

iteach

THE VICTORIAN INSTITUTE OF TEACHING NEWSLETTER MARCH 2008 – ISSUE 01

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VIDEO GAMES IN THE CLASSROOM

Using video games is not only a way of engaging students, but potentially also a way to satisfy new curriculum goals and approaches to student learning, writes Vincent Trundle, AV Curriculum Designer at the Australian Centre for the Moving Image (ACMI).

Given the considerable breadth of representations of societies and worlds in video games there are possibilities for learning in almost any area of study, offering many opportunities for cross-curricular learning. Today screen culture plays a major role in defining who we are, what we do and how we invent our current and future selves. Arguably young people are learning more about society and citizenry through popular culture than through any other form, and this learning occurs, more often than not, outside the classroom rather than in.

Video games are currently within the top three popular culture industries in the world (alongside cinema and music). In Australia \$2 million is spent every day on interactive computer games – and this is expected to grow.

Continued over ...

iteach is the official newsletter of the Victorian Institute of Teaching and is used to communicate important policy decisions and developments that may affect a teacher's registration. *iteach* provides a forum for the discussion of professional issues most relevant to teachers: their professional learning, their professional practice and values.

The views expressed in this newsletter are those of the contributors and not of the Victorian Institute of Teaching.



Value learning. Value teaching.

NEW ONLINE SEARCH FACILITY 'LIVE' IN TERM 2

From Term 2 teachers in Victoria will be able to search for professional development opportunities in the one place. Pdi is an online search facility which brings together information from a vast array of providers of teacher professional development. Teachers will be able to use Pdi as a one-stop-shop for all their professional development needs.

Teachers can search for activities by key words, particular professional standards, mode of delivery, cost, format and region. All professional development activities listed on Pdi will reference the standards of professional practice so teachers can be assured that they will meet the criteria for renewal of registration.

The site is being developed and administered by the Australian Council for Educational Research. All courses and services listed will be current and up-to-date. Quality will be monitored through random audits of courses and teacher feedback.

For more information on this initiative contact John Mildren on 03 8601 5846 or <john.mildren@vit.vic.edu.au>.

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A large proportion of video games and surrounding cultural material is consumed and, in many ways, created by young people. Video games are primarily designed to be engaging. Their popularity is built upon this engagement and their interactivity. These characteristics are what teachers and schools aspire to, where a core subject is approached, broken down and expanded on rigorously.

There are many avenues for combining the use of video games with classroom curriculum. The Australian Centre for the Moving Image (ACMI) has a long history of teaching screen literacy and for the last four years has extended its focus to video game literacy, opening up aspects of 'reading' games and empowering students through writing/creating their own. At ACMI, video game literacy focuses on facilitating the ability to read, analyse, appreciate and explain the ways in which video games make meaning and importantly, to empower the ability to create video games conveying meaning.

ACMI's game programs have been well utilised with several schools including the Machinima workshops and ACMI game programs as part of their curriculum, enabling students to further extend core curriculum programs via games. Many schools have formally or informally included games in their plans by helping their students to enter the games they create into ACMI's Screen It! competition. ACMI's online game education kit based around 'Sonic the Hedgehog' has had a remarkable rate of download and positive feedback.

Vincent Trundle

Vincent currently works in Screen Education at ACMI. He has extensive knowledge of the film and video creation process, having been both a practising filmmaker and lecturer in production at RMIT in the late 1990s. For the past two years he has been dedicated to encouraging the exploration and understanding of video games running numerous education programs at ACMI, including the Schools Summit for the Australian Game Developers Conference and the highly popular Game Loading Forums, and in 2005 launched the video game creation component of Screen It! – the national primary (and now secondary) school screen-based competition.

Case studies

Two schools incorporating computer and video games into the learning program are Golden Square Secondary College and Beaconsfield Upper Primary School. *iteach* spoke to teachers Marc Blanks at Golden Square and Simone Randle at Beaconsfield.

Games in the secondary classroom

Marc Blanks first saw the potential of using games when he was participating with students during a 'Sport and Recreation' session at a local games venue. 'What I immediately noticed was not "zombies" glued to a screen, but an interesting form of interaction between the students. It was sharing and teamwork that transcended the normal social peer groups of these students. This intrigued me as a teacher,' Marc says. He wondered why the type of interaction which is conducive to developing a positive learning environment in the classroom seemed to be happening so effortlessly and naturally, and how he could harness that enthusiasm and motivation in the classroom.

Marc and colleague Peter Scott received a Bendigo Schools Cluster Innovation and Excellence grant to take a group of students to ACMI to work on machinima production. Machinima comes from 'machine' and 'cinema', and is the use of real-time 3D world and characters to make animations. Golden Square uses machinima in Year 9 English classes to teach narratives and plot structure. The students construct 'fractured fairytales (à la Shrek)' using *The Movies* game to build their animations. Through this program students are able to cast, script, build sets, shoot and edit machinima. 'These activities not only promote engagement, higher order thinking skills and deeper understanding of the subject matter,' says Marc, 'but develop concepts of narrative, logic, spatial awareness, cinematography and computer programming.'

For Marc, games provide the opportunity to engage in the content of the curriculum in an active manner, whether it is planning and building a virtual city in *SimCity* style applications, simulating flight in *Microsoft Flight* or solving mathematical equations in *Math Circus*. More learning opportunities for creation, modification and appropriation of games can be found in dedicated game-making software packages such as *Adventure Game Studio*, *Game Maker*, and *RPG Maker* to the more advanced game related uses such as *Machinima* and *Flash* game development.

Last year Golden Square Secondary College ran a PD day for interested staff from schools in their cluster, demonstrating how this technology can be utilised to engage students in new and different ways.

Marc has found many like-minded teachers are playing games in the classroom and inspiring students to design and create their own games. 'Games by their nature provide an "active" learning environment,' says Marc.

Marc's article 'Animated world is a winner' was published in The Advertiser (Bendigo) on 28 August 2007. The full text is reproduced in iteachonline courtesy of The Advertiser (Bendigo).



Games in the primary classroom

At Beaconsfield Upper Primary School, Simone Randle gave her Year 3 and 4 students the task of creating a game that would improve the mouse skills of Prep students. After much discussion, the students decided on a basic click-on-an-object game.

Students had to think through the characteristics of a good game, raising issues such as the difficulty level. 'How do we make it harder?' they asked. Simone was amazed at the discussion this question generated. The students came up with a range of solutions: decreasing the size of the object, making it harder to find (click on the red-eyed frog – all other frogs have green eyes).

Students then set about creating their games. They had to consider how an object moves across the screen, the speed it moves at, the time given to click on an object and how it interacts with other objects.

Simone observed that much of the students' time was spent working through areas of maths without them even realising it – concepts such as time, perspective and spatial relationships became integral to the task.

The project also relied heavily on art. The visual appearance of text, backgrounds and objects became very important. Much discussion and experimenting was devoted to colours that contrast well and font styles that are easy to read.

At completion of the task the students were given the opportunity to trial their game with a Prep buddy, and make the changes that were necessary before launching it to the whole class. For many this meant some serious problem solving.

Simone's Year 5 and 6 students used *Game Maker* to create click ball and space invader games. Students wanting a greater challenge explored the more difficult options of platform or maze games. Again there is a huge amount of maths and problem solving required in this exercise.

'The beauty of such projects is the open-ended nature of the task,' Simone says. 'Students were able to learn and incorporate as many new skills as they could tackle. At the same time, they enjoyed the sharing of their games at school and with the local community, feeling that this gave their task real purpose.'

Simone Randle now teaches at Harkaway Primary School.

Teachers interested in learning more about computer and video games and using them in the classroom may contact Vincent, Marc and Simone by email.

<Vincent.Trundle@acmi.net.au>

<blanks.marcellinus.b@edumail.vic.gov.au>

<randle.simone.y@edumail.vic.gov.au>

THE VICTORIAN TEACHING PROFESSION CODE OF CONDUCT IS COMING

It is anticipated that the Code of Conduct will be launched in second term. Every teacher will receive a hard copy with the June issue of *iteach* and it will also be published on the Institute's website.

This is truly the profession's code with substantial input from teachers in all school settings and sectors. During development of the code, teachers asked for case studies that clearly connected the principles of the code to the kind of real-life issues they face every day in the classroom. The web version of the code does this. It is an interactive document that allows teachers to view colleagues giving their responses to a broad range of ethical questions. It also provides downloadable support materials for workshopping the code as part of a staff meeting.



Marc Blanks with students at Golden Square Secondary College

ITEACHONLINE

iteach is now available in html format. *iteachonline* includes links to other websites, further reading and articles we could not include in the print version for lack of space.

To view *iteachonline* go to <www.vit.vic.edu.au> and click on 'Publications'.

CONGRATULATIONS

Lack of space in this issue has prevented the publication of recent recipients of teacher awards. You will find the list of recipients in the HTML version of the newsletter *iteachonline*.



SNAPSHOTS

Institute CEO Andrew Ius

FROM THE CEO

The National Criminal History Record Check

The Victorian Government has established a regulatory regime to provide minimum statewide standards for those working with children.

Teachers registered with the Institute are exempt from the requirement to have a Working with Children (WWC) Check. This is because the *Education and Training Reform Act 2006* requires every registered teacher to undertake a national criminal history record check (NCHRC) through the Institute every five years. The standard for the Institute check is higher than for the WWC Check.

When the NCHRC discloses a prior offence in a teacher's history, the legislation requires that the Institute only address convictions or findings of guilt for indictable offences.

An indictable offence is one where the courts are able to impose a maximum term of imprisonment of five years or more, or where a fine of \$60,000 or more can be imposed. Most offences in the *Crimes Act 1958* and the *Wrongs Act 1958* are indictable offences. Indictable offences are found in many Victorian Acts. Examples of indictable offences are culpable driving, theft, intentionally causing serious injury, possession and use of illegal drugs, stalking and assault.

If the indictable offence is a sexual offence involving a child (a person under 18 years), the Institute must automatically cancel the teacher's registration. All other indictable offences must be investigated.

Continued to next column ...

New online research digest

The Institute has commissioned the Australian Council for Educational Research to produce a series of periodic research digests, with each issue covering a separate topic.

The digest of about ten pages will:

- focus on a single topic or issue with a solid research base, drawing on high-quality and relevant Australian and international research
- provide a state-of-the-art review of the key messages from research and what they mean for teachers and teaching
- include a brief guide for interested teachers to access key references for more detailed reading and reflection
- include examples from the literature of successful teaching strategies.

One of the key aims of the digest is to help teachers become better informed users of research, and to navigate their way through areas that are often contentious and subject to completing claims. Another objective is to ensure that over the course of several editions, teachers from different areas of schooling find topics of particular relevance to their needs.

The first issue 'Writing to Learn', is available on the website at <www.vit.vic.edu.au>. Click on 'Publications' and then 'Research Digest'.

The Institute acknowledges the contribution of Dr Kristina Love from the Melbourne Graduate School of Education who has kindly made available a list of additional readings on this topic also published on the website.

Online teachers register

The Institute is required under its legislation to maintain a register of teachers who are registered or have permission to teach.

> Continued from previous column ...

The purpose of these investigations is to assure the public and the profession of the teacher's current fitness to teach (i.e. that they may remain a registered teacher).

The Institute's Disciplinary Proceedings Committee (DPC) considers each case on its merits taking into account over 30 separate criteria such as the seriousness of the offence, the severity of the penalty imposed by the courts, the circumstances of the offence, time elapsed since the offence occurred, whether it was a single incident or part of a pattern of behaviour, the extent of harm to the victims including injury or loss, the degree of any acknowledgment, remorse and/or rehabilitation by the offender. In some cases, to better inform its deliberations, the DPC may ask the registered teacher to provide further information in relation to the offence.

This register must be available for inspection by any person at the Institute's offices during normal office hours.

Council recently approved the publication of the teachers register on the Institute website.

The online register will be posted from 30 April 2008. Other teacher regulatory authorities which publish an online register are the Queensland College of Teachers, the Western Australian College of Teaching and the Teachers Registration Board of South Australia.

The online register will be an extract of the register available at the premises of the Institute.

Through its search facility, the online register enables a member of the public accessing the site to identify:

- the type of registration held by a teacher
- the date of their registration
- the teacher's registration number.

No other information will appear on the online teachers register.

The register will include only the names of currently registered teachers eligible to teach in Victoria. The data will be updated daily.

From 30 April, you will be able to access the teachers register from the Institute's home page by clicking on 'Registered Teachers' and then 'Search the Register'.

Visit other online teachers registers at:

<www.qct.edu.au>
<www.wacot.wa.edu.au>
<www.trb.sa.edu.au>.

In these deliberations, the DPC is not influenced by considerations such as implications for school staffing or teacher shortages.

Where the DPC determines that no further action is required, this decision is communicated to the registered teacher, and their employer if known. The advice to the employer does not identify the offence, only that it was an indictable offence.

If the DPC determines that the offence may seriously impact upon the teacher's fitness to teach, it will refer the matter to a formal hearing. Both the teacher and the teacher's employer are notified of the decision to conduct the hearing.

All decisions arising from an Institute formal hearing are published on the Institute website after the teacher and all relevant parties have been notified.

ATTACHMENT STYLE – RELATING – AND SUMMER HEIGHTS HIGH

Carolyn Aston writes

One of the things we know about students is that the attachment style they develop with their key caregiver in early life is reflected in their relationship to school and learning. The majority of students with a secure attachment, i.e. an early experience of a reliable caring and soothing parent/carer, are likely to engage well with staff and peers, enjoy learning and be a pleasure to teach. Other students fall into two broad groups of 'relating': insecure and disorganised.

Insecure attachment

The first group have either learned to dampen down their needs or distress to avoid rebuttal, or to exaggerate these states to keep their parents close. The children have modified their behaviour in this way because their caregivers tend to react to their distress rather than containing it – or they take it personally as a poor reflection of their parenting.

Summer Heights High exchange student Ja'mie, 'relates' in this way when she attempts to gain support for the Year 11 formal: 'Oh my God Sir, I'm so upset, I'm cutting my arms ...' Similarly, students who have learned to expect a lack of empathy ('Rejection can be tough. Get over it,' says Mr G) may keep their problems and depression well concealed; at times with disastrous results.

Students with attachment difficulties are represented across primary and secondary, government and non-government schools. Children seen as 'privileged' may be highly deprived emotionally and try to gain parental and staff approval through high achievement and compliance. Others may work hard to get under a parent or teacher's skin to keep them close, but become angry if their unclear needs are not met.

The case of Jessica

A student of average ability, Jessica had always been highly anxious about her school performance, fearing her efforts would not be 'good enough'.

Her teachers in Year 10 requested a referral to a mental health clinician when she became withdrawn, lethargic and tearful on receiving her quite high results. During assessment, Jessica's initial brittle and cheerful façade broke down and her struggle to push herself to the extreme was recognised. Of concern also was

Jessica's lack of interest in normal adolescent activities outside the family and the fact that she didn't want her parents to know about her distress.

Counselling sessions were frustrated when her parents complained that she had been 'over the top' after one session and 'difficult to manage.' Jessica seemed destined to remain trapped in the template of an anxious attachment, where expressing her own needs and feelings and making her own choices risked parental disapproval or rejection. She and other students like her will find it very difficult to get on with the key adolescent task of separating out from their family and forging their own identity without support. Happily, Jessica is being monitored and supported by her insightful teachers and a highly skilled GP.

Disorganised attachment

Severe attachment difficulties can be evident in foster children and maltreated children who present under the umbrella of 'disorganised attachment'. These are children with a history of neglect, trauma and abuse as well as children of parents whose circumstances (such as domestic violence or asylum seeking in a detention centre) leave them feeling helpless to protect them. In both cases the caregiver is seen as a confusing and unpredictable source of both fear and comfort who abandons the child to intense fear or distress. Jonah exemplifies this as he appears uncertain of whether he is going to be protected or supported by his father, assaulted or exiled to Tonga.

These students have major problems with learning and behaviour in a mainstream setting. As the child has no experience of 'being contained' he has no way of regulating himself within a normal range and develops a disorganised pattern of managing feelings, ranging from fear and helplessness, panic strategies such as freeze, flight or fight to extreme attempts at self-comfort when feeling totally alone, such as rocking. Above all they are terrified of being abandoned despite putting huge pressures on staff to repeat the history of rejection.

What works

- A coordinated and consistent team approach
- A staff member or trained community based mentor who meets often with the student to provide encouragement, identify possible issues and ways to deal with them

Continued from previous column

- Access to meaningful hands-on learning and sport to let off steam
- Help with emotional literacy
- An agreed plan of action if the student cannot manage class and a supervised place for cooling off
- Logical consequences for negative behaviours
- Ongoing reviews and updates for staff and carers/parents

Where to go for help

A mental health professional for therapy for the student and secondary consultation for staff

What staff need

- Support from the principal and colleagues
- Recognition of their efforts
- A sense of humour

Carolyn Aston is an Educational Consultant Mental Health clinician and former teacher.

After six years experience in teaching and further study, she worked for nearly ten years at Royal Children's Hospital Child/Adolescent Mental Health Service. This brought her into contact with teachers, year level and welfare coordinators, principals, and SSOs. Carolyn assists schools in the development of collaborative approaches to treat and manage students and parents with mental health issues.

Continued to next column ...

RESULTS OF SURVEY INTO YOUR PD NEEDS

MINISTERIAL REVIEW OF THE INSTITUTE

This review was announced on 17 July 2007. The announcement honoured the Government's commitment made in 2001 to review the Institute in its fifth year of operation. The role of the review was to examine whether the Institute's functions, structure and legislative mandate still met the expectations of school students, the government, community and teachers.

Mr Frank King, President of the Emergency Services Superannuation Board and former Deputy Secretary of Victoria's Department of Treasury and Finance was appointed to conduct the review. The Victorian Government invited public comment by written submission to Mr King until Tuesday, 18 September 2007. Mr King has also met with key education and parent groups. He will deliver his report to the Minister for Education and Early Childhood Development. The Minister will carefully consider Mr King's report and is expected to deliver a response to his findings and recommendations in the first half of 2008.

In 2007 the Institute commissioned Australian Research Group to undertake a nationwide survey into teachers' professional development attitudes, experiences and future needs. Victoria was joined in this undertaking by the Western Australian College of Teaching, the Queensland College of Teachers, and the teacher registration boards of South Australia, the Northern Territory and Tasmania. While each authority sought findings relevant to their jurisdiction, the study also provides a unique insight into the current views of teachers throughout Australia, their experience of professional development and its importance to their lives. More than two million pieces of information were collected across all jurisdictions.

Methodology for Victoria

A random selection of registered teachers was sent an email invitation to participate in an online survey. The invitation generated a response from 2111 teachers. The median length of time to complete the survey was 28 minutes. A phone survey was also conducted of a further 301 teachers.

Key findings

Some of the Victorian findings show that:

- there was a high level of PD activity, with more than 80% of teachers reporting that they had completed a range of PD activities within the previous 12 months
- 91% of teachers said they valued highly the contribution professional learning made to their life as a teacher
- Victorian teachers showed high levels of satisfaction with their PD and overall rated every key measure at a higher level than their colleagues from other states, including how supported and respected they feel as a teacher
- classroom teachers were less satisfied than principals and teachers in leadership roles with the amount, quality, relevance and support to undertake and implement PD

- primary school teachers expressed greater satisfaction with PD support levels than did secondary teachers, and had generally undertaken more PD in the previous 12 months
- only 24% of CRTs rated schools support for their PD as 'good', the remainder reporting major barriers to accessing PD:
 - lack of information
 - the need to fund their own PD
 - missing out on PD because they are replacing teachers themselves undertaking PD
- teachers tended to rely on word of mouth information about PD programs
- teachers most wanted to improve their technical/IT skills. Student management skills also rated highly, particularly among recent graduates
- teachers indicated that they wanted to know more about teaching students with social, emotional and communicative disabilities
- teachers expressed a clear preference for PD delivery that is action orientated. Methods of delivery that are less direct, more removed from the teaching setting, and more remote (the intranet, correspondence, online or via DVDs) were less popular.

Thank you to those teachers who took the time and trouble to participate in the survey. The Institute Council has reported the Victorian findings to the Minister for Education and Early Childhood Development and to the Education and Training Committee of the Victorian Parliament. This committee is conducting an inquiry into effective strategies for teacher professional learning.

Preliminary findings from this research were published late last year in a series of media releases. To read the media releases, visit <www.vit.vic.edu.au> and click on 'News Room' and then 'Media Releases'.

CALLING ALL CRTs

I'm a CRT. How can I complete 100 hours of professional development over five years, when I don't have access to these activities? I'm the one replacing teachers who are out of the school undertaking PD.

This is one example of the many enquiries to the Institute from CRTs concerned about meeting the professional practice requirements for renewal of registration.

Whether they are employed in a full-time, part-time or casual relief capacity, all teachers must renew their registration every five years. Part of the professional practice component requires teachers to demonstrate that in the previous five years they have completed 100 hours of PD activities, including a minimum of 50 hours which access research and knowledge sourced from outside the immediate school or work environment.

For teachers not in on-going positions, accessing professional development can seem to be an insurmountable hurdle. The requirement that 50 hours of PD must be externally sourced is one that CRTs particularly grapple with.

What are some of the possibilities?

- Learning on-line. An example of this type of professional development could be the Department of Education and Early Childhood Development website where you can work through the many modules on literacy, numeracy, assessment and reporting.
- Attending staff sessions or curriculum days at a school where you regularly work as a CRT.

- Attending professional development days run by the Institute. Details of these are on the website.
- Exploring the latest research around a particular disability if you're working in a specialist setting.

Professional development activities could include updating your curriculum knowledge by reading the *Victorian Essential Learning Standards*.

All the above activities come at no cost and can be accessed in a time frame that suits the circumstances of a CRT (or of a teacher on leave).

Renewal of registration acknowledges that teachers are professionals who continuously add to their specialised skills and knowledge and do so in a variety of ways and contexts.

2008 program for CRTs

The following dates have been confirmed for 2008:

3 April	NMIT, Preston
9 April	Geelong Football Club
30 June	Telstra Dome
2 July	Telstra Dome

For more information, visit the Institute website at <www.vit.vic.edu.au>. Click on 'Registered Teachers', then 'I am a Casual Relief Teacher'.

Other dates will be added as they are finalised.



NOTES FROM THE FIELD OFFICER

The nature of my role as Field Officer means I'm on the road a great deal of the time. Since April last year I've visited schools across Victoria as far away as Mildura, Warrnambool and Sale, and lots of places in between.

Talking to teachers remains the highlight of this job for me.

Once through the school gate, I find the noise of the schoolyard and the hubbub of the staffroom quite nostalgic. I have been away from teaching for a couple of years now, and each time I visit a school, I notice how evocative these sounds are. Teaching is such a wonderful career with so much of it immensely rewarding, particularly when a student responds, 'Oh. Now I get it!'

I do miss that part.

Teachers ask me all manner of questions about the Institute's work. Currently most queries are about the renewal of registration process, and what it will mean for teachers over the next five years.

I also talk to teachers about the Code of Conduct which will be launched soon. Such discussions are lively and often focus on how one's role as a teacher intersects with one's role as a parent, member of the community and citizen.

I frequently spend time talking to individual teachers about matters to do with their registration. The Institute has produced a pamphlet 'Introducing Mary Walker, Field Officer' which I distribute on my school visits.

Email me or call me and we'll organise a time for me to visit your school.

Telephone: 03 8601 5845
Email: <mary.walker@vit.vic.edu.au>

DISCOUNT OFFERS



Metro Music School

Teachers registered with the Institute receive 15% off new musical instruments and music books on presentation of their current VIT registration card.

For details call 03 9439 3360.

<www.metro-music.net.au>



Discounts are offered to registered teachers for personal orders made online. A special 20% discount applies until 30 April 2008. A 10% discount continues from May to December. Order your professional resources from the online bookshop at <<http://www.curriculumpress.edu.au>>. To receive discounts, enter campaign code VIT308 as prompted when completing online order(s).

For details call 03 9207 9600 or email <sales@curriculum.edu.au>.

DR FIONA WOOD REMEMBERS HER SCHOOL DAYS

Fiona Wood was awarded Australian of the Year in 2005. Fiona is a consultant plastic surgeon and the Director of Burns Service, Royal Perth Hospital and Princess Margaret Hospital for Children, Western Australia. In October 2002, Fiona was propelled into the media spotlight when the largest proportion of survivors from the Bali bombings arrived at Royal Perth Hospital. She led a courageous and committed team in the fight to save 28 patients suffering from between two and 92 per cent body burns, deadly infections and delayed shock.

What are your earliest memories of school?

On my first day, I got home before my mother (I knew the short cut). I quickly got over it and on with it!

Who was your most inspirational teacher and why?

My high school chemistry teacher taught me to always question and never rest without an answer.

What was your favourite subject at school?

Maths from primary school, even when I was exposed to the sciences which were all a very close second. I loved numbers and their clarity, and solving problems for fun.

What made this subject live for you?

Maths is a great tool to facilitate problem solving. To solve problems is the ongoing challenge.

How do you think teaching has changed since you were at school?

Technology has changed schools bringing with it a vastly increased access to knowledge. I see my children taught how to handle that knowledge rather than the rote learning of old.

What contribution do teachers make to society?

HUGE! Education is the key to our future on a personal and societal level. Teaching is pivotal and needs to be recognised as such.



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