



Proceedings 2005 – 2006

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The Teachers' Guild of New South Wales

PROCEEDINGS 2005 - 2006

Introduction by the President4

Frances Fleeton

Editorial5

Frances Fleeton

The Teachers' Guild of New South Wales.....9

A Short History

Stuart Braga, revised by Alan Harper

**Presentation from The Teachers' Guild of New South Wales
Annual Conference - 'Do we measure what we value or
value what we measure?', June 2005**

A Student Perspective on Assessment14

Judith McMurrich and Kerrie Lesko

**The Teachers' Guild of New South Wales Annual Dinner
Address, 2005.....32**

Denise Thomas AM

Research Award Winner 2005.....51

Anita Collins

**Presentations from The Teachers' Guild of New South Wales
Annual Conference – 'When the Tough Get Going', June
2006**

***When the going gets tough... How schools can
respond to the Safe Schools Framework55***

Dr Michael Carr-Gregg

Young People, Schools, Adversity & Success65

Associate Professor Louise Rowling

***Teaching Tools for Enhancing Students'
Wellbeing & Resilience through the Academic
Curriculum" 71***

Dr Toni Noble

***When the going gets tough... Strategies on the
front line..... 79***

Irene Holt and Kate McKenzie

Individual Education & Behaviour Plans98

Chantelle Chapman

**Introduction to Edwin Judge AM, The Teachers' Guild of
New South Wales Annual Dinner, 2006110**

*Alan Harper, Director of Studies, Trinity Grammar
School*

**Tristan's One of the Best - Tristan Burg, 2006 winner Guild
Award for Excellence in the Early Years of Teaching.....113**

Courtesy of 'The Young Witness'

Introduction to *Proceedings* 2005 – 2006

Frances Fleeton, President, Teachers' Guild of New South Wales and Head of Senior School, Arden Anglican School

As educators we have been thrust into a technological world which has impacted on the way we view and present publications. Many of the presentations we have had the pleasure of witnessing are now conveyed via PowerPoint and DVD methods. Presenters use a variety of these methods to get their message across and they individualise their approaches to suit the audience they have at each venue. This has presented a number of challenges to us when we have been preparing this current edition of *Proceedings*.

I commend our editorial team in the way they have met this challenge of adapting the varied presentation forms from our Conferences and Award evenings. They have produced a quality publication that is readable and of great value that I hope readers will find valuable, informative and rewarding.

Editorial to *Proceedings* 2005 – 2006

Frances Fleeton, President, Teachers' Guild of New South Wales and Head of Senior School, Arden Anglican School

The Teachers' Guild of NSW has come along way from placing teachers in schools, advising syllabus committees and providing a teacher training centre, as was its original intent. In the 21st Century, it has become a group of teachers seeking to provide opportunities for professional development of our own profession. Additionally, it provides a suite of awards to recognise teachers in their earliest years of teaching, those who have continued their lifelong learning by undertaking practical research and those who have the potential to be outstanding educators as they complete the Master of Teaching programme at Sydney University.

Our students' perception of assessment is very different from our own, i.e. are we assessing *what* they learn or assessing *for* learning ? There is a wealth of current research that you can investigate further for yourselves, although by far the best way to use this research is by developing an understanding of the aim of learning and how it can be achieved. This can result in huge benefits to the teaching and learning strategies going on in schools. Such strategies enable assessment for learning to take place. Judith McMurrich and Kerrie Lesko explore student perception of assessment and how negative feelings about assessment can be altered. Current research indicates that self assessment encourages students to become responsible for their own learning.

Denise Thomas AM reminds us of the roots of the Teachers' Guild and the earnest wish of the founders to support and recognise the teaching profession. She also reinforces the idea that our primary objective as educators is to engender a genuine love of learning within our students, and reminds us that we live in an ever changing educational environment to which we must adapt. As teachers we have the ability to greatly influence our students by developing positive relationships with them that we mode in our lives.

The Guild's Research Award winner of 2005, Anita Collins provides us with a brief overview of her research into what motivates and engages boys in music education. An holistic approach in providing a positive school environment where boys achieve a sense of success and accomplishment through acceptance and praise is essential to enlisting boys' sustained interest in music education.

As the keynote speaker at rhe 2006 Annual Conference, Dr Michael Carr-Gregg challenges us to address a rage of issues in our schools as we respond to the National safe Schools Framework. Providing a safe and supportive learning environment is a core business of any educational institution. Bullying can undermine a student's wellbeing and ability to learn. We need to encourage victims to speak out against the bullies and we also need to be vigilant in regards to cyberbullying - 'bullying by remote'. The National Safe Schools Framework recognises the need for sustained positive approaches and provides strategies for all members of the

school community to adopt. The success of these strategies relies on the way in which they are implemented. A key factor in reducing bullying is the thorough implementation of programmes based on strategies outlined in the National Safe Schools Framework.

Associate Professor Louise Rowling addresses the issue of resilience in our young people. They rely on their relationships with others, yet they appear to experience declining social connectedness. Our challenge as educators is to establish firm connections through relationships with our students. These notions were enhanced by Dr Toni Noble when she made comment about the concept of social-emotional learning and academic care which can be embedded within the curriculum. Dr Noble provides some suggested strategies that can be employed to develop cognitive processes that enhance social-emotional and academic learning in students.

Irene Holt (Santa Sabina College, Strathfield) and Kate McKenzie (<Meriden School, Strathfield) unpack the National Safe Schools Framework and highlight the guiding principles that can be applied to any level in schools. They then identify aspects of good practice that educators can use to implement the National Safe Schools Framework as it has been intended. Practices that are preventative and restorative have a higher possibility of creating a positive outcome for the whole school community. Some of these strategies are outlined for your consideration.

As part of our obligation as educators to cater for individual differences in our students, some students need individual programmes. Chantalle Chapman outlines the usefulness of such a plan to assist certain students in attaining educational objectives. She also outlines the essential components of an Individual Education Programme and how to achieve it through collaboration between all the parties involved. This is essential for its success.

A highlight of the Teachers' Guild year of events is the Annual Awards Dinner. I commend to you Alan Harper's introduction of Professor Edwin Judge AM who was our honoured guest in 2006. He was a suitable example of exemplary teaching practice who has continued to demonstrate lifelong learning during his illustrious career in education. In 2006, our winner of the Secondary Early Years of Teaching Excellence Award was Tristan Burg. Tristan is a Science teacher at Hennessy Catholic College in Young and has been heralded for this achievement in his local newspaper 'The Young Witness'. A most deserving recipient.

It is my sincere hope that this edition of *Proceedings* provides you with informative and practical strategies that can be implemented into your teaching practice for the future of our students in our schools.

THE TEACHERS' GUILD OF NEW SOUTH WALES

A Short History

by Stuart Braga, President, Teachers' Guild of New South Wales, May 1997

revised by Alan Harper, Secretary, Teachers' Guild of New South Wales and Director of Studies, Trinity Grammar School, May 2007

Founded in 1891, The Teachers' Guild is the oldest teachers' organisation in New South Wales and, for well over a century, has had an abiding theme: a concern with the professional development of teachers.

At the time of its foundation in 1891, a widely disparate group of practitioners laid claim to the title of teacher. There were many small private schools whose standards were low, and no registration of schools existed. The Teachers' Guild was founded by a group of leading educators to redress this situation. For many years the key activity of the Guild was the operation of the Teachers' Central Registry, which sought to place suitably qualified teachers in schools of which the Guild approved.

The Guild was concerned with curriculum standards and for many years, prior to the establishment of education unions and Heads' organisations, was represented on syllabus committees of subjects covered in the compulsory years of secondary education.

An ongoing concern was the lack of training for independent school teachers. This became especially critical after World War II when the Guild established a Teacher Training Committee which established a diploma course providing a basic in-service qualification for those who would otherwise have been completely unqualified. During the 1970s the Guild Teachers' College extended its operations in teacher training, but the rationalisation of teacher training in the early 1980s led to its amalgamation with the Sydney College of Advanced Education. When Sydney CAE was subsumed into the University of Sydney, a "Guild Centre" continued for a time to offer professional development for teachers, but this too has now passed into history.

In recent years the Guild has been chiefly concerned with in-service activities not otherwise provided by the many subject associations or other bodies such as universities or employer organisations. By contrast, the Teachers' Guild is a body of teachers who seek to provide opportunities for professional development within their own profession.

When it operated the Guild College, the Guild offered a range of awards for meritorious students. In 1996, the Council determined to renew its commitment to recognizing and rewarding the achievements of outstanding members of the profession. Initially, a prize was offered to a beginning secondary school teacher, and the following year, a similar prize was also offered to a beginning primary school teacher. Now known as the Early Career Educator Awards, these prizes

have been offered annually ever since and been highly valued by the participants. In 2000, a Research Award was added to recognize colleagues whose research work had been of direct benefit to classroom teachers; and in 2001, the Guild re-established its relationship with the University of Sydney by offering an annual scholarship to an outstanding student in the University's Master of Teaching program. This suite of awards is now one of the Guild's most distinctive and rewarding activities.

Now in its second century, the Teachers' Guild remains true to its proud history and original purpose: teachers seeking to promote better standards of teaching.

Presidents of the Guild 1892-2007

1892-3	AB Weigall	1955-6	Miss Dorothy
1893-4	Dr Harris		Knox
1894-5	Professor W Scott	1956-7	RB Finlay
1895-6	Professor MW MacCallum	1957-8	RB Finlay
1896-7	A Giles	1958-9	Miss D Whitehead
1897-8	Reverend CJ Prescott	1959-60	Miss D Whitehead
1898-9	Mrs M Stiles	1960-1	RL Rofe
1899-1900	A Lucas	1961-2	RL Rofe
1900-1	Professor GA Wood	1962-3	RL Rofe
1901-2	HJ Carter	1963-4	Miss Dorothy Knox
1902-3	FW Woodhouse	1965	VFO Francis

1903-4	AB Weigall	1966	VFO Francis
1904-5	Reverend CJ Prescott	1967	Miss Phyllis Evans
1905-6	Reverend Dr Harper	1968	Miss Phyllis Evans
1906-7	Professor TW David	1969	Miss Phyllis Evans
1907-8	Father Byrne	1970	J Wilson Hogg
1908-9	Reverend CJ Prescott	1971	Rex H Morgan
1909-10	CH Hodge	1972	Rex H Morgan
1910-11	Reverend P Stacy Waddy	1973	Rex H Morgan
1911-21	<i>Records lost</i>	1974	AJ (Tony) Rae
1921-2	Reverend CJ Prescott	1975	AJ (Tony) Rae
1922-3	Professor J Mackie	1976	Miss Jeanette Buckham
1923-4	TA Wing	1977	Dr T Visser
1924-5	HS Dettmann	1978	Dr T Visser
1925-6	Brother George (<i>died in office</i>) Acting: HS Dettmann	1979	John Sheldon
1926-7	Brother Gerard	1980	John Sheldon
1927-8	J Bee	1981	Neil Bonnell
1928-9	Reverend W Lockington SJ	1982	Neil Bonnell
1929-30	G Phillips	1983	Neil Bonnell
		1984	Neil Bonnell
		1985	Stuart Braga
		1986	Stuart Braga
		1987	Stuart Braga
		1988	John Sheldon
		1989	John Sheldon
		1990	Mrs Jan Nash

1930-1	G Phillips	1991	Ian Walker
1931-2	Brother Gerard	1992	Ian Walker
1932-3	Reverend FT Perkins	1993	Ian Walker
1933-4	PR le Couteur	1994	Mrs Helen Hughes
1934-5	NH MacNeil	1995	Mrs Helen Hughes
1935-6	LC Robson	1996	Alan Harper
1937-8	KR Cramp	1997	Alan Harper
1938-9	KR Cramp	1998	Alan Harper
1939-40	Father Hehir	1999	Alan Harper
1940-1	Father Hehir	2000	Alan Harper
1941-2	FG Phillips	2001	Alan Harper
1942-3	FG Phillips	2002	Alan Harper
1943-4	FG Phillips	2003	Alan Harper
1944-5	AK Anderson	2004	Mrs Frances Fleeton
1945-6	AK Anderson	2005	Mrs Frances Fleeton
1946-7	J Wilson Hogg	2006	Mrs Frances Fleeton
1947-8	J Wilson Hogg	2007	Mrs Frances Fleeton
1948-9	Miss Dorothy Knox		
1949-50	Miss Dorothy Knox		
1951-2	RB Finlay		
1952-3	RB Finlay		
1952-3	J Wilson Hogg		
1953-4	J Wilson Hogg		

PowerPoint Presentation

A STUDENT PERSPECTIVE ON ASSESSMENT

**Judith McMurrich and Kerrie Lesko, Classroom Teachers
Presbyterian Ladies' College, Sydney and Newington
College, Newington respectively**

Assessment

What students really think -

- “I start to sweat a lot and feel very nervous.” (Girl, Year 3)
- “You can prove to teachers that you are very smart.” (Boy, Year 4)

Assessment...Our Journey

- Do we measure what we value or value what we measure?
- Student perspectives
- Changing journey... “Assessment for Learning vs. Assessment of Learning”

When considering the topic of ‘measuring what we value or valuing what we measure’ we were forced to question our own thoughts, ideas and beliefs about assessment. Throughout the creation of this presentation we constantly asked ourselves “What do we value in education, in our students, in our professional roles?”

As teachers we value students' ideas and perspectives and use these to shape many of our daily teaching practices. When given this topic to present, we decided to use this philosophy to shape our presentation. We wanted to incorporate student ideas on assessment and this played a major role in our journey.

We gathered information from students, boys and girls, Kindergarten to Year 6, through surveys and conversations and then we analysed their opinions and ideas. In doing this it became apparent that although teachers use assessment in a variety of ways, the students are not aware of everyday assessment practices. This then led us into research and the concept of "Assessment for Learning vs. Assessment of Learning".

What is assessment?

- "Assessment is about several things at once... It concerns the quality of teaching as well as the quality of learning..." (Ramsden, 1992, p182)
- "Assessment is the process of finding out and, in many cases, putting a value on a student's achievements in studying a programme." (University of QLD website, www.tedi.uq.edu.au/teaching/assessment/)

What is assessment - Ideas from students K-2

- "A parachute, or an aeroplane and someone makes you fly down, they help you to jump." (Boy, Kindergarten)
- "It's like a game and if you get something wrong you are out." (Girl, Kindergarten)

- “A meeting, I think it is where people all gather.” (Boy, Year 1)
- “It’s when people know what you think or what you would like to know about what people think.” (Boy, Year 2)

What is assessment – Ideas from students Years 3 to 6

- “Like when you go to the doctors and you see what’s wrong with you.” (Girl, Year 3)
- “Assessment is like a test without pressure.” (Boy, Year 4)
- “A type of testing for young and old!” (Boy, Year 5)
- “A long boring test or marking or grade to show where you stand in the class.” (Boy, Year 6)
- “It’s to find out whether or not you are learning everything.” (Girl, Year 6)

Why assess in the classroom? Student thoughts...

- “So you learn things.” (Girl, Kindergarten)
- “To help you learn to listen better.” (Girl, Year 2)
- “If you are new to a school and the Principal wants to know about you, they can get your records from your old school to know if you are bad or not.” (Boy, Year 2)
- “To see how you spell stuff and how you answer stuff and what you write. If you use full stops and punctuation.” (Girl, Year 3)
- “Teachers want to hear your stuff.” (Boy, Year 4)
- “To review what you have done in the past and learnt and remembered.” (Girl, Year 4)
- “To see what you know and what you can improve on. Also, to see how well the teacher is teaching, correct

teaching style or not, any improvements from the last time.” (Boy, Year 6)

What do students recognise as assessment?

- The majority of students surveyed only recognised pen and paper tasks as being assessments.
- Students often referred to assessments as ‘tests’.
- Students aren’t aware they are being assessed continually in a variety of ways.

Student Awareness of Assessment

Students need to be informed that they are constantly being assessed. As teaching professionals, we know that assessment is part of our every day teaching life. We know that assessment is a combination of summative and formative assessment. Students are very aware of summative assessment, but more often than not, they are not aware of the formative assessment that takes place everyday in the classroom.

“We’ve been assessed on Maths and English and many more subjects by sitting down at our desks as silent as can be. Working hard of which I think could get assessed on normal work.”

(Boy, Year 6)

Assessment for Learning

Once we came to this point in our research and decided to find out more about this concept of “Assessment for Learning vs. Assessment of Learning”, we discovered that a lot of great

research is being done both nationally and internationally about this. To keep abreast of current trends in research, we found the web the best place to look for information.

Where possible, we have provided references to the information we have used and would like to stress that we are merely acting as ‘messengers’ to provide you with the tools to understand what exactly is involved in assessment for learning and that we are by no means experts in this field, nor have we actively conducted research in this area. We found some great, easy to use, practical websites full of information that can easily transfer to the classroom. The links to these sites follow our presentation in our bibliography for those interested in finding out more about this topic and want to include it in your every day assessment in the classroom.

Assessment for learning “involves using assessment in the classroom to raise students’ achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim (or close the gap in their knowledge).” (Eduwight, 2005)

Key Principles

(Qualifications and Curriculum Authority,

http://www.qca.org.uk/qca_4336.aspx)

Assessment for Learning should...

1. be part of effective planning of teaching and learning.
 - Planning should include strategies for learners to understand the goals they are pursuing and the

criteria that is applied to assessment. It needs to be flexible to respond to emerging and initial ideas. Allow for built in time with students to review learning and teaching by both teachers and students.

2. focus on how students learn.
 - Learners need to become as aware of ‘how’ they are learning as ‘what’ they are learning. Teachers need to know their students well, know why they make mistakes and should be able to make judgments about next steps and interventions.
3. be recognised as central to classroom practice.
 - Assessment should be an everyday process during learning activities.
4. be regarded as a key professional skill for teachers.
 - Professional development should be provided to teachers so that they are able to effectively observe, interpret and analyse the learning that has taken place. Teachers also need to give constant feedback and support self-assessment. They should also be able to analyse students’ summative assessment tasks/ tests and use the information for future learning plans.
5. be sensitive and constructive (consider emotional impact).
 - Ensure that comments made about tasks focus on the work, not the person.
6. take into account the importance of learner motivation.
 - Assessment that encourages learning fosters motivation by emphasizing progress and

achievement rather than failure. Assessment methods should provide some choice, have constructive feedback and create opportunity for self-direction.

7. promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
 - Learners need to understand what they are trying to achieve. Learners should be actively involved in formative assessment processes. They should play some part in deciding goals and identifying criteria. Teachers should provide examples of how the criteria can be met.
8. allow learners to receive constructive guidance about how to improve.
 - Pinpoint learners' strengths and how they can be developed. Be clear and constructive about weaknesses and provide opportunities for improvement.
9. recognise the full range of achievements of all learners.
 - This is used to enhance all learners' opportunities to learn in all areas of educational activities. All learners are expected to achieve their best and are to have their efforts recognized. Teachers and schools need to believe and support the belief that all students can improve and therefore measure students against their own previous attainment instead of against other pupils.
10. develop learners' capacity for self assessment so that they can become reflective and self-managing.

- Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. Self-reflection and self-assessment teaches learners to do this.

“I like the question about what did you find hard because you learn more if it’s hard. If you find your work easy, you’re not learning much.”

(Pupil in Gillingham project; Assessment Reform Group, 2002 UK)

Feelings about assessment

- In children surveyed –
 - 55% negative
 - 45% positive
- By Year 6 there were more negative feelings toward assessment.

Students’ feelings

Positive feelings towards assessment –

- “They help you to get smarter and re-learn things.” (Girl, Year 2)
- “It’s fun. You get to answer questions and stuff like that.” (Boy, Year 2)
- “I love seeing my results and how much I have improved.” (Girl, Year 4)
- “I don’t mind it at all but I would rather be reading a book.” (Boy, Year 5)
- “I like being assessed because if I have learnt something I like to be tested on it because if I took all

of that time learning it and there was no test there, there is no point in learning it.” (Boy, Year 5)

Negative feelings towards assessment -

- “It’s not my cup of tea.” (Girl, Year 2)
- “It puts me under pressure and when I’m under pressure I get wrong answers.” (Boy, Year 3)
- “They make me feel very scared and I start to wobble.” (Girl, Year 4)
- “We can be assessed on just normal work and when the teachers tell you that you have a test... it kind of freaks you out... which makes you make errors. Also, it gets annoying if you get something wrong and you really did know the answer.” (Boy, Year 5)
- “I like it if I’m being assessed on sport, I really have fun, but if I’m being assessed in English or Maths it is really frustrating if you don’t pass and the kids tease you for being dumb.” (Boy Year 6)

Changing negative perceptions

(The following information has been directly quoted from “Self Assessment”, AAIA, North East Region, www.aaia.org.uk/pdf/AAIAformat4.pdf)

• How can negative feelings be changed?

“In a ‘normal’ classroom, where success matters (ten out of ten! Excellent!), the high attaining students are praised. High marks, being able to answer questions and getting things right merit attention and are celebrated. High attaining students

develop a positive self-image, but do not necessarily learn as much as they are able to. Meanwhile, the low attaining students have low self-esteem reinforced by constant failure.

Teachers need to develop an understanding of the role emotion plays in learning. Students who believe they can learn, face new challenges in a state of ‘relaxed alertness’, an optimum state to take risks and learn. Success reinforces self-esteem and the cycle is complete. Low attaining students, who believe they cannot learn, experience stress when facing a challenge. This causes ‘emotional flooding’ when all they can think about is how to get out of the situation; a flight response and no learning takes place.

We as teachers can change this learning culture and counteract the fear of failure by helping students to see **difficulty** as part of the learning process. Getting all of the answers correct quickly and easily is not necessarily praiseworthy – it is, in fact, quite the opposite. It is a sign that little has been learnt. Making mistakes, struggling to understand and asking for help are all signs of the learning process and students should be praised for showing that they **are** learning.

In this climate, high attaining students are more willing to own up to having difficulties and lower attaining students begin to understand that they are not essentially different from their ‘clever’ peers. Learning is hard; it is about feeling uncertain; it’s about taking risks and it’s the same for everyone.”

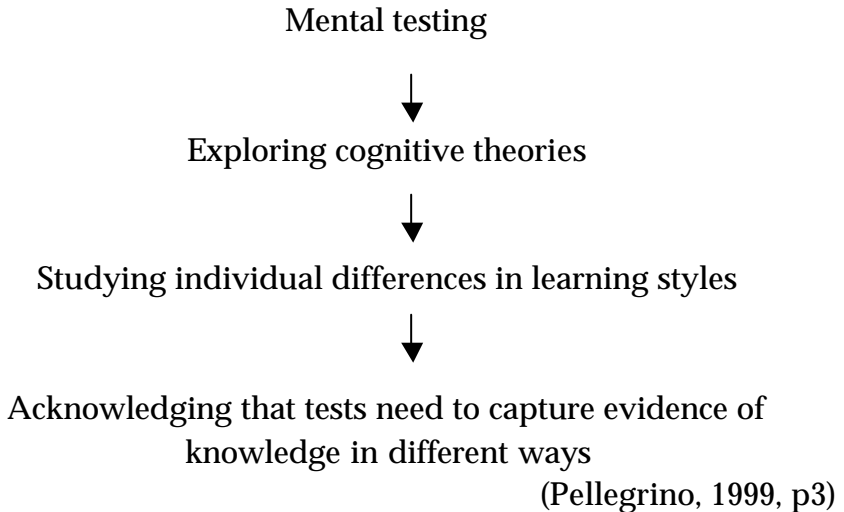
www.aaia.org.uk/pdf/AAIAformat4.pdf

- **The classroom climate**

For students to learn, the fear of failure has to be taken away in order to encourage honesty and openness. Students need to be provided with support, by being able to try out techniques in a safe and secure place.

Assessment historically

- **How has it changed over time?**



Current research

- How is it changing?
- What are current thoughts?
- Student ownership of assessment
- Authentic assessment?

Assessment for learning: Key Characteristics

(The following points are taken directly from the Qualifications and Curriculum Authority website, http://www.qca.org.uk/qca_4337.aspx#effective)

Using effective questioning techniques

- Higher order questioning can be used to:
 - find out what students know, understand and can do
 - analyse students responses and their questions
 - find out what students' misconceptions are and target these for more affective teaching
 - use students' questions to assess understanding

Teacher directed questions need to be phrased so that students are able to reveal their level of understanding, eg Bloom's Taxonomy.

Using effective marking and feedback strategies

- Move away from giving marks (out of 10 etc.)
- Move away from giving non-related comments
- (e.g. join up your writing etc)
- Move toward giving feedback related to the
- specific activity that is taking place
- Include feedback sessions where students and
- teachers look at areas students can/ need to improve
- Teach students how to be reflective about their
- work
- Focus on the learning intention and give feedback

- while it is still relevant:
- Feedback is most effective when it confirms students are on the right track, but can stimulate improvement
 - Scaffolding – students should be given help but not entire solutions; they need to think for themselves
 - Make suggestions of alternative solutions if current practice is not working
 - Feedback is ongoing; it is not just in isolation or a one off
 - Quality of Dialogue: Research indicates that ORAL feedback is more effective than written feedback
 - Students need to have skills to ask for help and this should be encouraged in the ethos of the school and the classroom

Sharing learning goals e.g. Rubrics

- Teachers need to make clear what it is they want the students to learn; this is separate from what the students will do to complete a task.
- Teachers should:
 - Explain clearly the reasons for a lesson or activity
 - Share specific assessment criteria with students
 - Help students to understand what they have done well and what they need to develop

- Students look at other students' responses to tasks so students are aware of assessment/ expectations.

Self-assessment and Self-evaluation

“Self-assessment is WHAT we learn. It can take place at any time within a lesson. The pupils benefit from a clear understanding of the learning objective and from being trained in asking the right questions (especially those that interrogate actual learning against the intended). (*“Self Assessment”*, AAIA, North East Region, www.aaia.org.uk/pdf/AAIAformat4.pdf)

Benefits of Self-Assessment

(*“Self Assessment”*, AAIA, North East Region, www.aaia.org.uk/pdf/AAIAformat4.pdf)

The student

- Becomes responsible for own learning
- Is able to recognise next steps in learning
- Feels secure about not always being right
- Raises self-esteem and become more positive e.g. I can from I can't
- Is actively involved in the learning process (partner not recipient)
- Becomes more independent and motivated

The teacher

- There is a shift of responsibility from teacher to pupil
- Smoother, more efficient lessons if pupils are motivated and independent
- Feedback helps teacher identify pupil progress
- Identifies next steps for a group/individual

- Matches pupils' perceptions of understanding with teachers – pupils explain strategies so teacher identifies thinking process
- More efficient lessons allow greater challenge

Self-evaluation needs to be explicitly taught

(*"Self Assessment"*, AAIA, North East Region,
www.aaia.org.uk/pdf/AAIAformat4.pdf)

- Self-evaluation is more than WHAT students learn.
- It involves an analysis of HOW students learn and it involves SKILLS that need to be planned and developed over time.

Sample questions for self-evaluation

(*"Self Assessment"*, AAIA, North East Region,
www.aaia.org.uk/pdf/AAIAformat4.pdf)

Think about what has happened when the learning has taken place.

- What really made you think?
- What are you most pleased with about learning to....?
- What did you find difficult while you were learning to...?
- What do you need more help with?
- What are you pleased about?
- What have you learnt about 'x'?
- How would you change this activity to suit another class?
- What can you do now that you could not do before?
- What could you do to help yourself understand better?

- How do you think we could use what we've learnt today or in the future?

When asking questions, allow for thinking time and allow students to process questions and their thoughts. It is also important to use a variety of ways to enable them to share their thoughts and level of understanding. Avoid asking the students to always record their knowledge in written form, this can limit thoughts to what they can write or what they can fit into the space provided.

A student perspective on values:

What students think teachers value

- "Children are the most important thing." (Kindergarten students)
- "Good behaviour. Not doing stuff that is naughty; not punching people and no kicking!" (Boy, Kindergarten)
- "Sitting up straight." (Boy, Year 1)
- "That we learn at least something." (Girl, Year 2)
- "Teaching and keeping the students smart and not dumb." (Boy, Year 3)
- "I think teachers find it important to let you get a heavy load off your back and tell them all your thoughts." (Girl, Year 3)
- "If you are happy or not and if you are trying your best." (Girl, Year 4)
- "I think the teachers think that the children need to understand what they are learning." (Boy, Year 5)
- "I'm not sure, I'd have to be a teacher to know." (Girl, Year 6)

What students value...

- “My teacher because she helps me to learn things, sit properly, tie my shoelaces and she tells me when it is lunchtime.” (Girl, Kindergarten)
- “I value learning more than anything.” (Boy, Year 4)
- “I value my friends. They are the most precious thing to me in this school because if I lose them I am not getting them back.” (Boy, Year 5)

Linking it all together...

What do you value in your teaching?

Our intention today was to not only challenge you with the information presented but also to force you to question your assessment practises and beliefs in your classroom, as we did. We hope we haven't scared you too much with the overwhelming amount of information available about this very useful concept “Assessment for Learning”, it is really a very practical way to assess in the classroom. Our aim was to have you come to the same conclusion as we did – how can we **not** take on board this concept and actively integrate it into our everyday classroom lives.

A final thought...

"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."

Albert Einstein

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DENISE THOMAS AM ADDRESS

Teachers' Guild of New South Wales Annual Dinner, 2005

Denise Thomas AM

Thank you most sincerely for the honour given to me tonight as your special guest. I feel humbled to be the 2005 'significant educator' – particularly as I peruse the list of those who have been honoured before me – I know that I certainly join a most illustrious group!

Thank you also for inviting me to present a number of the awards tonight.

On these evenings those of us at the end of our careers I know feel a sense of elation and satisfaction that the profession is certainly in good hands.

I congratulate all of you here tonight receiving awards and wish you all the very best in your chosen career.

I particularly commend the Guild for its work especially in the past twenty years or so as it has reworked its mission while retaining strong support for those beginning in the profession, one of the essential aims of the Guild's founders.

Some twenty or more years ago when I was asked to join the Council of the Guild it was at a time of much soul searching about the future. I can remember meetings in the rooms in

Margaret St in the city where we talked hard and long about the options before us.

Should we bring things to a close? This was just one option before us.

A hard decision given the Guild had existed since 1891.

Should we change direction? This was another option before us. If we took this option, in what direction should we move and what would have to go?

The Teachers' Guild of NSW began its life as the Teachers' Association at the end of 1891, changing its name in 1909 to the Teachers' Guild. Its founders, University professors and lecturers and teachers of public and private schools (girls and boys) had as their main objective the promotion, 'in all possible ways of the care of education.'

Their objective then was to bring together the best of methods, aims and interests of those engaged in teaching in the colony.

I commend Beverley Fletcher's history of the Guild, *The Care of Education* to you, as the decades up till the early 80s make fascinating reading for those of us involved in non government education. During those years the respective Councils of the Guild sought valiantly and at times passionately to implement the aims of the Guild founders.

Sadly by the early 1980s certain events, over which the Council of the Guild had no control, occurred. The Teachers' College, regarded as the Guild's crowning achievement had to be dissolved; the financial base of the Guild, the Teachers' Central Registry had ceased to be the profitable concern it had been for decades; membership was small – although stable – but was still top heavy with senior educators rather than teachers themselves; the Journal after fifty three years of continuous publication had come to an end, and the Gurney and Soubeiran Trust set up in 1932 had become increasingly inappropriate in its aims.

The Guild owes its profile today to the work of those determined not to see it disappear completely but rather establish itself as an organisation supporting and recognising those in the profession – a wish of the founders of the Guild those many years ago.

Two of the first successful ventures of the new look Guild, *The beginning teacher in the Secondary school* and *Catering for the gifted and talented student* I am pleased to say, were held here at Meriden.

And of course one of the most successful annual initiatives begun in more recent times we are here to celebrate this evening.

I emphasise that the founders of the Guild established it for 'the care of education'.

I believe the word 'education' has suffered a little from the assumption that its meaning is derived from the Latin verb *educere*, to lead out – although I can see the logic in this.

I believe the root Latin verb is in fact *educare* meaning *to nourish*.

Bill Oates, the well known Quaker educator in *The Nurture of the Human Spirit* wrote:

I take education to mean the sum of all the forces which nourish the growth of the individual self. Much of what passes for education is better described as training. A child is trained to count, to spell, to read, to use a computer.

Education, however, is concerned more with awakening the individual's response, so that each wants to learn and so that each knows what he or she wants to do with the skills of reading and computing.

I think this is certainly an important distinction.

I would like to share with you tonight some disparate but not altogether unconnected thoughts.

First, the basis for my own approach *to* education.

If I were asked to sum up my philosophy of education I would do so with three words
Community, discovery and challenge.

Three words that would resonate with many educators.

I believe that education is founded on *community*. A school must provide a stable, loving and supportive environment so that children can develop and mature. For me, that community is a community of faith guided by Christian principles.

In essence this means

- honouring the traditions of the school
- integrating and balancing discipline and pastoral care respecting privacy and facilitating reflection
- resolving tension and conflict with integrity and collaboratively working towards positive resolutions
- respecting the wider community of parents, past students and others and appropriately including them in the community of which they are important members
- seeking positive and enriching relationships beyond the school itself
- expressing through the total curriculum a consciousness of belonging to a global community

And what of *discovery*

A school must have as its primary educational objective, the will to engender a genuine love of learning. Both the structures behind curriculum delivery and the modelling provided by the principal and staff must facilitate intellectual growth and support students in achieving their personal bests, encourage support for social justice issues in the wider

community and equip students to access appropriate and fulfilling vocations.

And finally that word *challenge*

I believe in the gospel imperative to nurture our talents. I believe that all leadership is a reciprocal, dynamic and essentially educative enterprise.

Every person involved in the work of education must assist others to identify and nurture their respective talents and apply them to situations of increasing personal challenge.

Second, what has brought me to where I am today?

As a child in primary school I decided that I wanted to be a teacher. It's a decision I've never wavered from since nor a decision I have ever regretted.

And although there were days when I wondered why I **chose** to be a **principal** I know if I had my time over, I would still aim for that role.

When I sat for the Leaving Certificate and left school, career choices for girls were far more limited than they are now.

When I left school, certainly girls could study law, medicine, science, and so on – but they tended not to in significant numbers.

However, a sizeable percentage of girls did train as teachers.

My passion for girls' education had its foundation in my own single sex secondary education environment and the influence of some wonderful female role models there and the past forty years spent in that environment as a teacher, Head of Department for some fifteen years, Deputy Principal for four years and over an 18 year period as Head.

At the end of 2002 it was hard to believe that my time as a principal was coming to an end.

It had been a great privilege to lead my school through such a fascinating period of its own history and development - and during a time of such profound changes in education generally.

I am gratified that I have had two further opportunities to lead schools – one not so dissimilar to Meriden, except for the large boarding contingent and the horses! The other in the outer western suburbs was a very humbling experience both educationally and culturally.

Third, what of the changes I have seen?

Over the past four decades, I've seen enormous changes in education and school life – especially technological changes. Changes I know some of you here will identify with.

I began my career in the era of *manual typewriters*.

These days, students have their own laptops, think pads and even *Blackberries!*

Photocopiers – faxes – desktop printing – were all unknown. I remember large laundry and dry-cleaning bills due to the old blue spirit masters from the ubiquitous Gestetner machines we used to use! I think I still have some squirreled away somewhere!

In my early years, audio-visual teaching aids meant a *very heavy* reel-to-reel tape recorder – and a *foul-tempered* slide projector, into which you loaded slides – one at a time, while the class waited.

These days, we have data projectors and *smartboards* appearing in every classroom.

When I began teaching, I had *never heard of* computers – these days, schools can not afford to be without them. *When I came here to Meriden in 1985 there were six Micro B's in the Maths department!*

In 1969, when I was teaching at Redlands, the school had only one television set in the library – and it went to great trouble and expense to hire *six TVs* – all 17-inch black-and-whites, of course – and set them up around the assembly hall, so that girls and staff could watch the landing on the moon!

But, of course, if we are looking for changes, perhaps the biggest single change *in the lives of* those involved in schools – from the principal down - is ever greater accountability.

I think we all notice every day – sometimes with an element of resentment and frustration – that more and more is expected of us.

Parents expect more –our colleagues expect more – *students* expect more.

School governors expect more.

Our *alumnae* expect more of us.

Government agencies expect more – Federal government, State government – even our local councils can have school communities jumping through hoops.

The *law* expects more – and the *courts* expect more.

The *universities* and other tertiary institutions expect more.

Even *the media* expect more.

With all these changes we can point to – what of the role of the teacher?

Has **it** really changed?

When Christa McAuliffe the teacher on the ill fated Challenger space ship said, “I touch the future – I teach” she highlighted the magnitude of the responsibility teachers embrace.

Who was she? She was selected for the NASA Teacher in Space program in 1985. She was to be the first civilian in space. NASA believed a civilian in space would generate enthusiasm among everyday citizens – they believed a teacher would be especially well suited to serve as a pro NASA spokesperson, generating further enthusiasm. And of course who better to inspire the minds of the next generation of astronauts than a school teacher.

Billed by her own students as ‘inspirational human being, a marvellous teacher who made their lessons come alive’ McAuliffe was a high school teacher selected out of 11,500 applicants. She was to teach two lessons from space – 73 seconds after lift off the Challenger exploded, killing her and her six crew mates aboard.

We know that the bonds formed between students and teachers are the very essence of learning. Many students freely acknowledge that their lives have been dramatically influenced by significant people in their school lives, both for better **and** worse!

I read a comment by a former colleague, recently. She said:
‘People may forget what you said, people may forget what you did, but they will never forget how you made them feel’.

For educators, this is something always to keep in mind.

In Auckland a few months ago I attended a number of interesting workshops at the Alliance of Girls' Schools conference. Two in particular I was interested in – one which focussed on the student-teacher relationship and the other on the beginning teacher.

Let me make a few comments about the first –

The most critical point made was that 'teachers need to model the attitudes and behaviours they want and expect from their students'.

It will be no surprise to anyone here that the point stressed by the presenter was that in order for students to learn most effectively, a healthy relationship between teacher and student is tremendously advantageous.

It also appears from the research that the more vulnerable a student is, the more important the relationship with the teacher is also.

Teachers who are highly effective tend to have a very positive attitude which is conveyed to the students. They are also friendly and understanding, presenting such an image to students by smiling and appearing confident.

Effective teachers are also hardworking. It is clear that students are excellent judges of how well-prepared teachers are.

Effective teachers see themselves as learners. They have, and demonstrate, an active partnership with students in learning.

Effective teachers are also reflective. They seek feedback from all sources, including their students. Effective teachers are readily identified as part of the whole school community. They participate willingly and often in school activities in a purposeful way.

Effective teachers get to know their students: they have respect for the world of their students; they see their students as being unique; students like teachers who know something about them.

Effective teachers demonstrate fairness. They ensure all students feel valued and that all are encouraged to participate.

Effective teachers like their students. Students respond to teachers who like them and this in turn gives the students a sense of personal worth.

Effective teachers are caring – they have high expectations and these combined with the sense of care encourage students to succeed

Effective teachers are patient; they demonstrate perseverance – they are people who do not give up on their students and who do not lower their expectations for expediency; they keep their word; they are consistent and therefore can be trusted; they are interested in the activities in which a student is involved; they are pro active and positive regarding parental contact. They have a sense of humour – students enjoy teachers who enjoy what they do and honour them by relating in a humorous way.

All of this is not new of course.

I was interested in an article in yesterday's SMH which stressed that enjoying the class environment in the early years was a major factor in retention rates to HSC level in our schools.

And what of our students? Have they changed?

In my view of all the changes I have seen, there has been one constant and that is – the students.

I do not find them as individuals very different now than when I began teaching some forty years ago. What they are looking for they have always been looking for – albeit now perhaps wrapped up and presented to them slightly differently when viewed from the outside.

Those running our education bureaucracies would do better studying the works of JK Rowling, rather than poring over the

mounting data showing whether children are meeting designated literacy and numeracy standards.

Every Harry Potter fan knows that when looking for an institution that embodies all that is best for the development of young minds and bodies you need go no further than Hogwarts's School of Witchcraft and Wizardry.

Harry's membership of Gryffindor House, his positive relationship with headmaster Dumbledore and a supportive peer group offering protection from the bullying Draco Malfoy and his gang of Slytherins – that's what makes Hogwarts a core social centre, the Head of Paediatrics at Melbourne University told a conference of educationalists recently.

I have mentioned the teacher and the student: now what of the role of the Principal?

If there *is* a change to be seen in the roles people have in education it is in the role of the School Principal that I have seen some major changes over the past 20 years.

But perhaps that is the focus of another night, but I mention it to you to remind you to show some sympathy for your principal at times when you may not feel like it. And when you feel he or she does not really understand the pressures you are under!

Let me however, describe for you matters discussed in my office in one morning in my final year - a fairly typical morning!

These matters included the new HSC mathematics syllabus, a fundraising function, some graffiti in the locker area, the suicide of a girl's cousin, a possible teacher exchange with the UK, a girl's application to go as a GAP student also to the UK, the complaint of a parent that her daughter had been dropped from the water polo team because of unsportsmanlike play, the appointment of school prefects, a girl absenting herself from a music class, - she was she assured me practising the piano in another part of the School - an agonising decision about how far apart to sit the divorced parents of a Year 12 girl at the Valedictory dinner, litter in the quadrangle, a request to send a petition to the Prime Minister about cruelty to animals from two Year 8 girls, the employment of a new physics teacher, the criteria used by the School for selecting its students, the computerisation of the Uniform Store and Clothing Pool, safety on Duke of Edinburgh Award Scheme expeditions, whether the Interact group could sell gelato in both the Junior and Senior sections of the School, fire drills, a phone call from a reporter who had read something I had written about the virtues of single sex education for girls and an extension English project being undertaken by a senior girl on Vietnam who wanted to use me as her subject because, she said - *you did live through it!*

These inevitably brief discussions were interrupted by several dozen phone calls, some from overseas and interstate and by the fact that I had to go to the lecture theatre to *sit on the bench*

as the judge in a simulated trial of Richard III going on in a Year 11 English class!

If the picture seems a chaotic one, it is also colourful and fascinating. At the same time the conflicting expectations of the chief executive of even a medium sized school can make it difficult to lift one's sight above the day to day turmoil and plan the long term future of the organization. Shelves of books have been written on educational administration by well meaning academics but I know of none of my colleagues who have managed to translate orderly theory in to serene practice.

In summary the chief executive of an independent school is expected to be

- the educational leader, planning the future course of the school and inspiring the school community to support the school's objectives
- the chief fundraiser
- the PR officer, dealing with the media, speaking to outside groups ,overseeing the school's publications
- the school's lobbyist with federal state and local governments
- the chief pastor, offering pastoral care to parents, staff, students, and former students
- the head teacher, often teaching a class, coaching a team, supporting a drama production
- the overall supervisor of the budget, its framing and its implementation
- industrial officer
- professional development officer

.....and much more.

Many would find the variety of the task draining – and it is, certainly not a nine to five job.

At the same time it is immensely rewarding and I know there are days when I do miss it.

The very variety is in itself stimulating. No two days, hours, or even minutes are the same and if there are moments of stunned exhaustion they are shared with chief executives in most other enterprises.

Of the qualities that are needed to survive and prosper as the Head of a school, none is more important than the belief that the task of education is of supreme importance, that the future of the country depends on it and that each individual student matters.

A Headmistress some years ago said

In the balance on one side of the scale go responsibilities so numerous and complex that they are better not contemplated, centred on the child and what happens to her at and through the school, behaviour problems, work never quite finished, duty never quite done. Into the other go the joy of working with children and with the members of one's staff, the pleasure of personal contacts with all those connected with the school, the satisfaction of routine, of work well planned and executed. The balance moves from day to day, but however often the

first bumps sadly on the ground, in retrospect it is the contents of the second which count!

Finally, I am sure that all here tonight will agree that as it is for the school principal so it is for the teacher and every one else holding a role in a school.

So to you the staff of our schools I remind you to always remember these words from Ginott, in *Teacher and Child* who wrote in 1972

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de escalated, and a child humanised or de humanised.

And remember again those words from Christa McAuliffe *I touch the future – I teach.*

I extend my thanks again to the Guild for honouring me tonight.

I congratulate each one of you here tonight receiving awards.

I wish you well as you move through the different stages of your career.

Finally these words from the prophet Jeremiah have meant a lot to me as I embarked on my career as a young teacher and even now as I look to the future, and I commend them to you now

'For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future'.

RESEARCH AWARD WINNER 2005

Anita Collins

In my first year of teaching I was like all other young teachers, struggling to keep up with the intense pace of the school year and barely making it through each day. In my second and third year I began to find my teaching rhythm and came to understand both the positive and negative effects that different teaching methods could have on my students. At this time, it became abundantly clear that in order to be the best teacher I could be, I needed to study the art of teaching in more depth.

So, I began studying for my Masters degree, via correspondence, from Deakin University. I quickly began to focus on the specific needs of boys in the field of music education. Immediately, I was confronted by the alarming lack of relevant research. Most existing studies were focused heavily on comparing levels of achievement and instrumental choice between boys and girls, rather than focusing on the specific educational needs of boys. Through this, however, the common theme emerged from a number of different researchers that boys just were not achieving at the same high levels of girls. Their participation levels were consistently low, their instrument choice was narrow and highly influenced by dominant social ideas of masculinity and their achievement levels were markedly lower than that of their female classmates.

Although this research was interesting, it did not greatly assist me in improving my teaching practice. So I decided to investigate the specific needs of boys within my field and ask the question “what motivates and engages boys in music education in their secondary school years?”

Again, due to the lack of specific research it was necessary for me to assemble and connect existing ideas. I identified, through this, three founding factors which motivated boys. If he is to remain engaged in his musical pursuits he must experience;

- An **interest** and **positive attitude** towards the subject
- A sense of **success** and **accomplishment**
- A sense of **acceptance** for his interest in the subject and the experience of **praise**

The second phase of my research involved visiting three independent boys’ schools around Australia. The music programs in each of these schools were highly varied but were marked by consistently high Year 12 results and high levels of participation. Focus groups of staff and students at each school were able to provide me with informed anecdotal evidence of the necessary practices which motivate boys in music. I also wished to discover if my original theory was correct.

What I discovered was surprising. Not only was my original theory correct but also an additional layer of information emerged which gave a fuller picture. Motivating boys in music has no single answer, no simple solution. They require a

delicate and specific environment in order to remain engaged in music. This environment must contain positive approaches in the following seven areas:

- School Culture
- Relationships
- Peers
- Parents
- Role Models
- Student Character
- Teaching Strategies

With any research there is no simple answer, there are many layers of understanding and nuances to be explored. Suffice to say that the biggest discovery I made through my research is that it is a concoction of elements which, when mixed together that create an environment in which boys will remain motivated in their musical pursuits.

When a music teacher or department wishes to review their curriculum, or when a reoccurring problem seems to have no solution, my research has found that we, as educators, need to look at the holistic educational experience for the boy and within that, the musical environment of their school. We need to work to make positive changes that will actually affect the boys' outlook on their musical pursuits.

My research emphasised the importance of the wealth of anecdotal knowledge that our living educators possess. Although many of the themes that emerged in my research

have been explored before, the more holistic approach and an understanding of how the different factors interact in a boy's environment is a new field of discovery in education.

PowerPoint Presentation

WHEN THE GOING GETS TOUGH.... How schools can respond to the Safe Schools Framework

Dr Michael Carr-Gregg, Albert Road Centre for Health

The nature and extent of the problem

The provision of a safe and supportive learning environment:

- is part of the core business of any school
- the effects of bullying can undermine a student's wellbeing and ability to learn
- There are now well documented short, medium and long-term impacts on mental and physical health of victims

We know about the impact of Bullying...

- Victims experience...
 - Anxiety
 - Insecurity
 - Low self esteem
 - Sleeping difficulties
 - Headaches
 - Abdominal pain
 - Sadness
 - Depression

Source: Bauman et al, British Medical Journal 2000

Bullying

- 1st in-depth study of bullycide
- a word the authors have coined to describe when children choose suicide rather than face another day of unrelenting bullying.
- at least 16 children commit bullycide in the UK every year
- the scale of misdiagnosed bullycide could be much higher
- 19,000 children attempt suicide annually - one every half hour

Do victims report and if so to whom?

We know they don't often tell and if they do - they don't tell teachers...

- A common reaction to being bullied is not to seek help from others
- some people are more likely to be informed than others:
 - friends most commonly of all,
 - followed by mother
 - then father
 - teachers least of all
- a substantial proportion do not tell
- 40% of boys and 25% of girls who are bullied weekly do not tell their friends; even larger proportions do not tell their parents

Source: Deanne Brouwer, RMIT 1998

Failing to address the Cone of Silence

- 'Thou shalt not tell!'
- to do anything will only make it worse
- nothing can be done
- The only thing worse than a bully is being a squealer

The Internet

- has taken on a central role in teenage culture
- creating a new landscape for social interaction.

Cyberspace

- Has supplemented or replaced lunchroom and after-school cliques
 - on-line chat rooms
 - instant messaging (IM),
 - bulletin boards
 - e-mail
 - cell phone text messages
 - digital photographs
 - personal Web sites
 - blogging (Web logs or personal diaries on a Web site)

Prevalence of youth net use

- 99 percent of students have used the Internet.
- nearly 60 percent of youth aged 9 to 17 have used IM and chat rooms

Instant messaging/MSN

- is how today's young people stay in touch and make new friends
- unlike e-mail, is very practical since it allows conversations with one person or a group of friends in real time.
- having a long list of IM friends, even ones they have never actually met, has become a status symbol for kids.

Internet communication

- mostly of a positive nature
- New research suggests that 42% of young people are using interactive technology to harass and bully peers. (Carr-Gregg 2006)
- Destructive rumours damage reputations and disrupt peer relationships.
- Death threats sent in cell phone text messages torment teenage recipients.
- Most adults see computers and cell phones as practical tools.
- Children and teens, on the other hand, view these communication tools as social lifelines

Cyber bullying

- is worse than schoolyard bullying because it cannot be escaped
- does not end when the child arrives home
- because kids spend so much time on cell phones and the Internet, they are easy targets for cyber-abuse.

- Bullying can continue even in the privacy of a teen's bedroom, with messages suddenly appearing on the computer or cell phone screen.
- It can happen at anytime and can be so intrusive that a child or teen feels trapped and helpless
- Most don't tell for fear of being taken offline

The National Safe Schools Framework

- developed by the Ministerial Council on Education, Employment, Training and Youth Affairs.
- incorporates existing good practice
- provides an agreed national approach to help schools and their communities address issues of bullying, harassment, violence, and child abuse and neglect.
- presents a way of achieving a shared vision of physical and emotional safety and wellbeing for all students
- recognises the need for sustained positive approaches
- encourage all members of the school community to:
 - value diversity;
 - contribute positively to the safety and wellbeing of themselves and others;
 - act independently, justly, cooperatively and responsibly in school, work, civic and family relationships;
 - and contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment. It is underpinned by a set of guiding principles and related key elements or approaches that schools can put in place

to effectively provide a safe and supportive learning environment.

Variations in outcome using the same anti-bullying program

- Several studies have shown that **the same program** can have **very positive outcomes** in some schools and quite negative outcomes in others.
- Also it is clear that some programs have been found to be notably successful in **some** countries and some localities but **not** in others, see for example the Olweus program.

A crucial factor appears to be the thoroughness of implementation

- Several studies have shown that outcomes **are** related to the **degree of program implementation**
- Good implementation is seen as occurring under these conditions:
 - The anti-bullying policy is **widely disseminated** and understood, including providing **information sessions for parents**
 - The **school curriculum reinforces** the policy
 - **Incidents** of bullying are **never ignored** and are appropriately handled

Case Study – The Australian Ballet School

Policy development at the ABS

- Committee formed
- Used existing policy as a guide
- Created 6 focus groups containing students from each year level
- Focus groups created a questionnaire for students which was distributed with a standard bullying questionnaire (Rigby & Slee 1999)
- Questionnaire was distributed to all students
- Questionnaires result then reviewed by focus groups
- Draft policy document developed
- Draft Policy disseminated to all students, staff and parents for comments
- Policy reviewed in light of comments received
- Policy document signed off by SRC and staff
- Policy document sent to Council of Ballet School
- Council seek legal opinion
- Policy ratified
- Committee re-distribute standard bullying questionnaire (Rigby & Slee 1999) on an annual basis
- Commitment to continual policy reviewed in light of results

What factors generally lead to good implementation ?

- Teachers understand **nature and extent** of the problem!
- All staff are **closely involved** in the development of the anti-bullying program
- Staff are **appropriately skilled**

- There is effective **committed leadership** in directing and monitoring the program
- **Resources** are made available for the work to be done

Preliminary Conclusions

- There is some reasonable evidence that **modest reductions in bullying** can be achieved through the use of existing programs
- NCAB is **not** in a position to state that one kind of program is more effective than another
- There is encouraging evidence that a key factor in reducing bullying is the **thorough implementation** of programmes.

Why will we never stamp it out completely?

- Adolescent brains
- Teacher stress
- Poor Parenting

The part of the brain that reaches maturity last

- Prefrontal cortex
- Home of the executive functions
 - Planning
 - Setting priorities
 - Organising thoughts
 - Suppressing impulses
 - Weighing the consequences of one's actions (risk-assessment)

“...teenagers don’t behave like adults because they don’t think like adults.”

What can you do about successfully winning over your community?

Innovative strategies to increase the avenues of reporting

- Electronic bully boxes
 - Harassment and bullying gain momentum when students remain silent
 - Confidential email service that allows students to make the first move to break the harassment cycle
- Secret ballot techniques
- Consumer satisfaction surveys
- Classroom behaviour Agreements
- Letter home to parents at the beginning of the year
- Plastic laminated sheet in the school diary

Schools need to be proactive in alerting parents to the signs of a bullied student

- not wanting to go to school
- a pattern of headaches or stomach aches, damaged clothing or bruising
- missing equipment or belongings
- asking for extra pocket money or stealing
- a sudden drop in standards of school work
- fear about walking to and from school
- secrecy about the reason for tears

Good Contacts

- Australian Drug Foundation (ADF) – www.adf.org.au
- Reach Out – www.reachout.com.au
- Pressure Point – www.pressurepoint.com.au
- Kids Helpline – 1800 55 1800

My challenge to schools

- Bullying is **too damaging** to allow it to continue
- Students that bully **need help in changing** their behaviour
- Effective strategies **involve students staff, parents and schools working together**
- Must address cyberbullying
- It's all about the **implementation**
- Telling a student to ignore it rarely works
- Telling a student to hit back makes the problem worse
- Parents should not intervene with bullies or their parents – that is the school's job

A final thought...

“...we shall have to repent in this generation, not so much for the evil deeds of the wicked people, but for the appalling silence of the good people.”

Martin Luther King Jr

"All that needs to be done for evil to prevail is that good people do nothing!"

Edmund Burke

PowerPoint Presentation

YOUNG PEOPLE, SCHOOLS, ADVERSITY AND SUCCESS within the context of National Safe Schools Framework (NSSF) and ‘when the going gets tough’ through strengths and wellbeing consilience

Associate Professor Louise Rowling, University of Sydney

Young people and their future

Communication technology

- Different generation – never known anything different
 - Potential – forming friendships, identity formation, new forms of support, information & counselling, empowered and media literate learning to integrate information

But with technology in learning, are we preparing a generation who will take the received answer without question, work in isolation and sit on bottoms all day?

Young People’s lives

Influenced by genes and the environment but some broad social trends

- Rising anxiety in last 60 years. Anxiety more commonplace than depression. (Twenge 2000)
- Young people lower sense of control over their lives (their locus of control declined). (Twenge 2000)
- Our culture of fear, young people have limited sense of future (Furedi, 2002)

Young People's lives - Social & Economic forces

Social trends of rising individuality



Individualism – the onus of success rests with the individual (Use of YOU in ads) linked to consumerism -> “you are entitled to...this fulfils what you want

- Declining social connectedness,
- Increasing environmental and personal threat

Political & business leaders tell us economic growth is a key to the future

BUT.....

Less than a third of Australians think life is getting better (Eckersley 2000)

The Road to Adulthood

- Wellbeing
- Resilience
- Connection
- Assets
- Protective factors
- Strengths
- Social and emotional competence

Connectedness

When students get to the final two years of secondary school

- Are schools interested in all students or only those who will be successful academically?
- Are they interested in helping all students to be successful, helping them along the Road to Adulthood?

A first year university student comments on his school

“From a lot of students’ perspectives in our year group, the school was only particularly interested in getting good results for themselves so that they could have the face ‘that we have produced good students’. In terms of providing us with assistance and providing us with help when we needed it for producing the good marks that they require, there was not any there”.

Andrew

A teacher comments

“When students leave they don’t talk about the lack of programs, they don’t talk about the ovals or anything like that. They talk about the people. It’s always the people”

Brian

Connections through relationships

Research with First Year University students

Research involved a questionnaire and follow up interviews.

For these young people, they experience the tyranny of excessive choice without frames of reference and skills to work through options.

- Experience a loss of safety they had felt at school and loss in identity as a learner.
- Failure to achieve a dream was ranked the fourth highest loss the students experienced.

Life changes and emerging adulthood

Failure to achieve a dream as a life change was reported as having a major impact of their lives.

The dream was about their future, dependent on their final high school examination score. They failed to achieve the result needed to pursue the planned career of choice. The meaning of this event for their current life view was significant.

Success

Create environments in the classroom and schools where young people learn and develop a sense of self efficacy, so they are able to say, believe and act in ways consistent with these beliefs.

I can make friends

I can adapt my learning

I can identify and choose from alternatives

I can cope with setbacks

I can identify when to risk and when to be cautious

I can persevere

NSSF	MindMatters
<p>Common concerns Social and emotional well being in a safe & supportive environment</p>	<p>Social & emotional wellbeing</p>
<p>Proactive Focus on policies that are proactive for prevention and intervention</p>	<p>Strengthening schools' roles in promoting mental health</p>
<p>Common strategies - partnerships</p>	
<p>The support of relevant specialists is enlisted, including support for staff managing child abuse cases</p>	<p>A school community focus particularly with parents to maximise promotion of students' mental health</p>

Your role in young peoples' future

- Provide environments that help young people develop skills to:
 - distinguish when to be cautious and when to be adventuresome;
 - when to adapt, when to try to change the situation

Critical autonomy

- *Not independence and individualism.* Autonomy is acting according to internalised values and decisions
 - Not in opposition to connection and social relatedness
- (The opposite is heteronomy, where one feels actions are controlled by external forces).

Your role in ‘a Future’

You need to be able to guide young people and other adults in the decisions they make, specifically encourage a sense of optimism in the future and faith in themselves.

Pay attention to the interactional process

- Between teacher and student. ‘Honour the student’s struggle’ = acknowledge the efforts young people make to meet challenges even if efforts are small and not totally successful.
- Create a sense of optimism in the future and help them create a future they want to live in.

**A small group of thoughtful concerned citizens can change
the world**

Indeed it is the only thing that ever has

PowerPoint Presentation

TEACHING TOOLS FOR ENHANCING STUDENTS' WELLBEING & RESILIENCE THROUGH THE ACADEMIC CURRICULUM

Dr Toni Noble, ACU-National

Outline

- What is academic care?
- Why focus on academic care for students in the 21st century?
- What is the relationship between social-emotional and academic learning?
- What are the cognitive processes that underpin SEAL?
- What are some examples of teaching tools we can use to embed social-emotional learning into the academic curriculum?

Academic Care

Academic Care involves promoting student wellbeing and resilience through academic structures and processes to help students learn the skills and understandings relevant for the 21st century.

Context: Today's young people face many challenges

- As many as 15-20% of children experience a depressive episode by end of high school (9% by start of high school)

- High percentage of depressed children & adolescents never receive treatment
- 250,000 antidepressants prescribed to children and adolescents in 2003, 30,000 more than 2002 Federal Govt. figures: SMH 26/4/04
- Depression linked to poor academic achievement, conduct problems, substance abuse, teenage pregnancy, suicide

Good news: most young people are resilient

Human resilience is the capacity to cope well with times of adversity or hardship.

It is the ability to bounce back from difficult times to a fulfilling life while retaining a positive sense of self

McGrath & Noble 2003

What is the relationship between Social-emotional Wellbeing & Resilience & Academic Learning?

- Schools are social places and learning is a social process
- Positive caring relationships between a teacher & their students, and students and their peers
- Increases students' engagement in learning

Connected with teacher

- *If you get teachers that are really good, you can chat with them, have a good lesson, then you tend to get more work done. With teachers that are pricks to you, you tend to not like them, not try as hard, retaliate against them. (Year 11)*

- *Whatever they do is what we do. If they're a good teacher and they do better stuff, we do better stuff. If they are a crappy teacher, we do bad stuff. (year 9)*
- *...I thought it was just me. But since I've had xxx (a 'good' teacher) in maths, it's all changed...everythin's better...even other stuff.... (year 11)*

Trent, 2001: study of 1800 boys

Quality of teaching (above all else) makes a difference to students' learning outcomes

Ken Rowe, ACER

Resilience Research: one caring adult, 'turn around teacher'

Benard 2004

Social-emotional Learning & Academic Learning

- Prosocial behaviour in class & positive peer relationships correlated with positive learning outcomes (Malecki & Elliot 2002, Welsh et al 2001, Wentzel 1993)
- Anti-social behaviour often correlated with poor academic performance & rejection by peers (Hawkins, Farrington & Catalano 1998)
- There are strong links between social competency and academic achievement
- In one study the only predictor of level of achievement in Year 8 was level of social competency in Year 3
- In another study the best predictor of level of academic achievement in Year 9 was the extent of the student's friendship network in Year 6 (Caprara, Barbaranelli, Pastorelli, Bandura & Zimbardo, 2000; Wentzel, Barry & Caldwell, 2004; Wentzel & Watkins, 2002)

WHY is there such a close link?

The main explanation: social-emotional & academic learning=similar cognitive processes!!

Cognitive processes used in social-emotional & academic learning

Positive & Helpful Thinking skills

- Optimistic thinking (openness, flexible)
- Learning from mistakes
- Evidence based thinking
- Normalising

Being Resourceful & Adaptive

- Goal setting and planning
- Persistence and effort
- Problem solving

Social Skills

- Group skills
- Conflict management skills
- Friendship skills
- Gaining & giving peer support (academic and emotional support)
- Watching and learning from others (values in action)

Emotional Literacy Skills

- Managing emotions and impulses
- Developing empathy and compassion for others
- Perspective taking

Personal competence

- Knowing strengths & limitations
- Self discipline (self regulation)
- Gaining sense of mastery in different areas

Strategies to teach these cognitive processes

Use cooperative learning

- Partner retell
- Cooperative heads together

Key principles of cooperative learning

- Positive interdependence:
 - group members have a shared goal and a shared belief that no-one succeeds unless everyone succeeds
- Individual accountability & responsibility to the group
- Social skills are taught & practiced within the group

Research Outcomes for cooperative learning

Effort to achieve

- higher achievement & productivity
- longer retention
- Use of critical thinking
- greater creativity
- More engaged and on task
- Less disruptive

Johnson & Johnson 2004

Social-emotional

- greater motivation to learn
- more positive peer & teacher relationships
- experience greater peer support (acad./emot)
- develop higher self esteem (sense of mastery)
- Experience more positive emotions: fun, enjoyable, exciting

Johnson & Johnson 2004

Provide frameworks for students to learn social skills

- Social Skills and Teamwork Rubrics
- For Student Reflection or Self-Assessment of Social Skills in Cooperative Group Tasks

Strategies to teach Social-Emotional & Academic Learning skills/processes

Provide scaffolds for

- Group Thinking Tools

10 thinking tracks & Multiview

Both are examples of teaching tools that provide

- Scaffolds for critical & creative thinking, problem solving and decision making &
- Safe opportunities for young people to discuss and debate moral values and their application and to take different perspectives and empathise with others

Strategies to teach Social-Emotional & Academic Learning skills/processes

Provide scaffolds for

- SOLAR Tasks (PBL) (Student-Owned Learning And Research Tasks)

LEARNERS for SOLAR tasks

- Loosely structured broad complex problem with many possible solutions
- Elicits skills & knowledge from different disciplines
- Authentic task (i.e. real purpose & authentic solution eg set of recommendations in report, presentation, letter, plan, multimedia presentation)
- Relevant to students, school or local community
- Negotiation & collaboration are required eg identify what they need to know, research, synthesise what they find out, apply to devise solution/plan
- Evaluation is authentic (by most relevant or expert people) eg surveys, feedback from peers, parents, staff, students from another school, local community
- Research is necessary to solve problem
- Student owned & student directed

Strategies to teach Social-Emotional Academic Learning processes

Provide scaffolds for

- Educational Games eg Mystery Square

Teaching Tools for SEAL

- Provide clear step-by-step structures for group organization, classroom management & academic care
- Enhances your CAPACITY to actively engage students in learning
- Provide intellectually challenging learning tasks for any KLA, any year level
- Maximise peer support for learning
- Build positive relationships in class
- Embed the teaching of students' social-emotional & cognitive skills in the academic curriculum

PowerPoint Presentation

WHEN THE GOING GETS TOUGH – STRATEGIES ON THE FRONT LINE

Irene Holt, Pastoral Coordinator, Year 12, Santa Sabina College and Kate McKenzie, Head of Students, Meriden School

Responding to The NSSF

- The National Safe Schools Framework incorporates existing good practice and provides an agreed National approach to help schools and their communities address issues of bullying, harassment, violence, child abuse and neglect.
- These are not the only times when the going gets tough

Key messages...NSSF

Sustained positive approaches encourage students to:

- value diversity
- contribute to the safety and well-being of all
- act independently, justly, cooperatively and responsibly in all areas of life
- contribute to creating and maintaining a safe and supportive environment

Guiding Principles...NSSF

- recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment

- develop and implement policies, guidelines and programmes through processes that engage the whole school community
- focus on policies, guidelines and programmes that are proactive and oriented towards prevention and intervention
- ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
- recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
- have a responsibility to provide opportunities for students to learn through formal curriculum and programmes the knowledge, skills and dispositions needed for positive relationships
- regularly monitor and evaluate policies, guidelines and programmes so that evidence-based practice supports decisions and improvements
- take action to protect children from all forms of abuse and neglect

Identified typical good practice

- Policies
- Whole school approaches, parents
- Child protection education in the curriculum, including content that explores discriminatory behaviours, race, gender, sexuality, gender, religion, disability
- Professional development for staff

- Resources to teachers to help students recognise and report abuse, build protective behaviours, resilience and optimism
- Empower students, decision making, peer mediation
- Specialist support
- School checks on school personnel

Reference NSSF

When the going gets tough...

Hold On!

Strategies

- The National Framework identifies strategies that inform practice which enhance school safety, and students' physical, social and emotional well-being.
- Practices that are preventative and restorative have a higher possibility of creating a positive outcome for students, school and family

When the going gets tough at school what happens?

- Tough means the individual is finding it difficult to travel through their usual day
- Extra effort is needed to cope
- Disruption of the every day commitments occur and this impacts on academic learning
- Think of climbing a rocky slope with a heavy load, or skating on thin ice
- Every situation is unique
- *Tough* often relates to loss... with loss comes grief

Skating on thin ice is risky... when you know how to travel it can be done

***Tough* often relates to loss... with loss comes grief.**

- a loss through bereavement
- loss of parents through separation
- loss of friends because people change
- loss of lifestyle through illness
- loss of self esteem
- loss of motivation or desire to carry on due to depression
- loss of achievement or loss of success for a number of reasons.

Tragedy

- Social revolution will not happen before today's high school students become adults. But it is not too late to impart a vision of hope for a new and fair society, and we can give them the confidence that they can succeed...They deserve nothing less.

Grief impacts on students in a variety of ways

- usually stages are identifiable
- stages such as denial, anger, acceptance, and healing and moving on
- being aware of the grief process helps us to understand students better and to respond appropriately
- the '*Seasons for Growth*' program is designed to assist those suffering grief or loss.
- grief can be the result of bullying behaviours.

When the going gets tough..

What happens to students and how do we respond to them...?

Whole School Strategies

- School Ethos/Charism- values...What is the vision at your school?
- Health Promoting Schools
- Mind Matters Programmes (Student, Community, Family and Staff) excellent Resource for specific Pastoral Care programmes or for integrating into the Curriculum
- NSSF
- Creating and maintaining a caring and supportive learning and working environment for all members of the community in which pastoral care is a priority.
- Strong transparent Policy, Guidelines, Processes and Procedures...include the rights and responsibilities of key stakeholders – students, staff, parents & wider community
- Language used needs to emphasize the importance of relationships
- School response needs to be multifaceted
- Students need to have formative consequences
- Reasonableness of guidelines/expectations/ sanctions
- Procedural fairness that contains the right of appeal...principles of social justice are applied
- Guidelines distributed and understood by all members of the community
- Build in regular review cycles of all policies & procedures for monitoring and evaluation
- Documentation – templates
- Procedural fairness documents

- Professional Development/education/training – students, staff & parents/carers...focus on learning and improvement
- Managing incidents – support for students and families
- Using positive and proactive language...well-being
- Recognition of achievements in celebrations, assemblies, awards, newsletters, in daily interaction.
- Professional Review Process for Staff
- Code of Professional Practice
- Cluster schools working and learning together

Staff Strategies

- Sometimes students behave the way they behave because they simply do not have skills to behave differently...
- Do we have to always get to the bottom of the situation?
- Deal with it and move on...
- Practise inclusiveness
- Dialogue and building trust
- Social skilling
- Interviewing skills
- Active listening
- Being known well by at least one adult
- Competence-success-confidence
- Negotiating the way forward
- Conflict resolution...win-win
- Creating a safe learning environment in the classroom
- Modelling respect
- Positive regard
- Recognition

- Clear communication
- Amplify the message
- Induction/Orientation Programs
- Provide opportunities that involve students in collaborative decision making
- Allow students an advocate or a support person
- Differentiate the curriculum
- Negotiated learning/contract...choice is motivating
- Purposeful feedback
- Seating plans
- Grouping for purpose
- Mentoring
- Sharing resources
- Asking questions...it is OK risk taking in learning
- Safety in knowing that the set work will be covered
- Clear picture of how they are getting there
- Opportunities for Spiritual growth and development
- Identity and individuality in the classroom
- Continuum of help subtle or amplified/ individual or team approach
- Trust that we will get there in the end
- Social justice focus...accepting of difference
- Critical analysis skills built on justice principles
- Need to attend to what is happening
- Build positive groups in the classroom
- Awareness of potential problems
- Catch problems early
- Need to take responsibility at school

Brain Involvement in Emotions

The amygdale is:

- a small almond shaped structure located deep in the brain near the inner surface of each temporal lobe,
- is involved in emotions, emotional learning and constructing memory.
- has the capacity to enact habitual responses by overriding thinking processes
- can therefore coordinate an instant bodily response designed to meet our emotional needs.
- it responds to fear or love situations by initiating chemical cascades including cortisol, adrenaline, dopamine and endorphins.
- these chemicals target organs and other body parts, preparing us for a range of responses from reactive to proactive.
- helps to turn mind into matter – thoughts into action – perception into reaction.
- for young women engagement of the emotions is integral to learning...
- emotions may also prevent learning at a particular time

Scaffolding: Support the student

- How does she/he feel?
- What are her/his strengths?
- What are her/his challenges?
- What can be done to support?
- Protection through social skills training, coping skills, peer skills
- Coach student on how to solve the problem

- Determine what the student needs for healthy relationships
- Rehearsal
- Domains of competence...opportunity to shine

Teacher Checklist ...What am I doing in my classroom?

- Intellectual Quality: Higher Order thinking, Deep knowledge & Deep understanding, Substantive Conversation, Metalanguage, Knowledge is problematic
- Connectedness: Knowledge integration, Background knowledge, Connectedness to the world, Problem-based curriculum
- Social Support: Student control, Academic engagement, explicit criteria, self regulation
- Recognition of Difference: Cultural knowledge, Inclusivity, Narrative

Productive Pedagogies...Queensland

‘Insanity: doing the same thing over and over again and expecting to get different results.’

Albert Einstein

Students’ Need

- Family harmony
- Security
- Communication
- Connection
- Friends
- Helpful information
- Independence

- Freedom
- Control
- Autonomy
- Hope
- Resilience
- Recognition
- Validation of feelings
- Respect
- Find their place
- Caring schools
- Experience success
- Fun
- Work on display

‘If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed.’

Albert Einstein

The role of the Teacher as an advocate for change

- How effective is the teacher in shifting developing perspectives?
- Well placed to have an impact...
- We speak of developing perspectives because young people are doing just that...
- Foster open-ended thinking, be reflective
- Reference to our values

‘It is the supreme art of the teacher to awaken joy in creative expression and knowledge.’

Albert Einstein

Parents - Partnership

- Constructive –Compassionate - Empathic
- Empathic intelligence - Roslyn Arnold
- Clear and concise responses relating to expectations, policy and guidelines

Partnership with Families

Success is based upon:

- Communication
- Accuracy
- Respect
- Humour

Non-Punitive Approaches

- No blame – Maines & Robinson
- Shared Concern – Anatol Pikas
- Restorative Justice – Lynn Harrison
- Parents

Restorative Justice Principles

- Awareness
- Discussion
- Involvement
- Support
- Ambiguity
- Separation
- Opportunity
- Forgiveness
- Restorative justice is a participatory and democratic justice that focuses on the community defined by the

incident and not just the offender (Thorsborne and Vinegrad, 2002)

Procedural fairness

- Listen in the first instance to all parties
- Gather information – interview, written statements, participants and witnesses, open questions
- Listen without judgement
- Inform participants of the findings
- Highlight the gaps/differences
- Allow a response
- Tell of impending decision and ask for further information that would be helpful
- Allow time for a response
- Inform of decision
- Allow time for an appeal
- Final Decision/Action
- Repair relationship
- Forgiveness

Specialist Services

- When the issue is beyond the normal scope of the school...look outside for help
- Community services
- Psychological consultants
- Police youth liaison officers
- Local council youth advocates, Point Zero
- Health experts
- Websites...NCAB, Beyond Blue,
- Others

Self worth, Self-esteem, Success

...to be connected (local and global)

...to be recognized

...to have some control

Students

Preventative

- Education to enable suitable choices
- Availability of access to help lines
- Cards, stickers
- Talk to a trusted adult
- Fun, humour
- Choice
- Clear communication
- Understanding boundaries
- Feeling safe...to speak, to interact, to ask questions, to acknowledge feelings
- Time management
- Organisational skills
- Experiencing success...competence leads to confidence
- Academic Care
- Pastoral Care
- Peer Support...many forms
- Importance of language
- Action based research...survey
- Acknowledgment of feelings
- Speak of well-being using positive proactive language

Restorative

- Conferencing
- Recognition through their work
- Creating projects and committees...raising profile
- 'Seasons for Growth' program
- Mentors
- External referral
- Educating Families...workshops, speakers, reading lists
- For Schools...Bullying Solutions
- Art of apology...When? How?
- Providing the students with language that enables them to speak of their feelings while suspending judgement
- Taking responsibility
- Empowerment
- Opportunities for spiritual growth

'If you think you can, you can.

And if you think you can't, you're right'

Mary Kay Ash

Student Empowerment

- Understanding Aggression
- Relational aggression...power imbalance
- Indirect aggression
- Friends outside of school...join clubs and activities
- Co-curricular activities
- Self-esteem increases when action to help others occurs
- Self-efficacy comes through achievement...academic, sport, drama, music and...

'Never mistake knowledge for wisdom.
One helps you make a living; one helps you make a life.'

Sandra Carey

We must not fail our children... 'we must protect our children from all forms of violence'

UN Declaration of Human Rights for children.

- It is the responsibility of all of us and we must be very careful not to “scapegoat” we must include in our care those who are called the “bullies” - no child should live in fear.
- Our statistics in 2005 tell us that in Australia in our schools every week 1 in 6 children is bullied.

*Alistair Nicholson Chair NCAB Chief Justice
Family Court (retired)*

Bullying behaviours...

WHAT IS BULLYING?

Bullying has been defined in many ways –

- It can be defined as a specific type of aggression in which
 1. the behavior is intended to harm or disturb,
 2. the behavior occurs repeatedly over time, and
 3. there is an imbalance of power, with a more powerful person or group attacking a less powerful one (Mayo Clinic, 2001).
- Delwyn Tattum and Eva Tattum (1992) proposed the following definition: "Bullying" is the willful, conscious desire to hurt another and put him/her under stress."

- Dan Olweus, noted bullying researcher, defines bullying as exposing a person repeatedly, and over time, to negative actions on the part of one or more students (Olweus, 1993).

These definitions all convey the message **that bullying is something that someone repeatedly does or says to gain power and dominance over another, including any action or implied action, such as threats, intended to cause fear and distress. The behavior has to be repeated on more than one occasion and the definition must include evidence that those involved intended or felt fear.**

Bullying Behaviours...

- Bullying can take the form of name calling, put-downs, saying or writing inappropriate things about a person, deliberately excluding individuals from activities, not talking to a person, threatening a person with bodily harm, taking or damaging a person's things, hitting or kicking a person, making a person do things he/she does not want to do, taunting, teasing and coercion. Bullying can be physical, verbal, psychological, or a combination of these three.
- Cyber bullying... 'acceptable use' policies or guidelines

Bullying in Australian schools

- Estimated number of children bullied at school in Australia on a weekly basis: 1 in 6

- Percent of children bullied frequently who stay away from school: about 20%; those who considered staying away from school: about 50%
- Percent of children bullied weekly who do not tell their friends: Boys: 40%; girls: 25%
- Research involving more than 26,000 children (8–18 years) who completed the Peer Relations Questionnaire has provided a picture of bullying experienced by students in Australian schools. This research indicates that the incidence of bullying is at a relatively high level by world standards. The incidence is higher among primary school students of both sexes; however, boys report being bullied more frequently overall, especially in secondary schools.
- Source: Rigby, K. 1997, '[What children tell us about bullying in schools](#)', *Children Australia*, v.22, n.2, pp.28-34, viewed 18 January 2005.

Focus areas...

- **Bullying behaviours**
 - Bystanders...speak out, support, distract the perpetrator
 - Join forces to get the silent group to speak out
 - Petitions
 - Student Leadership
 - Responsibility
 - Individual education programs
 - Integrate principles into the curriculum
 - Challenge inappropriate behaviour

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- Video Education Australia -Relevant programs available:
- Bullying Behaviours- Investigating Myths and Facts
- No Bullying in our Community- Home School Partnership Strategies
- Not in My Class- Managing Classroom Bullying Behaviours
- Not in our School- Creating a Non-Bullying Culture
- Tackling Bullying Behaviours- Non- Punitive Approaches (A number of methods explored including (Maines and Robinson) and (Pikas) approaches)
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PowerPoint Presentation

INDIVIDUAL EDUCATION AND BEHAVIOUR PLANS

Chantalle Chapman, School Counsellor and Learning Support Team Co-ordinator

Why individualise programs?

- In some cases it is a legal requirement (see Disability Standards for Education, 2005) to go through a “reasonable adjustment process”
- Accountability to parents
- Simplifies and documents teachers’ modifications
- Communication tool with future teachers and future schools

The Disability Standards Act (2005) states that schools must go through a reasonable adjustment process in order to accommodate children with disabilities in their care.

This must be a **collaborative process** with key people in the child’s education. It is recommended that you show that you have been collaborative. How schools choose to meet this requirement is up to them but the easiest and safest option is likely to be through an IEP.

The Act requires that the planning must be in consultation with the student and the parent (for primary aged children a parent alone is fine as they are legally able to make decisions for the child).

The UNESCO Salamanca Statement, 1994 – a dynamic new statement agreed upon in relation to the education of all disabled children

Inclusion to be deemed the norm.

New Framework for Action adopted: ordinary schools should accommodate all children, regardless of physical, intellectual, social, emotional, linguistic or other conditions.

In June 1994 representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education in Salamanca, Spain.

The Framework says that all educational policies should stipulate that disabled children attend the neighbourhood school “that would be attended if the child did not have a disability”.

All governments were called upon to:

- improve education services so that all children can be included regardless of difference. Enrol all children in ordinary schools unless there were compelling reasons for doing otherwise
- adopt as a matter of law or policy the principle of inclusive education. Special needs education incorporates proven methods of teaching from which all children can benefit; it assumes human differences are normal and that learning must be adapted to the needs of the child, rather than the child fitted to the process. All children must learn together,

where possible, and that ordinary schools must recognise and respond to the diverse needs of their students, while having a continuum of support and services to match these needs.

- ensure that both initial and in-service teacher training address the provision of inclusive education

Before We Start: A Note On Parents

Cycle of Grief- (Professor Loretta Giorcelli – Professor of Special Education) “we have concerns about ...” Sometimes a parent in grief can take no more pain – need for sensitivity and empathy.

“10 years from now, I may not remember the particular test or therapies administered to my child, but I will most definitely remember the interaction I had with you”. The relationship with parents should be ongoing, caring and mutually informative.

Any plan has to answer four questions:

- Where are we now?
- Where are we going? (objectives)
- How will we get there? (strategies, implementation)
- How will we know we're on track? (measurement and monitoring)

Individual Education Plans

The development and use of IEPs ensures that each student maintains continuous, successful and purposeful learning.

An IEP is a way of recognising that a student has highly individual needs and that participation in all or certain areas of the regular class program is inappropriate.

- For children who require a significantly different program from his/her peers in one or more learning areas
- Planning to meet needs of an individual's academic, physical, social and emotional development
- A statement of accountability and responsibility
- Takes into account learning rates, abilities and interests
- Need to adapt the curriculum which increases with the disability level of the student

IEP's – For Who?

- Intellectual Disability (2%)
- Language Disorder
- Vision/hearing impairment
- Motor disorders
- Specific Learning Difficulties/Disabilities i.e. Reading, spelling/writing/ mathematics (2-3%)
- Attention Deficit/Hyperactivity Disorder (3-4%)

IEPs

- Critical for the successful education of a special needs student
- Realistic, practical plan that is uncomplicated and easily understood by all parties
- Provides an ongoing record of the student's education
- Moves with them throughout school or from school to school

Types of Modifications

In addition to Key Learning Areas, (English, Mathematics, HSIE, PE, Science, IT, LOTE etc.), IEPs may include goals in the following areas:

- Communication – expressive and receptive
- Concept development
- Motor skills – fine and gross motor
- Adaptive behaviour – class behaviour, socialisation, routines, safety
- Independence – feeding, dressing, toileting, medical needs

IEPs – Essential Elements

- Collaboration in the IEP process enables better communication between home and schools and encourages teachers and parents to work together.
- Present level of skill
- Discussion & resolution of issues
- Priority goals
- Specific measurable educational objectives
- Implementation and strategies

- Responsibilities of stakeholders
- Review of student's progress, meeting dates

The process used to develop an IEP serves as the foundation for the development of collaborative practices between all parties involved with the student.

Parents in particular are regarded as significant partners in the education process and should have ongoing opportunities to participate in the development of their child's IEP and their concerns should be reflected in the IEP goals and objectives.

Collecting Information

- Collaborate with parents
- Assess what the student can do
- Establish the direction for goal setting
- Personnel available to implement the plan and provide support (including outside professionals)
- Resources and equipment needed

Before the IEP meeting, information should be collected on the student.

Possibly send parents a questionnaire indicating that an IEP meeting will be taking place and that the school wishes to ascertain their expectations and goals for their child.

A questionnaire for teachers may also be used to gain their perspective on the needs of the child.

Student Summary

- Brief outline of student's personal information. The types of assessment strategies for collecting relevant information include:
 - Observations
 - Previous IEPs
 - Assessments of the student: outcomes, standardised tests, developmental checklists, teacher-developed tests, work samples,
 - School files, reports
 - Psychological assessment reports
 - Parent interviews/questionnaires
 - Consultation with outside agencies, therapists reports
 - Discussions with previous schools/teachers
 - Discussions with the student
 - (*this information should be easily accessed during the IEP meeting.)
- Support available
- Statement of strengths and weaknesses
- State outside agencies involvement and level of support
- Perhaps include information from professionals' reports eg. level and type of disability

IEP Meeting

- Allows collaboration between all parties
- Acknowledges parents as significant partners in the education of their child. Ensure the students' parents are included as:
 - They have the right to be involved and consulted

- Their expectations and goals need to be respected
 - They are the experts on their child
 - The education program is more likely to be successful if it is supported at home
 - Invite all significant stakeholders - teachers, parents, principal, relevant specialists, the student (where they are able to contribute to the process)
1. Comfortable venue without interruptions
 2. Introduce all and explain purpose
 3. Value of parent involvement
 4. Review current performance
 5. Start with the positive
 6. Open discussion – invite participants to contribute to a general list of goals for student
 7. Prioritise goals
 8. Establish measurable objectives for the planning period
 9. Identify areas of responsibility
 10. Set a review date
 11. Write up the IEP and send participants a copy. It is the teacher/school's responsibility to document the IEP and give all participants a copy highlighting each person's responsibilities. The teaching strategies and instructional materials to be used in the IEP are determined by the teacher. The IEP is drafted at the meeting and may be written during or after the meeting.

Establishing Goals and Objectives

- Priority goals – broad, generally phrased statements of what the student could achieve by the term or year’s end. For example “Follow class routines”.
- Objectives – specific statements of program intent. Clear statements of discrete, observable and measurable outcomes. Derived from priority goals. For example, “puts own bag on hook”, “sits on mat during story time”.

Priority Goals

Consider:

- Which skills will make the biggest difference
- Current level of functioning
- Skills required for maximum participation
- Student’s preferences
- Next probable environment (Year 1, High School)
- Parent expectations

Objectives

Describe clearly the performance expected of a student in observable, behavioural and measurable outcomes based on the priority goals.

- Use one page per priority goal
- A task, specific skills or the next step to be developed towards achieving the priority goal
- Should be obtained from current curriculum, developmental continua and checklists

Monitoring and Evaluation

- Shows whether the student's needs are being met and ensures that there is a match between priority goals, objectives and appropriate implementation strategies.
- Use anecdotes, outcomes referencing, checklists, standardised tests
- Objectives may need to be re-written or implementation strategies changed

Individual Behaviour Plans

For students who do not respond to the normal classroom routines & expectations

- Simplicity is the key
- Consider the behaviours' frequency, intensity and duration

Four Essential Ingredients

- Trial Period
- Target Behaviours
- Positive Reinforcement
- Consequences

Trial Period

This is the length of time that the plan will consistently be implemented (usually about 4 weeks). Behaviours may get worse before they get better.

- 4 weeks recommended
- Should be implemented consistently during the trial period
- End of four weeks: review with student, parent, other teachers, yourself

Target Behaviours

- Choose one or two for lower primary
- 3-4 for upper primary and secondary
- Positive language i.e. “I will keep my hands and feet to myself”, not “I won’t hit or kick other people”

Positive Reinforcement

- Catch them being good
- Ratio = at least 3:1
- Economic
- Break up the day and set yourself goals
- Set goals for the day or for the week

Below is an example of positive reinforcement

My Good Behaviour Sheet
Before Recess
Before Lunch
After Lunch

Consequences

Consequences should be meaningful to the student and easily implemented. It usually works to give one warning before a consequence. They may be more serious than other consequences in your classroom – or else more immediate. Tactically ignore secondary behaviours such as rolling eyes.

- Can use a hierarchy
- Should be immediate for primary aged, can be deferred for secondary aged.
- Don't worry about severity as much as certainty

Consequences – hierarchy examples

Misdemeanour 1 – warning

Misdemeanour 2 – time out chair

Misdemeanour 3 – time out chair

Misdemeanour 4 – time out chair

Misdemeanour 5 – Deputy Principal

Misdemeanour 6 – Parents called

Reviewing an IEP

- Get feedback from the student, other staff, parents and reflect yourself
- What worked, what didn't?
- What needs to be changed? New Target Behaviours, different Positive Reinforcement, different Consequences?

Summary

- When the going gets tough – write a plan
- Where are we now?
- Where are we going? (objectives)
- How will we get there? (strategies, implementation)
- How will we know we're on track? (measurement and monitoring)
- Involve parents
- Documentation is your way of covering yourself

INTRODUCTION TO EDWIN JUDGE AM

**Alan Harper, Director of Studies, Trinity Grammar School
and Secretary, Teachers' Guild of New South Wales**

Ladies and Gentlemen,

It gives me enormous pleasure, both professionally and personally, to introduce Professor Edwin Judge AM to you.

Edwin Judge is one of those all too uncommon academics who is both an outstanding scholar and an exemplary teacher. As an ancient historian, Professor Judge has worked in two areas, the history of the late Roman Republic, and in New Testament Studies. In each, he has made a contribution of considerable significance. In 1960 he published an important study, *The Social Pattern of Christian Groups in the First Century*, in which he called for a whole new approach to New Testament Studies. He argued that the historian's intimate knowledge of the Graeco-Roman world must be applied to our understanding of the context of the early Church. In this, as in the main thesis of the book, Professor Judge was well ahead of his time. He has continued to pursue and encourage this approach, which has borne much fruit over the last forty-six years, and his contributions to scholarship have been many and profound.

However, his professional life began as a teacher of Latin in New Zealand, and he has always remained a teacher. Indeed, our Head of Classics here at Trinity, when she heard that Professor Judge was to be honoured tonight, enthusiastically

told me that he had been the best lecturer she had at the University of Sydney. Even as foundation Professor of Ancient History at Macquarie University, Professor Judge's passion for teaching was undiminished. Not only was he outstanding in the lecture room, but he also attracted around him a superlative staff who were expected to give their teaching as much or more priority as their research. With literally thousands of trainee teachers passing through Macquarie University in its early years, Professor Judge was thus responsible both for the intellectual training of a generation of Ancient History teachers, as well as setting before them numerous examples of exceptional classroom practice, not the least his own.

Serving as Chief Examiner of Ancient History for some time, Edwin Judge oversaw the Wyndham Scheme transition from the Leaving Certificate to the Higher School Certificate, and nurtured the study of Ancient History in schools to embrace, not just the traditional studies of Greece and Rome, but later also the civilisations of Egypt and the Ancient Near East. The fact that Ancient History remains one of the most popular subjects in the HSC today, and that NSW is the only State which teaches Ancient History as a discrete discipline, are very much the legacy of this great educator.

Before I call on him to speak to us, I wish to take this long awaited opportunity to add a personal note. I believe that I would be one of hundreds, if not thousands, of people who owe a great debt to Edwin Judge. My first encounter with him, which I am sure *he* will not remember, but which made an

indelible impression on *me*, was as a first year university student, indeed in my first semester. Unable to understand some aspect of my first university Ancient History essay – for a course not even being taught by Professor Judge – and in the absence of most other staff, Professor Judge’s secretary insisted that I knock on his door to seek his counsel. My apprehension about disturbing the Professor himself was unwarranted. This generous man left the busyness of his demanding role to spend a couple of hours in the Library with me, explaining my difficulties as if it were the only thing in the world he had to do. That made a deep impression, but as I grew to know Edwin Judge, and had the privilege of regarding him as a friend, it became clear that this was typical of the man. I know within me that I am one of those whom Edwin Judge helped to shape; although he may not realise it, he has been something of a mentor to me, indeed, at times an inspiration.

I can think of no more worthy person to be honoured by this year’s Guild Awards than Professor Edwin Judge, scholar, teacher, mentor. I am delighted to invite him to speak to us.

TRISTAN'S ONE OF THE BEST

Tristan Burg, 2006 winner Guild Award for Excellence in the Early Years of Teaching

Courtesy of 'The Young Witness'

A man who left a career in academia and research to teach at Young has received the Teachers' Guild of NSW award for excellence.

Henessy Catholic College science teacher Mr Tristan Burg won the sole senior school award in the state, making him the first recipient from a rural school in the award's ten-year history. "Tristan's achievement is a great one indeed," said the Guild's secretary, Mr Alan Harper. "The award attracted considerable attention across NSW, and the Guild was both grateful for the number of entrants and delighted with the very high quality of the teachers whose names were put forward."

Henessy principal Michael Lee said the school community of staff and students were proud of Mr Burg, whose exceptional talent was already recognised with some gentle ribbing from staff members who call him the school's director of physics. "The award reflects well on regional education, reflects well on us at Henessy and reflects well on him," he said. "The decision was unanimous from all five judges. We've got a genius on our hands."

Mr Lee revealed a concern that Mr Burg's modesty may have worked against him in the interview process. "One of the signs of a good mind is modesty," he explained.

Mr Burg discovered his love for teaching at the University of NSW when he was asked to teach first and second-year laboratory classes.

Such was his enjoyment of teaching that he gained his Diploma of Education at the University of Technology, Sydney. He came to Young two-and-a-half years ago and even with a full complement of teaching classes at Hennessy, Mr Burg continues to study for his PhD part-time.

He plans to continue teaching at Hennessy but hopes to work in other schools and teach with other teachers, with a view to a head science position and other leadership roles in schools.

His own head science teacher at Hennessy, Gerard Simms, is delighted Mr Burg's talent has been recognised at state level. "I believe it is a great honour for a dedicated teacher who is willing to go beyond the boundaries of education and inspire students to achieve their best at all times," he said.

Mr Burg described the award as a great confidence builder, saying like all teachers he went through good days and bad and the peer recognition had made it all worthwhile. "Sometimes it's hard to know if you are making a difference but when you are recognised by your peers it gives a boost to your self-confidence," he said.

Mr Burg said Hennessy students made teaching easy and their enthusiasm rubbed off.

Mr Burg will be presented with his award – comprising a certificate, a cash prize and a two-year free membership of the Guild – by Emeritus Professor Edwin Judge AM at the Guild Annual Dinner held at Trinity Grammar School in early September. His principal Mr Lee and other school colleagues have been invited to attend.