for themselves and their offspring despite being brought up on a mission, journalist Sue Osborne writes.

Established just four years ago, Dreamtime Tuka has an impressive customer base, including Qantas, Westpac Bank, NSW Rail Link and government departments.

The company supplies slices, cakes, biscuits and other food items using traditional Aboriginal ingredients like wattle seeds and lemon myrtle.

Smith grew up in Wellington, near Dubbo, the oldest of eight children and part of an extended family, with community roots at Curra Creek.

He is a Wiradjuri man and his family can trace their ancestors to the original inhabitants of the Wellington valley. Once his grandparents were granted legal exemption to leave the mission, his grandfather built a home with his own hands using local timber.

Smith remembers spending much of his childhood at Curra Creek, riding horses, playing with other kids and listening to his grandfather, Jimmy Daley, talk.

"He advised us to work hard, be fair and really value education, because he was never allowed to go to school on the mission," Smith said.

His grandmother, Elizabeth (Bessie) Daley, was always baking traditional damper, johnny cakes, scones, pancakes, puddings, biscuits and slices.

Education a vehicle

Smith recalls his infants school teacher, Stella Toyer, reinforcing Jimmy's message to use education as a vehicle to build a good life. All these early childhood messages would come back to influence Smith when he developed Dreamtime Tuka.

Smith left school at age 15 and took up an apprenticeship as a boilermaker/welder with the Water Conservation and Irrigation Commission, at Wyangala Dam, where his father worked.

He soon became homesick and decided to return to Wellington to be with his family. He worked at Western Stores (which became Myer) in Wellington, but at the age of 21 joined the police force.

He moved to Sydney for training then was transferred to Mudgee two years later on compassionate grounds due to the death of his mother, and to be closer to home to help support his younger siblings. After some years as a general duties officer, Smith moved into a specialist role within the Police Aboriginal Liaison Unit.

This meant being based in Sydney again, but he travelled all around NSW working as an intermediary in many communities, and training police in how better to relate to Aboriginal people.

"I liked the work because I was accepted by both sides as a person who could be respected as an Aboriginal man and a serving police officer," Smith said.

Policy influence

During his 12 years in this role, Smith influenced policy and training procedures in the NSW Police Force. He said education and Cultural Awareness Training for police are vital to avert problems between the service and the Aboriginal and



"Bush food is vital to passing on cultural knowledge and increasing the appreciation of centuries of history by the average consumer."

Torres Strait Islander community.

After 31 years in the police, Smith took early retirement on medical grounds and in 1984 began work with a NSW government community engagement program on Sydney's northern beaches.

Smith said Aboriginal people were scattered throughout the beaches area and travelling long distances to access services such as health. "Many were catching trains to go to Redfern Medical Centre and missing out on good services closer to home," he said.

It was Smith's job to engage with Aboriginal people and connect them to these services. He said many members of the stolen generation live on the northern beaches because they were placed with well-to-do foster families.

"I met many Aboriginal people, raised by foster families, keen to reconnect with their Aboriginal heritage and culture," he said.

After five years the pull of home tugged at Smith again, and he took a similar Aboriginal community engagement and liaison role with Centacare back in Wellington.

It was during this time that the idea for Dreamtime Tuka was seeded.

"As part of my community engagement work, I would put on events with food, and we often got some bush tucker on the menu," he said.

"I noticed how much everyone enjoyed that, Indigenous and non Indigenous."

Just like his gran's

Recalling early memories of his grandparents, and the sense of community around food, Smith got ideas for products like those his grandmother used to make: slices, biscuits, puddings and cakes.

He recalled his grandfather saying, "Good tucker and a full belly makes

you sleep and have good dreams."

When considering a name for his business, his grandfather's words rang out and Dreamtime Tuka was born.

"I knew I wanted to grow and develop my business to supply my products across the national arena, and my research showed me that many big companies had Aboriginal procurement policies. The government was pushing policies to kickstart Aboriginal businesses and create employment and training for Aboriginal people."

Smith needed a partner to manufacture products on a commercial scale and was able to go into a contractual supply partnership with a baking company in Dubbo.

His first product was bottled spring water, which was easy to sell to build up the company's finances. His big breakthrough came with the lemon myrtle and coconut slice he sold to Qantas in 2016.

The slice is now offered in the morning and afternoon tea services on all flights throughout Australia. Smith would love to see his products made available on international flights.

NSW Rail has recently added his sausage rolls, pasties and pies to its service list, as well as two slices.

Smith is now dipping his toes into the export market, having recently visited China as part of an Orana regional business and trade development program.

Pathway to employment

On 26 November 2019 he launched the Dreamtime Tuka Pathway to Employment Program with NSW Small Business Minister Damien Tudehope.

"The long-term vision is to leverage the strong relationship and business partnership that my company, Dreamtime Tuka, has with major corporate companies, government

organisations, businesses and community groups, to engage them in the program to make a major impact Australia-wide to create training opportunities and provide placements into 'real jobs' for Aboriginal people," Smith said. "This will in turn affect the wellbeing of families and stimulate economic growth.

"The Dreamtime Tuka Pathway to Employment Program can be a strong partner to these organisations and help them to realise goals as part of policies to Close the Gap and as part of Reconciliation Plans.

"I am very pleased that our partner, Earlyrise Baking Company, has led the way with the placement of our very first hires and a local Wellington company, R & D Glass Services, has followed up with the offer of two apprenticeships and four labourers positions thanks to the program."

Smith said talking about his products all over Australia and overseas is about more than just selling food. It opens a door to questions, interest and education about Aboriginal culture, heritage and perspectives.

"People have a lot of interest in the Indigenous culture behind our products," Smith said. "On the China trip they were keen to hear more about that. We get emails from far and wide from people who have had our slice on a Qantas flight. They tell us they've never tasted an Indigenous product before, and they really enjoyed it."

Sharing the stories passed down from grandparents about food and culture with future generations motivates Smith.

"Bush food is vital to passing on cultural knowledge and increasing the appreciation of centuries of history by the average consumer," Smith said.

He hopes his grandchildren will follow in his footsteps and continue the business as a family concern.

How to ensure your workplace is safe and respectful

As workers, we all deserve to be safe at work, Tiarne Crowther writes. The majority of IEU members are women, and we also have a proud collective of workers who do not conform to common notions of gender or gender roles. These workers are more likely to be harmed by sexist attitudes at work.

In fact, a 2016 report by the Victorian Trades Hall Council (VTHC) and We Are Union Women found that 64% of Victorian women workers experienced bullying, harassment or violence in the workplace.

The report found 60% of women workers felt “unsafe, uncomfortable or at risk” in their workplace, 44% had experienced discrimination at work, and 19% have resigned from a workplace because they did not feel safe.

We know this fits into a broader picture for women in Australia. Nationally, more than one woman per week is killed by a partner or former partner; one in three women have experienced physical violence, and one in five have experienced sexual violence.

Gendered violence: a key priority for union action

There is an epidemic of violent behaviours and attitudes towards women in Australia. Taking whatever action necessary to unpack these attitudes within the workplace is a key priority for VTHC and We Are Union Women, who have started rolling out a training program for unionists to understand their role in addressing violence against women.

The program looks at the structures that create risks to women workers’ health and safety through gendered violence.

What is gendered violence?

Gendered violence is any behaviour, action, system or structure that causes physical, sexual, psychological or economic harm to a worker, because of their sex, gender, sexual orientation or because they do not adhere to dominant gender stereotypes or socially prescribed gender roles.

Women workers subjected to gendered violence report they have experienced:

- offensive language and imagery
- put downs
- sexual innuendos or insinuations
- sexual suggestions or unwanted advances
- stalking
- intimidation
- threats
- verbal abuse
- ostracism
- rude gestures
- sexual assault, or
- rape.

Have you ever been subjected to a behaviour you thought happened to you because of your gender?

Perhaps that action or behaviour caused you to feel any of the following:

- embarrassed, wanting to withdraw or losing confidence
- unsafe or uncomfortable or isolated and excluded
- physically injured or ill, including mental illness, undue stress, anxiety, fear or post-traumatic stress disorder
- economic hardship for a range of reasons, including sexist

attitudes, leading to a lack of career progression, unfair classifications, being kept part-time or casual, or leaving a workplace to be free of gendered violence

- relationship breakdown and family disruption.

Many women workers can relate to at least one of these feelings. Have you ever been subjected to gendered violence that does not fall into the list above?

Gendered violence may also be circumstantial. Sometimes it is difficult to articulate and may depend on workplace culture. Many women workers know what this feels like, and it makes it difficult to make a complaint or take action.

Gendered violence and the union’s approach to OHS risk

The union movement says that rather than focusing on the individual, gendered violence is experienced by the collective.

As it affects such a large cohort of workers, gendered violence is a system of attitudes that creates risks for particular workers. It is an unsafe system of work and is an occupational health and safety (OHS) risk.

Unions already have the tools to address OHS issues. OHS laws differ from state to state, but generally require employers to provide a safe workplace, free from hazards.

Hazards are sometimes easier to identify, such as working from dangerous heights, tripping hazards, being exposed to dangerous chemicals, or a risk of being harmed by equipment. Traditionally, this has been the focus of unions but, increasingly, unions are also working to address OHS risks that relate to mental injury, such as stress, bullying and anxiety.

Gendered violence presents both a physical and psychological risk for women workers. The risk can be removed by requiring employers to create a safe work environment. This approach forms the basis of the union movement’s campaign to stop gendered violence at work.

Causes of gendered violence

It’s important to understand the cause of gendered violence so we can take action to stop it.

If you answered yes to the above question about being subjected to gendered violence, think now about why this happened. What caused it to happen? Do you think how you felt afterwards was related to the cause?

Participants of the training sometimes say that gendered violence relates to perceived external factors – sometimes they say alcohol is involved, sometimes they bring up that their employer is particularly unhelpful, or that they don’t have anyone to go to who can help them.

Factors that underpin the incidence of gendered violence in the workplace include:

- Women are more likely than men to be in more vulnerable positions in the labour market. This is particularly the case for women in feminised industries and women in lower paid and/or precarious work.
- Women typically have lower social and economic power.

Spotlight on systems and culture

Cultures of sexism and gender inequality (inside and outside of work) reinforce norms and behaviours that accept and trivialise the violence that women experience.

It’s important to remember that gendered violence is

an unsafe work system. The cause is gender inequality, and how unequal attitudes towards women manifest in workplace practices.

On the one hand, we could say that for teachers, gendered violence is different to the kinds of sexism experienced by, for example, hospitality or retail workers. It may instead be found in the culture of the school or the work systems in place.

On the other hand, it's not that dissimilar. Women teachers interact with parents, students, children and the community regularly. By teaching, they are often engaging with society's views more broadly and may be challenging them in the classroom. This is a difficult task and is one form of gendered violence. Teachers deserve to feel supported and safe in this process.

We know that the cause of gendered violence is about normative attitudes towards gender. It's not just women, but workers who do not conform to society's gender stereotypes including those who identify as gay, lesbian, intersex, transgender or queer, or those who do not conform to prevalent gender roles, who report having been subjected to gendered violence.

Women who experience multiple forms of discrimination and inequality are particularly vulnerable to gendered violence in the workplace. Aboriginal and Torres Strait Islander women, culturally and linguistically diverse (CALD) women, refugee and migrant women and women with disabilities are at greater risk and often experience higher levels of gendered violence at work.

How do we stop gender inequality, sexism and gender violence at work?

What would it take to stop gendered violence in your workplace? This may be a difficult question because gender inequality can work its way into all our systems of work, from a school's culture or leadership team to interactions with students or micro aggressions from colleagues.

The IEU wants to work with you to find the appropriate solution. Participants of the training have taken a number of actions to make their workplaces safer for women workers. Whatever you decide to do, if gendered violence affects you and your workplace, you can be sure it affects your colleagues. You have strength through collective power, and if women unionists stand together, we can end gendered violence. Contact your IEU organiser for advice and support on how to stop gendered violence at your workplace.

Strand 1
unions have
the capacity
and tools

Strand 2
unions and activists
take action at
workplaces and
target WorkSafe
and employers

Strand 3
unions and activists
are mobilised across
society to take action to
end gender inequality

Ideas for stopping gendered violence in your workplace

Raise awareness of gendered violence: you could put up posters or flyers in the lunchroom, or organise a conversation with women colleagues or colleagues who do not conform to dominant gender stereotypes. We Are Union Women have a facilitated conversation pack you can use called *WRAW Chats* (Women's Rights at Work).

Call it out, bystander action: when you witness gendered violence, name it for what it is. Help a colleague and let them know they're not alone. In some schools, this may be difficult, and you may want to act to ensure your school is accepting of bystander action. The IEU can help you with this.

Include the model gendered violence clause in your next enterprise bargaining agreement: this clause obliges employers to provide a safe workplace and to unpack any behaviours that may constitute gendered violence. There are also appropriate recourse measures.

Affirmative action: your school may need to take deliberate steps to overcome historical gender inequalities. Reserving particular leadership positions for women or people who belong to particular social groups is one of the ways to do this.

Gendered violence audit: you could present an audit of the experiences of the women workers in your school. This will pinpoint where the gendered violence is the worst and illustrate what needs to change.

Tiarne Crowther is the Research and Policy Organiser at the Victorian Trades Hall Council. She works closely with Pia Cerveri and Jodi Peskett from We Are Union Women, who run gendered violence training and provide resources to IEU VicTas.



Respectful relationships resources - school and work

Learning about respectful relationships is part of the curriculum in schools in every state and territory in Australia. This is generally embedded in curriculum frameworks explicitly in some key learning areas, or more generally across the curriculum. There are some excellent resources available. Resources are also being developed to look at gendered violence and sexual harassment. Below are some resources teachers and schools may find useful, including some to help build a whole-school approach to respectful relationships.

Respectful relationships - Domestic Violence Resource Centre Vic

Relationships - the good the bad and the ugly: a 32-page colour booklet for young people aged 14-20 about love, dating and sex. It explains the concepts of respect, coercion and communication. It includes a quiz, stories and advice.

<http://www.dvrcv.org.au/knowledge-centre/our-publications/booklets/relationships-good-bad-ugly>

Love - the good the bad and the ugly: a website for young people including advice on dating, relationships, breakups and sex. It includes information on coercion and abuse, and how to access help and services.

<http://lovegoodbadugly.com>

Stop Gendered Violence at Work: Women's Rights at Work Report (2017)

Written by Dr Lisa Heap, this report covers the experience of Victorian women workers. It is the first report to define gendered violence and place it within the domain of unsafe work systems. It finds that 64% of women workers are subjected to gendered violence and argues that to end gendered violence at work, an OHS approach is needed.

https://d3n8a8pro7vbm.cloudfront.net/victorianunions/pages/4164/attachments/original/1511416569/Stop_GV_At_Work_Report_2017.pdf?1511416569

RightsEd - Australian Human Rights Commission

Tackling sexual harassment: a resource developed for teachers to use in the classroom to help students understand what constitutes sexual harassment, and what their rights and obligations are. It includes a number of activity sheets and resource sheets to explain the concept.

https://www.humanrights.gov.au/sites/default/files/content/education/tackling_sexual_harassment/rightsED_Tackling_sexual_harassment.pdf

Women's Health Victoria

Take a stand bystander training program: this provides training, resources and tools to support workplaces to identify the role they can play to prevent and address violence against women and sexual harassment.

<https://whv.org.au/training/take-a-stand-program>

Active bystander training: this three-hour training supports participants to speak up against everyday sexism and sexual harassment, as well as the normalisation of attitudes that contribute to violence against women. Participants learn how to discuss domestic violence and gain tools to be an active bystander.

<https://whv.org.au/training/active-bystander-training>

Safe and supported in the workplace: designed for workplaces to implement programs for the prevention of family violence, it builds the knowledge and confidence of managers and staff to provide appropriate responses.

<https://whv.org.au/training/safe-and-supported>

Human Rights Commission

Practice guidance: Understanding your rights in the workplace and Victorian anti-discrimination law - assists workers to understand their legal right to protection from discrimination, sexual harassment and victimisation and to a safe and healthy workplace, particularly Family and Domestic Violence Leave.

<https://www.humanrightscommission.vic.gov.au/home/our-resources-and-publications/know-your-rights-brochures/item/1804-practice-guidance-understanding-your-rights-in-the-workplace-and-victorian-anti-discrimination-law>

Justice Connect

What to do if you've been sexually harassed at work: this guide establishes your options from an individual standpoint if you've experienced sexual harassment. It establishes the procedure that should be followed including taking notes and who to seek help from.

<https://justiceconnect.org.au/resources/what-to-do-if-youve-been-sexually-harassed/>

Respectful Relationships in School support material

Respectful relationships - a resource kit for Victorian schools: this resource particularly focuses on building a whole-of-school approach to respectful relationships.

It draws on the Victorian curriculum and links what is taught in the curriculum with:

- the social, physical cultural and spiritual environment of the school
- the school's policies and procedures
- community partners and organisations that can support the school community.

Part two of the resource focuses on implementing respectful relationships, taking schools through key actions to support school-based planning and implementation of Respectful Relationships. There are six key elements to a whole-school approach: leadership and commitment; school culture and environment; professional learning; teaching and learning; community partnerships; and support for students and staff.

<https://fuse.education.gov.au/?LFZGD2>

Resilience, rights, respectful relationships and learning

Materials developed by a team from the Youth Research Centre, Melbourne Graduate School of Education, University of Melbourne, published by Victoria Department of Education and Training in 2018. The learning materials cover eight topics of social and emotional learning across all levels of primary and secondary education: emotional literacy, personal strengths, positive coping, problem solving, stress management, help-seeking, gender and identity, and positive gender relations.

education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx



Ralph's street retreats

What can students from a Catholic college on the leafy north shore learn from the homeless, asks journalist Sue Osborne.

Plenty, says retired teacher and IEU member Ralph Kershler, who has been taking students on 'street retreats' for 35 years.

I joined Ralph and a small group of Year 10 students from St Leo's Catholic College Wahroonga on a crisp winter's day in Sydney, to meet the people many prefer to ignore.

Ralph started at the college in the 1980s as a 'regular teacher', became the Religious Education Coordinator and now, at 73, he's a self-described "nobody" who, every fortnight, takes students who volunteer for the experience into the city's hidden side.

He also takes teachers and administrators from the college and the Broken Bay Catholic Schools Office

on his street retreats, as well as his own children and grandchildren. It's the legacy of his work that keeps Ralph motivated.

"I had a former student ring me the other day - she's now 45 and a doctor. She said she always prioritises the homeless at her practice because of her experience of the street retreat."

Our group's first meeting was with one of Ralph's regulars called Eddie, who hadn't been around for a while.

"I've been seeing the same characters since 1987," Ralph said. "Sometimes they disappear for a few weeks and then suddenly they're back. You wonder what's happened to them in the meantime."

Ralph is relieved to find Eddie in his usual spot on Martin Place, where he has been selling *The Big Issue* for about 10 years.

Turns out he's had a stint in hospital

and was released into a hostel. But Eddie couldn't settle at the hostel, sharing a room with a man "who snored like a chainsaw".

He was glad to be back in his regular home for the past decade, under the eaves of one of Sydney's iconic buildings.

"It's a good part of town, I've got a good view of the Botanic Gardens, my mate's there, it's safe," Eddie said. He describes his patch of outdoor concrete with the pride most people reserve for their million-dollar properties.

Originally from Auckland, Eddie said he used to work in his brother's business, selling swimming pools and spas.

"My brother was a rich lister, the business was worth \$65 million," Eddie said.

Eddie was involved in an industrial accident that almost led to the

amputation of one of his hands, then his brother's business went belly up. Eddie went to England and started "drinking like a maniac". He finally ended up on the streets of Sydney.

Ralph said wet weather seemed to trigger Eddie's binges.

Eddie is generous with his time for the students, happy to share his street philosophy in exchange for a stick of deodorant and some cash.

"Every day's an adventure," Eddie said. "You never know who you're going to meet. I'm happier now than I was working for my brother, that's weird isn't it?"

Eddie regards having no "overheads" – rent – as a positive. "I've hit rock bottom plenty of times; you've got to remember there's always a better day around the corner," he said.

"Life's not supposed to be easy, it's a roller coaster you've got to ride. Do stuff that you want to do and makes you happy. Travel. Don't drink. Don't smoke."

Ralph's Street Retreat strongly intersects with the Groups in Context section of the Community and Family

Studies syllabus, which looks at specific groups in the community such as the homeless, and how they relate to society and how society reacts to them. It could tie in with many other courses, such as Legal Studies, Society and Culture, Economics, Studies of Religion and others.

Faith in Good Shepherd

We meet Kayleen. She's sitting on the pavement near some traffic lights with a sign saying she's deaf. We're not sure how much she can understand us, but she's grateful for the blankets Ralph and the students give her. There's a touching moment when she shows her Good Shepherd card to Ralph.

"Her faith keeps her going," he tells the students.

Ralph recalls a young businessman approaching him and a group of students and telling them they were idiots for giving their money to junkies who were going to spend it on drugs or drink.

"I told him to go away – we can spend our money on whoever we want. I tell them we never judge or ask questions.

Jesus was like that, he just accepted people for whoever they were."

Next port of call is the Station Ltd on Erskine Street. Serving the homeless since 1978, reliant on government grants and donations, Station Ltd provides a drop in service for up to 150 people a day. Clients can take a shower, have breakfast and lunch and leave their possessions secured. Housing Support workers will try to find them a place to stay, but there aren't enough beds to go around.

The Station Ltd is decorated with clients' art and has a homely and relaxed atmosphere.

Some of the students are moved and heartened by the respect shown to the clients by Housing Support Workers Gordon Denton and Franco Orsatti and the rest of the team. Gordon said their visitor numbers have been rising steadily.

According to 2016 figures from the Australian Bureau of Statistics, homelessness in Australia has risen 13% in five years, with a 28% jump in over 55s experiencing homelessness, the fastest growing age bracket.



"I've hit rock bottom plenty of times, you've got to remember there's always a better day around the corner. Life's not supposed to be easy, it's a roller coaster you've got to ride."





Gordon feels the true figure for homelessness in Sydney is well over the few hundred estimate usually given.

Domestic violence and family breakdown have led to an increase in homelessness in both genders, but middle-aged men, often with mental health or substance abuse and gambling addictions, make up the bulk of their clientele.

The Station Ltd's drug and alcohol program assists through an early intervention method for clients struggling with substance abuse. The program also offers education on the harms that substance abuse does, and takes a harm-minimisation approach.

Many of the clients cannot read and write and are often not on social-security benefits as they are unable to fill out the forms, provide ID or fulfil the reporting requirements of Newstart.

Gordon and the team help as much as they can. Those under 21 are referred to other services such as Kids off the Streets, but Gordon remembers spending a day trying to help a vulnerable 16-year-old boy find a place to sleep. "In the end, I had to send him to Katoomba," he said. "That was the only bed available."

The students are surprised to hear the boy was just like them, from a well-to-do family, but unable to live at home any more due to family breakdown.

At 3pm The Station Ltd closes its doors, and Ralph wonders what happens to its clients then. Nobody really knows.

We leave the Station Ltd and meet well known character Chris and his pet rat, Lucy. Chris became a momentary media star in April when Lucy went missing, feared stolen. It turned out to be a misunderstanding and there was widespread coverage when the pair were reunited.

Chris, like Eddie, sells *The Big Issue* and has received visits from Ralph's teen groups for years. He takes

great pleasure in putting Lucy on the students' heads and asks after a woman from Broken Bay Diocese who took him for a coffee once on one of Ralph's previous visits.

I get the impression loneliness is Chris's demon, and the cash and donations he receives from Ralph are less important than the company.

Social legacy

Next we head to what could be called the 'epicentre' of homelessness in Sydney, Tom Uren Square in Woolloomooloo.

Hundreds of homeless people regularly sleep under the train viaduct here, and flock to the service provided by Baptist Care Hope Street, the Matthew Talbot Hostel and St Vincent de Paul Darlinghurst.

The Baptist Church is basically a garage and, Ralph said, "you can see Jesus" in the work of its quietly spoken Pastor, Ken, who dedicates his life to giving dignity to the homeless people who gather there, despite regular violence and visits from drug dealers. Pastor Ken holds funerals for those who die on his doorstep. He quietly tells the students to avoid drugs and alcohol, because of what he's seen.

As we walk around, a man sitting on the kerb asks us if we've come to "see the freak show". Ralph stops and tells the man his own story, how his father was made homeless at age nine and became a street kid in Paddington, how he was an alcoholic and a founding member of AA in Australia.

His father used to take comics to the patients at Parramatta mental asylum, was a committed trade unionist and dedicated Catholic. It is because of his father that Ralph is still doing what he does after more than 30 years.

The man seems satisfied, and we take a tour through the public housing of Woolloomooloo. Ralph proudly explains that Tom Uren was a Labor

politician who saved Woolloomooloo from developers' wrecking balls in the 70s, in the same way activist Jack Munday and his green bans saved The Rocks precinct.

Ralph's father was a union foreman at OPSM in the 1940s and Ralph was an IEU member for almost 30 years until his retirement.

Once again, the area is under threat from developers. "They want to move the public housing and homeless people out and cash in. But this is their home, they've been here for years."

We finish our tour at the tranquil St Canice's Church in Elizabeth Bay, where Ralph urged the students to "just listen to the people".

What have the students made of the day? At St Canice's we sit down and Ralph says it's time to reflect.

One student says Eddie reminded him of his uncle, a nice old bloke with lots of advice to offer.

"Just a small thing can happen that sees them in this situation, on the streets," the student said.

Another student said the day had helped him see the humanity in homeless people.

"I don't think I'll just walk past, not noticing them anymore," he said.

Yet another said: "I've learnt how they are just like us. They lose their jobs, can't pay rent, it can happen so easily."

And another: "It's made me notice how many people in the city were ignoring them and not wanting to interact."

Still another was amazed at how the homeless people we'd met were able to keep their spirits up, even though they had nothing.

The day is a remarkable tribute to the resolve of the human spirit, both in those who are willing to help, and those who find hope in the direst of circumstances.



"I believe it is so important to have a welcoming, safe space for kids to come to and enjoy making the library that place for students and teachers..."

The future for school librarians

School libraries are much more than books. They are evolving spaces at the forefront of connected learning and hubs of creativity that spark real-world interests, from local culture to STEM, writes journalist Jessica Willis.

The teacher librarians who work within school libraries are highly qualified – the only teaching role that requires a post graduate degree in a school – and are highly valuable leaders in education.

IEUA-QNT members and teacher librarians Louise Maniaty and Sarah McCallan (pictured above) have almost two decades' combined experience specialising as teacher librarians. Both entered the profession due to a passion for education, young people and literacy.

Maniaty started out as a classroom teacher, completing postgraduate study while working.

"As a child I loved reading and I wanted to share that love of books and the escape a good book can bring," Maniaty said.

"Teacher librarians play a big part in supporting schools' reading culture by providing a well resourced and welcoming library.

"It was important for me to have a wealth of classroom experience so that I can properly support the needs of teachers."

McCallan took an alternative career path into her current role as teacher librarian, originally working as a qualified librarian in university and government libraries for 15 years before gaining her teaching qualification.

"Most people would have an initial teacher qualification then complete a master's degree to become a teacher librarian," McCallan said.

"I took a different route and completed a Graduate Diploma in Library and Information Studies at the Queensland University of Technology (QUT) after graduating from my undergraduate degree.

"I wanted to become a teacher, and specifically a teacher librarian, because I saw it not only as a dynamic and creative profession, but as something that is increasingly important in a world where traditional literacy rates are declining and the omniscient and seemingly boundless information on the internet demands that we use critical thinking skills more than ever."

Declining resources

At the same time, there is a steady decline in resources dedicated to stocking and staffing school libraries.

"The latest panic about literacy levels seems to be in direct opposition to the importance placed on libraries, reading and teacher librarians," McCallan said.

"I have been very lucky in my current role to have a supportive leadership team, but it doesn't mean that my role isn't at risk of erosion, as I have always had a high teaching load which leaves less and less time for the specialised library teaching and teacher support that I should be doing."

A 2013 study conducted by QUT found school library funding and resourcing varies greatly between schools, states and education systems.

Many schools are underfunded and specialist teacher librarian positions are declining, compounded by inadequate funding Australia wide, the study found.

Another study found increasing library staffing numbers are associated with better results on high stakes testing – where school librarians were lost, there was "likely to be a negative influence on student learning and achievement".

There is also abundant research showing the positive impact a qualified teacher librarian has on literacy outcomes, independent of socio-economic factors.

School librarians have a critical role in mitigating the impact of socio-economic constraints on student reading achievement which has flow-on effects to all other areas of learning.

School librarians fostering connection

Teacher librarians are integral in fostering connection between staff and students from different areas of the school community, transcending age, learning levels and social groups.

Libraries not only offer open spaces for collaborative and individual learning, they are also safe havens for students who need to escape from the rough and tumble of the playground – a third place to learn, create, gather socially and relax.

"Some of the joys of being a teacher librarian are the connections you make with teachers and students throughout the entire course of their schooling," Maniaty

said. "I love matching kids to books, helping them find the right books, seeing students read a chapter book for the first time and sharing in the happiness that brings.

"I love being able to buy books for students that they might not otherwise get to read – a good book collection is so important.

"I believe it is so important to have a welcoming, safe space for kids to come to and enjoy making the library that place for students and teachers," she said.

McCallan explained school libraries also provide significant resources for classroom teachers – from print to digital – and qualified teacher librarians are trained to help support and enhance classroom teaching.

"I love to be able to work with other teachers to help them in their work, particularly in the areas of teaching literacy and research.

"I love team teaching and collaborating with other teaching professionals to add value to their roles and to the students' learning."

Supporting teacher librarians

Supporting teacher librarians both professionally and industrially is important for all education sectors.

Challenges faced by teacher librarians include:

- different arrangements across different schools, sectors and education systems, leading to disparities in working conditions and pay
- unclear guidelines on working arrangements, such as hours of duty, appropriate teaching load and lunchtime duties, and
- increasing cuts to financial resources.

"Professional development is crucial for all professionals, and it is of course very important for teacher librarians," McCallan said.

"We exist in a working environment where we may be the only library professional, which can be isolating.

"It is important for school leadership teams to understand that having access to professional development, and particularly to supportive networks of like-minded professionals, is key to remaining relevant and refreshed.

"It also means that libraries can continue to remain relevant and useful to school communities and can anticipate any potential environmental threats or digital disruption," she said.

To Maniaty, professional development is crucial to maintaining a growth mindset and developing new skills to help lead the school community.

"This cannot happen without the right professional development – you can't share what you don't know," she said.

"Industrially, the challenge for teacher librarians in particular is that there is no way to increase pay once you have reached the top scale for teachers, even though you may be leading change and organising resources for a whole school community.

"There is also the challenge of job security and the number of teacher librarian positions not being replaced or put on.

"I am lucky that I work in a school community that values the library greatly."

Widening disparities between communities

Declining numbers of qualified teacher librarians worries McCallan, particularly in regard to widening disparities between communities with differing socioeconomic statuses.

"I do get worried when I hear more and more that schools are doing without teacher librarians, while others have extra funding for libraries and qualified staff.

"It means there is a disparity in services and educational opportunities for students in these different schools.

Only one university in Australia, Charles Sturt University, still offers a Master of Education (Teacher Librarianship), after QUT phased out its course in 2018.

"There are fewer options for librarianship and teacher librarianship courses at universities in Australia, which I think sadly reflects the lack of importance placed on these roles," said McCallan.

However, teacher librarians and school libraries are integral in teaching and supporting skills of the future.

Teaching and supporting skills of the future

McCallan said she believes the proliferation of information on the internet and the ease with which we can access all sorts of material has led many educational leaders to think that libraries and librarians are defunct.

However, it has made school libraries critical, now more than ever, as places of multi-disciplinary learning where problem solving, research and analysis, and critical thinking skills are taught by specialist teacher librarians.

Teacher librarians are ensuring that school libraries are centres for clubs, workshops, technology, creativity and, of course, getting lost in books.

McCallan runs extra writing workshops and encourages students to engage with authors, and Maniaty said she has learnt skills such as stop-motion videography, picture editing and coding, as well as understanding all types of digital devices.

"A large part of my role involves technology, and I enjoy the change and the challenges that has brought to the role," Maniaty said.

"I have had to learn a lot about computers and networks, how to solve tech problems and how to be an onsite tech support resource.

"It has been very important for me to learn these things to support the wider school community with the introduction of the digital technology curriculum and with the amount of technology there is in schools now."

Teacher librarians have the capacity to provide tailored lessons and classroom support for their school communities, saving time and potentially decreasing workloads for classroom teachers.

These are all aspects which will elevate Australian education and ensure our students are well prepared to succeed in the future.

References

- Godfree, H and Neilson, O (2018) School Libraries Matter! The missing piece in the education puzzle ACCESS 32(1):28-41. Accessed at: <https://studentsneedschoollibraries.org.au/wp-content/uploads/Holly-Godfree-and-Olivia-Neilson-ACCESS-March-2018-editors-note.pdf>
- Merga, M. (2019) How do librarians in schools support struggling readers? English in Education 53(2):145-160. DOI: 10.1080/04250494.2018.1558030
- ACT Government Education (2019) Report: School libraries: The heart of 21st learning. Accessed at: https://www.education.act.gov.au/__data/assets/pdf_file/0007/1435435/School-Libraries-The-Heart-of-21st-Century-Learning.pdf
- Merga, M (2019) Do librarians feel that their profession is valued in contemporary schools? Journal of the Australian Library and Information Association 68(1):18-37. DOI: 10.1080/24750158.2018.1557979
- Hughes, H., Leigh, T., Osborne, M., Fraser, S., Kahl, C., & Reynolds, H. (2013) School libraries, teacher-librarians and literacy at Gold Coast schools: Research findings Synergy 11(2).
- Dow, M. J., McMahon-Lakin, J., & Court, S. C. (2012) School librarian staffing levels and student achievement as represented in 2006–2009 Kansas annual yearly progress data' School Library Research 15: 1–15.

Giving girls the tools to succeed in STEM

A new initiative funded by the Australian Government aims to encourage girls to study and pursue careers in Science, Technology, Engineering and Maths (STEM). Journalist Mykeala Campanini investigates.

The GiST (Girls in Stem Toolkit) is a website featuring resources for students, teachers and families to better understand the diverse STEM careers available to girls and to address the gender bias and stereotyping in science and maths that often begins in the early years of girls' education.

In Australia, women comprise only 16% of the STEM qualified population, with figures showing poor attraction to the field starts at an early age.

Only 26.3% of girls in Year 12 are enrolled in Information Technology subjects, boys outnumber girls three to one in physics subjects and there are double the number of male students enrolled in mathematics.

You can't be what you can't see

Dr Rebecca Cooper, a Senior Lecturer in Science Education at Monash University in Melbourne, says girls' development of confidence and

interest in STEM is impacted from an early age with bias and stereotyping significant barriers to more girls pursuing STEM careers.

"Women are under represented in STEM professions, and this is problematic from both equity and economic perspectives," Cooper said.

"A more equal gender balance is associated with more productive STEM workplaces, and higher quality STEM research.

"Girls really need to 'see it to be it' and 'know it to go it' - there are many STEM pathways that girls can take, but if they are not aware of them, how can they pursue them?"

"There is a need to overcome the stereotype that scientists and engineers should be male.

"Careers are also often presented with a generic title such as scientist or engineer, when really there are finer grained categories that could be explored, for example, the work of a meteorologist is different to the work of a chemist, but they are both categorised as scientists."

A lack of diverse and visible women role models in STEM, from the classroom through to books and

movies, as well as the perception that STEM fields are better suited to males - which can come from the bias of career counsellors, teachers and parents - also decrease the likelihood of girls pursuing STEM education.

Australian Government Women in STEM Ambassador and Professor of Practice at the University of NSW in Sydney, Professor Lisa Harvey-Smith, said that while women are smashing it in their roles in the STEM field, they still feel like 'others'.

"Many women who work in STEM grew up with few, or even no female role models in their chosen field of expertise," Harvey-Smith said. "We may have been the only woman in our physics class, or the only female apprentice on the worksite.

"There are many cultural and systemic barriers to women pursuing STEM. Many of these are derived from the stereotypes that our society holds around desirable and proper behaviour and traits of girls and boys.

"Girls don't need any extra encouragement at school because they are really smart and perform well in a wide range of subjects, but often the career options in STEM can seem

confusing or unappealing to girls, because a lot of information they are getting relies on stereotypes.

"If girls are discouraged from being curious, adventurous and playing with hands-on toys from a young age, is it any wonder they are underrepresented in engineering and technology employment by a factor of 10:1?"

"We must all do better, as families, educators and the media in ironing out these stereotypes and inequities."

The Australian Government released a strategy for women in science in 2019. Called Advancing Women in STEM, it states: "Feminine gender role stereotypes have been shown to orient girls towards developing social skills and gravitate towards activities that emphasise interpersonal relationships, whilst international research has also found that boys are more likely to be encouraged to pursue computing and engineering roles by parents, teachers and the media, and are more likely to be told they could be good at computer science."

The strategy calls for women in STEM from a diversity of backgrounds to be more visible across society to ensure STEM studies are seen as a positive and relevant choice for all young Australian women.

"Recent research by Professionals Australia showed that a majority of Australian women in STEM professions reported that a lack of role models and women in senior positions presented an obstacle to career advancement," the strategy states.

"Increasing visibility of positive women role models in STEM, whether on the screen, in the classroom or at work, will help girls and women to see STEM as a viable and attractive career option."

In her role as Australian Governments' Women in STEM Ambassador, Harvey-Smith said one of her main areas of focus is to break down stereotypes about gender and STEM.

"My goal is to normalise women in STEM careers, including engineering and IT and to show young people that in order to solve global challenges they will need a mixture of problem-solving, critical thinking, teamwork and creativity," she said.

"When these messages start to become part of everyday thinking in Australian schools, we will be in a much stronger position as a nation to face the challenges of the coming decade."

The toolkit

The GiST website features three sections targeted at students, schools and families - with activities, resources, case studies, lesson plans and study pathway information designed to encourage girls to explore the potential

of study and a career in STEM.

Andrew Smith, CEO of Education Services Australia (ESA) which developed The GiST said the online toolkit aims to lift the engagement of girls in STEM, with a strong focus on addressing the under-representation of girls and women in this field.

"The GiST aims to build girl students' confidence around STEM subjects, and support teachers and families to engage meaningfully with girls about pursuing careers in STEM," Smith said.

"Research has shown that when girls are exposed to positive female STEM role models, their interest in STEM increases and they experience an improved self-concept related to STEM fields.

"This is why The GiST aims to assist in making women in STEM more visible through providing examples of great role models."

Cooper is an advocate for The GiST and the important role the toolkit can play in breaking down the gender stereotypes associated with STEM.

"There is a need to overcome the stereotype that scientists and engineers should be male."

"The GiST highlights the journeys of women who are active participants in STEM and allows them a platform to tell others about their STEM journey," he said. "These stories are powerful in that they provide a more personal perspective of STEM, allowing girls to make connections."

Challenging perceptions

ESA reports that current research shows 25% of students find their teachers to be the most influential people around subject selection.

"Teachers have the opportunity to make a change to the number of girls participating in STEM study and careers," Smith said.

"STEM is about creativity and collaboration, but it is often not perceived this way.

"Girls are interested in careers that are creative, solve problems and help to make the world a better place, and a career in STEM can provide this.

"Teachers can use The GiST to identify school events, browse a range of classroom activities and even read case studies from schools that are already successfully implementing STEM in the classroom.

"These resources are aimed to help challenge young girls' perception of STEM, educate them on the career opportunities available to them in this

field and provide women role models they can look up to."

Cooper also encourages schools to consider using The GiST as a tool for career counselling and career conversations.

"The GiST could be used as part of careers advising, subject selection, STEM classes, or discussion starters, it offers concrete examples of career possibilities and pathways for future success in STEM," Cooper said.

"It can also be used to assist teachers outside of the STEM subjects to gain an appreciation for what STEM is."

Parents play a vital role

Smith also encourages teachers to engage with students' families and ensure they are aware of the resources available to them through The GiST.

"Parents have a huge influence on students' study and career choices, and The GiST has just released a kit to help schools engage with families; it includes posters, flyers and a case study of a school STEM night," Smith said. "Families can find out about why STEM matters and how to get their daughters more involved in STEM."

Cooper said the earlier girls are engaged with STEM, the more likely they will be to pursue it in their studies and as a career option.

"Families have the opportunity to open up discussions with girls about what STEM looks like for them and to bring to their attention the full range of STEM career options," Cooper said.

"These conversations need to be had as early as possible with girls so that there is a chance for stereotypes to be challenged and a growth mindset instilled.

"The GiST can be used to start conversations with young girls to build on their interests (for example, space, building or animals) and show how they can pursue these interests on a lifelong journey of learning, passion and discovery through STEM."

All resources are available at: www.thegist.edu.au

Photo courtesy of Education Services Australia

References

https://www.accenture.com/t00010101T000000Z_w_/gb-en/_acnmedia/PDF-73/Accenture-Girls-in-STEM-Research-15-Mar-2018.pdf
<https://www.monash.edu/education/teachspace/articles/five-ways-teachers-can-encourage-girls-in-stem>
<https://www.industry.gov.au/sites/default/files/2019-04/advancing-women-in-stem.pdf>



WELLBEING: THE NEW FRONTIER

Teaching is one of the hardest professions in the world, Zephyr Bloch-Jorgensen writes. It is also one of the noblest: in your classroom is the mindset of tomorrow and the decisions that will elect leaders, select values, and steward humanity for the next 70 years. In this pivotal age, the nobility of teaching and its importance to society cannot be overstated.

In carrying out your role as a teacher or teacher aide, amid school politics, parental expectation, and student trauma caused by drought, fire or flood, it is easy to lose perspective on why we teach, and how to best realise our calling. It is difficult to hold this calling centrally in the mind if one feels exhausted, anxious, defeated, or depressed. So, hand in hand with how we teach is how we feel. And how we feel can be a compass to self assess our wellbeing and steward our calling. Feeling well is elemental to our ability to teach optimally and intrinsically important to mental, emotional and physical wellbeing.

A history of wellbeing: Why the late start?

In the 1950s profound questions and research emerged from pathfinders such as Maslow, Rogers, Fromm and Erickson. Central to the research of these investigators was the question: How do we actualise our potentialities and achieve a flourishing life?

Few subsequent questions about how humans flourish were posed in the fields of psychology and psychiatry because the lens of investigation came to focus exclusively on mental illness driven urgently by Korean and Vietnam war related research into post traumatic stress disorder. However, thanks to *American Psychologist* journal and the mandate to 'make life better for all people not just the mentally ill', we now know that optimal wellbeing spans superior psychological and physiological functioning and predicts increased longevity and healthy ageing.

On 1 January 2000, the American Psychological Association released a Declaration of Independence in the millennial issue of *American Psychologist* which introduced a radical change of focus with a new term: positive psychology. This new focus shifted mental health research beyond just the risk factors for mental illness and toward the horizon of an optimal state of wellbeing.

Subsequent research has flourished in fields like psychology, psychiatry, neuroscience, and sociology as radical advancements in technology enabled the wellbeing revolution to track the brain's behaviour in real time, measuring changes in both the networks and anatomy of the brain.

This wellbeing revolution has facilitated a paradigm shift in our understanding of what wellbeing is and the nature of happiness.

“...amid school politics, parental expectation, and student trauma caused by drought, fire or flood, it is easy to lose perspective on why we teach.”

What do we know now?

The science of wellbeing remains at an early stage, with a lot still to discover about the upper end of the wellbeing spectrum, namely, what it means to flourish, and how.

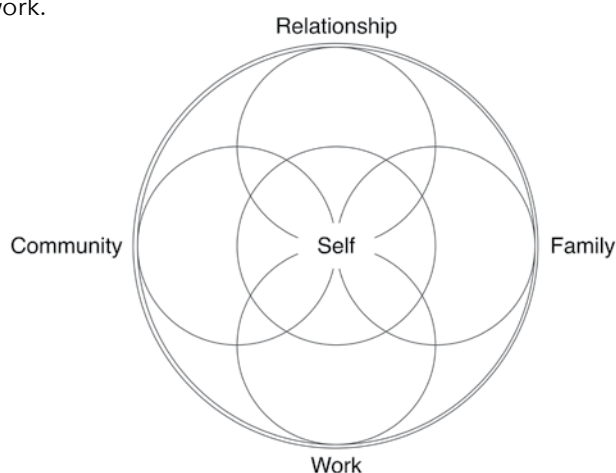
Previous developments focused on the individual as an autonomous unit as if wellbeing were an independent experience for each of us, totally unrelated to the significant people in our lives – whether romantic, family, friends or work related.

The innovation of Centeredness Theory (CT), introduced in 2018 by Neuroscience Research Australia (NeuRA), the University of NSW, and my team is its systems level perspective and the way CT incorporates all our relevant human relationships into its analysis of individual wellbeing through accurate measures and the ability to target interventions at the level of both the individual and their human relationships.

CT's systems level approach to wellbeing and deep performance measures wellbeing across five separate but interrelated domains and facilitates better adaption to stress, mindfulness, and achieving meaningful goals.

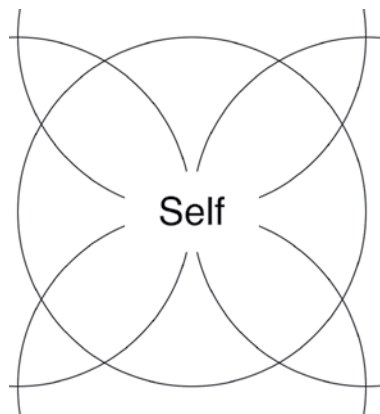
CT models a human life as an open system comprising interconnected domains, each of which must be balanced within the individual domain itself and between the other domains of:

- self
- relationship
- family
- community
- work.



A schematic of Centeredness Theory's five geometric domains

Each domain has four sub-domains, making a total of 20 sub-domains. States of wellbeing cross feed within and between the entire five domains, and 20 sub-domains. Your wellbeing is a rich system incandescent with a dynamic interplay of experiences, emotions, and states of wellbeing. For example, what you feel and experience in the classroom affects how you interact with your family, and vice versa.



A schematic of Centeredness Theory's Self domain

The self is at the centre of our wellbeing because it is from the self that we have a sense of identity and the aspiration to achieve meaningful goals.

The sub-domains for self are:

- inspiration
- contentment
- adaptability
- awareness.

These sub-domains define the way our self expresses our personal individuality in the world through our life's purpose and meaning.

The four domains that orbit Self also feed into the Self and vice versa in a two way reciprocal flow. For example, the sub-domain awareness in the Self domain feeds into understanding in the self domain and vice versa.

To be centred, balance is required between the five domains, and that balance must exist within our domains on the sub-domain level, and between our domains. To achieve balance, meaningful goals must exist inside each domain followed by a meaningful advancement towards those goals.

What is a goal?

Higher wellbeing is achieved when we have meaningful goals in all five domains and when balance is achieved within and between our five domains through thought and behaviour that is congruent.

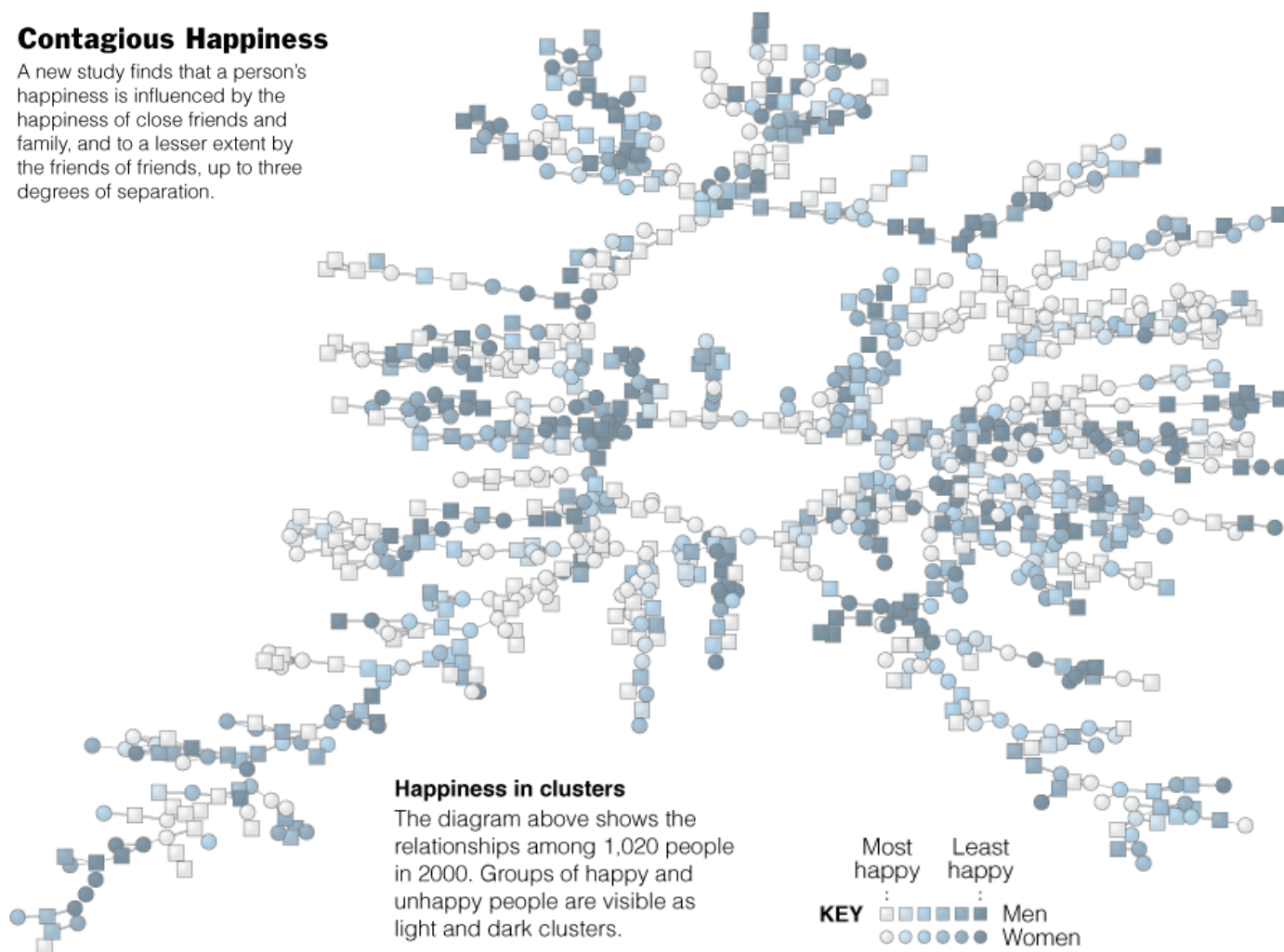
Why goals?

The science of how to create a quality goal is extensive and instructional:

1. A goal is intrinsic and self-generated when the aspiration is to satisfy a basic psychological need and independent of the reaction of others; for example, self-acceptance, growth and autonomy. In contrast, extrinsic goals, associated with reduced wellbeing, are a means to an end, dependent on others, and include pursuits like social recognition and looking attractive. Intrinsic goals apply to all people, regardless of cultural differences.

Contagious Happiness

A new study finds that a person's happiness is influenced by the happiness of close friends and family, and to a lesser extent by the friends of friends, up to three degrees of separation.



Sources: James H. Fowler; Nicholas A. Christakis; BMJ

THE NEW YORK TIMES

- Higher wellbeing is associated with approach goals. An approach goal targets a positive outcome; for example, to be open and cheerful when meeting new people, to exercise regularly for improved fitness. On the other hand, avoidance goals target moving away from a negative outcome (for example, to stop being a bore at parties, or to stop eating fast food). Plus, an approach goal is more likely to be achieved than an avoidance goal.
- Goals are also more likely to be achieved if they are congruent with your personal values; namely, one has strong social and self regulatory skills, a strong positive belief in the goal, and the goal is aligned with inherent psychological needs. These psychological needs depend on one's self concept and self related wishes, as well as the demands in the environment. Therefore, if a person's motives are oriented toward the achievement of independence, self-assertion and mastery, then goals that are aligned to this will create higher wellbeing, and lower wellbeing if misaligned.

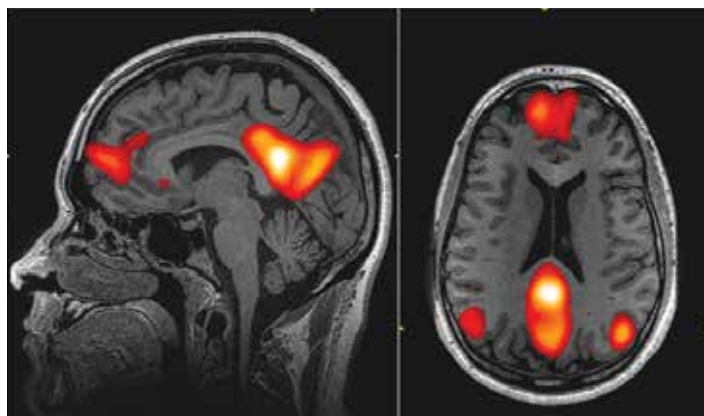
So, every goal that we set in each of our five domains must be 'intrinsic' and 'self-generated', 'approach oriented', and 'congruent' with our personal values.

Aside from applying this goal architecture to our own adult lives, imagine what future adult lives could look like if we taught and workshopped these three principles in schools. What kind of generation of capacity and potential could be created as a result of a national or global meaningful goal initiative?

Pivotal to crafting a meaningful goal is the role of our imagination because it is the source of our ideas, inspirations, aspirations.

Wellbeing and imagination

In the last eight years, insight into meaningful goals has burgeoned thanks to neuroscience and the discovery of the Default Mode Network, and the discovery that the future plays a pivotal role in our wellbeing.



Functional Magnetic Resonance (fMRI) image showing activity in the Default Mode Network. <http://www.frontiersin.org/Neurotrauma/10.3389/fneur.2013.00016/full>

The Default Mode Network spans areas in your brain that are more active during times of rest compared to times of cognitive activity. It is a dynamic and rich neural network that spans deep, wide and long neural real estate and is activated when you recall a memory or envision a future event.

Time, from the perspective of the Default Mode Network, is not linear and because of its discovery the field of

Zephyr Bloch-Jorgensen is the Founder of MAP Biotech - Better Wellbeing

MAP is a health technology, life science and information services company that provides web based, scientifically validated applications and systems that measure and improve individual and collective wellbeing, happiness, and deep performance in real time.

MAP works closely with industry partner Neuroscience Research Australia (NeuRA) a world leading institute affiliated with the University of NSW and Prince of Wales Hospital.

Bloch-Jorgensen graduated with a Master of Laws from the University of Sydney and advised leaders of state government. In the early 2000s he encapsulated many of his thoughts in a book entitled *MAP: Living a Centered Life*, which started an initiative to encourage people to think more deeply about their lives and the way they might improve them.



psychology is undergoing a second revolution called Prospection or Future-Mindedness.

Until recently, psychology posited that only the past and the present were relevant to mental health, but with this new understanding of the brain and the hitherto unknown role of the future on mental health, we may have a skeleton key to access deep insights into clinical work like depression and a vastly better understanding of how to flourish.

Future Mindedness also helps to explain aspects of Centeredness Theory, because in CT each life domain is pinioned to our identity and aspirations for the future and informed by rich emotions that buttress wellbeing. Together, meaningful goals can help us to shape our local community and the type of world we'd like to be a part of. When Mahatma Gandhi advised 'be the change you want to see in the world', it was a concise and elegant reflection of system's theory, Future-Mindedness, and Centredness Theory in action.

Your wellbeing is an ecosystem

If you visualise you and your colleague's mandala interlocking with yours through the work domain, you can see that we are all interconnected and enabled by the connections we share with others.

Wellbeing and happiness are contagious across three degrees of separation. Your wellbeing and happiness not only affect those around you at work but even your colleague's partner and their immediate social network. Gandhi was more right than we could have ever predicted.

Take the Assessment at MAP and improve your wellbeing with activities. It's free at mapwellbeing.com

References

Allen, Summer. (2019) A white paper prepared for the John Templeton Foundation by the Greater Good Science Center at UC Berkeley

Bloch-Jorgensen, Z. T., Cilione, P. J., Yeung, W., & Gatt, J. M. (2018). Centeredness Theory: Understanding and Measuring Wellbeing Across Core Life Domains. *Frontiers in psychology*, 9, 610. doi:10.3389/fpsyg.2018.00610

Brunstein, J. C., Schultheiss, O. C., and Grässmann, R. (1998). Personal goals and emotional wellbeing: the moderating role of motive dispositions. *J. Person. Soc. Psychol.* 75, 494-508. doi: 10.1037/0022-3514.75.2.494

Elliot, A. J., Sheldon, K. M., and Church, M. A. (1997). Avoidance personal goals and subjective wellbeing. *Person. Soc. Psychol. Bull.* 23, 915-927. doi: 10.1177/0146167297239001

Fowler James H, Christakis Nicholas A. Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study *BMJ* 2008; 337 :a2338

Huppert FA, So TT. Flourishing Across Europe: Application of a New Conceptual Framework for Defining Wellbeing. *Soc Indic Res.* 2013;110(3):837-861. doi:10.1007/s11205-011-9966-7

Kasser T., Ryan R. M. (1996). Further examining the american dream: differential correlates of intrinsic and extrinsic goals. *Person. Soc. Psychol. Bull.* 22, 280-287. 10.1177/0146167296223006

Maddux, J. E. (2008). Positive psychology and the illness ideology. Toward a positive clinical psychology. *Appl. Psychol. Int. Review* 57, 54-70. doi: 10.1111/j.1464-0597.2008.00354.x

New York Times, Contagious Happiness, December 5, 2008

Roepke, A. M., & Seligman, M. E. P. (2016). Depression and prospection. *British Journal of Clinical Psychology*, 55(1), 23-48. <https://doi.org/10.1111/bjc.12087>

Seligman M., The President's Address from The APA 1998 Annual Report, appeared in the August 1999 *American Psychologist*.

Seligman, M. E. P. (2008). Positive health. *Appl. Psychol.* 57, 3-18. doi: 10.1111/j.1464-0597.2008.00351.x

Sheldon, K. M., and Kasser, T. (1998). Pursuing personal goals: skills enable progress, but not all progress is beneficial. *Person. Soc. Psychol. Res.* 24, 1319-1331. doi: 10.1177/01461672982412006



Learning from history Sydney Jewish Museum

Teachers play a crucial role in educating the younger generations on the history of the Holocaust. Journalist Sue Osborne looks at the wide range of syllabus related resources provided by the Sydney Jewish Museum for teachers across Australia.

Throughout the school year, the Sydney Jewish Museum has multiple offerings for teachers to engage within the museum space, as well as online and printed resources which can be

accessed remotely and used in the classroom. All of the face to face events and seminars are approved by the NSW Education Standards Authority.

The museum's teacher training seminars cover content mainly for History and English teachers who teach the Holocaust, and Studies of Religion teachers teaching about Judaism. These sessions each provide between six and 16 hours of NESA approved professional development and include unique opportunities

to hear from panels of Holocaust survivors, museum educators and various industry professionals. They also equip participating teachers with practical classroom applications of the knowledge they have gained and printed resources for future use.

Teachers' Network events are held each term, and are a way of bringing together teachers from across the state from a variety of schools and disciplines. The network aims to provide teachers with an opportunity

to engage with colleagues, expand content knowledge, design classroom strategies, and discuss the complexities of Holocaust education as well as education more broadly.

These events are varied in content, and cover topics such as storytelling in the classroom. Teachers can hear from the museum's curator, tour the archives, or listen to a panel of Holocaust survivors. All Teachers' Network events provide three hours of NESA approved professional development.

"The Teachers' Network provides, showcases and shares the wonderful, diverse range of expertise and interests of the dedicated team of education officers, survivors, curators, historians, archivists, volunteers and colleagues, who expertly and sensitively present and give rare insights into the unique resources, artefacts and exhibits intrinsic to the Sydney Jewish Museum," said Stephen M, a head teacher in Modern History.

"The programs and activities reflect the museum's commitment to quality education and experiences - as well as its ever developing relationship with teachers, educators, the community and stakeholders to enhance and promote awareness, understanding, professional development, teaching and learning across a broad spectrum of key learning areas and subjects, including History, English, Studies of Religion, Society and Culture, Legal Studies and Human Rights Education."

The museum educators, the curatorial team and resident historian have compiled resources to aid teachers in the classroom in both online and printed formats.

These resources can be acquired through the museum's website, through the Department of Education and in the museum shop. This is an area that will continue expanding and adapting to syllabus changes to ensure resources are relevant to teachers and their students.

Teachers throughout Australia can also engage with the museum's content and its educators through its Facebook community. SJM Learning is a closed group in which teachers can ask questions and seek answers to their queries about teaching the Holocaust in the classroom and about the content itself.

The museum shares content from its professional staff, its collection and its resource of educational materials to enrich this community of teachers.

Photos by Katherine Griffiths

A survivor's tale

IE journalist Sue Osborne witnessed Egon Sonnenschein, Holocaust survivor, tell his story during a school excursion in late 2019.

Egon was born in 1930 in Ptuj, Yugoslavia. He was 10 when Germany attacked Yugoslavia in April 1941 and his life on the run began.

The family fled to his grandparents' home in Croatia, a puppet Nazi state run by the brutal Ustashi, whose cruelty rivalled that of the most abominable regimes. Egon recalled looking out the window to see men, women and children tied together being marched to the river at bayonet point. Once at the river, some were beaten to death with hammers. The dead were tied to the living, and both were pushed into the river. Those tied to the dead drowned. Egon later walked by the river and saw the disfigured bodies. He said he didn't stop shaking until well after the war had ended.

In another instance, Egon heard of villagers locked into a church that was then doused in petrol and set alight. He said Jews were not allowed to work or have money or any means of transport, not even bicycles. "We were sitting ducks," he said. Signs around the town said "No Jews, Roma or dogs allowed to sit on park benches".

The Sonnenscheins survived thanks to the generosity of the town mayor, a former student of Egon's grandfather, who saved more than 300 Jews and Serbs from death.

Desperate to leave Croatia for Italian-occupied Slovenia, the family purchased false identity papers from a Slovenian man who offered to take their household goods to Slovenia, issuing a false contact address to aid their border crossing.

The family arrived, weary and fearful. Despite paying a large sum for help, they had no permits to enter the country and were imprisoned for five weeks. Upon his release, Egon's father went to collect their household goods and exchanged Italian liras with the "helpful Slovenian man". During this exchange, Egon's father noticed his own beautiful carpet was laid out on the floor, and realised that the plan had been to have the Sonnenscheins killed and steal their belongings.

In 1943, the family moved again. Crossing Lake Como and struggling up mountains, they finally made it to Switzerland, where they discovered friendship and people willing to help. Egon was entrusted to the care of a foster family. To this day, he remains in touch with the children and grandchildren of the family who, he reflects, "treated me better than their own children".

The Sonnenscheins later made their way to Israel - where they lived for seven years - before settling in South Africa for 26 years. In 1983, Egon, his wife Miriam and their four children came to Australia.

Egon told the students he had learnt to "never give up", to appreciate family and education, to look for good things and put bad things behind you, that helping people is a privilege, to treat everybody as you want to be treated, and that the glass is always half full.

Sydney: <https://sydneyjewishmuseum.com.au> The Australian Jewish Museum in Melbourne: <https://www.jewishmuseum.com.au>





Anxiety and students

What does anxiety look like and what can we do to minimise its impact on learning?

Anxiety is a prevalent mental health condition in Australia (Lawrence et al., 2015). On average, one in four people experiences anxiety at some stage in their life (Australian Bureau of Statistics, 2008). Student Wellbeing Officer Kathryn Harvey explains what the literature is telling us.

Anxiety disorders often present during adolescence (Lawrence et al., 2015). According to Kessler et al. (2005), the median age of onset for anxiety disorders is 11 years, which is before early adolescence. In Australia, one in 14 adolescents meets the diagnostic criteria for an anxiety disorder (Lawrence et al., 2015).

Intermittent and situational anxiety is normal and can occur prior to exams, public speaking, or when faced with a threat or danger. Anxiety can improve performance (Strack, Lopes, Esteves, & Fernandez-Berrocal, 2017), however, for some individuals, anxiety becomes excessive and significantly affects day to day living (Essau, Lewinsohn, Olaya, & Seeley, 2014).

According to the American Psychiatric Association (APA, 2013), anxiety is “an emotion characterised by feelings of tension, worried thoughts and physical changes like increased blood pressure”. The main features of anxiety include excessive fear and related psychosocial symptoms; for example, feelings of hopelessness or helplessness, panic, mood swings, despair, dissociation and flashbacks to a traumatic event (APA, 2013).

Disordered anxiety tends to be chronic, often interfering with life, such as impairing memory and concentration (Fernández Castillo & Caurcel, 2015). Anxiety symptoms can occur for no specific reason and can be challenging to manage (Hudson & McKinnon, 2017).

People with anxiety disorders may avoid certain situations, with many experiencing physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat (Hudson & McKinnon, 2017). From a biological perspective, anxiety induces a heightened state of awareness to protect from threats. However, for those who are in a constant state of anxiety, their bodies never turn off the fight-flight response (Hudson & McKinnon, 2017).

Anxiety disorders are the result of a complicated interaction of biopsychosocial, genetic and situational factors (Hudson & McKinnon, 2017). A nearby threat is processed by different areas of the brain, through the amplification or the elimination of anxiety. When anxiety is amplified, brain areas can fail to function, causing irrational or inappropriate responses and behaviours (Hudson & McKinnon, 2017). A consequence of anxiety in adolescents and children is its negative impact long term.

Anxiety is linked to lower academic performance, poor social interactions and reduced school attendance, and its negative impacts may continue into adulthood (Erzen, 2017). If anxiety in an adolescent is left untreated, significant issues may occur later in life.

According to Olatunji, Cisler and Tolin (2007), anxiety disorders confer the greatest quality of life impairments in mental health and social functioning domains. Letcher, Sanson, Smart and Toumbourou (2012) state that anxiety disorders beginning early in life can be chronic, with a two-fold risk of recurrence in adulthood, and a significant risk of comorbidity with Major Depressive Disorder (Essau et al., 2014). In addition to psychiatric disorders in future adulthood, anxiety in adolescence also impacts other aspects of life.

Adolescent-onset anxiety can predict negative adjustment in work and life as well as diminished familial relationships, lower life satisfaction, ineffectual or inadequate coping skills and an increase in chronic stress (Essau et al., 2014). Furthermore, adolescent anxiety was predictive of substance abuse and/or dependence in adulthood, insomnia and reduced concentration (Essau et al., 2014; Hudson &

McKinnon, 2017). Overall, anxiety can affect a person across several domains, including education.

Numerous studies conclude that anxiety negatively impairs academic achievements for adolescents (Muris & Meesters, 2002; Mychailyszyn, Mendez, & Kendall, 2010). Adolescents experiencing anxiety can have difficulty concentrating at school due to worrying thoughts (Wood, 2006). A study on parent and teacher responses undertaken by Mychailyszyn et al. (2010) found that anxious adolescents reveal a higher level of academic impairment than non-anxious students. Anxiety in adolescents is associated with academic underachievement, higher school non-completion, avoidant behaviours and is the primary cause of school avoidance (Wood, 2006).

How does anxiety present in adolescents?

Anxiety often presents during adolescence, which means it is crucial for those working with the demographic to be vigilant. Adolescents may exhibit more behavioural manifestations of anxiety than the cognitive or conscious endorsement (more common in adult presentations).

In the classroom, the anxious student can often go unnoticed. The student may present as ‘shy’ or very quiet. In addition, the anxious student may present as defiant and disagreeable. These do not necessarily mean that the student is anxious, there may be other reasons behind their behaviours, but it is worth seeking advice for further assessment and or evaluations.

Top 10 signs of anxiety in students

1. Emotional changes

The anxious student may feel on edge, restless, uneasy or become defiant. The student may exhibit behaviours to avoid specific tasks or situations that they find threatening. For example, a student may misbehave before a test to get removed from the class, therefore avoiding the test. Other emotional change may include excessive worrying, low self-esteem, and overwhelming feelings.

2. Social changes

The social changes that the anxious student may present with include social withdrawal and isolation. Also, the student may, in a severe case of social anxiety, develop selective mutism.

3. Physical changes

Students feeling unwell is not a sign of anxiety, but when the student frequently presents to sick bay or requests to go home, it is essential to look for patterns in their presentations. Children and adolescents often present with the following signs of anxiety:

- frequent somatic complaints (including headaches, stomach aches, dizziness, nausea, vomiting)
- racing /pounding heart,
- sweating,
- trembling/shaking
- shortness of breath
- muscle tension
- panic attacks.

4. Sleep difficulties

The overall health and wellbeing of students is dependent on sleep. Anxiety is a frequent contributor to sleep issues. The anxious student can have trouble falling asleep, have nightmares and wake frequently.

5. Changes in school performance

School performance changes is a common indicator of anxiety. The anxious student may be absent often due to physical ailments, or have difficulty concentrating due to lack of sleep or worrying thoughts. Some of the signs that the student may be anxious include decrease in grades, frequently missed assessment tasks, the student feeling overwhelmed by the workload, procrastination and difficulties focusing on tasks.



6. Assuming the worst

When a student is anxious, they may assume the worst. For some students, focusing on negative thoughts is a way of preparing for a worst-case scenario, even if it is unlikely to happen. Negative thinking patterns can be challenging and frightening for the anxious student.

7. Perfectionism

Perfectionism occurs with anxiety for some students. The student's anxiety levels increase as they are continually worrying about achieving high grades and not making mistakes. The perfectionist student can have low self-esteem and become obsessed with results and achievements.

8. Tantrums

Tantrums and defiance can be signs of an anxious student of any age. The student may be defiant towards teachers so that they can avoid a task, or they may become angry or distressed when being dropped at school. While not all students who are defiant or have tantrums have anxiety, it is crucial to investigate the cause of the behaviours as they could be an anxiety disorder.

9. School refusal

A common sign of anxiety is school refusal or school phobia. Students will go to excessive lengths to avoid going

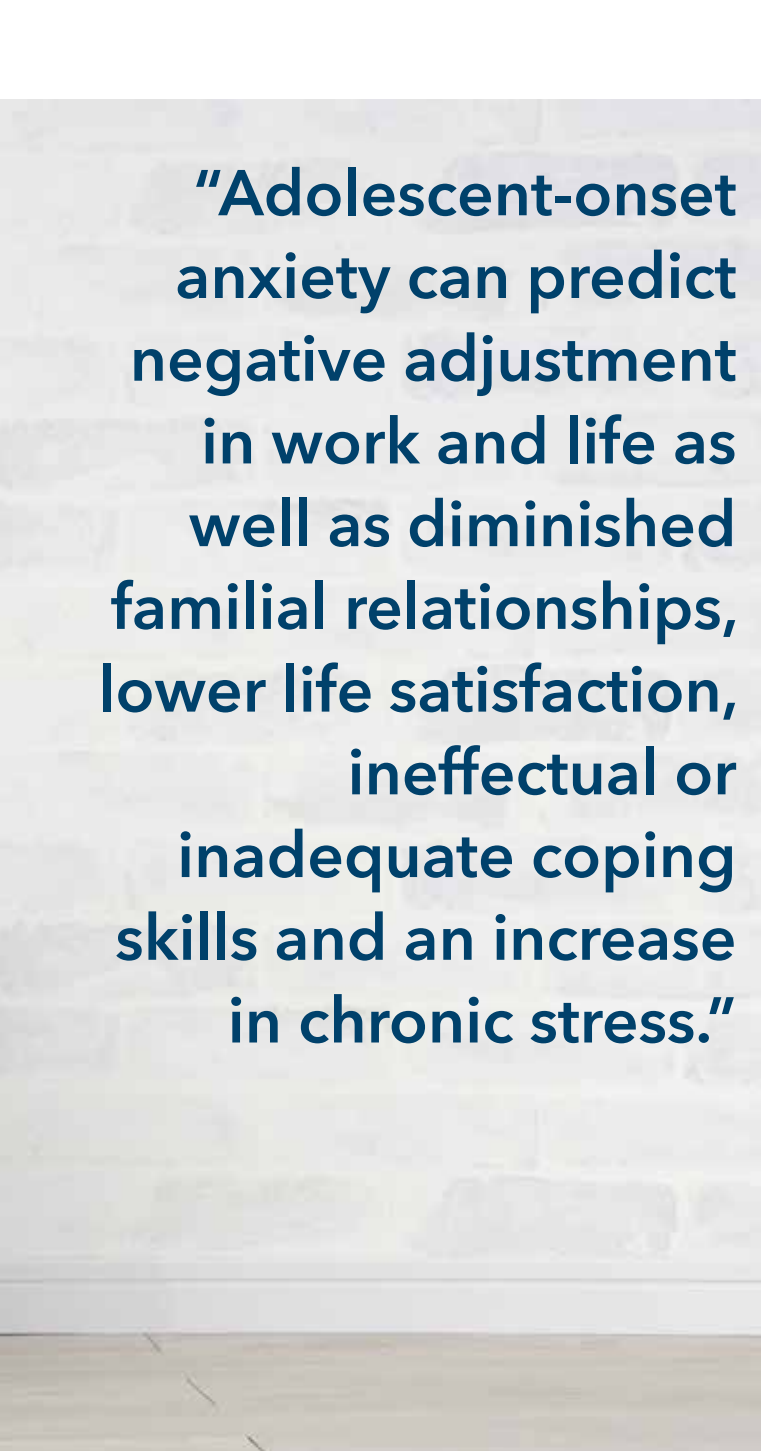
to school. The student may slowly disengage from their peers and extracurricular activities, miss classes or refuse to attend school completely.

10. Panic attacks

Panic attacks are a sign of anxiety. Some of the symptoms of a panic attack can include: the student's behaviour changes, they become sweaty, dizzy, may begin to shake, have chest pain, breathing difficulties or experience derealisation or feel as if they are dying. If a student has a panic attack in the classroom, it is vital to be prepared and handle the situation gently and calmly so as not to escalate the student's feelings. Speak calmly and reassuringly. The use of grounding and breathing techniques can reduce the severity. Teaching students mindfulness and incorporating it into classroom daily practices also provides support and prevention to all students.

The most effective way to support anxious students is to recognise the signs and understand that the student is unable to control their feelings easily. Many anxious students become confused, scared and overwhelmed by their emotions – and their anxiety only escalates.

As teachers, parents, carers and any person working with adolescents and children, it is vital to be non-judgemental,



"Adolescent-onset anxiety can predict negative adjustment in work and life as well as diminished familial relationships, lower life satisfaction, ineffectual or inadequate coping skills and an increase in chronic stress."

calm, reassuring and, most importantly, to listen. Talk to your students, tell them if you have noticed any changes and what you are concerned about. Let the students know you are there to support them.

Anxiety is challenging for the young person who experiences it. It can have serious long term effects, so if you are concerned, seek support from your school psychologist, counsellor or wellbeing person. With intervention, anxiety is manageable.

Author Kathryn Harvey is a Student Wellbeing Officer at Trinity College, Colac in Victoria. She is also a PhD student with Central Queensland University and sessional academic with the Australian College of Applied Psychology. Her previous research has focused on anxiety in rural primary to secondary school transition which was supported by the Jan Bavington Award grant from the Independent Education Union Victoria Tasmania.

References

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA.
- Australian Bureau of Statistics, ABS. (2008, October 23). National survey of mental health and wellbeing: Summary of results, cat. no. 4326.0. Retrieved from: <https://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4326.0>
- Essau, C. A., Lewinsohn, P. M., Olaya, B., & Seeley, J. R. (2014). Anxiety disorders in adolescents and psychosocial outcomes at age 30. *Journal of Affective Disorders*, 163, 125-132. doi:10.1016/j.jad.2013.12.033
- Erzen, E. (2017). The effect of anxiety on student achievement. In E. Karadag (Ed), *The factors affecting student achievement* (pp.75-94). Switzerland: Springer International Publishing. doi: 10.1007/978-3-319-56083-0_5
- Fernández Castillo, A. & Caurcel, M. J. (2015), State test anxiety, selective attention and concentration in university students. *International Journal of Psychology*, 50(4), 265-271. doi:10.1002/ijop.12092
- Hudson, J., & McKinnon, A. (2017). Anxiety in young people. In R. Manocha (Ed.), *Growing happy, healthy young minds* (pp.53-63). Sydney Australia: Hachette.
- Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62(6), 593-602. doi: 10.1001/archpsyc.62.6.593
- Lawrence, D., Johnson, S., Hafekost, J., Boterhoven de Haan, K., Sawyer, M., Ainley, J., & Zubrick, S.R. (2015). The mental health of children and adolescents: Report on the second Australian child and adolescent survey of mental health and wellbeing. Retrieved from <https://www.health.gov.au/internet/main/publishing.nsf>
- Letcher, P., Sanson, A., Smart, D., & Toumbourou, J. W. (2012). Precursors and correlates of anxiety trajectories from late childhood to late adolescence. *Journal of Clinical Child & Adolescent Psychology*, 41(4), 417-432. doi:10.1080/15374416.2012.680189
- Muris, P., & Meesters, C. (2002). Symptoms of anxiety disorders and teacher-reported school functioning of normal children. *Psychological Reports*, 91(2), 588-590. doi:10.2466/pr0.2002.91.2.588
- Mychailyszyn, M. P., Mendez, J. L., & Kendall, P. C. (2010). School functioning in youth with and without anxiety disorders: comparisons by diagnosis and comorbidity (Report). *School Psychology Review*, 39(1), 106. Retrieved from: <https://s3.amazonaws.com/academia.edu>.
- Olatunji, B.O., Cisler, J.M., & Tolin, D.F. (2007). Quality of life in the anxiety disorder: A meta-analytic review. *Clinical Psychology Review* 27(5), 572-81. doi: 10.1016/j.cpr.2007.01.015
- Strack, J., Lopes, P., Esteves, F., & Fernandez-Berrocal, P. (2017). Must we suffer to succeed?: When anxiety boosts motivation and performance. *Journal of Individual Differences*, 38(2), 113-124. doi:10.1027/1614-0001/a000228
- Wood, J. (2006). Effect of anxiety reduction on children's school performance and social adjustment. *Developmental Psychology*, 42(2), 345-349. doi:10.1037/0012-1649.42.2.345

DIFFERENTIATION: TOP 10 TIPS

Differentiation has been the buzz word for the last few years in curriculum. At times, it can feel like we're over complicating a pretty simple concept. In essence, the objective is to reach every student in the class and help them 'make meaning' for themselves; about the content, concepts or skills. Too often, we tend to set questions or tasks that result in the student regurgitating the content without truly engaging.

So here are 10 things you can do to aid differentiation...

1. Pre-testing

Always get a snapshot of where your students are at before you begin. This may be at the start of a unit or at the start of an individual lesson. By conducting a pre-test, you are immediately getting an insight into students' prior knowledge and breadth of understanding. Some examples of efficient pre-testing include: **Entry ticket** – students write down what they know on a piece of paper and submit to the teacher. This may be 'three facts', or in answer to a specific question such as 'list five famous rivers across Australia.'

Google forms – creating a Google form allows for quick development of basic questions. The teacher gets an immediate snapshot of student understanding in the spreadsheet that is automatically collated. Google forms also has a 'quiz' option where the student is automatically given their results upon completion. This is suitable when the teacher is looking for a quick, qualitative assessment in order to move forward with the class tasks.

2. Feedback

As teachers, we often collect feedback in the form of class work, assessments and tests. Just as importantly, we need to be systematically gathering feedback from the students about their perceptions of the teaching. By routinely gathering feedback on the students' perception of our teaching, we can gain insights into the effectiveness of the methods and approaches we are using. In turn, we can then make adjustments, thus 'differentiating'.

3. Alphabet key

One of Tony Ryan's renowned 'Thinker's Keys', the 'alphabet key' can be applied across a multitude of year levels, subjects and competency levels. Students are required to write (or type) each letter of the alphabet down the side of the page. The teacher sets a task to be completed according to the letters of the alphabet and the topic. Tasks can be allocated at a class level (for example, all students create a sentence) and then differentiated for individuals or groups.

Examples

Beginner level: Write a word for every letter of the alphabet relating to 'the outsiders':

Middle level: Create a sentence for every letter of the alphabet related to 'technology'.

Higher level: Construct a question for every letter of the alphabet related to 'chemical reactions'.

Cross subject examples

For example, you might have asked students to brainstorm persuasive techniques and then write a word for each letter of the alphabet. The second example, for Australian history, is to write a sentence beginning with each letter of the alphabet.

4. Graphic organisers

The point of the graphic organiser is to allow students to organise and classify information in a simple and visual way. Many graphic organisers were first used for business purposes and boardrooms, subsequently filtering into schools as part of the 'thinking curriculum.'

In a PMI chart, students must justify what they think should go in each column for 'Plus', 'Minus' and 'Interesting'.

A Venn diagram provides a framework for information that displays differences and similarities.

A cross classification chart is a simple table layout that allows students to gather information on topics and break it down into separate categories. This is a great starting point to have students identify some basic facts or information which they are then required to classify under different headings.

5. Brainstorming (working interdependently)

'Working interdependently' (one of Art Costa's 16 Habits of Mind) allows students to learn from others and build on knowledge and ideas in a collaborative environment. Padlet is an example of a platform that allows for collaborative brainstorming. It is also useful as students can access it online.

Brainstorm carousel (class activity)

A piece of poster paper or butcher's paper is placed on each table group. Students start in small groups and add to the poster their brainstorming ideas. Groups rotate through the tables, each with a different topic to add information to. Example: 'Sustainability'

Table 1: Water

Table 2: Solar Power

Table 3: Food

Table 4: Recyclables

Table 5: The planet

6. Flipped learning

Creating a video can be a time efficient way of providing information. While there are countless videos available online, students tend to learn best when it's coming from a person they already know, i.e. their own teacher. The benefits of flipped learning are:

- It can be viewed as homework
- It can be viewed, and reviewed, at the student's own pace
- It can be built on as a repository of different topics (for example, once a video on 'Writing an Introduction' is constructed, the teacher can use this in subsequent years and for multiple classes)
- It's kept short and sharp, approximately 5 minutes.

7. Visual representations

Having students represent their knowledge in a visual way can reinforce learning. Students must first process what they are learning in order to plan what they want to represent. They then need to conceptualise their learning in a visual way. This could be in the form of:

- a cartoon strip
- selecting images from the internet to represent an idea.

8. Activity matrix

An activity matrix allows for student choice and negotiation of tasks. There are many examples of matrices using Thinker's Keys, Multiple Intelligences and Bloom's Taxonomy. The point is to provide a range of activities that are appropriate to the topic and offer scope for students to work at different levels and across a range of learning styles. It can be a good idea for the teacher to set some sort of criteria to ensure that students are not choosing from all of the same level or mode (for example, all 'understanding' tasks or all 'kinaesthetic' tasks).

9. Be the author

To ensure that the students are 'making meaning' we must provide structures and tasks that allow them to re-conceptualize the information.

Examples:

- Write a newspaper article:
 - "The true story of the Black Death"
 - "Maps - are they a thing of the past?"



- Create a recipe of the characteristics of a character:
 - 1 cup of flowing black locks
 - A pinch of cynicism
 - Mix it with some sense of humour etc.
- Write a letter to the author of the textbook explaining what you liked and disliked about the chapter you've been studying (eg the solar system)
- Create a timeline of important events
- Write a series of true/false statements to share in a partner activity.

10. Peer feedback

Having students read and critique each other's work encourages critical thinking. It also allows for them to learn from a peer instead of the teacher. This strategy provides an opportunity to look at how other students complete or interpret a task. Suggestions for conducting peer feedback:

Pair students and have them read each other's work. They must then offer two compliments and one suggestion for improvement.

Another suggestion is to do as above, but students have a series of 'appointments' on a clock. All students draw the clock face with times 12, 3, 6 and 9 o'clock. They must then circulate the room to allocate a different person for each 'appointment'. When the teacher instructs them to meet with their '3pm appointment' the students find their partner for that time. The feedback session should have a specific time limit to ensure students are focused.

**Abbey Boyer, Kolbe Catholic College Greenvale Victoria
is a teacher and member of the IEU VicTas Branch.**

Legislation on data breaches in schools



Over the last few years, schools have had to deal with a raft of new legislative compliance schemes.

One of the more recent is the Notifiable Data Breaches scheme. Schools hold quite extensive data on students, staff and parents and now need to be across their responsibilities in this area.

The Australian Privacy Principles (APPs) are legally binding under the *Privacy Act* and concern the collection, holding, accessing and correction of personal information.

As APP entities, schools must implement systems to comply with the APPs and to permit enquiries or complaints to be dealt with internally. For instance, APP 1.3 requires schools to have a clearly expressed and up to date privacy policy that deals with their management of personal information.

A breach of an APP in relation to the personal information of a student may be an “interference with the privacy” of that student and lead to claims against the school and an investigation by the Information Commissioner.

Personal information

Schools are unique in terms of the nature and extent of personal information they hold about their students.

Personal information is information or an opinion about an identified individual, or an individual who is reasonably identifiable:

- whether the information or opinion is true or not, and
- whether the information or opinion is recorded in a material form or not.

It also includes sensitive information and health information, such as a person’s race and ethnic origin, sexual orientation and practices, physical and mental health, and opinions on medical or mental health.

The type of personal information collected by schools about their students includes:

- name, address, contact details
- medical information such as allergies, diagnoses, medication
- disability or learning difficulties
- counselling records – personal matters affecting the students (including about their parents and peers) and abuse details, and
- psychological assessments dealing with mental health issues and medication.

Notifiable Data Breaches scheme

The Notifiable Data Breaches scheme commenced on 22 February 2018. It requires entities covered by the APPs, such as schools, to notify the Australian Information Commissioner about eligible data breaches and the persons whose information is the subject of the breach.

An eligible data breach happens if any of the following occurs to personal information held by an organisation, such as a school:

- there is unauthorised access to the information
- there is unauthorised disclosure of the information
- there is loss of the information, **and**
- the access, disclosure or loss is likely to result in serious harm to any of the individuals to whom the information relates.

In the context of a data breach, serious harm to an individual may include serious physical, psychological, emotional, financial, or reputational harm. It is harm that should be assessed in light of such matters as: the kind of personal information involved in the data breach; the sensitivity of information; the persons to whom the information might be disclosed; or the

nature of the harm that the individual might suffer.

A student might also be reasonably expected to suffer some form of psychological or emotional harm if sensitive medical information about them was subject to unauthorised access or disclosure.

A parent who has provided contact details to the school but who is keeping it secret from a former abusive partner could also suffer serious emotional harm if the contact details were accidentally included on a class list.

So how do data breaches occur?

The Office of the Australian Information Commissioner (OAIC) publishes statistical information about notifications received under the Notifiable Data Breaches scheme to assist entities and the public to understand the operation of the scheme and the causes of data breaches. The most recent report concerns the period 1 April – 30 June 2019.

During this period the OAIC received a total of 245 notifications (the average quarterly number of notifications up to that period was 242). The data breaches predominantly came from two sources:

- 62% from malicious or criminal attack (being 151 data breaches), and
- 34% from human error (being 84 data breaches).

The private education sector was the fourth largest sector, with 9% of reports.

The largest source was from breaches from malicious or criminal attacks – those that were deliberately crafted to exploit known vulnerabilities for financial or other gain. The vast majority of cyber incidents (79%) were linked to compromised credentials, either through phishing, by unknown methods or by brute force attack.

Many incidents exploited vulnerabilities involving a human factor, such as individuals clicking on a phishing email (emails that ask for personal information under the guise of being a legitimate email from a legitimate organisation) or the use of credentials that have been compromised or stolen by other means to obtain unauthorised access to personal information.

The second largest source of data breaches was human error, such as:

- sending personal information to the wrong recipient via email (35%)
- unauthorised disclosure through the unintended release or publication of personal information (18%), and
- loss of paperwork or data storage devices (12%).

It was noted that some data breaches can affect larger numbers of people. For instance, the OAIC reported that the failure to use BCC (blind carbon copy) when sending emails impacted an average of 601 individuals per breach.

By way of example, in June 2019 it was reported that Nagle Catholic College sent a warning letter to parents after the school was targeted by a cyber security attack. Someone mistakenly opened a link in an email that was sent to the college. This permitted the hacker to access parent bank account details being held by the college. The college advised that it was working with cyber security experts to mitigate and address the breach.

It was reported that the principal wrote to the parents of the school to express his deep regret for the data breach and noted that the attack was “highly sophisticated”.

In August 2018 the Education Department investigated a privacy breach that resulted in the accidental online publication of student's personal records at Strathmore Secondary College. The data breach involved the publication of more than 300 students' records on the school's intranet which included information about medical and mental health conditions, medications, and learning and behavioural difficulties.

It was believed that human error was behind the publication. The principal of the college is reported to have said:

“I was shocked and disappointed to learn that this information was incorrectly uploaded to our intranet. I am so sorry for the distress and hurt this has caused our students and their families.”

It was also reported by the OAIC that ransomware made up 8.57% of attacks. Ransomware is a type of malicious software designed to block access to a computer system or computer files until a sum of money is paid. This software

will encrypt the files on the affected computer, making them inaccessible.

Remedial action

If a school has reasonable grounds to believe that an eligible data breach has occurred, it must notify the commissioner and the individuals to whom the information relates.

However, if remedial action is able to be taken by the school before any serious harm is likely to be caused to an individual then the access or disclosure is **not** an eligible data breach and does not have to be reported to the OAIC.

It is still a data breach – but it is not an eligible data breach.

For example, if a teacher reported that he had taken home but lost a student file, and the file contained the student's ILP with details of his psychological history and assessment, there is a potential eligible data breach.

If the file is found in a place where no one else had access to it, then there is no unauthorised access or disclosure and no likelihood of serious harm to the student. However, if the file was found on the bus, and was returned through various people, the loss would be an eligible data breach if the student would likely suffer serious harm because of the disclosure of his sensitive personal information.

Notifying individuals

If a school does experience an eligible data breach, and it is practicable to do so, it must take such steps as are reasonable in the circumstances to notify each individual to whom the information relates or each individual who is at risk from the eligible data breach.

If this cannot be done, the school must publish information about the breach on its website and take reasonable steps to publicise the breach so that it comes to the attention of the relevant individuals.

Consequences

The consequences for a school that experiences a notifiable data breach can extend well beyond having to report. It can include reputational damage and adverse publicity.

Further, the OAIC may investigate whether the school has sufficient processes in place to comply with the APPs. It might also exercise its enforcement powers, such as requiring the school to enter into enforceable undertakings to compel compliance with the *Privacy Act* and, in extreme cases, seek fines through the courts.

The breach may also result in claims from affected persons for compensation for an interference with their privacy.

The consequences may also be serious for any staff member who was responsible for the breach or who failed to advise the school of the breach on a timely basis so that the school was unable to take effective remedial action. It may put their employment at risk and, if they are teachers, result in their conduct being reported to Victoria Institute of Teaching or other relevant authority.

The role of everyone employed in schools is therefore critical to ensuring compliance with the *Privacy Act* and in preventing the potential adverse consequences of an eligible data breach of student information.

This article is an extract of the presentation given by Steven Troeth at the annual Australia and New Zealand Education Law Association (ANZELA) Conference in Melbourne in October 2019. Troeth is a solicitor and partner at Gadens Law.

References

There are 13 APPs set out in the *Privacy Act 1988* (Cth).

Privacy Amendment (Notifiable Data Breaches) Act 2017.

Section 26WG, Privacy Act.

Notifiable Data Breaches Quarterly Statistics Report - 1 April to 30 June 2019, OAIC, August 2019.

The education sector refers to the private education providers only, as APP entities. Public sector education providers are bound by separate privacy laws.

Nagle Catholic College parents targeted in cyber attack on Geraldton high school, Cecile O'Connor, ABC News, www.abc.net.au, 20 June 2019.

Strathmore Secondary College leaks 'very damaging' students' medical info, Aneeka Simonis, Brittany Goldsmith and Tamsin Rose, Herald Sun, 21 August 2018.

Concerned about data maintenance and possible breaches in your school?

IEU members who have concerns or questions about aspects of data security and/or potential breaches of data that may come under the scheme should contact the IEU to discuss. Good policies and practices in data security at your school, as well as a clear understanding of what actually constitutes an 'eligible notifiable breach' will assist in accurate compliance with the scheme.

Transformational professional learning: What, why and how?

In 2019, my book *Transformational Professional Learning: Making a Difference in Schools* was published, Dr Deborah M Netolicky writes.

The book weaves together what research literature says about professional learning, what my doctoral study found about professional learning, and the insights my own personal and professional experiences have provided about professional learning.

This approach reflects my belief that we get the best outcomes in education when we consider research alongside context, lived experience and professional judgement. Education is, after all, a complex human endeavour, and the answer to the question 'what works?' is often 'it depends'. As my co-editors and I suggest in *Flip the System Australia: What Matters in Education*, a better question might be: 'what matters?' or 'what should matter?' (Netolicky et al, 2019).

Professional learning matters because it is a key way for us to make education better, but the way we define, implement, engage in, and seek to determine the effectiveness of professional learning also matters.

In this article I outline the what, why, and how of transformational professional learning for teachers and school leaders. What is it? Why care about it? How do we do it?

What is transformational professional learning?

Many professional learning providers offer certified hours of professional learning. But, just as our students haven't necessarily learned because we've taught something, attending a professional development course or event does not automatically mean that meaningful learning has occurred. In fact, my doctoral research found that professional learning for educators is highly individualised. Those experiences that shape our beliefs and practices can be professional and personal, formal and informal, in and out of educational contexts, and singular and collaborative (Netolicky, 2016a, 2016b).

Transformational professional learning – learning that makes a difference in and for schools – as I define it, is "learning that shifts beliefs, and thereby behaviours, of professionals. It is tied to an individual's personal and professional identity" (Netolicky, 2020 p18).

My framing of transformational professional learning draws on the work of Professor Ellie Drago-Severson and Dr Jessica Blum-DeStefano (2018) who describe transformational learning as that which actively changes how a person knows through shifts in cognition, emotion, and capacity. This learning influences our ways of knowing as well as what we know. My definition also resonates with the work of Associate Professor Nicole Mockler (2013) who argues that teachers' professional learning is deeply tied to who we are, not just what we do or how we do it.

Transformational professional learning acknowledges the complexity and humanity of teaching. Learning that transforms what we do needs to also shape who we think we are as teachers, and what we believe is in the best interests of our students. Teachers and school leaders won't change practice unless they believe the outcomes for those in their care will be better.

Why transformational professional learning?

It is important that we in education care about and work towards incorporating transformational professional learning in the practice of systems, schools and individuals.

Part of the argument for a focus on professional learning is that teacher professional learning is positively correlated to improvement in student learning and achievement. Teachers learning and improving their knowledge and skills, it is argued, reaps dividends for students in those teachers' classrooms.

Teachers are additionally required to undertake professional learning as part of their work. In Australia the minimum figure is 20 hours per year. Teachers are required to reflect on and be assessed against professional standards. In Australia, the sixth of seven standards is to 'engage in professional learning'.

Wellbeing is also a consideration for professional learning. We need to ask the question: Is the professional learning undertaken adding to workloads, or empowering teachers and school leaders to be valued, autonomous professionals? Processes such as coaching and effective collaboration have the potential to enhance and support the wellbeing of teachers and school leaders.

So not only is professional learning a way to improve student outcomes, it is also a professional requirement and a potential tool for wellbeing.

How do we 'do' transformational professional learning?

As I say on the *Teachers' Education Review* podcast in an interview with Cameron Malcher (2019), knowing what might work best in professional learning helps us to make better decisions. Being informed about what research suggests is most likely to be effective in shaping teacher beliefs and practices, can constructively influence what kinds of professional learning we invest in, and how we go about implementing those for positive results for students, teachers, schools and systems.

The best professional learning, that is, learning most likely to be transformational, comprises a balance of high support and high challenge. It is targeted and ongoing. It is differentiated for context, sector, circumstance and the individual.

In schools and systems, effective professional learning interventions are underpinned by shared vision and are implemented slowly, initially using volunteers, applying judicious measures of success and generating honest feedback from stakeholders to inform, iterate and refine the model for its specific context.

Those professional learning forms backed by research and practice include:

- professional learning communities
- observation and reflection processes (eg, as lesson study) and instructional rounds
- post graduate study
- mentoring
- coaching.

Daily collaboration between teachers within and between schools also fits the brief of collaborative, targeted, ongoing learning, as do long term relationships between schools and consultants or academics.

Professional learning is one-size-fits-one, so not all transformational professional learning is collaborative or ongoing. Attending a course or conference can also provide an 'a-ha' moment for a teacher. Deeply positive or negative professional experiences can change our beliefs and behaviours. Personal experiences, too, such as becoming a parent or travelling, can shape professional identities and shift the ways in which we interact with students and their families.

As is the case for our students, enjoying ourselves or having a nice time does not equal learning. We can feel engaged and energised without learning occurring. We can be in a room with colleagues without effective collaboration happening. One thing I have learned as a school leader is to seek out dissenting views and seek to understand them. We need to be okay with discomfort and with respectful, robust disagreement if we are to transform our beliefs and practices for the benefit of our students and communities.

What now?

There is a danger that professional learning is driven by political, corporate or school improvement agendas. Rather than surrendering our professional judgement to those citing league tables, standardised tests or products for sale, we must reclaim professional learning for teachers and school leaders in ways that make a difference for and with students.

While there is a place for evaluation, we need to focus our efforts on growth, not systems of rewards and punishments that seek to pit teachers and schools against one another. Rhetoric of teachers, schools or education systems 'failing', 'coasting', 'flat lining' and 'falling behind', based on oversimplified measures, is unhelpful and harmful. Schools benefit from designing their own measures of the success of professional learning interventions in their own context.

Schools can ask: How might we know that conversations are more productive, that teachers are more knowledgeable about teaching strategies, or that the student experience at our school is shifting? Rather than relying on the measures imposed by others, schools can look for indicators of the successes to which they are aspiring, which might be relational, conversational and emotional, rather than numerical or easily quantified.

As I write in *Transformational Professional Learning*, we teachers and school leaders "are not objects that need professional learning done to us, or incomplete entities requiring development by external forces acting upon us.

We are capable professionals who are willing and able to take responsibility for our learning" (2020, p123). We are not technicians enacting unthinking compliance, but experts looking to grow and develop over time.

In the conclusion, I argue that we need to do the following:

- Consider identity and humanity, because those in schools are human beings and teaching is complex.
- Offer voice and choice, differentiating professional learning for staff at different career stages and with different strengths and aspirations.
- Focus on context, culture, and relationships.
- Enable collaboration that is rigorous, purposeful, and sometimes uncomfortable.
- Broaden our definition of professional learning.
- Invest time, money, and resources into professional learning.

Professional learning should empower, enrich and sustain our profession, not undermine, stifle or demoralise it. So, let's focus on building and refining cultures of trust, collaboration and vibrant professional conversation. Let's give teachers the space, time and resources to identify and improve their knowledge, skills and understandings. Let's work towards being and becoming the best educators we can be, by simultaneously pursuing individual goals, organisational goals, and the greater good.

Dr Deborah Netolicky has 20 years of experience in teaching and school leadership in Australia and England. She is currently Head of Teaching and Learning at St Mark's Anglican Community School, Honorary Research Associate at Murdoch University, Deputy Chair of the Karrinyup Primary School Board and a member of education advisory committees. Since completing her PhD in 2016, Deborah has contributed to national and international conferences, including AERA, AARE, ICSEI and ACCEL; as well as to peer reviewed academic journals, books, and international media. She blogs at theeduflaneuse.com, tweets as @debsnet, is author of *Transformational Professional Learning: Making a Difference in Schools* and co-edited *Flip the System Australia: What Matters in Education*.

References

- Drago-Severson, E., & Blum-DeStefano, J. (2018). *Leading change together: Developing educator capacity within schools and systems*. Alexandria: ASCD.
- Malcher, C. (2019). 2019, 27 October. Teachers' Education Review [Audio podcast]. 'TER #141 - Transformational Professional Learning with Deborah Netolicky' Retrieved from: <https://soundcloud.com/ter-podcast/ter-141-transformational>.
- Mockler, N. (2013). Teacher professional learning in a neoliberal age: Audit, professionalism and identity. *Australian Journal of Teacher Education*, 38(10), 35-47.
- Netolicky, D. M. (2020). *Transformational professional learning: Making a difference in schools*. Abingdon: Routledge.
- Netolicky, D. M. (2016a). Down the rabbit hole: Professional identities, professional learning, and change in one Australian school (Doctoral dissertation, Murdoch University).
- Netolicky, D. M. (2016b). Rethinking professional learning for teachers and school leaders. *Journal of professional capital and community*, 1(4), 270-285.
- Netolicky, D. M., Andrews, J., & Paterson, C. (Eds.). (2019). *Flip the System Australia: What Matters in Education*. Abingdon: Routledge.



Pay increases kickstart girls' sporting ambitions

Are improvements in pay in women's sport, such as the Matildas' recent success, influencing the participation of girls in physical activity at school? Staff and students at St Francis Xavier College in ACT speak out, Sue Osborne writes.

Kelly Candy, Physical Education teacher, said: "I feel, every time an opportunity opens up for women to play sport at the highest level, for example, WBBL, WAFL and Super Netball, girls are lifted and know there are more opportunities for them. The win for the Matilda's is a win for all women, especially young women. I believe it will influence participation at a school level as it is becoming more socially acceptable for girls to play a wide range of sports and with a career pathway visible, it can only encourage more girls to play the sport they love".

Samantha Stevens, Health and Physical Education Coordinator, said: "These improvements to women's sport must be having a positive impact on girls participating in sports. I remember speaking to a group of Year 9 girls a few years ago and discussing how exciting it is that professional sport is a viable option for these students. And to have Maggie Gorham selected in the AFLW draft just shows what some of our students are capable of".

Maggie Gorham, recent graduate, said "I think when young kids see that there could be a career in sport, it motivates them to give sport a go and see what they might be good at.

Knowing that there are now pathways to achieve is a bonus. Especially within the women's space, there haven't always been many stepping stones to the highest level. There's still a long way to go but it's really exciting to see where women's sport in general is going".

Jorja Simpson, Year 9 student and AFL player, said: "Certainly, I think young girls can see that there are massive opportunities for them, and this makes them want to get involved in sports. These pay increases are so beneficial for the growth of women's sport".

Abbie Bailey, Year 9 student and touch football player, said "I would love to play Rugby 7s for Australia one day just like my idol, Charlotte Caslick. She started off with touch and now plays for Australia in 7s. I used to never think women in sport got featured as much as men but now, because of the increased popularity of sports like AFL and rugby, women have been treated a lot better. The sporting future for women is going to be much bigger. I also think many mums don't want their daughters playing rough sports and

many think rugby is a guy's sport. I think the pay never really stopped many females playing the sport they did until they found out how much the men got paid compared to the women! That was a huge reason for females to stop the sport they loved. But now that in some (hopefully all sports in the future) men and women get paid equally, it gives women in sport hope".

"The win for the Matilda's is a win for all women, especially young women."



Reclaiming professional discourse

There's something missing from public discourse about education, IEUA NSW/ACT Branch Professional Officer Amy Cotton writes.

Turn on any morning news program and there will be a politician and a couple of panellists who once attended school discussing the needs of education in our country.

They reduce complex issues to talking points and dramatic table slaps for the viewing audience. The newspapers are rarely better – routinely printing sensational stories or opinion pieces about the failing education system instead of nuanced analysis of policy and conditions. On social media there is an abundance of people with single issues claiming that they know how to 'fix' education in Australia.

But where are the teachers' voices? Where are the support staff voices? Across the nation, at casual barbecues with their friends and family, teachers and education sector workers routinely defend the work they do and explain how hard they work and how under resourced, undervalued and under appreciated they are.

The union knows our members are articulate, passionate and diverse in their views. They are experienced practitioners; professionals who have been through changes in government, policies, education trends and fads. How do we encourage a professional discourse? How do we take back control of the education agenda?

Inspired by Howard Stevenson's (University of Nottingham) examination of the ways education unions could reclaim their profession, the IEUA NSW/ACT Branch experimented with three initiatives designed to allow members to engage in professional discourse. We launched documentary screening/discussion evenings, education debates and a book club.

The central idea was to provide resource material that prompted a professional discourse among our members, facilitated by union officers but not necessarily led by them. Soon members were volunteering to speak at the events, giving detailed accounts of their understanding of the source material and how it would or wouldn't work in their context.

Professional discourse flourished. Members used their voices to present their ideas, and their experience. We're on our way to reclaiming that discourse.

"Across the nation, at casual barbecues with their friends and family, teachers and education sector workers routinely defend the work they do."

CASE STUDY

A brush with fame: IEU Book Club

In Term 4 2020, Book Club will read *Playground Duty*, a compelling and entertaining memoir and reflection on the teaching profession by Ned Manning. This is a change from some previous books chosen for Book Club, such as *Flip The System* and *12 Ways Your Child Can Get The Best Out Of School*, which both focused on changing and improving the education system in an academic sense.

"We were looking for something a little bit different for Term 4," Keith Heggart, previous IEU Organiser and Book Club convenor (now Lecturer in Learning Design, School of International Studies and Education, UTS) said.

"We wanted to keep the focus on education, but we also sought to remind ourselves about the wonderful opportunities that come in a teaching career, and *Playground Duty* is great for that."

The author, Ned Manning, is a well known figure in Australian education and the arts. He has starred in films and TV series such as *Bodyline*, *Brides of Christ* and *Looking for Alibrandi*, as well as being an accomplished playwright. More recently, he has been working as a drama teacher at International Grammar School, Ultimo, and he is, of course, a member of the IEU. In *Playground Duty*, he recounts a wide variety of experiences throughout his teaching career, from Tenterfield to Beijing, and many points in between. He also discusses the changes that he has seen in our education system – the good, the bad, and the amusing!

He dropped by the IEU offices for a filmed chat with former Secretary John Quessy. The chat, which was recorded and is now available on The IEU Zone (www.theieuzone.org.au) was wide ranging and informative, as Ned reflected on his career and his frustration at the standardisation that seems to be becoming more common in education in Australia. Ned was passionate about the importance of mentoring and developing young teachers, and the need for this to go beyond a formulaic process of attaining accreditation at Proficient, and instead be a real developmental model – something that the IEU agrees with!

Get involved...

If you're a NSW/ACT Branch member, we'd love you to get involved. You can join our **IEU community page** where we post updates (https://www.facebook.com/groups/ieucommunity/?source_id=200813556623220).

If you've got a book you think we should read, we'd love to hear from you, too. Email the PD team at pd@ieu.asn.au.

If you're from outside of NSW/ACT, speak to your organisers about the possibility of creating a union book club.

WE'LL COME AND MEET YOU AT YOUR WORKPLACE.



Making your super work hard shouldn't be hard work for you.

When you need advice on how to achieve financial security and plan for your future, our local Customer Relationship Managers can come to you.

For more information and to book our free, no-obligation workplace services, please visit ngssuper.com.au/crm and click on the 'New South Wales & ACT CRM' tab.

**ngs
Super**

Incorporating **qiecsuper** division



SuperRatings does not issue, sell, guarantee or underwrite this product.

Go to superratings.com.au for details of its ratings criteria.

For further information about the methodology used by Chant West, see chantwest.com.au

ngssuper.com.au
1300 133 177