Inquiry Approaches to Learning

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Welcome to the first edition of Curriculum Matters in 2008. The title of this edition is *An Inquiry Approach to Learning* with many of the articles relating specifically to this theme.

Two particular professional development programmes sponsored through the Australian Government Quality Teaching Programme (AGQTP) 2007 were – *Building an Inquiry Culture and Digital Literacy for the 21st Century*. Teachers who participated in these have written about they ways in which their work was influenced by their participation.

Articles reflect learning outcomes and processes undertaken as part of classroom or whole school projects aligned with these professional development programmes. There is an overriding sense of satisfaction and ‘value-gained’ as a result of the professional learning and the opportunity for collegial dialogue about pedagogical practice. For some, it was an opportunity to work closely with other staff members and their school community on a common issue or question. For others, it provided an impetus to try something different, reflecting on their traditional practice in terms of student engagement and improving student learning outcomes. As you read their stories, you are able to relate to the statement made by one teacher: “Everyone got something out of it”

This statement could also relate to the experiences described in an article that brings together a collection of reflections from teachers who have participated in *Digital Literacy for the 21st Century* professional development activity.

The article - *Improving and Sustaining Literacy through Pedagogical Change* reports on a collaborative project between Catholic Education and a Research Team from the University of Queensland. The research project aimed to describe changes to teachers’ knowledge and pedagogical practices, and identify principles for effective professional learning. A full copy of the report on this research project will become available on the Intranet. For more information please contact Pauline Chester pchester@bne.catholic.edu.au

An article on why inquiry questions are essential to the learning and teaching of English explores the central role inquiry processes play in the active construction of meaning with texts and language, drawing on material from the Consistency of Teacher Judgement Information Kit for 2008.

Other draft titles for the remaining issues of Curriculum Matters this year are: Supporting Learners (Ed 2), The Arts (Ed 3) and Multiple Pathways – VET (Ed 4). Contributions from readers are invited. For more information re how to contribute, please contact me or any member of the Editorial Team.

We hope you enjoy this edition.

Fran Ralston - Editor
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AGQTP 2007: Building an Inquiry Culture & Digital Literacy for the 21st Century

Background
The Australian Government Quality Teacher Program (AGQTP) is designed for primary and secondary teachers in Catholic schools in the Brisbane Archdiocese. In 2007 there were five Brisbane-based activities under the AGQTP. They were open to teachers in both Brisbane Catholic Education and Religious Institute schools in the Archdiocese of Brisbane. The activities were:

- First Steps Literacy: Writing
- Gifted & Talented Education
- National Safe Schools: Taking the First Step
- Building an Inquiry Culture
- Digital Literacy for the 21st Century

The last two of these – Building an Inquiry Culture and Digital Literacy for the 21st Century are professional learning activities undertaken by teachers in Catholic Schools in the Brisbane Archdiocese. They are continuing in 2008 and this edition of Curriculum Matters has a focus on some of the projects undertaken in the past two years. Both activities underscore the key objectives of the AGQTP: to equip teachers with the skills and knowledge needed for teaching in the 21st Century; to provide national leadership in high priority areas of teacher professional learning need; and to improve the professional standing of school teachers and leaders.

Building an Inquiry Culture
In 2007 Building an Inquiry Culture enabled participants to understand the concept of inquiry learning at system, school, classroom and individual level. Inquiry learning involves a cyclic model of learning: explore, plan, act, and reflect.

Facilitators from the Australian Catholic University (ACU) hosted a variety of models of inquiry. These models included Action Research, Appreciative Inquiry and Critical Data Analysis. This activity was aimed at those who would in turn, facilitate an inquiry culture in their schools with a view to making more evidence-based and data-informed decisions affecting the school’s pedagogical, curriculum and managerial practices.


In 2007 there were two strands of Building an Inquiry Culture involving almost 40 teachers from seventeen schools:

- Strand 1: Using Inquiry Methods to Change Practice
  This strand was designed for teachers and administrators relatively new to this data-informed method of school decision making.

- Strand 2: Creating Schools as Centres of Foresight
  This strand was designed for those who have some previous experience with inquiry learning or who are looking at instituting inquiry learning across the school or between schools using inquiry models.

Digital Literacy for the 21st Century
Digital Literacy for the 21st Century is concerned with developing and supporting digital literacy in a variety of different ways. Throughout the year a series of professional learning opportunities helped to equip teachers with the knowledge and skills needed to effectively utilize 21st century digital tools with their students. Such digital tools included working in digital environments, creating and maintaining online educational communities, and the effective integration of online resources such as learning objects.

The professional learning opportunities were held throughout the year and were facilitated by the Education Officer: Digital Literacy, Kate O’Neill who guided and mentored teachers. The strands of this activity, offered throughout the year involved over 100 teachers directly and many times that number indirectly. The strands were:

1. Creating Simple Learning Objects Using Microsoft PowerPoint and Clipart
2. Introduction to Using Microsoft Photo Story and Movie Maker
3. Blogging – Serious Media or Just a Rant
4. Digital Literacy Online Community
5. Using the Four Resources Model for Effective Digital Literacy Practices
Conclusion

This edition of Curriculum Matters is devoted to some of the outcomes of two of the most successful AGQTP activities of 2007: Building an Inquiry Culture and Digital Literacy for the 21st Century.

However, it is worth commenting that the AGQTP has expanded in 2008 with a total of eight activities for the Archdiocese. Consumer and Financial Literacy, Developing Leadership Capacity and Summer Schools for Teachers are completely new AGQTP activities, while others have been modified. The activities for 2008 are:

1. Building an Inquiry Culture
2. Digital Literacy for the 21st Century
3. Gifted and Talented Education
4. Cyberia: National Safe Schools
5. First Steps in Speaking and Listening
6. Consumer and Financial Literacy
7. Developing Leadership Capability
8. Summer Schools for Teachers

All inquiries regarding the program can be directed to Michael Harkin, Project Officer: AGQTP, at 3033 7509 or email: mharkin@bne.catholic.edu.au

Building Centres of Foresight – All Hallows’ School 2007
An AGQTP Project On Inquiry Learning

In 2006 some teachers from All Hallows’ School (AHS) were involved in a project: Building an Inquiry Culture as part of a series of professional development opportunities offered by the Australian Government Quality Teaching Project. Our involvement in this project was timely given that our school had recently reviewed its approach to professional learning and as a consequence had developed a model based on practitioner inquiry and working in critical learning teams. The action research approach to learning, as part of the Building an Inquiry Culture, very much supported the approach to professional learning encouraged at AHS. The success of our 2006 involvement provided some strong motivation to become involved with the project again in 2007.

In 2006, the Inquiry Culture project we explored concerned discovering what effective teacher collaboration might look like and how it might be sustained at our school. Reflection on this original project prompted many new questions:

• What happens after collaboration?
• Is collaboration an end point or does it provide a way of working that opens up other possibilities for an effective community of practice?

In 2007 the staff involved in this second stage of the AGQTP Building an Inquiry Culture made connections between a number of individual projects to develop an overarching investigation into ways of building a sense of ‘community’ at the school. The purpose was to develop our collaborative practices in order to enhance educational outcomes for our students.

Our project in 2007 was centred on the question: How can we work within our particular environment to develop a greater sense of community to support the learning of staff and students?

The teachers involved in the 2007 project were: Jenny Allen, Shirley Coulson, Cheryl Bowring, Kara O’Neill, Cheryl Stojanovic, Rhonda Taylor and Christine Beckmann.
Summary of Individual Projects and their Findings

Project 1. Jenny Allen (HOD Religious Education) had her inquiry: How can we use data on teacher job satisfaction as a basis for professional dialogue and to inform future planning?

The key findings from Jenny’s inquiry are summarised below:

• There was a need to embed current change before moving on to the next change.
• There was a need in relation to decision making regarding what to leave out in order to embrace the new, not simply to add the new on.
• Decision making on key educational issues would be more effective and people would own the changes if they had some say in the what, when, how and why.
• There is a need for high quality professional learning.
• The data on job satisfaction did provide a basis for lively professional dialogue which could inform future planning, and the challenge to translate this into positive student learning outcomes remains.

Project 2. Christine Beckmann considered that both beginning and experienced teachers can be challenged by the demands of learning and managing new or different curriculum knowledge and pedagogies.

Christine’s investigation explored how a sense of ‘community’ could be further encouraged in the school through the proactive and positive steps that aid teachers in their learning.

Key findings:

In order to promote and support professional learning relevant to particular subject disciplines the following points are most valued by teachers:

• The allocation of a mentor/buddy (other than Head Of Department)
• Desk allocation (seated near those most capable of supporting teacher learning)
• Periodic structured feedback and reflection with Head Of Department
• The availability of annotated samples of student work, and
• Having up-to-date unit outlines and resource references

Project 3. Kara O’Neill proposed that as a HOD for Language Teaching, it is important to support staff both in and out of the classroom. Often it can be difficult to give this support and provide affirmation as conventional teaching is done ‘behind closed doors’.

The aim of Karen’s investigation was to explore the issue of how the process of peer mentoring can lead to enhanced teacher collaboration, give support and affirmation to teachers and ultimately translate to positive student outcomes.
Key findings:
Most respondents felt peer mentoring:
• encouraged teacher collaboration
• helped build more collaborative relationship with colleague/s which enabled them to experience professionally supportive relationships with LOTE colleagues
• enabled them to incorporate observed strategies into their own teaching.

Plus, all LOTE Teachers indicated that they are encouraged to develop plans for improving their own professional growth, and 50% felt peer mentoring was a worthwhile form of professional development.

All respondents felt that peer mentoring:
• had been successful
• had been a worthwhile project in which to be involved, and
• had improved the quality of their teaching

25% of the LOTE teachers felt it had put them outside their “comfort zone”.

Project 4. Cheryl Stojanovic asked: How can we work collaboratively towards consistency of best practice to promote student transfer of learning? This inquiry particularly focused on the multi-disciplinary team who prepare our Yr 12 students for the QSC test.

Key findings:
• Increasing the amount of time spent on QCS Test preparation alone will not ensure that students do well.
• Built-in preparation is more significant than bolt-on preparation.
• If a school sees that a change in preparation for the QCS Test is necessary, the best results are achieved by involving those staff members who are willing to make changes and who can focus on more than increasing students’ test-wiseness.
• Students’ attitudes to the QCS Test seem to be important in improving performance.
• It was recognised that WT (Writing Task) skills are beyond the realm of English only.
• There is a need for a common basic format or design for the writing genre.
• Engaging students is a challenge.
• The role of teacher as facilitator is significant to understand.
• There is a need for more planning time
• Reflection on what works and what doesn’t is necessary.

Project 5. Shirley Coulson (Deputy Principal: Curriculum) based her inquiry on her understanding that feedback to students on their learning is an important part of developing their metacognitive skills as well as improving achievement. Teacher professional learning in this area has been limited and has not generally been part of curriculum team discussions.

This investigation sought to enhance student learning through the identification of effective feedback from teachers on assessment in progress. It explored ways in which teachers can identify and critically reflect on their own practice with respect to feedback.

Key findings:
Much of the work in this inquiry was based on the research of Hattie and Timperley (2007) who conducted research into teacher feedback and its effects on student learning. In their research, Hattie and Timperley found:

There are four types of feedback. These are:
FT - Feedback about the task
FP - Feedback about the processing of the task
FR - Feedback about self-regulation
FS - Feedback about self as a person

They identified differential effects...
• FT is more powerful when it addresses faulty interpretations (not lack of information), but also gives information on correct responses.
• FP relates to strategies for error detection (provides self-feedback) and is more effective than FT for enhancing deeper learning.
• FR encourages commitment, confidence, control, self-regulation which leads to high individual variation.
• FS as personal praise is least effective and too often used.

In the AHS inquiry, we found that:

Students are seeking more feedback at the FT level but from the research we understand that one of the problems with feedback at the task level is that
it often does not generalize to other tasks (Hattie & Timperley, 2007)

Teachers are giving feedback to students at the FP level but this is not being well understood by students and it is this level which...relates more to the relationships, cognitive processes, and transference to other more difficult or untried tasks (Hattie & Timperley, 2007)

Project 6. Cheryl Bowring and Rhonda Taylor considered that unit evaluations have the potential to prompt student reflection on their learning and provide information for teacher reflection on practice.

This investigation explores what makes unit evaluations effective in encouraging both student and teacher learning. It considers how the professional dialogue involved in the construction and discussion of unit evaluations can contribute to community building.

Key findings:

• Best practice is gained by a combination of evaluation techniques which provide both quantifiable and qualitative data.

• Girls and ICT are a complex combination. For example, girls need 'tinkering time' but also need the opportunity to see the 'real life' value in what they do. When asked - What activities would further assist you? They answered: “Playing around with it”, and “Hands on work and trying it by myself”.

• Student metacognition provides a central focus for unit evaluation and ongoing planning.

• Teacher reflection – collective and individual may be difficult to prompt but it is worth persevering.

After initial reluctance to change the unit evaluation, staff have acknowledged the valuable information gained especially about the difficulties experienced by students.

Conclusion.

Teacher reflections on the project drew forth the following comments:

What we have gained through this process?

• Greater connectedness and a strengthening of our relationships built through our discussions (the trust element at work!).

• Affirmation of what we are doing and reminders about things we should do but sometimes forget.

• A greater appreciation for the inquiry process and its worth to us as professionals:

  "Inquiry is worth doing"
  "Everyone got something out of it".


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Building an Inquiry Culture through Projects at Mary McKillop School

Jo Murphy
Arts Specialist
Mary McKillop Primary School, Birkdale

In 2006 two interdependent projects were undertaken at Mary McKillop Primary school by teachers involved in the Australian Government Quality Teaching Programme (AGQTP) under the priority - Building an Inquiry Culture. One of the teachers, Jo Murphy, continued in the 2007 programme. The following article is her story of activities undertaken and achieved as a result of her participation.

In 2006, I joined a cohort of teachers from Brisbane Catholic Education Schools participating in the AGQTP programme on Building an Inquiry Culture. As part of this programme I began exploring the concepts and strategies in the Inquiry strand of Appreciative Inquiry. Through a situational analysis process, the idea evolved to focus appreciatively on Visual Critical Literacy and explore the empowering impact this style of teaching has on Numeracy and Literacy learning.

I began by drawing a chart of discovery in Photoshop and started to look for times when Visual Literacy could help students take control of their learning in other complimentary areas of learning. At the 2006 presentation of projects undertaken by teachers as
part of the programme, I demonstrated the process and outcomes using material from the Year Three Mathematics Source Book to devise a Maths through Art programme. The material was used to teach the structural aspects of a Perspective. Through the fun of cartooning, mathematical concepts were elucidated and consolidated.

An interrelated project being undertaken by Jenni Proctor enabled us to work together using the context of the annual Career Awareness day to create a Visioning Wall. Independently the projects explored Middle Schooling concepts and, through the arts and technology, produced authentic authorship and publication of art, writing and animation. I was able to use the same techniques of facilitation that I had used in an earlier community based programme that involved collaborating with community mental health workers and youth. Jenni and I formed a parent teacher team and together we visually suspended the student’s visual representation of their aspirations about their future above their heads in a photographic collage designed to represent simple communal visioning – The Visioning Wall.

The collage came from student work, slogans from Programme Achieve and images supplied by a professional photographer. The blended design provided the school population with a continual focus, reminding them of the keys to success. This prominent image encourages the students to remember participating in the creation of the wall. It is a reminder of their achievement and can bolster their resilience when they look up at the slogan that says - “You Can Do It.”

The Careers Day Project lead by Jenni, empowered the Year 6 students to organise a day celebrating careers. Students arranged a song, performance and rap around the theme “You Can Be What You Want to Be.” Jenni and I presented an Art Workshop at the AGQTP Conference in Melbourne in order to share the processes and learnings from the projects with others.

In 2007 I was able to continue my learnings from Building an Inquiry Culture and participated in Strand 2 of the AGQTP – Creating Schools as Centres of Foresight.

Jenni Proctor arranged for an opportunity for me to teach MSPaint to Years Prep and One during the second part of the 2007 school year. I was keen to enable the children to learn about context and to understand that drawing [visual art] is in itself a language. I wanted the children to know that story writing and composition is easier [more effective] and enjoyable if their script is captured in images first using a sketched storyboard.

Jenni established a teaching situation in the computer laboratory of the library, and I was able to model this process to the students in the style of Maths Through Art. My ability to communicate the structure of drawing had already been well honed and I was able
to transfer a bedrock of structural knowledge of perspective to simple cartooning in MSPaint.

The children were inspired by a section of a 20 metre mural created for the Islamic Women’s Association, and I was able to transfer this image into MSPaint and used suggestions from the students to create a cat in this fertile background. The children observed how the mural was digitalized and once they understood a little about this process, we set about creating our own story within the painted environment.

In the next image, a little cat hides on the bridge and the children have decided he is looking at the bush turkey. When students learn about transporting images from one context to another, they are learning how to transfer knowledge.

**Community Connections**

As an Experiential Creative Arts Therapist, I have chosen a career path where I visit all kinds of healing communities on a regular basis. The programmes developed can be recreated in other communities within existing educational, rehabilitative or corrective structures in ways that facilitate healing through art. In this way I am able to show my appreciation to Jenni for her encouragement and mentoring, the AGQTP and the Australian Catholic University.

Jo is a Primary Arts Specialist with Secondary English/Art Qualifications. She is also a trained Experiential Creative Arts Therapist and Community Arts Facilitator.

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**Building an Inquiry Culture to Create Schools as Centres of Foresight.**

**Vicki Thorpe**

**Brian Moffett**

*St Agnes Primary School, Mt Gravatt*

In 2006, the Australian Government Quality Teacher Programme (AGQTP): *Building an Inquiry Culture* offered us the opportunity to conduct an inquiry which would support future planning at St Agnes Primary School, Mt Gravatt in the area of Information Communication and Learning Technologies (ICLT). The inquiry project continued into 2007 and had guidance from facilitators Janelle Young and Pam Hanifin from the Australian Catholic University.

**Building an Inquiry Culture: Starting Out**

In order to conduct the survey it was important to have the support and encouragement of our Principal, Mr Rick Sheehan. All staff members, all Year 4-7 students and a random selection of parents in our community were surveyed to enable us to gather data and discern the expertise, needs and interests of these groups, and their preferred futures in the area of ICLTs.

The purpose of this inquiry was to be informed as teachers and administrators who needed to plan further integration of ICLT in the curriculum and community life at St Agnes. We wanted both students and staff to continue with their learning about, and using ‘literacy in 21st century tools, processes and resources’
in ways that are purposeful, productive, responsible and critically reflective. Using ICLTs, we wanted to develop how we communicate with our parent community and communities beyond St Agnes. Therefore there were choices to be made on a continuing basis regarding infrastructure needs and professional development in our community. The inquiry would allow us to be informed from the perspectives of stakeholders i.e. staff, parent community and our student community.

We devised our survey tool using the following resources:

- Digital Thinking: Benchmarks To Empower Lifelong Learners: Consultation Version 1
- Dimensions of Learning Tools of 21st Century Use (draft) 2
- Information and Communication Technologies (ICT) Curriculum Integration Performance Measurement Instrument: Learning, Teaching and the Curriculum 3

**Analysing the Data**

Our survey revealed:

- the availability of resources to assist in developing audit instruments but there was a need to critically evaluate the validity of the instrument itself
- the pertinence/usefulness or otherwise of questions that may be asked
- the time required for collation and analysis
- the benefit of knowledge about data analysis
- the value of the instrument for revealing sensitive information e.g. students at risk in terms of ICLT access, competence and confidence
- the levels of competence and expectation held by parents in terms of curriculum and communication within the school community
- the levels of student competency and expectation, plus the developments across Year levels
- evidence of substantial progress in competencies and confidence amongst technological immigrants
- clear pathways for the future of ICLTs at St Agnes. This was in terms of further integration within student learning, professional development, communication in the life of the school community and infrastructure, and
- the need for resourcing ICLT in terms of infrastructure, curriculum needs and professional development.

The school newsletter informed the parent community about the Inquiry Project being undertaken. However, we needed not only to present our findings from the data analysis to the community, but also to invite their interactive reflection on the responses in order to inform our direction.

In 2007, the AGGT Programme offered us an opportunity to take our inquiry to the next phase with the continued guidance from facilitators Janelle Young and Pam Hanfin.

**Creating Schools as Centres of Foresight.**

In 2007, the considerations of our research results were informed by the recommendations of the Strategic Renewal Framework (2007-2011) 4 Priority 6, and a draft of Brisbane Catholic Education’s document Internal School Review Instrument 5 with its outcome evaluation criteria. We developed an action plan to take the project forward.

- The first strategy employed was to conduct an open forum to present the analysis of data from our ICLT survey conducted in 2006.
- The participants of the forum were: team members of AGQTP Project, parents, teachers, students from Years 6 & 7, the Principal, a representative from BCEC, relevant community and commercial stakeholders such as our technical support company and a representative from our main hardware supplier.
- During the forum we used professional development tools to engage stakeholders in rich conversations about the preferred futures for ICLT at St Agnes.
- An outcome of the forum was to facilitate a rich conversation in the light of previous findings to begin to shape a shared vision which would directly impact upon future planning processes.
It was also a celebration of our journey together in working towards a preferred future in ICLTs as a part of lifelong learning.

Following the forum, an ICLT Taskforce representing all stakeholders was formulated to collaboratively develop an ICLT plan for preferred futures in alignment with the BCEC Strategic Renewal Plan (2007-2011). An important first step for the taskforce was to develop the shared understanding of the story and educational principles guiding our use of ICLTs at St Agnes. These principles include:

- Our vision for ICLTs is shared across the School.
- ICLT is at the service of learning and communication.
- The use of ICLTs need to be embedded in the teaching/learning cycle.
- ICLT supports students’ engagement in learning and needs to be responsive to their learning.
- Discrete skills in ICLT are taught purposefully within the broader context of the teaching/learning cycle.
- There is a reciprocal relationship between teacher and learner in using ICLTs.
- There needs to be appropriate resourcing according to the ICLT Plan.
- The resourcing of ICLT needs to be responsive to changing contexts.
- Professional learning is a shared responsibility.

The taskforce will continue this year to inform the development of the ICLT plan and will meet on a regular basis.

In Conclusion

It has been stated that turning potential into reality is a complex, multifaceted task. For us, the key determinants for success will be how the educational vision is defined, how teachers are prepared and supported, how curriculum is designed, how issues of equity are addressed, and how we are able to respond to the rapidly changing world. Long-term, carefully planned commitments are required.

Our Learnings

There have been a number of learnings as a result of our involvement in the two-year project. These are:

- We felt we needed better knowledge and/or assistance in developing data gathering and analysis tools.
- We need to allocate quite a lot of time to collate and then analyse data gathered.
- Principles associated with revealing sensitive information need to be in place.
- The process afforded the opportunity to gain a snapshot of the levels of ICLT competence of a wide section of the school community.
- It provided a valuable opportunity for stakeholders to voice their expectations in regard to ICLT.
- It has provided clear pathways to pursue for future planning and direction of ICLTs at St Agnes.
- There are implications for other areas of the curriculum in terms of student learning.
- There was evidence of substantial progress by technological immigrants.
- The level of student competency and expectation is high and is not necessarily recognised.
- Participation by community and commercial stakeholders brought a different and valued perspective to the process.

Vicki is the Curriculum Support Teacher, Teacher Librarian and Information & Communication Support Teacher, and Brian is the Assistant to the Principal at St Agnes Primary School, Mt Gravatt.

2. Dimensions of Learning Tools of 21st Century Use (draft) Brisbane Catholic Education
Developing multi-literate students beyond the early years.

Kym Thomas
Siena Primary School, Sippy Downs

My overall research question for this project was:

Am I providing students with the literacy practices they are going to require in the future?

The research literature argues that students in the middle primary years need a range of literate repertoires in order to be effective learners. For the purpose of my research I was interested in knowing what practices and technology tools will effectively support the development of multi-literate students in these years.

Background understandings

There is no one fixed definition of literacy as it is shaped and reshaped by cultural and social interests and practices. Differing teaching approaches are required for different individuals and within different contexts (Luke & Freebody, 1999; Freebody, 1992). Our contemporary context includes digital and technological aspects.

Today, ‘meaning-making’ and communication rely on the use of visual, audio, gestural and spatial patterns with multi-media and information technologies. The Literate Futures Report (2000) states that literate members of information societies need to master the oral language of their community and the wider community; the written systems, including reading, writing, handwriting and spelling; and the multi-media forms of communication that blend print, visual, audio and other forms of communication. They need to not only acquire basic skills but be able to apply them in specific situations. Students need to understand acceptable ways of collecting and presenting information and ideas in different contexts through integrating non-verbal and pictorial representations into their presentations and comprehension of texts. They also need to develop the ability to navigate the multi-modal and multi-directional nature of computer texts (Lo Bianco & Freebody, 2004; Comber, Badger, Nixon & Pitt, 2002).

It can be argued that students in classrooms today are ‘Digital Natives’ growing up with instant technology (Prensky, 2001). Technology as a learning tool meets the needs of students who receive information quickly and who are able to ‘multi-task’ and use parallel processes. Technology should be used for more than creating attractive presentations (Jonassen, Howland, Moore & Marra, 2003), as it can become an expensive tool used to complete traditional tasks that could be done more effectively using traditional media.
Literacy in the Middle Primary Years

Students in the middle primary years face changing literacy practices and expectations that require a broader repertoire of skills and knowledge. The middle years of schooling may be characterised by the separation of learning areas into school subjects with distinctive attributes. It is often assumed that students are able to operate within these increasingly distinctive literacy domains once they enter secondary school. However, differences between the literacy domains involve more than specialist terminology or writing formats. It also involves acceptable ways of presenting and explaining information and differences in graphic and pictorial representations of information. Students in the middle years require clear and explicit teaching within a variety of disciplines in order to meet the rapidly changing literacy demands they will face in the future (Lo Bianco & Freebody, 2004).

Students are required to gather data from a wider variety of sources taking control over a larger range of text types and presentation techniques. They are expected to make decisions and use literary devices that will both enhance their texts and consider the needs of their audience and purpose.

Project Stages

a) Design a literacy program for a Year four class for a term based on recommendations from the research (some of which is referred to above).

This research project built on a traditional print media literacy program which had utilised technology predominantly in publishing student work, in activities for drill and practice games in Spelling and Mathematics, and on rare occasions, to gather data from pre-specified websites. One aim of the new literacy program was to include a wide variety of opportunities to critically engage in technology across the curriculum.

Learning Objects – web-based interactive, multi-media resources - were used to support the achievement of learning outcomes and as a way to engage students and encourage them to be independent learners. Learning Objects can assist students to understand difficult concepts at greater depth (Freebody, 2005), whilst developing multi-literate skills. Continued opportunities were provided for students to use drill and practice software for Spelling, as well as using Microsoft Word, Publisher and PowerPoint for publishing work. We used a wider range of websites for games, instructional videos and web-based investigations (webquests). Students also used Excel to create a variety of graphs and Kidpix to present their understandings of Mathematic concepts. Minimal explicit teaching was given for most of these activities and students were required to problem solve and work collaboratively in order to complete the tasks.

Explicit teaching of software during integrated studies supported students as they created a multi-directional PowerPoint presentation, learnt how to efficiently use search engines, navigate websites and how to use Inspiration software to gather and organise information.

b) Implementation of the program and data collection

Work samples were collected and assessment conducted before and after participation in the program. Attitudes toward literacy learning were discerned using interviews and surveys with a cross section of students and parents.

Data collection methods included: Standardised tests – Torch, Handy Resources reading age test, reading records – PM benchmarks; work samples; student and parent interviews and surveys, and anecdotal records.

c) Collation and analysis of information.

The standardised tests results were as follows:

One third of the students tested using PM Benchmarks showed an increase of between 3 – 4 levels over a semester. This was in keeping with typical results seen in students of this age in previous years. The other two thirds of the class had reached the top level of PM and were tested using the ‘Handy Resources’ kit to identify their reading comprehension age. 64% of these students had an increase of 2 years in their level of comprehension. These students started at a reading age of either 9-10 or 10 -11 years and were already slightly above the expected reading levels of students for Year 4. 36% had an increase of 1 year in their reading age. This was useful information in terms of evaluating the effectiveness of the program, when in the past the reading age was usually increased by 1 year.

The torch test results showed an overall increase in all students that was significantly better than their peers from other Year 4 classes in the school who did not participate in the literacy program.

The significant results of surveys sent to students and parents were as follows. (A rating scale of 1 – 5 was used where 5 indicated the most/best).
Graph 1 Student perception of their use of the computer

Student Responses

Blue – How did you feel about using computers at the beginning of the year?

Red - How do you feel about using computers now?

Graph 2 Parent Perceptions of their Child’s Computer Skills

Parent Responses

Blue – How were your child’s computer skills at the beginning of the year?

Red – How are they now?

Graph 3 Software

Student Responses

Which programs help you to learn?

Blue – Microsoft PowerPoint
Red – Microsoft Excel
Orange – Microsoft Word

Graph 4 Web-based Activities

Student Responses

Which web-based activities help you to learn?

Blue – The internet
Red – Learning Objects

Summary of Results

The literacy results showed some quite unexpected outcomes. Learning Objects were specifically chosen because of the potential for engaging those students who would normally be disinterested or who found reading and writing challenging. Students who performed well in the early years and who had reached what appeared to be a plateau around this time showed significant improvements in their literacy development. Further, those students struggling with literacy demands seemed better able to apply the non-linguistic features in their own texts than their counterparts.

The student’s computer skills improved significantly and parents also noticed improvements in home computer use where children began to assume a role of ‘teacher’ to their families. Students also identified that the use of Learning Objects and other web-based activities contributed far more to their learning than just the use of software applications.

An interesting observation was how students responded to the different pedagogical approaches. For example, when students were explicitly taught how to use a particular software package/process on the computer, (e.g. PowerPoint) they focused on demonstrating the functions taught, paying little attention to the texts they were creating, the meaning of those texts, or how the software was a useful tool for their learning.

On the other hand, when given a problem to solve with minimal instruction on “how to”, students focused
more on completing the task appropriately rather than demonstrating use of the program. This was observed when students were given a written set of basic instructions for creating graphs in Excel. They took this task to a much higher level than I had expected and explained why they made choices about the types of graphs and the colours they chose. In a later Mathematics lesson the children were involved in an investigation that required them to use tables. They were able to draw upon their experiences to suggest that a graph compiled with the technology was a quicker, easier, and more effective way of displaying the information.

Implications for the Future
As a result of this research, I have continued to embed Information and Communication Technology (ICT) in the curriculum across the key learning areas. I recognise that students need to time to ‘play’ when learning new software or using different technologies before they apply the skills for a particular purpose. I believe more time is also needed to be spent on deconstructing multi-media texts in order to help students better understand how the different visual, audio and graphical features contribute to the meaning making. In the future, I would like to incorporate other technologies designed specifically for educational purposes. I plan to continue providing a combination of pedagogical practices, including explicit teaching where relevant. Students will also be given time to work collaboratively, to teach themselves and one another, and to access teacher knowledge when they cannot solve their problems after several attempts.

Reflection on the Action Research Process
I found this research project affirmed my existing theories and pedagogical practices as extremely important foundation whilst challenging and reshaping these in light of new information and outcomes.

References
Digital Literacy for the 21st Century

Kate O'Neill
(Brisbane Catholic Education)

Digital Literacy for the 21st Century is an Australian Government Quality Teacher Program (AGQTP) funded activity concerned with developing and supporting the digital literacy of teachers in the Archdiocese of Brisbane. A series of professional learning opportunities help to equip teachers with the knowledge and skills needed to effectively utilize twenty-first century digital tools and resources with their students. Such digital technologies include the integration of online resources such as learning objects, working in digital environments, and creating and participating in online educational communities such as weblogs (blogs).

These professional learning opportunities are developed and facilitated by Kate O'Neill, Education Officer Curriculum (Digital Literacy), Brisbane Catholic Education. Kate’s role is to guide and mentor teachers as they embark on a journey to discover how the effective use of digital technologies enhances classroom learning and teaching and improves student learning outcomes. Teachers are encouraged to explore the potential of these new technologies to effectively engage twenty-first century learners in a world that abounds with information.

The following accounts are from teachers who have participated in these professional learning opportunities. They reflect on how participating in these digital literacy workshops has been beneficial to their professional learning in this area and how it has influenced their professional practice with colleagues and students.

Margaret Concannon
Sacred Heart, Sandgate

During the past 18 months I participated in the Digital Literacy workshop and have become so interested and enthusiastic in the use of computers in the classroom. I have become the School IT Co-ordinator and since then have applied for a Microsoft Scholarship. I have also been accepted into Charles Sturt University in the Graduate Certificate – Information Communication Technology (Education), and commence my studies via Distance Education in February 2008. This course will enable me to fulfil my role as IT Co-ordinator and support staff and students to use computers in the teaching learning process more easily and with greater confidence. I am very excited about my new role and learning more about the use of computers in schools.

Denise O'Brien
Our Lady of Good Counsel, Gatton

When I first started school I wrote on a slate, and when I first started teaching I used a jelly pad for making copies - as we use a photocopier today. To be now able to think and plan for teaching in terms of making simple Learning Objects and using Photostory (among many other exciting ICT ideas) is just phenomenal.

I have found that as I come into contact with different ICLTs and learn to use these, the more I engage them in my planning in terms of using them as natural tools for teaching and learning. I hope to get to a stage where I see them not only as replacements for traditional tasks,
but to have them embedded in my classroom practices as an integral part of the teaching and learning process.

I participated in two workshops with Kate O’Neill last year – Creating Simple Learning Objects and Using Photostory. I was astounded by how easy the programmes were to use and how I could see them fitting right into so many things we were already doing in the classroom.

This year I am the ICT teacher at our school and hope to be able to use the skills I learnt at the workshops throughout the whole school. For someone like me who is not a digital native, the Digital Literacy workshops have been like a launching pad for new ideas and practices. Through them I have become more confident about using ICLTs, been more open to new ideas, and seek to underpin my planning with a technological focus where we are all learning from each other in my classroom.

Jessica Mutton
St Martin’s, Carina

Through my experiences at the Digital Literacy inservices, I am now able to see how digital technologies and resources are able to be integrated to enrich the Early Years curriculum and achieve the full potential of the World Wide Web for young students. Early years students are familiar and comfortable users of digital tools; they attract their attention and are effective methods for teaching and practising important concepts.

Within the first weeks of Prep, these children have already been exposed to simple and complex learning objects, interactive web pages, digital photos and Photostory presentations to enrich the curriculum and to develop their digital literacy. These digital tools and resources were integrated in order to develop concepts such as school and classroom orientation and to introduce letters, numbers and sounds.

The students have developed their knowledge and skills in areas such as:

- using the mouse to navigate around web pages and learning objects
- listening to online fiction stories and following instructions in follow-up activities
- using the digital camera to take and download digital photos and
- using the program Photostory to construct digital stories.

Prep students come to school very confident and eager users of what they see to be “older people’s” tools. They are drawn to them and enjoy the opportunity to use and practise these skills. At home, many of their experiences using digital technologies are to play games. These students learn to associate technology with enjoyment and therefore have a very positive disposition towards using these tools in the classroom.

Peter Pashen
Holy Spirit School, Bray Park

In 2007 a staff member and I had the opportunity to attend a workshop with Kate O’Neill and Greg Egan on Photostory and Movie Makers. We both left the workshop full of enthusiasm and practical ideas about how we can use these applications to improve the digital literacy of students.

Kate showed us a number of examples for using Photostory in a variety of contexts. By demonstrating these examples we were able to see the potential use of
this application in our classrooms. At the workshop we also learnt how to put our own Photostory together. The workshop was well structured with a good balance of demonstration and hands on learning.

Greg ran a similar styled workshop on Movie Makers where he demonstrated the capabilities of this program. After viewing a number of practical examples, we had the opportunity to put our own movie together using this application.

There is an old saying which reads “If you wish to learn something, teach it.” We took our learning from this workshop and applied it in a number of ways:

- We ran two workshops for staff on these two applications, passing on the enthusiasm and skills we had learnt.
- Peter created a Photostory to assist with Prep induction.
- Fiona created a Photostory to enhance Mission Week. Having taken reflective photos of students during prayer, she used this application to reflect on the week with appropriate music.
- Fiona also taught this application to year Seven students who were then required to create their own stories for demonstration. This was used to present a Lego robotics project by the students.

Photostory and Movie Makers are both excellent applications which are easy to incorporate into the classroom and school environment to enhance digital literacy presentations.

A Successful Professional Learning Research Project: “Improving and Sustaining Literacy through Pedagogical Change”

Christina E. van Kraayenoord, Eileen Honan, Karen B. Moni, & Robyn Miller
School of Education, The University of Queensland

This article reports on the processes and outcomes of Improving and Sustaining Literacy through Pedagogical Change which was a collaborative research project between Catholic Education, Archdiocese of Brisbane and a Research Team, comprising Associate Professor Christina E. van Kraayenoord, Dr Eileen Honan, and Dr Karen B. Moni from the School of Education at The University of Queensland. A review of the project’s progress appeared in the “Newsy Bits” column of Curriculum Matters, 2007, 6(2) [see References] and this article updates that review.

Improving and Sustaining Literacy through Pedagogical Change focused on whole-school literacy improvement and sustainability, and was designed to enhance teachers’ knowledge and to change teachers’ pedagogical practices in literacy as a result of implementing a school-based literacy initiative. The project also aimed to identify principles of effective professional learning.

The research project was conducted from August 2006 to December 2007 in collaboration with three primary schools in the Catholic Archdiocese of Brisbane. The Figure presents the processes and outcomes of the project that are discussed in this article.
The processes used to conduct the project

The aim of the Research Team was to create and deliver professional learning that would facilitate School Teams in the improvement of an aspect of literacy in their schools. The Research Team introduced the School Teams to an action research approach which was consistent with the use of an evidence-based enquiry model of professional learning (Timperley, Phillips, & Wiseman, 2003; Timperley & Wiseman, 2003). Specifically, the Research Team aligned the professional learning to the components of the Action Research Model of McNiff, Lomax, and Whitehead (1996).

As can be seen in the Figure, each school in the project was represented by a School Team who worked in partnership with the Research Team as co-researchers. At the start of the project the School Teams were asked to identify a problem about literacy achievement that they wished to address in their schools. Initially these were broad problems that were refined to an issue that focused on pedagogical change, that was manageable, and that was aligned with the use of an action research approach. This then was formed into a literacy initiative that was implemented in the school over several months.

The School Teams attended a series of professional learning workshops. The workshops were interactive sessions involving presentations from the researchers, work completed in School Teams, discussions and the sharing of ideas. During these sessions the School Teams learned about action research, research design, data collection, organisation, analysis and interpretation. They created action plans that were used as advanced organisers and to monitor the progress of the schools’ initiatives. Action plans were also created by the School Teams to plan for the sustainability of their initiatives (or aspects of it) in the future.

Researcher visits to the School Teams in their schools were related to specific components of the Action Research Model and to the needs of the individual schools. These needs included developing plans for the school initiative, the conduct of the teachers’ professional learning, creating assessment measures, data analysis and interpretation, decision making, and report writing.

Each School Team worked with their teaching colleagues to drive the project and monitor the literacy initiative in their school. The School Teams introduced their schools to the Action Research Model and used the model to promote and deliver
professional learning to the teachers, to assist the teachers to plan and implement the new knowledge and/or practices in their classrooms, to collect, analyse and interpret data, and to evaluate changes in the teachers’ knowledge and practices in literacy.

The Research Team developed a number of tools that they used to deliver the professional learning. They used the Action Research Model and developed a Manual that comprised all the materials used (e.g., PowerPoints, templates, readings) during the professional learning workshops and school visits. The templates were used as organising frameworks that allowed each School Team to document their reflections, deliberations, decisions, action plans and monitoring. A template was also created to scaffold the development of the school’s Case Study. Each School Team also had a School Team Folder where they stored copies of the templates, their responses to the templates, copies of the PowerPoints, and copies of the readings. The contents of these folders were used during the workshops and as data to write the case studies.

The data collected by the Research Team comprised copies of each School Team’s responses to the templates, other school documents (e.g., School Literacy Plan), and the Research Team’s comments and feedback. Detailed field notes were taken during each researcher visit. All of this material was kept in a School Folder and was used by the Research Team to evaluate the ideas and actions of the School Teams, and to evaluate the workshop outcomes and researcher visits.

During the research project, the Research Team also collected data for their own study related to the interactions of the School Team members during the workshops and the researcher visits to the schools. The interactions were audio-recorded and transcribed for later analysis. These data will form the basis of future publications.

Catholic Education, Archdiocese of Brisbane held a conference entitled How Schools Sustain Improvement in Literacy as a culminating event for the project in November 2007. The conference provided an opportunity for the School Teams to present their case studies to their school communities, members of the administration of Catholic Education, Archdiocese of Brisbane and other professional colleagues.

The complete findings and outcomes of the project are documented in more detail in The Report and the Handbook of Principles that were the tangible products delivered to Catholic Education, Archdiocese of Brisbane. Some of the major findings are reported in the next section.

The research project’s findings

All of the schools were successful in achieving the goal of developing an initiative that focused on enhancing teacher knowledge and changing pedagogical practices in literacy. School 1 developed teachers’ knowledge and practices associated with the Four Resources Model (Freebody & Luke, 1990). School 2 developed teachers’ strategies related to the Text Analyst and Text Participant roles within the Four Resources Model, and School 3 developed teachers’ awareness and understanding about the forms of spelling and their associated practices.¹

The Research Team’s analysis of the elements and process used to achieve this goal revealed the use of a common approach across the three schools. This approach is referred to as the “gradual release of responsibility model for adult learning” (Sweeney, 2003, p. 5). It involves moving from modelling and demonstration, to practice, and then to independence and integration of what has been taught/learned and practiced into the teachers’ teaching.
There were several features of the engagement between the School Teams and their colleagues that lead to the success of their initiatives. Importantly, one of these features was the process of critical reflection (Willis, 2002). This involves the ongoing conceptualisation and reconceptualisation of one's practices. It requires analysis and evaluation that leads to beliefs and assumptions being challenged and the creation of new ideas and positions. During the project, the School Teams began to think critically and by the end of it they were aware of the importance of establishing the efficacy and viability of their initiatives.

Another focus of the project was the sustainability of professional learning. The School Teams were assisted by the Research Team in critically reflecting and planning for sustaining their initiatives after the project was concluded and the support of the Research Team was withdrawn. Several of the suggestions related to how sustainability can be achieved were included in the Handbook of Principles for Improving and Sustaining Literacy Through Pedagogical Change (van Kraayenoord, Honan, & Moni, 2007). They included: careful planning for the future at system, school and classroom levels; shared decision-making; creation of a professional learning community/community of practice around a school-based topic or issue; continued allocation of time and resources; and ongoing administrative and leadership support.

One of the criteria by which professional learning is judged as effective is when there is improvement in students’ achievement. The School Teams realised they needed to use student literacy achievement data and base their decisions regarding the initiatives on assessment information. While this was undertaken at the start of their initiatives, at the end of the project the focus had shifted to the collection of teachers’ evaluations related to their perceptions of change in their knowledge and practices. The Research Team found that the School Teams needed assistance to make connections between the knowledge and practices being developed and the students’ achievement in literacy. The Research Team believes that a longer duration to this research project would have allowed the teachers to collect student achievement data and begin to use this assessment information to make judgments about the success and effectiveness of their initiatives.

Finally, the project involved a partnership between Catholic Education, Archdiocese of Brisbane and the Research Team from the School of Education at The University of Queensland. The Research Team believes that collaborative, system-university partnerships, using the experiences and expertise brought by the researchers to projects that meet system needs and priorities is a powerful way to deliver sustainable professional learning to school communities.

Note: In keeping with the terms and conditions of the research contract the Research Team have not used the schools’ names. However, the three schools elected to use their names in writing their school case studies.

References


As teachers today we are very much aware that the learning and teaching of English occurs in a rapidly changing world. This key learning area engages learners in the study of texts, the study of language and the development of literacy practices. We recognise our 21st Century students as multi-literate citizens, who need to be able to interpret and construct face to face, paper and electronic texts in Standard Australian English.

The process of interpreting texts through the modes of listening, reading and viewing and constructing texts through the modes of speaking, writing and shaping, engages us in a learning partnership with our students. In this context, learning occurs through the active, social construction of meaning and the process of inquiry into texts and language is central to this. An inquiry approach recognises and explores students’ prior understandings about the meaning of texts they have encountered in a range of contexts. As teachers we draw both on their knowledge of English and our recognition of the students’ existing frameworks of knowledge and skills and establish connections between them as the basis for further learning.

The Teaching-Learning Cycle, which is described in detail in the English Resources section of the Consistency of Teacher Judgement Kit 2008 shows clearly that several stages are involved before a student has internalised the meaning of the textual and language demands at a deep enough level to be able to construct a text independently. These stages are: Developing Field Knowledge, Text deconstruction, Joint construction of text, and Independent Construction of Text (CTJ Information Kit 2008 Supplement. Catholic Education Archdiocese of Brisbane, 2008, p 15).

What we know from experience is that meaning about texts and language is constructed across all levels of our students’ language development. The active social construction of meaning in the learning communities of different year levels contributes to a student being able to initially approximate and eventually control the construction of texts.

A distinctive feature of an English inquiry is that the framing and exploring of a significant idea or issue is explored through a text and the language features that characterise it. For example: What is the English problem to be solved, question to be answered, significant task to be completed or issue to be explored through the interpretation of construction of particular texts?

The conceptual development of the learners is central to the inquiry process and develops as inquiries are engaged in over time, across a range and balance of genre categories and related text types, in a range of social contexts, modes and mediums.

From an English perspective these concepts relate to the interrelationships between the core content elements of discourse/representations, text types, subject matter, roles and relationships, mode and mediums. These interrelationships influence the choices that students interpret or construct in linguistic, visual, gestural, spatial and audio language systems.

Why are Inquiry Questions Essential to the Learning and Teaching of English?
The significant issue or idea underpinning the English inquiry is distinguished from inquiries in other key learning areas in that the questions relate to textual and linguistic issues, including text structure; how language choices shape meaning; how the author operates; literary techniques and devices operating in the text; and how texts relate to each other.

Examples of inquiry questions into the genre of reporting for P-3; 4-5; and 6-9 learning contexts are available in the English Resources section of the Consistency of Teacher Judgement Kit 2008. These are practical resources for teachers to use and which may support the construction of further knowledge in a school learning community to improve student learning outcomes in English.

**TEACHING AND LEARNING CYCLE**

<table>
<thead>
<tr>
<th>Developing Field Knowledge</th>
<th>Joint Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of Culture</strong></td>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td>What is the social purpose of this genre? Who uses it? Why?</td>
<td>How do we prepare for the joint construction of a new text?</td>
</tr>
<tr>
<td><strong>Context of Situation</strong></td>
<td><strong>Construction</strong></td>
</tr>
<tr>
<td>What is the subject matter?</td>
<td>Teacher guides the students in jointly constructing a new text in the same genre.</td>
</tr>
<tr>
<td>Who is taking part in the communication? (Roles and Relationships)</td>
<td><strong>Preparation for independent writing of a text</strong></td>
</tr>
<tr>
<td>What is the mode and medium of communication?</td>
<td>What is the mode and medium of writing?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Control of Genre</th>
<th>Independent Construction of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Literacy</strong></td>
<td><strong>Critical Literacy</strong></td>
</tr>
<tr>
<td>Students use the genre to challenge ideology, theory and practice.</td>
<td>Students use the genre to challenge ideology, theory and practice.</td>
</tr>
<tr>
<td><strong>Individual writing of text</strong></td>
<td><strong>Individual writing of text</strong></td>
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<tr>
<td>in same genre in draft. Consultation with teachers and peers about writing. Editing, reworking of writing Critical evaluation of success. Consultation with teacher and peers may occur during a draft. It may also include aspects of editing etc.</td>
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Congratulations to Young Entrepreneurs – Mt Maria College Petrie

At the end of last year (2007) students from Mt Maria College Petrie travelled to Sydney to receive awards as part of the National Young Achievement Australia Awards (YAA)

YAA offers a range of educational programs that are cross curricular and provide authentic, structured, team orientated learning environments that enhance what is being taught in the curriculum and challenge students to learn from the experience of putting their ideas into action as part of a business and marketing process.

The team from Mt Maria Petrie – PinYata – had already won a number of South East Queensland Awards and Queensland State Awards and were also National Finalists for the Pam Lane Media Award, the Special Performance Award, and the Marketing Initiative Award. They were successful in winning a Special Mention Award in the NSW Business Chamber Special Performance Category and won a number of awards in local categories.

During the year long YAA program PinYata's sponsor Pine Rivers Shire Council provided not only financial sponsorship but also mentoring and a venue for their board meetings in the council chambers. With the Council’s sponsorship the students were able to attend the national award dinner held in Sydney.

Cr David Dwyer and Scott Templeman, Manager of Business Facilitation for the shire have watched these young business people grow throughout the program.

CTJ Kit

The Information Kit 2008 Supplement for Consistency of Teacher Judgment (CTJ) was completed and distributed to schools in March. In 2008, resources in the Kit focus on the key learning areas of English, Mathematics, and Science. The enclosed DVD shows teachers modelling the moderation process.

CTJ Coordinators and teachers will find the resources invaluable in supporting their teaching and preparation for intra school and interschool moderation.

As well as the guidelines and processes for moderation, and data collection forms for 2008, there are also sections of specific resources for English, Working Scientifically and Mathematics.

The section on English Resources provides material for teaching the report genre and planning an English Inquiry. Planning for learning and assessment plus an overview of CTJ English Inquiries 2008 is organised as per the phases of learning (early years, middle years 4-5, and middle years 6-9) as part of this Kit. There are many samples of criteria sheets and guiding questions for features such as analysing student texts.

Check out this excellent resource on the intranet https://staffportal.bne.catholic.edu.au/docushare/dsweb/View/Collection-5852