

World Teachers' Day winner Dominique Honrado celebrates with the team on sports day at Strathcona Baptist Girls Grammar School



MAKING A DIFFERENCE

Celebrated in over 100 countries, World Teachers' Day acknowledges the efforts of teachers in a complex, diverse and evolving society. As part of our celebration of World Teachers' Day, the Victorian Institute of Teaching invited students, principals, parents and other community members to nominate a teacher who has made a real difference with their students, colleagues or community.

A panel comprising principals, teachers and parent representatives selected ten winners from over 200 nominees. Each winner received a certificate of recognition and an iPad, thanks to Computers Now, plus professional development opportunities for iPad usage.

professional PRACTICE



Value learning. Value teaching.

NEWSLETTER

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Professional Practice 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. It provides a forum for the discussion of professional issues most relevant to teachers: their learning, their practice and values. The views expressed in this newsletter are those of the contributors and not of the Victorian Institute of Teaching.

With over 200 teachers nominated there were many examples of inspiring teachers deserving of recognition. Here are the stories of the ten teachers who were awarded on World Teachers' Day.

Dominique Honrado, a Year Four teacher at Strathcona Baptist Girls Grammar, is clearly an inspiration to her school community. Described by students as a teacher who builds their confidence, and helps them 'have a go' in the face of perceived failure, she is also a talented choreographer and musician who brings her energy and expertise to junior school productions. As a teaching colleague, she is highly rated, through her contribution to professional development, and involvement in a teacher representative group looking at best practice. Perhaps she is best summed up in the words of one of her 10 year old students, who said: "Ms. Honrado has changed the way I face things that may not be my complete strength."

Jason Jewell, head of the English department at McKinnon Secondary College, appears to be living up to his name. Common themes emerge when you talk to students and colleagues about Jason's enormous commitment and obvious love for his subject, and teaching in general. The difference he has made to students is palpable – "from a C to A+ in less than a year" was the effect one student described, and like so many great teachers, he exudes integrity and challenges his students to think in a broader sense, beyond the classroom confines. "A truly amazing teacher who has changed hundreds of English students' lives, converting those who hate the subject to love it with methods tailored to everybody."

Cathy Curwood works as a reading recovery teacher for Moe Elizabeth St Primary School's Koorie Literacy program, in an environment with significant social challenges. Her students are middle year learners desperately seeking skills and assurance that they can read and make sense of texts. Cathy has engaged the students' families and worked closely with the Koorie Support Officer, while fostering strong links with the teaching staff, at the same time completing her final year of a Masters degree and helping her adopted son complete VCE. Her effect is described as: "making a massive difference to the way in which students see themselves as learners and the whole school approach to Koorie learning."

Kylie Ingle organised 100 grade 5/6 students from Trafalgar Primary School to enter the Wakakiri Story Dance Competition, and now they are one of only ten schools to be shortlisted nationally. But the success of the school's entry is only the glittering highlight of Kylie's story. Kylie worked tirelessly organising sponsorship to cover the considerable cost of attending heats in Melbourne, costume making through working bees, community support, and coverage in local newspaper and television. The excitement had a huge effect on the whole Trafalgar community and Kylie was nominated for the way she helped students work as a team, engage in curriculum, and believe that "a country school can achieve anything."

Clare Quirk, from Bendigo Senior Secondary College, is described as an immensely upbeat, good-natured and inspirational teacher. Relatively new to the profession, she brings enthusiasm to the classroom with a 'spring in her step' and genuine warmth and professionalism in her dealings with students. Her principal attests to Clare's excellent reputation, and across the school community she has impressed with her level of caring and empathy. One student described her as "extremely insightful and intelligent, and completely committed to bringing good education to her students." Through her sense of humour, eagerness to help, and ability to infuse every lesson with her personality, Clare is clearly making a difference every day.



World Teachers' Day winner
Dominique Honrado from Strathcona
Baptist Girls Grammar

"Ms. Honrado has changed the way I face things that may not be my complete strength."

Jennifer Tuckwell has the courage to innovate, and uses it to transform her students' learning experience, and leap the hurdle of distance. Jennifer teaches at Kaniva, almost six hours from Melbourne, a small country town with a farming community. Jennifer leads the innovation of 21st century learning in rural and remote education, providing classes virtually, using a blended model. This includes video conferencing, online collaboration and whiteboard sharing. She often gives up her private time to attend to her students' learning, and goes above and beyond her role, always searching for the latest and greatest to ignite students' interest. Jennifer is a great example of how technology, in the right hands, can really make a difference.

A former florist, **Lawrence Jordan** has certainly made his mark at North Geelong Secondary College. Lawrence developed the ESL/VCAL program at the school for refugees with interrupted learning. He has helped students access structured workplace learning, working closely with employers and a variety of community agencies to make these experiences valuable, with students gaining confidence and some very successful employment outcomes. He has also helped students to create a recipe calendar, helping Diversitat raise over \$5000 to rebuild an orphanage in the Mae La Karen refugee camp in Thailand, and pioneered the use of iPods in his teaching. Lawrence is described as a perfectionist who has truly changed the lives of students facing enormous cultural challenges.

At MacRobertson Girls High School, the VCE students make a video for their last day, and every year, one teacher features prominently – LOTE and Japanese teacher **Shungo Sawaki**. It's a small sign, but it is confirmed in the nominations he received and the testimony of his principals and staff. Shungo is a teacher who brings language to life and relates it to wider experience, daring his students to exceed their expectations. By building confidence in his students and their thinking strategies, Shungo helps them to rapidly increase their fluency. And the academic achievement is only one part of the difference Shungo makes: "Every day he inspires me to seek out more learning, and make my life better and more valuable to others."

Senior School Coordinator at Charles Latrobe Secondary College **Helen Voidis** is a model of tireless commitment and positivity. Helen inspires students through her obvious enthusiasm for Business Management and Legal Studies, and in her work with the senior students, goes to extra lengths in her support. Helen's students are full of praise for the way she has helped them realise their full potential, through better results and finding the career path that is right for them. She even came back to help students while she was on long service leave. Her effect has been felt widely: "Helen has thrived at bringing students together to get the best out of them."

Richard Barlow has made a significant impact on his senior Indonesian students at Matthew Flinders Girls Secondary College, through his tireless efforts to motivate and inspire. During his long service leave Matthew was at the College's sister school in Lombok making arrangements for a school visit and home stays, an example of how hard he works to bring his students a full understanding of language and culture. Results have vindicated Richard's approach, and he was praised by students for his ability to understand different learning styles and varying degrees of capability: "He has thoroughly increased my desire to strive for a deeper understanding of the Indonesian language. He inspired me to constantly focus on improving my language."



World Teachers' Day winner
Helen Voidis from Banksia LaTrobe
Secondary College

*"Helen has thrived
at bringing students
together to get the
best out of them."*

LEGISLATIVE AND ADMINISTRATIVE CHANGES – AN OVERVIEW

This year, new legislation was passed by the Victorian Parliament which will alter the way the Victorian Institute of Teaching works with teachers. As you will be aware, the Institute has communicated the details of these changes to all teachers and stakeholders through posters, brochures and information on our Institute website.

The legislation relates to three broad areas:

- governance
- registration
- hearings.

The size and the composition of the Institute Council have been amended. It will be reduced from 20 members to 12, including five appointed members, one of whom is the Chairperson; six elected members; the Secretary to the Department or a nominee of the Secretary; and to allow for a Deputy Chairperson to be appointed. The new Council will operate from the end of November 2011.

All other amendments will take effect from 1 January 2011.

From 1 January 2011 we will begin the move to annual renewal of registration, on the same date each year – 30 September. Annual renewal of registration will give the public greater assurance that teachers are maintaining their currency of practice and ongoing development of professional knowledge.

For teachers to obtain registration renewal, 20 hours of standards referenced professional development and 10 days of practice will be required annually. Fully registered teachers will only be expected to renew their registration annually when their current full registration expires – for instance, it might not expire until 2015.

Under the new amendments an applicant for registration, in addition to being “fit to teach”, must also be physically and mentally able to teach. For provisional registration, the period of registration has been altered to two years with a three month extension, and for permission to teach, a three year maximum period. The five year limit on non-practising registration has been removed. An application for permission to teach will require evidence that the endorsing school sought to employ a registered teacher in the first instance. The Institute will have the capacity to exempt some applicants from this requirement.



There have been a number of changes to the Hearings process. Currently the Institute can only investigate complaints of serious misconduct. The new amendments allow the Institute to investigate a complaint of misconduct which is less than serious and to investigate cases where a teacher's ability to practice is affected by a health impairment. This includes requiring a teacher to undergo an independent health assessment and to conduct medical panel hearings if required.

The new amendments will enable the Institute to investigate cases without a complaint or employer notification if the Institute has a reasonable belief that it is necessary.

The new amendments also widen the powers of informal hearing panels to allow a panel to order a teacher to undergo counselling, undertake relevant professional development, and to caution and reprimand a teacher if their conduct warrants such censure. Similarly, a formal hearing panel will now be able to cancel the registration of a teacher for a specified period of time which will ensure that a teacher cannot apply for registration again during the time period specified by the hearing panel.

The new amendments require the Register to show whether a teacher has had their registration suspended or cancelled or had a condition imposed by a hearing panel. Conditions on full registration may be amended, varied or revoked on application by the teacher.

The amendments will allow teachers to seek a review by the Victorian Civil Administrative Tribunal of a decision of the Institute to refuse to renew the registration of a teacher, or of any of the sanctions such as cancellation of registration for a specified period of time, that result from a formal hearing into the conduct of a teacher.

You'll find further information about the new legislation on our website, and don't hesitate to contact us if you have any questions.



Melanie Saba
Chief Executive Officer
Victorian Institute of Teaching

You need to know

There are legislative and administrative changes

New laws passed by the Victorian Parliament and better online services will alter the way the Institute works with teachers in 2010 and beyond.

Overview

- From 2011 your registration fee will be due by 30 September each year*
- Renewal of registration, which requires 20 hours of standards referenced professional development and 10 days of practice, will occur annually.
- The Institute Council will be reduced from 20 to 12 members.
- The amendments ensure that the Institute has relevant and contemporary powers to regulate the teaching profession in Victoria.
- The public register of teachers will show if a teacher's registration is subject to a condition, limitation, or is suspended/cancelled.
- Provisional teacher registration will be up to 2 years with a 3 month extension, if required.
- Permission to teach will be specified for up to a 3 year maximum.
- The Institute will have additional disciplinary responsibilities.

*Teachers will not move to annual renewal of registration until their current renewal period ends.

For more information about the legislative and administrative changes visit www.vit.vic.edu.au/changes

victorian institute of teaching
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poster

You need to know

There are legislative and administrative changes

OF THE AMENDMENTS
The Education and Training Reform Act 2006 (ETRA) was amended to reflect the amendments passed by the Victorian Parliament. The amendments will ensure that the Institute of Teaching has relevant and contemporary powers to regulate the teaching profession in Victoria.

OF THE INSTITUTE
The composition of the Institute Council will be reduced from 20 members to 12 members. The Institute Council will also have the power to suspend or cancel the registration of a teacher if the teacher's ability to practice is affected by a health impairment.

OF THE REGISTER
The new amendments require the Register to show whether a teacher has had their registration suspended or cancelled or had a condition imposed by a hearing panel. Conditions on full registration may be amended, varied or revoked on application by the teacher.

OF THE HEARINGS PROCESS
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OF THE REVIEW PROCESS
The new amendments will allow teachers to seek a review by the Victorian Civil Administrative Tribunal of a decision of the Institute to refuse to renew the registration of a teacher, or of any of the sanctions such as cancellation of registration for a specified period of time, that result from a formal hearing into the conduct of a teacher.

brochure

CHANGES TO legislation

You need to know

there are legislative and administrative changes

New laws passed by the Victorian Parliament will alter the way the Institute works with teachers in 2011 and beyond.

As a result of the amendments, there are changes to the governance of the Institute. The size and composition of the Institute Council have been amended. There are changes to registration, application for permission to teach, duration and renewal of registration, and disciplinary suspension or cancellation of registration.

The amendments also allow for inquiry into a broader range of matters, disciplinary powers relevant to a teacher's conduct, and changes to both formal and informal hearings and the role of VCAT in reviewing decisions of the Institute.

The amendments ensure that the Institute has relevant and contemporary powers to regulate the teaching profession in Victoria.

The following pages feature a summary of amendments to the Victorian Education and Training Reform Act 2006.

Links
Read the amendments to the act in full
Download the legislative changes brochure
Download the legislative changes poster

Important dates
1 January 2011 - amendments to the Victorian Education and Training Reform Act 2006 take effect
November 2011 - the amended Institute Council begins operation

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TEACHERS HELPING TEACHERS

World Teachers' Day is an annual celebration of the role of teachers internationally, and in keeping with this, The Victorian Institute of Teaching is delighted to announce the results of the annual *Supporting Provisionally Registered Teachers* program evaluation.

The results continue to vindicate the great work of teacher mentors, and the positive effects they have had on the longevity of new teachers' careers.

In 2004, when the program was introduced, 28% of surveyed teachers said the program increased the likelihood that they will stay in teaching. Five years on, this figure has grown to 69%.

The *Supporting Provisionally Registered Teachers* program – an initiative the Institute developed in consultation with all the education sectors – is designed to help new teachers become good teachers, and then keep them in the profession longer.

Last year, over 1000 provisionally registered teachers and teacher mentors from all education sectors who were involved in the program, were surveyed as part of the annual program evaluation.

While survey results indicate a range of interesting trends, the gradual increase of likely teacher retention is the most pleasing for the Institute and the profession.

The program incorporates mentor support seminars, which are annual two-day statewide training and support programs for teacher mentors and mentor coordinators who support provisionally registered teachers.

Fran Cosgrove, Group Manager, Standards and Professional Learning Branch, confirmed the significance of the results:

"This positive feedback is good news, not only for the teaching profession but also for Victorian school children. What we know is that teachers who are supported professionally are better teachers, who make a difference to student learning."

2010 ANNUAL REPORT NOW ONLINE

The *Victorian Institute of Teaching Annual Report 2010* was published last month, and is now accessible online. Key findings from the report include an increase in registered teachers, and continued evidence of teacher support both within the profession and from professional development providers.

The number of registered teachers has again grown, up by 3% over the last year to 113,022 at the end of June. Over 1200 experienced teachers were involved in the mentoring of new teachers in a structured induction and mentoring process, with 5480 beginning teachers and teacher mentors attending induction support programs in metropolitan and regional locations.

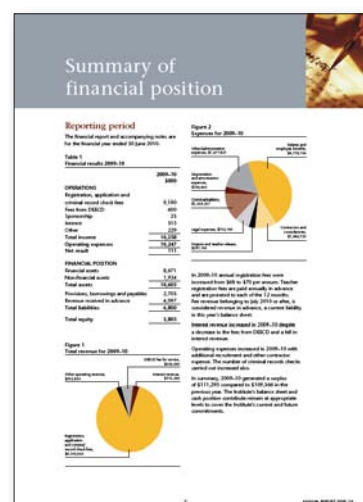
Six initial teacher education programs and seven new initial teacher education programs were reviewed and accredited, while three teacher education programs that further qualify teachers in specialist areas were reviewed and endorsed.

The number of professional development providers on the Institute's quality assured database has continued to increase from 1700 to 2000 during this reporting period. Support structures for casual relief teachers continued, with nine CRT seminars attended by 910 teachers, and CRT networks increasing from 5 to 17.

An external audit conducted for CrimTrac, the Commonwealth agency through which the Institute tracks teachers' criminal records, received excellent results. During the reporting period, 31,802 criminal record checks were processed.

The Institute ran four twilight seminars for education stakeholders and exhibited at three major career expos, with 52,480 total visitors to the Institute stand, an increase of 5,997 from the previous year. The Institute's field officers visited 100 schools and presented to more than 5000 teachers.

Current and previous editions of the *Victorian Institute of Teaching Annual Report 2010* can be viewed at <www.vit.vic.edu.au>.



LATEST UPDATES

More congratulations

In this issue we celebrate the winners of our World Teachers' Day awards. There have also been a range of other awards presented to teachers recently. For the full list, go to the congratulations section of *Professional Practice Online*.

Twilight Seminar

The next Twilight Seminar will be held on 24 February 2011. If you'd like to be included on the invitation list, please contact Valmai Lee at the Institute on (03) 8601 5849 or email <valmai.lee@vit.vic.edu.au>.

CRT Connection

If you are a casual relief teacher or a teacher returning to the profession, remember that there are CRT networks available, where you can meet professionally with a group of teachers in a supportive environment.

Details of these networks can be found on the Institute website. Just click on 'Casual Relief Teachers'. Any other queries concerning the support for CRTs can be directed to Dawn Colcott on (03) 8601 5842 or <dawn.colcott@vit.vic.edu.au>

Field Officer's Note: Renewal of registration – equivalent practice

When speaking to teachers about renewal of registration I am sometimes asked how equivalent practice is defined. Equivalent practice is decided on a case-by-case basis but usually applies to teachers who are working in alternative teaching settings or related fields of education. That is, these teachers are not teaching in a primary, secondary or special school.

To determine equivalent practice the Institute looks for evidence of a clear relationship between the work of the teacher and the standards of professional practice. It would be expected that a teacher undertaking equivalent practice would be delivering structured curriculum, assessing the engagement of students in learning, modifying teaching to facilitate learning and reporting on student learning. Equivalent practice can include adult learning and tutoring. If you are unsure, please contact the Institute and ask for a staff member in the Standards and Professional Learning Branch.

More information on the standards of professional practice and renewal of registration process is available at <www.vit.vic.edu.au>. Click on 'Registration' then 'I want to renew my registration'.

Teachers unable to renew their registration will have the opportunity to apply for either an extension of their registration or non-practising registration. Information about these options is also available on the Institute's website in the 'Registration' area.

Don't forget...

December is such a busy time – so if your registration fee is due, don't forget to mark it on your calendar!

And in order to receive up-to-date information from the Institute, please make sure that you have given us your current email address. You can update your email address on our website. Click on "I need to update my details".

Institute hours

The Victorian Institute of Teaching will be closed at 2pm on Friday 24 December 2010 and will re-open 8.30am on 4 January 2011.

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