Standards

inside this issue:

- Conversations about Standards
- Understanding Standards
- Professional Standards for Teachers
Editorial

This edition of Curriculum Matters has ‘standards’ as a central theme. Articles explore different perceptions of standards, in particular the range of meanings we might ascribe to them in the context of student learning and teacher professional standards.

‘Developing Understandings about Standards’ opens the discussion by exploring current notions of standards, and relating these to standards in the context of learning and achievement.

‘Conversations about Standards’ arose from discussions held between members of the curriculum team and the editor. The first of these centres on standards in the context of the Queensland Curriculum and Reporting Framework (QCAR), and the second conversation links the concept of teacher professional standards (the big picture), to quality learning in English.

Our understanding of what standards mean develops over time and with experience as we explore their potential use in the context of our own work. The descriptors about Information, Communication and Learning Technologies (ICLT) developed as a resource in 2005 in draft form (and remaining so), were intended to guide school communities and teachers in the development of school-based ICLT plans. The aim of the paper Digital Thinking: A Vision for Embedding ICLTs in Learning and Teaching was to provide a framework for teachers and school communities to assist in the integration of 21st century technologies into teaching and learning processes.

The article, ‘Wind Powered Land Yachts’, describes how some teachers are integrating ICLTs in their classroom. Their school had developed an ICLT plan which enabled them to acquire resources, create the environment and provide their students with an exciting and valuable learning experience.

The following article describes a project illustrating how two schools have been able to support African refugee students’ learning, especially in the areas of literacy and numeracy, through Homework Clubs. This has required committed teachers and support staff, and the creation of a supportive environment. Relationships between parents, students and staff within the school community have developed as a result.

When you first read the article you might ask, ‘What has this to do with standards?’ However, it is all about standards—helping students achieve standards in learning, and demonstrating how teachers live out professional teaching standards—in particular, those relating to commitment and the development of good relationships.

Newsy Bits concludes this edition with information regarding a Literacy and Numeracy project being undertaken with 3 schools and a team of researchers from the University of Queensland. Included in this section is information about literacy and numeracy conferences in September – to celebrate National Literacy and Numeracy Week.

I trust you will enjoy reading the articles, and that they give you an opportunity to reflect on your practice, and celebrate your achievements in providing quality learning for your students.

Fran Ralston
Editor
Developing understandings about ‘standards’

Mark Smartt - Senior Education Officer: Student Learning Data
Brisbane Catholic Education

There has been much commentary about standards, including student achievement standards, standards for teachers, and national literacy and numeracy standards — some commentators also bemoan supposed falling standards in our schools.

Merit pay for teachers has been advocated, where those achieving higher standards, as determined by greater numbers of their students achieving higher test scores, would be paid more. Use of league tables based on student results in external assessments has also been advocated so that parents can choose schools that have higher standards.

These multiple lay and professional uses of the term ‘standards’ may be confusing, as may the different meanings ascribed to the singular term, ‘standard’, the plural ‘standards’, the noun ‘standardisation’, and the verb ‘standardising’. All include an inherent sense of value or worth, but this can vary. All this contributes to the different emotional orientation people have to current debates.

Current Notions of Standards

In current Queensland education contexts, there are a number of professional discourses related to standards. First, there are practices in school-based senior secondary assessment that are criteria-based and standards-referenced. Second, standards for teachers have been developed and promulgated. Third, standards related to essential learnings are being developed as part of the Queensland Curriculum Assessment and Reporting (QCAR) Framework.

Much of the discussion has been focused on senior secondary schooling, and employers’ expectations about capabilities for work, and the expectations of university educators. A question that may be asked is if orientations and practices related to assessment and reporting practices for school-leavers are also appropriate for the early and middle phases of schooling.

In the professional literature about educational assessment and reporting, the term standards can be characterised as relating to:

- what students should do (moral or ethical imperatives)
- what students must do (legal or regulatory requirements)
- what is expected of students (quality benchmarks)
- defining success or merit in student work (arbiters of performance quality)
- progressive targets for student learning (learning milestones).

Standards, Learners and Learning

Discussions on standards also involve issues related to equity, social justice, and learning styles and rates. Adding to the complexity are enduring schooling cultures and practices related to expectations of standards based on the age of learners and their year-of-schooling. Previously, graded curriculum content was specified. ‘Going up into the next grade’ depended on achieving the standard for the lower grade.

This contrasts with current P–10 syllabuses and guidelines, and the literacy and numeracy continua that describe continua of learning. Descriptions of learning continua allow teachers to plan for variable progression, in recognition that different learners learn in different ways and at different rates. However, some see this as a ‘lowering of standards’.

Discussions about standards are influenced by varying notions of what constitutes, for example, a typical Year 4 learner, and whether the standard being determined is the level of performance the majority of children in the year will demonstrate, or the minimum level of performance that children in the year must demonstrate. Standards can also have an aspirational aspect, that is, they can be regarded as a goal to aim for.

A Developmental Approach

Syllabuses and guidelines that describe continua or sequences of what students are expected to know, and able to do with what they know, are based on increasing complexity and sophistication, or increasing cognitive demand. That is, the standard of the expected
learning is increasing. Learners’ demonstrations of their knowledge and of how they can apply it can be used to judge where they are on these learning continua.

There are differing views on whether demonstrations of learning should be judged on the basis of ‘how far’, or of ‘how well’. Dynamic tensions between these two orientations lead to questions of whether or not they are mutually incompatible, or whether both can be adequately accommodated. Other issues for consideration are how these different views affect:

- notions of standards
- the way standards are written and exemplified in work samples
- how teachers should make judgments about ‘how far’ and/or ‘how well’.

**Reporting**

There is an Australian government requirement for schools to report using a five point scale. (One wonders if the human psychological commitment to the number five would be different if we had four or six digits on our hands and feet?). In *Curriculum Updates* numbers 59, 60, and 62, BCE has advised about how the ‘labels’ A, B, C, D, and E could be used. The term ‘label’ was specifically chosen instead of the historically enduring term ‘grades’.

**Standards and Achievement**

Much of the current debate is about student achievement, with a focus on standards for both content (what learners are supposed to know) and performance (what they can do with what they know). That is, they describe the range of desirable knowledge and skills within particular learning areas, and other generic capabilities. Many people assume that having a set of agreed or mandated standards will contribute to improving student achievement.

Performance standards specify ‘how well’ learners demonstrate what they know and can do with what they know. They set benchmarks or specified levels of achievement, provide a basis for measuring learning outcomes, and contribute to notions of reward or excellence.

**Other types of standards**

The following section describes other notions of standards that could contribute to current discussions.

‘Opportunity-to-learn’ standards were originally described by the US standards movement, but discarded early on.

Discussing ‘standards of opportunity’ is a necessary discourse. It doesn’t matter how right or rigorous or common content and performance standards might be—without adequate physical resources, staff expertise, and learner readiness, there will be no improvement in student achievements. Mandating what is to be taught/learnt according to the current understanding of standards won’t result in improved outcomes unless commensurate standards of opportunity are specified and enacted.

This discourse necessarily links to principles of social justice and equity of learning outcomes that the current ‘student achievement’ notion of standards obfuscates. BCE’s *Learning Framework* makes major commitments to social justice principles and equity of learning outcomes.

Another discourse could be about ‘standards for success’. This could include notions of ‘standards of opportunity’ but change the ranking idea underlying current perceptions of standards. A discourse about ‘standards for success’ acknowledges that all children and young people learn in different ways and at different rates. Given the appropriate opportunities and curriculum itineraries, individuals’ learning journeys can all be successful.

‘Standards of complexity’ is the topic of another discourse. The notion of standards arises in the demonstrated complexity of the sequence of expected learning outcomes, which isn’t based on giving older children more ‘stuff’, but content that imposes a greater cognitive demand.

**Conclusion**

Reconciling different notions of ‘standards’ should be data-informed and experience-based. Informed professional conversations should be the hallmark — not misinformed and opinion-driven social commentary.
Conversations about Standards

Conversation with Mary Tsourounakis
Senior Education Officer Curriculum

This conversation explores the concept of standards in the context of the Queensland Curriculum, Assessment and Reporting (QCAR) initiative.

What do you understand by ‘standards’?

QCAR documents refer to standards as reference points for making judgements about the quality and progress of student learning. As such they influence the way in which teachers assess and report student achievement. I believe everyone will agree that standards play a role in making judgements about what students know and are able to do.

So, standards relate to student learning?

Yes. They relate to how teachers make judgements about students’ learning. However, there are a number of ways to describe standards other than the way they are being developed as part of the QCAR project currently underway.

In Queensland, the aim of the QCAR framework is to define what Queensland school students should learn. The framework attempts to define essential learnings, standards, assessment and reporting in Years 1 to 9 and, by doing so, achieve a closer alignment of curriculum assessment and reporting. The essential learnings and standards are now in draft form on the QSA website for consultation.

The current QSA Years 1–10 syllabuses have a design principle that learning can be described and assessed as milestones of progression, as a continuum of increasing complexity and depth. We believe this design principle should remain a guiding element in the design of the QCAR project.

A paper developed by the QCEC Education Committee ‘On the Notion of Progress in Learning’ states that ‘We believe that essential learnings, standards, assessment and reporting must respect this design principle in order to meet the QCAR intent of alignment’.

The committee has recommended that the two notions of student progress over time, and development in complexity of learnings along the continua, be incorporated explicitly into the model of Essential Learnings and Standards within the context of QCAR.

Indeed, standards developed under the QCAR framework, to be truly useful, need to be ‘descriptions of milestones from novice to expert along a coherent, cumulative learning continuum’ and that the ‘making of judgments against these standards will:

- describe how far the student has progressed along the learning continuum, and
- report how well this achievement compares with the expected achievement of students at particular junctures’.

Does this suggest some current inconsistency in the alignment evident between the syllabuses and the QCAR draft of essential learnings and standards?

Yes, currently it does. The QCAR framework describes learning in terms of what teachers must teach within a juncture, for example P – 3, Years 4-5 etc...the juncture points being at Year 3, 5, 7 and 9. Standards representing qualitative judgments about students’ achievement of those essentials are described in terms of whether they are comprehensive, sound, rudimentary etc. Teachers who are part of the trial process have expressed difficulty in using these standards with the qualitative judgments to clearly and explicitly describe a student’s progress or achievement. For example, it is clearer and more useful to describe a student’s reading achievement in terms of how far they have developed in the process of learning to read. The current QCAR project is trialling the use of qualitative descriptors such as rudimentary, sound or comprehensive based on descriptions of what should have been taught by the end of a juncture point.

Responses to the Essential Learnings and Standards are being forwarded to the QCAR project from trial schools, interested groups and individuals from the Catholic sector. We hope that consistency and clarity is achieved through this consultative process regarding Essential Learnings, Standards, Assessment and Reporting.

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i Refer to Mark Snartt’s article – Developing Understandings about Standards in this edition of Curriculum Matters.
iii Ibid.
Conversations about Standards

‘Conversation’ with Catherine Cushing
Education Officer English

This conversation with Catherine is about teacher professional standards and how these may support and promote quality learning and teaching in English.

Two publications on teacher professional standards are discussed in this context:

1) The Queensland College of Teachers – Professional Standards for Queensland Teachers – and in this context, in particular Standard Two, and
2) The Standards for Teaching English, Literacy and Languages in Australia (STELLA)

What comes to your mind when the word ‘standards’ is mentioned?
When I think about standards, I think about ‘quality’, and then the relationship between quality learning for all students and the capabilities that are needed for quality teaching. Standards need to provide a description of the complexity of the interactions that occur in classrooms when learning is happening; knowledge is actively being constructed; and reflection on learning is occurring.

What about teacher professional standards? Authentic professional standards reflect the commitment of teachers to design rich learning experiences that are both appropriately rigorous and obviously responsive to the needs of their students.

When I read the professional standards published by the Queensland College of Teachers1 I could see how they describe what we know is already demonstrated by teachers providing high quality learning opportunities for students. I believe they make an important statement to the wider community about the knowledge and skills teachers as professionals possess. They rightly celebrate and support (and make public) the complex and varied nature of the work of teachers2.

From the perspective of English, these professional standards are consistent with, and support the standards statements for teachers of English called STELLA3. These standards statements are produced by The Australian Literacy Educators’ Association and describe the complexity of learning and teaching language and literacy.

Basically Standards for Teaching English, Literacy and Language in Australia (STELLA) articulate the role of teachers under the following headings:

• Professional Knowledge
  - Teachers know their students
  - Teachers know their subject
  - Teacher know how students learn to be powerfully literate

• Professional Practice
  - Teachers plan for effective learning
  - Teachers create and maintain a challenging learning environment
  - Teachers assess and review student learning and plan for future learning

• Professional Engagement
  - Teachers demonstrate commitment
  - Teachers continue to learn
  - Teachers are active members of the professional and wider community.

Further to this, STELLA Teacher’s Stories4, illustrate in a narrative form how teachers have reflected on the standards statements as a professional learning framework. The AATE and ALEA National Conference on English and Literacy - Critical Capital: Teaching and Learning to be held 8-11 July in Canberra (www.englishliteracyconference.com.au/) will explore in depth the role of the teacher in teaching English and provide an opportunity for sharing strategies for expanding individual potential and creating an inclusive, democratic society.

So, how might teacher professional standards (those as per the Queensland College of Teachers and STELLA) influence quality learning and teaching in English in Brisbane Catholic Schools?

Standard Two of the Queensland College of Teachers is a specific point of reference for considering, celebrating and enhancing the quality and consistency of learning and teaching in English in our schools. Standard Two – Design and implement learning experiences that develop language, literacy and numeracy - contains statements which describe practices, knowledge and values underpinning the work of teachers when they plan, teach and assess language and literacy most effectively.

In English, students develop the understanding and
skills necessary to achieve identified learning outcomes in speaking and listening, reading and viewing, writing and shaping in a wide range of contexts. Teaching English effectively to our 21st century learners requires personal language and literacy skills, and the capacity to model and teach these to learners at different phases of language development from Prep to Year 12.

Students can only gain from all primary teachers and secondary teachers of English engaging with the key messages of the standards, specifically Standard Two. They are a resource with the potential to inform a shared understanding about improving student outcomes in English. This understanding is particularly relevant given the lengthy period of the Years 1 to 10 English Syllabus development, trial, and now re-development.

*In what ways do you think Standard Two in particular, has a potential to support quality learning in English through teacher professional learning?*

The consistency with the beliefs in our BCE Learning Framework about learners, learning, and learning communities, is a solid basis for exploring the potential of the key messages to positively influence professional learning. We can consider them in the context of a culture of inquiry at the school or system level, and choose to address any possibilities or challenges they present.

The clear and concise expectation of the ‘scope’ of Standard Two is learner-centred and action-oriented: *Teachers value and build on the language and literacy skills of their students in planning and implementing learning experiences that explicitly teach and assess language and literacy.*

As individuals and as members of a future-focused professional learning community, we address the very real challenge of engaging students in relevant and rigorous language and literacy learning. We design learning experiences that are language-rich and responsive to the life experience and level of language development of our learners. Maintaining this learner-centredness in the face of rapid change, increasing student diversity and a politicised educational context is a dimension of teacher professionalism.

We recognise that engaging our learners is essential for effective learning. Our systemic overarching goal for learning goes beyond effectiveness to the ‘empowering’ of all learners. This has particular relevance to the learning and teaching of English, primarily Standard Australian English, for 21st century students in a multiliterate world.

There is potential for empowerment for students when teachers are able to activate the language and literacy capabilities, practices and knowledge students bring to the classroom. We value and build on this wealth to ensure that they can make meaningful connections with new language learning. This is the focus of the AATE and ALEA conference referred to above.

In the same way, professional learning needs to acknowledge and value the knowledge, experience, and expertise teachers possess and then engage them in the active construction of new discipline and curriculum knowledge. Because commitment to reflective practice and professional renewal are central aspects of the standards, new knowledge is related to new pedagogical practices and underpinned by key professional values of high language and literacy development expectations; shared responsibility across all phases of learning; personal language and literacy skills; and congruence between classroom practice and intervention.

**A concluding word**

Standards like STELLA and those published by the Queensland College of Teachers guide us in the ‘what’—what teachers as members of a profession and as lifelong learners do in order to co-construct practice and knowledge about their work.

Teacher professional standards can remain just as words on a piece of paper. However, there is potential for us to use them as a means of reflecting and talking to one another about their integration into classroom practice to enhance the quality of learning of English for our multiliterate students.

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ii ibid

iii Standards for Teachers of *English Language and Literacy in Australia.* April 2006.

Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching

Forward

Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching was developed in draft form in 2005. It was intended primarily to assist schools, through their renewal processes, in the integration of information, communication and learning technologies (ICLTs) within learning and teaching across the curriculum. During that year, a number of school communities provided feedback on the document’s content and its application to their particular school and classroom contexts. The document has been available to schools in 2006. Those schools in receipt of Infrastructure Funding in 2005 used the draft as a resource in developing an ICLT Learning Plan. Feedback has informed the current draft of the document.

The document’s purpose is to provide a resource to assist schools reflect, assess and plan for the integration of ICLTs within and across the curriculum. It is intended to serve as a guide for teachers and school communities as they plan for the integration of 21st century tools into their learning and teaching processes. The document can also be used by school communities to reflect on and make judgments about their progress towards the development of a digital school culture (and the capacity to sustain this culture into the future). Reflection, judgement and planning can be focused on the four domains: teaching and learning, teacher professional learning, innovation and leadership and infrastructure and school capabilities. Likewise, school leaders are able to use the resource for these purposes as they give consideration to their school’s ICLT plans.

So, are the statements in the document, ‘standards’?

Maxwell, in a seminal discussion paper for the then Office of the Queensland School Curriculum Council (QSCC), stated that any statements about standards require interpretation which can differ according to the meaning the reader ascribes to the words. Standards themselves are generally ‘fuzzy’, and it is not uncommon to use terms such as benchmark and standard interchangeably. It is believed however that the descriptors contained in this document are more like statements about ‘quality’, than ‘standards’ which describe skills and knowledge to be demonstrated. They provide a framework which can be used by school communities to assess the quality of integration of ICLTs into the process of learning and teaching. However, they are a resource to support schools rather than a set of standards to be demonstrated.

School communities are able to use the document in a number of ways to inform and support school-based planning and renewal. These can be:

- as outcomes describing an initial level of ICLT integration to be achieved by a school nominated date e.g. 2009 (Creating a Digital School Culture)
- as outcomes describing further levels of ICLT integration for school communities to work towards beyond the initial level (Sustaining a futures focused digital school culture).

What is the document’s status?

It was developed as a resource to assist schools in the integration of ICLTs in teaching and learning within and across the curriculum.

Of Interest.

An article co-authored by Nadine MacAninch (St Stephen’s School Algester) and Helen Leeson (BCEC Project Officer: Resourcing Learning) in this edition of Curriculum Matters describes a unit of work ‘Wind Powered Land Yachts’ which focuses on students learning about, with and through new technologies. The development of this unit was informed by the school’s ICLT Plan, which is based on an earlier draft of Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching.

Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching

Introduction

Living in the 21st century means living in a world that is increasingly reliant on information, communication and learning technologies. How people live, build relationships and contribute to the world and community through work and service are transformed, because the proliferation and use of Information, Communication and Learning Technology (ICLT – “tools of 21st Century”) change emphases and processes. Students and teachers in Catholic schools require an understanding of these changing emphases and processes that are being accelerated by the widespread application of ICLTs.

Goal

The goal is to empower learners to use 21st century tools, processes and resources in purposeful, productive, responsible and critically reflective ways. Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching provides a framework for BCE schools to enhance the integration of information, communication & learning technologies within teaching and learning across the curriculum of each school community.

Alignment

This document:
- Provides a focussed response to Strategic Renewal Framework 2007 –2011, Priority 6: ‘We intend to embed information, communication and learning technologies (IC and LT) in learning and teaching processes’.
- Coheres with the overarching goal for learning, expressed in the Learning Framework: Empowering learners of all ages to shape and enrich our changing world by living the Gospel of Jesus Christ’
- Complements the Brisbane Catholic Education Community ICT Strategy 2006-2011, Action Area – ICT Supporting Learning Communities: ’ICT figures prominently in providing opportunities for collaboration, information creation & sharing within learning communities, whether it involves teachers and students, schools and parents, or regional and urban schools and the world.

Purpose

Within the BCE school renewal process, a school community gives consideration to the integration of information, communication and learning technologies within learning and teaching across the curriculum. The purpose of Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching is to provide a set of quality descriptors against which schools reflect, assess and plan for the integration of ICLTs.

Descriptors

The descriptors are organised and presented in four domains. The domains identify contexts necessary for successful and meaningful integration of ICLTs within and across the curriculum. The four domains are:
- Teaching and learning
- Teacher professional learning
- Innovation and leadership
- Infrastructure and school capabilities

For each of the four domains two sets of descriptors are presented. ‘Creating a digital school culture’ descriptors describe those outcomes to be achieved by all BCE school communities in establishing the integrated use of 21st century tools and processes within the school community. ‘Sustaining a future-focused digital school culture’ descriptors describe outcomes for school communities to work towards beyond the initial establishment of a digital school culture. Taken together, the descriptors are intended to support and inform school-based planning and renewal. To assist school communities in this, questions for reflection are provided at the foot of the descriptors within each domain.

Many schools have already begun the process of integrating ICLTs in teaching and learning within and across the curriculum; some have made significant progress in this. Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching endeavours to build on the strong work that has already been accomplished, and provides a tool to assist school communities plan and measure future development in this important aspect of learning and teaching.

The descriptors follow and can be accessed in the Curriculum e-Library, Teaching and Learning, ICLT – Digital Thinking: A Vision for Embedding ICLTs in Learning & Teaching

https://staffportal.bne.catholic.edu.au/docushare/dsweb/View/Collection-5513
### Teaching and Learning

<table>
<thead>
<tr>
<th>Creating a digital school culture</th>
<th>Sustaining a future-focused digital school culture</th>
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<tbody>
<tr>
<td>In the context of the BCE Learning Framework, students and teachers exhibit confidence, competence and responsible behaviours in their use of ICLTs while learning.</td>
<td>In the context of the BCE Learning Framework, students and teachers exhibit an awareness of possibilities in the use and critique of ICLTs for learning.</td>
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<tr>
<td><strong>Students</strong></td>
<td><strong>Students</strong></td>
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<tr>
<td>As quality producers, students:</td>
<td>As quality producers, students:warf:</td>
</tr>
<tr>
<td>• Produce digital products which communicate deep understanding for a defined audience in an efficient, creative, effective and timely manner.</td>
<td>• Evaluate and select from a variety of leading edge digital applications and design processes when producing digital products</td>
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<tr>
<td>As active investigators, students:</td>
<td>As active investigators, students:</td>
</tr>
<tr>
<td>• Use ICLTs to engage in rich, real and relevant investigations that enhance learning.</td>
<td>• Incorporate the use of ICLTs as tools for active research and enquiry.</td>
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<tr>
<td>As effective communicators, students:</td>
<td>As effective communicators, students:</td>
</tr>
<tr>
<td>• Use ICLTs to communicate appropriately and confidently with people in different contexts for different purposes.</td>
<td>• Assess the value and worth of new and emerging ICLT practices as tools for authentic communication.</td>
</tr>
<tr>
<td>As community contributors, students:</td>
<td>As community contributors, students:</td>
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<tr>
<td>• Implement protocols regarding ethical practices in the use of ICLTs.</td>
<td>• Engage with ICLTs as they actively work with others to maintain and improve the quality of the world around them.</td>
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<tr>
<td>As leaders and collaborators, students:</td>
<td>As leaders and collaborators, students:</td>
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<tr>
<td>• Work collaboratively to support and lead each other in learning about, and with, ICLTs.</td>
<td>• Monitor and mentor each other’s learning about and with ICLTs.</td>
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<td>As designers and creators, students:</td>
<td>As designers and creators, students:</td>
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<tr>
<td>• Use ICLTs to demonstrate the application of new ideas, designs, systems and information.</td>
<td>• Use ICLTs to critique and design responses to economic, social, ethical and cultural issues within their community</td>
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<tr>
<td>As reflective, self-directed learners, students:</td>
<td>As reflective, self-directed learners, students:</td>
</tr>
<tr>
<td>• Use ICLTs to access school resources, services and programs for the purpose of engaging in independent learning</td>
<td>• Routinely incorporate the use of ICLTs in their independent learning.</td>
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<tr>
<td><strong>Teachers enhance students’ learning by</strong></td>
<td><strong>Teachers enhance students’ learning by</strong></td>
</tr>
<tr>
<td>• Using ICLTs in curriculum planning and delivery</td>
<td>• Using ICLTs in planning, teaching, monitoring, assessing and reporting student learning</td>
</tr>
<tr>
<td>• Accessing on-line content and services</td>
<td>• Routinely accessing on-line content and services</td>
</tr>
<tr>
<td>• Structuring learning opportunities for students which incorporate the use of ICLTs, taking into account issues of equity and access</td>
<td>• Routinely incorporating ICLTs in teaching and learning, taking into account issues of access and equity</td>
</tr>
</tbody>
</table>

**For Reflection - In our school:**

- Students regularly use ICLT tools and processes in their learning.
- Teachers regularly use ICLT tools and processes in their curriculum planning and delivery.
- There exists a conscious desire on the part of teachers to integrate ICLT tools and processes across the curriculum.

### Innovation & Leadership

<table>
<thead>
<tr>
<th>Creating a digital school culture</th>
<th>Sustaining a future-focused digital school culture</th>
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<tbody>
<tr>
<td>School leaders foster a culture in which ICLTs:</td>
<td>School leaders foster a culture in which ICLTs:</td>
</tr>
<tr>
<td>• Are employed to effect change in teaching and learning</td>
<td>• Routinely advance innovations in teaching and learning which are shared across the BCE community</td>
</tr>
<tr>
<td>• Encourage and resource innovation in teaching and learning</td>
<td>• Are employed to establish and support partnerships with other education providers, agencies and community groups</td>
</tr>
<tr>
<td>• Promote improved school administrative operations.</td>
<td>• Are routinely considered in the expression and review of philosophies, frameworks and practices associated with teaching and learning</td>
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**For Reflection - School leaders in our school:**

- Model effective use of ICLTs in administrative and management practices.
- Have opportunities to access professional learning relevant to their needs.
- Promote, resource and celebrate ICLT-initiated innovations in teaching and learning.
### Teacher Professional Learning

<table>
<thead>
<tr>
<th>Creating a digital school culture</th>
<th>Sustaining a future-focused digital school culture</th>
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<tbody>
<tr>
<td>Teachers engage in professional learning that enhances skills to:</td>
<td>Teachers engage in professional learning that:</td>
</tr>
<tr>
<td>• Identify students’ ICLT resources and capabilities, along with the skills required for learning</td>
<td>• Extends their current practices in the use and integration of ICLTs in teaching and learning</td>
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<tr>
<td>• Capitalise on the capacity and potential of ICLTs to enrich teaching and learning</td>
<td>• Employs research processes to construct new knowledge about integration of ICLTs in curriculum.</td>
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<tr>
<td>• Use ICLTs in the administrative functions associated with teaching and learning</td>
<td>• Involves participation in ICLT-related teacher networks and innovations</td>
</tr>
<tr>
<td>• Identify ICLT demands and expectations within syllabus documents</td>
<td>• Monitors the ongoing impact of ICLTs in teaching and learning</td>
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**For Reflection - Teachers in our school:**

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>• Undertake regular professional learning opportunities to enhance their ICLT knowledge and skills.</td>
<td></td>
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<tr>
<td>• Demonstrate an awareness and understanding of students’ ICLT resources and capabilities, and the skills required for learning.</td>
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<tr>
<td>• Have an appreciation of the capacity of ICLTs to enrich teaching and learning.</td>
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### Infrastructure & School Capabilities

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<tr>
<th>Creating a digital school culture</th>
<th>Sustaining a future-focused digital school culture</th>
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<tbody>
<tr>
<td>Schools have an ICLT plan which:</td>
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<td>• Presents a vision for the integration of ICLTs in student learning</td>
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<td>• Outlines the professional learning in ICLTs to be undertaken by teachers</td>
<td>• Outlines the professional learning in ICLTs to be undertaken by teachers</td>
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<td>• Presents strategies for designing and maintaining a reliable network, workstations and resources, ensuring connectivity to all learning spaces and staff areas, and aligned to the school’s vision for learning and teaching</td>
<td>• Enables innovation beyond the school’s current ICLT platforms</td>
</tr>
<tr>
<td>• Describes how technical support is provided to maintain the ICLT networks and resources</td>
<td>• Articulates strategies and procedures for the management of the technical support services.</td>
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<tr>
<td>• Outlines a cycle of routine upgrades of the technical infrastructure to maintain robust ICLTs and equitable deployment across the school</td>
<td>• Acknowledges the need to provide on-line learning environments accessible to the school community anywhere, anytime.</td>
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<tr>
<td>• Takes account of issues associated with equitable access to ICLTs for all students and staff.</td>
<td>• Takes account of issues associated with equitable access to ICLTs for all.</td>
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**For Reflection - In our school:**

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<th>Disagree</th>
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<tbody>
<tr>
<td>• Teachers have appropriate access to necessary ICLT tools and resources</td>
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<tr>
<td>• There is a reliable and supported network.</td>
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<tr>
<td>• Infrastructure is routinely upgraded and equitably deployed across the school campus.</td>
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The following description of a unit of work shows how Information, Communication and Learning Technology (ICLT) descriptors were translated into our school ICLT Plan, and subsequently represented in a practical teaching and learning unit.

In the draft consultation paper distributed by Brisbane Catholic Education, the descriptors are organised into four domains. This unit focuses on the Teaching and Learning domain ‘Creating a Digital School Culture and Sustaining a Future-focused Digital School Culture’. However, the other domains ‘ Teacher Professional Learning, Innovation and Leadership’, and ‘Infrastructure and School Capabilities’ also influenced the planning, implementation and success of this unit in relation to students’ interaction with technology.

In 2005, my teaching partner, Marie Quinlan, and I decided that we wanted our Year 7 students to do a science unit on energy. We downloaded the Science module, Alternatives to Energy from the QSA website and began to modify it to suit the needs of our learners and school context. As we worked our way through the module, we found it included the task of building a wind-powered land yacht. We became quite excited with the idea of the students working together on this task.

We modified the module by focussing on the task of making the land yacht and connecting this with the Key Learning Area of Technology. The unit was a huge success—students were highly motivated and learnt a lot. As they designed their land yachts, they also increased their ability to work collaboratively in groups.

Because of the success of this unit, I was inspired to use it again with the Year 5/6 students I am now teaching at St Stephen’s, Algester. I felt however, that it would be a richer experience if I could involve students from different schools in the implementation stages.

I belong to the OZ-teachernet list-serv. This online forum where teachers can post questions, ideas, and resources, and share best practice, is excellent. (To join, visit <www.oz-teachernet.edu.au>, and follow the links to the mailing list).

At the end of 2006, I asked for expressions of interest from fellow teachers to join me in doing the unit with their classes. I received a response from Margaret Lloyd, a senior Lecturer (Computer Education) in the School of Maths, Science and Technology at QUT. She was very interested in the project and offered to host it for St Stephen’s by providing a website and data storage for students’ work. This website is now active and can be viewed at www.oz-teachernet.edu.au/projects/yachts.

The unit works across the Key Learning Areas of Technology (Technology Practice, Materials), Science (Energy and Change), Mathematics (Data and Measurement) and English (Writing and Shaping).
The design challenge for students is as follows:

In Learning Teams of three to four, you are to design and construct a wind-powered land yacht using recyclable materials and common household items. Your yacht will be raced against other yachts. Your goal is to design and construct a yacht that will travel the longest distance on Race Day.

The unit has five phases:

• Designing phase—drawing plans to scale, choosing materials, choosing construction methods, collaborating with group members, making predictions with justification.

• Construction phase—building the land yacht, continuing collaboration with group members.

• Testing and modifying phase—conducting tests, making modifications, reflecting the modifications in scaled plans, making further predictions.

• Race Day—racing of yachts, measuring distances, celebrating learning.

• Evaluation phase—evaluating yacht design, discussing the effectiveness of designs.

During all phases of the unit, students will be using ICLTs by:

• contributing to the team blog (on a twice-weekly basis) on the progress of their design, challenges or difficulties they have faced, and how they plan to solve these issues

• using digital cameras to record all stages of the design challenge, which will be uploaded to the blog

• three times during the course of the unit, uploading data to the website about distance travelled during testing and modifying. This data will be available to all participants via the internet

• graphing data using Microsoft Excel (comparing and contrasting the usefulness and effectiveness of different types of graphs and the representation of data).

Possibilities for further embedding of ICLTs include Skyp-ing with other schools, podcasting, vodcasting and audioblogging. This depends on the availability of resources within schools (referring to the Infrastructure and School Capabilities).

Clearly, the standards in our School ICLT plan and the draft ICTL descriptors from Brisbane Catholic Education can be implemented in everyday teaching and learning without radical change to pedagogy and practice. What is required is openness to new learning and a willingness to embrace new technologies in everyday practice.

References

i Digital Thinking: A Vision for Embedding ICLTs in Learning and Teaching. Consultation version, 4 August, 2005. Brisbane Catholic Education. Editor’s note—this paper has been renamed and updated. It will continue to be updated as informed by feedback from school application during 2007.
Teacher Professional Standards

Fran Ralston
Education Officer

The term standards means many things to different people in different contexts. This article will discuss teacher professional standards and their current relevance.

In 2001, Jim Tunstall and Graham Maxwell wrote that there were at least five different usages of the term ‘standards’ and for them these focused on educational assessment and reporting. They were:

• standards as moral or ethical imperative (what someone should do)
• standards as legal or regulatory requirements (what someone must do)
• standards as quality benchmarks (what should be practiced or achieved)
• standards as arbiters of performance quality (what defines success or what defines different levels of merit)
• standards as learning milestones (progressive targets for student learning)

Standards defined by usage as above are generally associated with ways of thinking about student learning and achievement and, of course, reporting. In North America, ‘Standards Based Reforms’ was a movement which grew out of fears in the 1980s that American students—and the future American workforce—were not keeping up with their peers in other parts of the world. That is, standards were in fact falling (Some would say this is as relevant today as it was seen to be then). Since that time, the United States and the United Kingdom (and other countries) have promoted educational reform agendas which attempt to raise standards of student learning.

A fairly recent development in our own educational scene has been the emergence of teacher professional standards. While this initiative is not limited to Australia, in this country the development of teacher professional standards has been initiated and propelled forward by professional teacher associations. State-based institutes or colleges of teaching have followed with similar endeavours, and recently Teaching Australia has issued a national standards statement.

Why? This evolution can be traced to a desire to lift the status and quality of the teaching profession by defining what professionalism means generally in teaching or leadership, and what it means specifically for cohorts of teachers belonging to particular teacher professional associations. There has been a commitment to have members of the teaching profession determine credible standards for themselves, rather than have these determined and arbitrated by an external body.

I believe this illustrates a maturity within the teaching profession, in that it is willing to make public the benchmarks that articulate its professionalism, and link this with quality learning outcomes for students.

The various statements on teacher standards have some common features, one of which is the way they are categorised as, for example, professional knowledge, professional practice, professional engagement—including relationships and values.

Other categories that can be included are commitment, professional values (ethics and responsibilities) and aspects such as engagement and skills. Standards developed for principals include categories relating to leadership, the leader and learning organisation, resource management, advocacy and others.

Professional associations that have standards include Music and Special Education, Science and Mathematics, Teachers of English to Speakers of Other Languages, Library and Information Services, English, Literacy and History, Modern Languages, and Australian Principals Associations. You may like to read these by looking at the web page for each association.
Professional teacher standards are not intended to be used in performance management or for performance pay. With reference to the above definitions of standards, teacher performance standards would be more aligned to quality benchmarks—those qualities that can be practiced and achieved in the role of a teacher/educator.

Every teacher in Queensland would have received a copy of the Queensland College of Teachers Professional Standards for Queensland Teachers. The standards here are intended for teacher registration and describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate as they provide meaningful and high quality educational experiences for students. The Standards celebrate, articulate and support the varied nature of a teacher’s work.

The ten standards describe the qualities or capacities teachers must possess to be able to provide effective teaching and learning which support the improvement of student learning. They do not describe the ‘how’ of teaching, but give a framework—a common language—to help teachers identify, assess and strengthen their professional commitment, professional relationships and understandings about teaching and learning.

The teacher professional standards defined in other states by their particular Teacher Institute or College, may be developed along a continuum ranging from those for teachers at the beginning of their career, to those who are very experienced.

Hugh Mackay writes of the profession ‘It would be hard to think of a profession more worthy of praise, and proper remuneration, than teachers...Teachers are poorly rewarded for what they do—possibly the worst paid professionals in the community. That’s the most urgent issue to be addressed’

I see statements on teacher professional standards as being a positive way of expressing what it means to be a teacher in today’s diverse and complex classroom environments. They promote the important role of teachers to parents and the community, enhancing understanding and contributing to enriched partnerships between school and the community. For teachers, they are a means of reflecting on our own practice and planning ongoing learning as per our role as life long learners.

References


iv Professional Associations with published Standards include the following: English - Standards for Teachers of English Language and Literacy in Australia, Science and Mathematics, Teachers of English to Speakers of Other Language, Modern Languages, History, Library and Information Services, Music, Australian Principals Association...

v Our profession — Our Future. A statement about professional standards from the Directors of Teaching Australia — Australian Institute for Teaching and School leadership.


vii Queensland College of Teachers, Professional Standards for Queensland Teachers 2007 www.qct.edu.au

viii ibid

ix ibid

x Mackay, H. Tying teachers’ pay to performance is flawed. The West Australian. Saturday April 21, 2007. p.16.
Curriculum Matters
Volume 6   Number 2   2007

Homework Clubs–support for African students in our schools

Bernadette Barker
(ESL Cluster Teacher)
Adrienne McDarra
(Acting E.O: ESL)
Paula Egan
ESL Teacher, St Flannan’s Primary School

Over the last five years there has been a significant increase in the number of African refugee students attending primary and secondary schools in the Archdiocese of Brisbane. Although most students have come from Sudan, others have come from Burundi, Rwanda, Liberia, the Republic of Congo and other African nations.

Before arriving in Australia, many students lived in refugee camps or in other countries with few monetary resources. Consequently, older primary and secondary-aged students have never attended school. An added factor in some families is that their country of origin has been disrupted by war for so long that the parents have had minimal or no schooling.

In 2006, the Brisbane Catholic Education leadership team allocated a small amount of funds to support the educational needs of refugee learners. Sixteen projects were planned and implemented by school communities, who identified a particular need pertaining to their refugee learners.

Three schools, St Sebastian’s Yeronga, St Flannan’s Zillmere, and Southern Cross Catholic College Secondary Campus established Homework Clubs as a way of supporting the learning needs of their students. The idea of operating Homework Clubs on school premises originated because parents and teachers, who wanted to support these students outside the classroom, recognised that parents had a limited capacity to help their children with their homework. Also, some of the parents had requested specific help for their children in the areas of Maths and English.

St Sebastian’s Homework Club
This year, St Sebastian’s school has used a homework grid based on the work of Ian Lillico, which combines traditional homework tasks with other learning tasks based on physical activities, home chores and active problem solving. Although this format means that students are generally more interested and involved in completing their homework tasks, some of the African students need additional support to complete the grid. While some of the students have lived in Australia for at least five years, most of the African students have arrived more recently. These students have developed social English skills, but still need help to develop the English language skills necessary in the classroom.

It is therefore hoped that the Homework Club will not only be a support for students completing homework tasks, but being part of the club will also be a learning experience that will help them develop wider English skills.

Brisbane Catholic Education has supplied four laptop computers which are used during the day in some of the classrooms. These are available to Homework Club students one day a week, with an experienced teacher providing support and supervision.

Positive results from the Homework Club include improved communication between African parents and school staff about the educational needs of the students, and increased involvement by the African families in school community events. A direct benefit to the school community has been that established African families have been able to offer support for new families at the school.

Homework Club at St Flannan’s Zillmere
The Homework Club at St Flannan’s began in 2004 as a response to the needs of a number of African Refugee students, the majority of whom were Sudanese. The
Club now has 31 students, and offers a broad based program involving parents and volunteer teachers and tutors.

What were the reasons for a Homework Club?
Parents had observed that their children could not do their homework and had approached the school for help. They knew that homework was an important part of their children’s schooling and requested assistance from the bi-lingual aide, Rosa Yor and the ESL teacher, Andrea Berry.

In many cases, problems with homework stemmed from a lack of understanding by children and parents as to what was required and why. In other cases some of the students did not have an appropriate level of literacy to be able to respond to the tasks being set for homework. A number of students were making excellent progress in class; however some in middle and upper grades needed additional support in the area of literacy.

During 2004, Andrea and Rosa voluntarily staffed the Homework Club once a week for one hour after school, with afternoon tea supplied beforehand. In 2005, part-time ESL teacher Paula Egan joined the team along with volunteer students enrolled in courses at QUT.

While the program worked quite well for students in Years 4-7, it was often difficult to cater for younger students who had less homework to do and were not fully occupied for the full session.

What changes were made?
Late in 2006, Acting Principal Denise Ryan and the ESL team saw a need for an added dimension. Some Refugee Learner Support funding was made available to enable parents to participate in the Homework Club in order to sit with young children at “beginning literacy” stages. It was hoped this would develop the parents’ language whilst providing an opportunity for them to gain a better understanding of the tasks being undertaken.

The additional funding enabled the time frame to be extended to two hours in Terms 3 and 4 by engaging a teacher and a bilingual aide. The team comprised Paula, Rosa, a QUT student, 3-4 volunteer senior students from Mt Alvernia College at Kedron, and the newly appointed Sudanese Pastoral Care Officer, Alicia McGrath who was also a parent at St Flannan’s. Alicia had six hours available during the week to assist with settlement issues such as transport, medical appointments etc. It was also envisaged that parents who chose to attend the Thursday afternoon sessions could be helped with topics such as hygiene and diet. In addition, if parents were attending TAFE courses, some time might be available to assist them with their course work. In a sense, the project became an African Refugee Family Homework Project.

On reflection, the project became too ambitious in terms of available space, computers and personnel. We found that parents, for a number of reasons, did not always stay and this meant that at least one adult volunteer’s time was fully occupied engaging those students in Prep to 3 whose homework clearly did not extend for the whole time period. Some parents, through work, family or study commitments could neither attend nor pick up young children, and this often meant that some older students had to accompany their younger siblings home rather than staying on for the full period of time.

For those students in Years 4-7 who were able to attend regularly, the outcomes were substantial. Class teachers were surveyed in August and again in November with respect to the quantity and quality of homework completed by Sudanese students. The response was unambiguously positive.

The program in 2007
This year we recommenced our Homework Club on 9 May. New principal John Parkinson, listened to feedback from the ESL team, and endorsed the continued employment of Rosa, Alicia and Paula to run a fortnightly, one hour session for students in Years 4-7. Mt Alvernia girls will support the program again.

As a separate project, Alicia and Andrea will run a session for parents on Tuesdays and Fridays in the last session of school time to address social and educational/literacy based needs. The aim is to develop a parent’s group to address needs, settlement issues, teach traditional art and craft and to assist with English. It is hoped that in the long term other nationalities will join and our school’s multicultural profile will be reflected more thoroughly.

A final word
Homework Club is one way we are endeavouring to meet the needs of our multicultural population. But as Rosa tells us often, we must proceed in “Sudanese time”.

Lillico, I. Homework and the Homework Grid.
www.boysforward.com/04/docs/homework%20grid.pdf

This book is based on the concept of broadening the definition of homework to include tasks that might be done as part of a family and/or at home activity. These may include reading, being read to, playing with a parent, using the computer for research, music practice etc...
Brisbane Catholic Education and a team of researchers from the School of Education at The University of Queensland are collaborating on a project that focuses on literacy improvement and sustainability across whole schools. The research team is Associate Professor Christa van Kraayenoord, Dr Eileen Honan, Dr Karen Moni, and Mrs Robyn Miller. Three primary schools in the archdiocese are currently involved in the 18 month long project.

The project is based on the premise that the literacy outcomes of all students can be enhanced when teachers respond pedagogically to assessed student needs. While there have been many attempts to initiate change in literacy pedagogies by individual teachers, groups of teachers, and schools, many of these attempts have not been sustained. One of the goals of this research is for the schools to develop practical and strategic ways of sustaining changes to pedagogy through the use of an Action Research Model with several Action Research cycles.

The goals of the project are to:

• Establish a whole school planning process for implementing initiatives in literacy
• Evaluate the process in terms of elements and principles
• Consider ways that changes can be sustained over time, and
• Share the initiatives, elements and principles.

There are four aims for each of the schools involved in the project.

• Identify current or new practices that the school believes will lead to enhanced literacy outcomes
• Build on these practices and identify ways in which the school will further improve students’ literacy
• Implement and evaluate the effectiveness of the identified practices, and
• Document the principles underlying the improvement and sustainability efforts.

These aims are being achieved by schools through their implementation of the Action Research Model that involves a recursive data gathering, development, implementation, evaluation and revision process (McNiff, Lomax, & Whitehead, 1996). Each school has nominated a leadership team who is being supported in using this model through a series of workshops and school visits.

An integral and important part of the project is the reflections undertaken by the leadership teams from each school as they engage in the Action Research Process. These reflections, together with other written records of the process are being used as the basis for a Case Study Report written by each of the school leadership teams with support and advice from the research team. The school leadership teams will present their Case Studies at a conference to be held at the end of the project.

The research team will use these Case Studies and other data they have collected during the project to develop a Handbook of Principles for Whole School Literacy Planning. The principles will address the specific elements needed to implement pedagogical practices that will lead to sustainable whole school literacy improvement. These principles will also align with the Archdiocesan Literacy and Numeracy Framework.

At the completion of the project the research team will deliver a Project Report providing an overview of the conduct of the project, and a summary of findings and recommendations for Brisbane Catholic Education.

The project will be a significant exemplar of effective collaborative work between researchers, education systems, schools and teachers. In particular, the project is based on a partnership model of research, where members of the research team act as guides, mentors, and facilitators to the school leadership teams who are conducting the Action Research. We hope that this approach to collaborative research will lead to the schools continuing the processes of data gathering, development, implementation, evaluation and revision after the official project has been completed.

For further information about the project, please contact the Project Officer, Mrs Robyn Miller at r.miller2@uq.edu.au, or on 07 3365 6644

References
This Semester BCE held a number of User Forums across the Archdiocese for teachers at schools using Curriculum Manager and ARC Reporter. Feedback on their experience in using these products was gathered.

We have heard myths and legends about the suite of products and some of them are even true. However when asked to reflect on the use of these products as curriculum management tools, this is what teachers and school leaders had to say.

- Curriculum Manager is a very useful tool with enormous potential.
- Curriculum Manager provides easy and secure storage of student data that is backed up by BCEC through the Citrix environment.
- Teachers using Curriculum Manager can focus on one product rather than multiple documents and multiple sources of information when planning.
- Developments in Curriculum Manager have provided innovative features and enhancements such as group monitoring and evaluation, criteria sheets and spell checking. These products have continued to become stable and more user friendly, and each reporting period becomes more streamlined than the last.
- Curriculum Manager provides a great tool for monitoring student progress; it is a much easier process for teachers than using paper based monitoring.
- Data from Curriculum Manager can be transferred into Report Manager eliminating the double handling of data for teachers.
- Cohort data is very easy to generate when you use CM and Report Manager.
- The Citrix environment allows remote access so teachers can manage the curriculum and create reports from home should they wish.

These are just a few of the positive messages given by schools. The Curriculum Management project team continue to work with the products for the improvement and stability of these tools. As this reporting period comes to a close, there have been many good news stories among the mishaps and bugs. For the first time this semester we were able to offer out of hours support for teachers using these products. With improved helpdesk processes this reporting period has been very positive overall.

Teachers and school leadership teams involved in using Reporter this reporting period are invited to give their feedback on our curriculum management community discussion board https://staffportal.bne.catholic.edu.au/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=_154_1

A Good News Story from the Curriculum Management Corner

Donna Castelli
Education Officer Curriculum

- Curriculum Manager encourages teacher engagement in, and accountability for teaching QSA syllabuses. It provides a positive direction for teachers to embrace outcomes and it can challenge their practice.
- The suite of products encourages the upskilling of teachers with ICT as these products are intuitive and easy to use. The more a teacher persists, the greater the reward.
- Curriculum Manager and Reporter encourage good communication and reflection amongst teachers and provides another focus for engaging in CTJ processes.
National Literacy and Numeracy Week (3 – 7 September), now in its ninth year, has become one of the most widely recognised education initiatives among Australian parents and educators. This week provides a much needed forum in which schools, states and communities can showcase how they are ‘making a difference’.

Two conferences – one state wide, and the other organised for Brisbane Catholic Education, complement the numerous local school community activities being organised for this week.

National Literacy and Numeracy Week
Making a Difference State Conference
Monday 3 September
Hilton Hotel Brisbane

Educators from all sectors are invited to share in this professionally rewarding event.

Conference keynote speaker is Brian Dare who is a well known consultant in language and literacy focusing on explicit teaching in the Key learning Areas. Brisbane Catholic Education are well represented on the program with Catherine Cushing, Judy Hartnett and Sue McDonald presenting sessions on literacy and numeracy, and teachers from literacy and numeracy award winning schools showcasing their work.

For more information and registration www.education.qld.gov.au/community/events/nlnw/

The Archdiocesan Commonwealth Targeted Programmes Committee invites Principals, Teachers and School Officers to the 2007 Literacy and Numeracy Pilot Projects Conference.
Tuesday 4 September
O’Shea In-service Centre, Wilston

Each year teachers applaud this day as a most practical and useful opportunity to learn from each other. This year the guest speaker is Brian Dare on “Learning about Language; Learning about Grammar”.

Brian Dare
A Private Consultant in language and literacy, Brian has a focus on explicit teaching in the Key Learning Areas. He is one of the writers and accredited tutor trainers for the Language and Literacy Course, a professional development program in functional grammar that has been implemented nationally and internationally.

Learning about Language; Learning about Grammar
In recent times, there has been a welcome and increasing interest in how language based theories of teaching and learning may contribute to improving literacy outcomes for all students across such areas as social disadvantage, English as a second language and special needs.

In all Australian states and in Queensland in particular, Halliday and Martin’s functional model of language has been drawn on in various ways to inform educational practice across a range of contexts. Despite the widespread acceptance of many aspects of this model such as notions of text and context and genre, there has been less focus of one of the key pedagogical tools available through the model: teaching about language.

In his presentation, Brian will argue that we need to make teaching about language a central element of literacy pedagogy and that one of the most powerful tools available when teaching about language is teaching about functional grammar. He will then show how teachers from a range of educational contexts from early primary to senior secondary have integrated the teaching of functional grammar into their practice with highly positive outcomes for both teachers and students.

If you are thinking about applying for funding for a CTP Pilot Project for 2008, this day is not to be missed. Over 20 primary and secondary schools will showcase the projects undertaken in their classrooms illustrating good pedagogic practice in literacy and numeracy learning.

Enrolments are through the BCE Professional Development Calendar – under the topic Literacy and Numeracy or contact Lorraine Tunn email ltunn@catholic.edu.au or ph 30337406. Enrolments close Wednesday 28 August.