

Institute Chairperson Don Paproth  
with Manager, Professional Learning  
Dawn Colcott.



## MEET DON PAPROTH – NEW INSTITUTE CHAIRPERSON

It could be said that Don Paproth, the new Chairperson of the Victorian Institute of Teaching, has teaching in his blood. Apart from Don, his wife, daughter and son-in-law are all members of the profession. Dating from his first teaching post in the early 70s, Don has committed his working life to education, and his understanding of the profession and ability to relate to people were crucial in his appointment.

After a career of more than 40 years as a secondary teacher, principal and in a range of regional leadership roles in education, Don was appointed to the Chairperson's role at the end of 2011. He has quickly identified key challenges are improving the relationship between the Institute and sections of the teaching profession, and promoting greater awareness of the Institute's function.

'The role of the Institute is not well understood by the profession and the community. It's staggering the level of ignorance about what our function is.

'You hear the question: why do we pay money? The answer is straightforward. A nurse or a doctor must have registration to practice and like those other professions the fees paid by teachers pay for the regulation provided by the Institute. Over the course of its existence it has introduced some very important advances for the profession that have been recognised as world's best practice, such as the *Victorian Teaching Profession Code of Conduct*.

# 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.

The program that guides the progression of a provisionally registered teacher to obtaining full registration along with the mentor training have been developed and delivered by the Institute in partnership with the profession.

*'All teachers want to do is do the right thing. The Institute can assist by adding that measure of credibility to the profession. If I can help the community to think even more positively about our profession I'll be very happy.'*

Don's background, range of experience working with large groups of people and knowledge of educational systems will help inform his desire to build relationships and redress what he perceives as a lack of information about the work of the Institute.

'What I'd like to achieve within my three year appointment is to change the perception of the Institute held by some teachers. With some sections of the profession, I see the rolling of the eyes – it's based on ignorance of what we do, and how we do it.

'It's a simple message – the Institute has an absolutely legitimate function. Originally it promoted the profession of teaching. But the role is simpler now – we regulate the industry. Every parent can be confident that every teacher has a 'ticket', just like a doctor or a nurse.

'Whenever I meet people and talk to them about the Institute, it's like a revelation. You can't argue with the purpose. The only issue remains is the practice – how we do it is up to us. It can always be refined, but from my perspective coming into the Institute, it's astounding how hard people here are working.

'I've given myself 12 months to make significant inroads into the understanding of what we do and how. I'm sending a letter to every principal, saying I want to have a discussion with you. Along with our CEO Melanie Saba I want to talk to principal's groups, teacher unions and schools.'

Don sees principals as the key element in education in Victoria:

*'Good schools have good principals. Our relationship with principals will be an important vehicle, to promote what we do, to listen to their suggestions and to have an ongoing dialogue.'*

Developing and maintaining ongoing dialogue will be a recurring feature of Don Paproth's approach over the next three years. He will be happy for the Institute to keep a low profile as long as its role and importance is clearly understood.

'I don't want people to love us. But I want them to understand what we do and see that we are worthwhile.'

## THE VICTORIAN INSTITUTE OF TEACHING COUNCIL

**Don Paproth** has 43 years of experience in education working as a secondary teacher, principal, deputy regional director and most recently as the director of major projects in the Gippsland Region with the Department of Education and Early Childhood Development. He has demonstrated a strong commitment to education, particularly in the area of mentoring new principals and developing aspiring school leaders. He has also been very active in endeavours to improve learning opportunities for communities through initiatives for education precincts in a number of rural centres. This has involved close cooperation with TAFEs, Universities, Adult Ed. and Local Government as well as schools. Don lives in Inverloch in South Gippsland and lists his interests as: theatre (particularly musicals), golf, politics, football and grandchildren (of which he has seven).

**Allen McAuliffe** is an experienced teacher and Principal class member, having worked in various regions, high schools, technical schools and secondary colleges. He will begin Principalship of Sandringham College for 2012. Prior to this, he has been Principal of Brimbank Secondary College, and concluded his role as Principal of Mount Erin Secondary College in December 2011.

One of Allen's focuses is to utilise his experience and skills to work to improve the standing of the teaching profession through the Institute's organisational role. He is an AEU principal class member and also a member of the Australian Education Union.

**Dr Ian Johnson** After completing his BSc (Hons), Ian deferred his Dip Ed to complete a PhD at Monash University. Intent on a career in teaching, Ian then completed his Dip Ed and accepted a position at Wesley College, Prahran, in 1977. In his 30 years at Wesley Ian held various leadership and coordinator roles as well as being active in the area of staff welfare as a Staff Liaison Officer, IEU Vic Tas representative, Consultative Committee member and Contact Officer. Ian has taught year 11 and 12 Chemistry in a part-time capacity at Korowa Anglican Girls' School since 2007.

**Louise Heggen** is working as a classroom teacher in a special education setting (autism specific). Her classroom role is of fundamental importance and is complemented by her efforts in assisting colleagues. This includes her role in mentoring graduate teachers and supporting them in the process to gain full registration. She brings to the position a thorough understanding of the challenges, complexities and demands that teaching professionals encounter having worked extensively in both mainstream and specialist settings. Louise is a member of the AEU. She has worked exclusively in the state education system.

### **Professor Stephen Dinham OAM**

is Chair of Teacher Education and Director of Learning and Teaching in the Melbourne Graduate School of Education, University of Melbourne. He has worked with the NSWIT, ATRA, DEEWR and AITSL and led the piloting of the National Professional Standard for Principals on behalf of AITSL. His work focuses on student learning, quality teaching, educational leadership and professional learning and he has an extensive record of funded research, publications, conference presentations and consultancies across Australia and internationally. He was a teacher in NSW public secondary schools for 14 years before entering universities. He has received a number of awards and fellowships for his work, including the Sir Harold Wyndham Medal (ACE NSW 2005) and the Medal of the Order of Australia (2011). He is national President-elect of the Australian College of Educators.

**Dr Anne Sarros** completed a Graduate B Ed, an MEd and a PhD in Educational Administration, all from The University of Melbourne. She was among a handful of women studying Educational Administration at the time and had co-written articles and a book based on her research. However, she chose to return to the school environment and teaching, where her energies have been directed into working to develop curriculum and enhance the learning opportunities for students. She co-authored a successful textbook for VCE English for eight years and has since contributed to articles on school leadership. Anne is currently Principal of Fribank Grammar School in Brighton, Melbourne. In past schools she has held positions of Head of Year 12, Head of English, Deputy Principal Head of the Senior School, and Acting Principal. She has researched and written on teacher stress and social support and believes in collaborative decision making and working within collegial teams.

**Mary-Anne Pontikis** has been a teacher for over thirty years, has held various leadership and coordinator roles and has taught all classroom levels at primary schools in the northern, eastern and western suburbs of Melbourne. Mary-Anne is currently working in a specialist role as the Performing Arts and Literature teacher (Prep/One) at Meadow Heights Primary School. She is a committed member of the Australian Education Union (Victorian Branch) and has been an Executive and Branch Council member for many years. She is an AEU delegate to the Victorian Trades Hall Council. Mary-Anne is also the Minister's Nominee as a Teacher Representative on the Merit Protection Boards and Disciplinary Appeals Boards.

**Gail McHardy** has long been one of Victoria's leading advocates for parents of students in Victorian government schools. Mother of two, Gail's introduction to the education sector was not only as an active parent participant at her own daughter's schools but volunteering and working for the statewide peak body, Parents Victoria. Gail has had many opportunities to share her extensive knowledge, professional commitment, experience and energy with many school communities, future teacher graduates and with other stakeholders across all education sectors. In addition to this Gail works as a Relief Client Service Officer for Calvary Silver Circle, an organisation providing in-home care services for the aged, people with disabilities and children with special needs. Since 2003 Gail has had her own business, Positive Dialogue, working as a communication strategist.

**Debra Punton** is currently Assistant Director, School Outcomes with the Catholic Education Office Melbourne. Prior to this, she held principal positions in Catholic education spanning 16 years. In 1997 she was awarded Fellowship of the Australian Principals' Centre. Debra is also a Fellow of the Australian Council for Educational Leadership.

**Leonie Sheehy** is working as the Literacy and Student Services Leader at St Joseph's Primary School, Boronia. Leonie has enjoyed many years as a classroom teacher, a Teacher Librarian and a Reading Recovery Teacher. Mentoring and professionally developing teachers is a particular passion of hers. Leonie is a keen member of VIEU and the VIEU Education Committee.

**Mick Butler** has taught in state secondary schools for over thirty years. He has an active, on-going interest and involvement in the areas of student welfare and the provision of alternative educational settings for students at risk. Mick has been involved in various year level and subject leadership roles during this time, including the role of student welfare coordinator. He is a Life Member and President of the Welfare Teachers Association of Victoria and is currently the Coordinator of the Heidelberg Teaching Unit, a short-term alternative setting in the Northern Region for students at risk. Mick is also a member of the Australian Education Union, an AEU State Counsellor and Executive member and a Victorian Trades Hall Teacher Delegate.

**Dr Jim Watterston** is currently Deputy Secretary, School Education Group with the DEECD. He is responsible for leading the implementation of the Victorian Government's education reform agenda and contributing to the overall direction of Victoria's life-long learning strategy. Jim has previously held the position of Director General of the ACT Department of Education, Regional Director of the DEECD Eastern Metropolitan Region and a Director of Schools for the WA Department of Education and Training. He has had 14 years experience as a principal in a varied range of both secondary and primary schools, and is a founding Director of AITSL.



# RENEWAL OF REGISTRATION & PAYMENT OF FEES – *Two Separate Things*

At the Victorian Institute of Teaching, our Customer Service Officers talk to a number of teachers who confuse renewal of registration with payment of fees. These are two very separate processes, and both are required in order to maintain your registration, so it's important to understand the difference and what is required.

## 1. PAYMENT OF FEES

This is very simple. To maintain registration, you need to pay an annual fee. For the majority of teachers, this means receiving an invoice around August, and paying the fee before 30 September.

To maintain your registration, you also have to *renew* your registration.

## 2. RENEWAL OF REGISTRATION

Renewal of registration is your demonstration that you maintain currency in your professional knowledge and practice and continue to be a suitable person to teach. There is no fee charged for renewal of registration.

To renew your registration, you need to:

- Declare that you have completed the required number of days teaching, educational leadership or equivalent practice
- Declare that you have completed the required hours of standards referenced professional development activities that update knowledge about pedagogy, content and/or practice
- Hold a current and satisfactory National Criminal History Record Check
- If applicable, make declarations about relevant charges or convictions of offences and disciplinary action in relation to professional conduct, competence or capacity as a teacher
- Make declarations about any impairments that may affect your ability to practise as a teacher

### Do I need to provide evidence?

You don't have to provide evidence of your number of days teaching and hours of professional development when you complete your application form. However, you will have to provide evidence if you are requested by the Institute. So it's a good idea to compile your evidence and keep it ready for quick access.

### When will my registration need to be renewed?

Renewal used to be a five year cycle – that is, you would be required to renew your registration every five years. From January 2011, this has become an annual process.

If you have become fully registered or renewed your registration at any time *after* 1 January 2011, you will need to renew your registration every year.

If you are currently on a five-year renewal cycle, you will continue until that expiry date. When that five-year period is up, you will then be required to renew your registration every year.

### How many days of teaching and hours of pd do I need to complete?

This depends on whether you are renewing your registration annually or if you are renewing after five years. Detailed information about these requirements can be found at [www.vit.vic.edu.au](http://www.vit.vic.edu.au)

### When will I need to complete the renewal process?

This is the same date for all teachers – 30 September – the same day as payment of fees is due. When you last received your registration card, the letter accompanying it told you when your renewal expires. You will have to complete the renewal process on or after this expiry date.

Here is a table to explain when that will occur:

If your renewal expiry date is between:	You will need to complete the renewal process by:
1 Oct 2011 – 30 Sept 2012	30 September 2012*
1 Oct 2012 – 30 Sept 2013	30 September 2013
1 Oct 2013 – 30 Sept 2014	30 September 2014
1 Oct 2014 – 30 Sept 2015	30 September 2015
1 Oct 2015 – 30 Sept 2016	30 September 2016

\* Teachers who renewed their registration for the first time in 2007 and are due to renew again in 2012 have been given an extension until 30 September 2013.

# victorian institute of teaching

## THE DEECD USING SOCIAL MEDIA GUIDE

DEECD has developed an online guide to using social media which contains valuable advice for teachers in a range of contexts.

The guide addresses standards of behaviour in the context of social media tools, rather than detailed policies and procedures. It is not possible to provide detailed guidelines for every conceivable situation, therefore emphasis is placed on guiding principles of behaviour that are applicable under the existing policies and guidelines.

Understanding what is within each of these policies and resources and how they apply to social media tools is an important part of being a professional. The advice and workshop questions contained in the guide are designed to engage employees both as individuals and as a group in furthering their learning. It is recognised that schools will need to develop and/or update school-based policies, guidelines and programs to reflect the Guide and meet the needs of their local community.

View 'Using Social Media: Advice for Department Employees' at:

< [www.education.vic.gov.au](http://www.education.vic.gov.au) >

## FORMAL HEARING DECISIONS

Following feedback from teachers that they wanted more information on the hearings conducted at the Institute, here is a summary of two recent findings and key learnings that can be useful for all teachers in their practice.

### Inappropriate communications by text messaging

A teacher was found to have engaged in serious misconduct and to be unfit to teach as a result of an unprofessional relationship with a female student, including inappropriate communications by text messaging of a sexual nature. The conduct of the teacher was considered to have brought the profession of teaching into disrepute. The teacher abused their privileged position of trust and power, to the long-term detriment of the student. The Panel did not believe that the teacher should be working with students and cancelled the teacher's registration pursuant to section 2.6.47 of the Act.

**Key learnings:** The teacher was clearly in breach of the *Victorian Teaching Profession Code of Conduct*. Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole.

### Indictable offences

A teacher was found guilty of the indictable offence of recklessly causing injury as a result of an assault in a domestic situation. The Magistrate ordered diversion (anger management), a 12-month bond and no conviction recorded. The teacher complied with court requirements. It was a single offence. The Panel accepted that the teacher had insight into the inappropriate nature of the conduct and therefore concluded that the likelihood of repeat behaviour was very low. The Panel was satisfied there were no ongoing issues in respect of the teacher's fitness to teach and determined that they remain registered as a teacher in Victoria.

**Key learnings:** The Institute looks at any findings of guilt on an individual basis, considers the circumstances and reaches a finding. It is not automatic that a teacher in this situation will not be permitted to teach again.

For more information on all institute formal hearings, go to: < [www.vit.vic.edu.au](http://www.vit.vic.edu.au) >



Right: Ian Jones from Kangaroo Ground Primary School displays his well deserved award with presenter Gail McHardy, Executive Officer, Parents Victoria

# TEACHERS MATTER

Last October, the Institute presented awards to ten Victorian teachers who were nominated as part of the theme *"Teachers matter"* for the national World Teachers' Day celebrations on 28 October.

Students, principals, parents and other community members were invited to nominate a teacher who truly matters to their students, colleagues or community. A panel comprising members of the Institute Council selected ten winners, and each received a certificate of recognition and an iPad.

There were over 100 teachers nominated, and after consultation with the principals of the short-listed candidates, ten truly deserving recipients were awarded. The Institute congratulates the recipients of the 2011 awards.

## VINCENT BRANIGAN

*FCJ College, Benalla*

An 'unstoppable' History/Drama teacher with a special interest in assisting the school's VCAL program and going the extra mile to give students every opportunity to excel.

## IAN MAUD

*St Paul's Anglican Grammar School, Warragul*

Renowned for his work with the students in the designing, building and racing of the school's Human Powered Vehicle and the Robocup Junior project.

## SCOTT ALTERATOR

*Bendigo Senior Secondary College*

A deep thinker about teaching and learning who leads the VCAL area, runs the 'chalk and talk' website for staff, and continually challenges and assists colleagues in their day to day practice.

## WOLFGANG MASCHKE

*Collingwood College*

For many years an inspiration to students, parents and colleagues, with particular achievements in Performing Arts, the outdoor program and the school's Steiner curriculum.

## ADAM HARDCASTLE

*Portland North Primary School*

Nominated for his inspirational work developing the Cockatoo Valley Song Group consisting of primary and secondary students, who have toured central Australia and become a special part of local community events and celebrations.

## IAN JONES

*Kangaroo Ground Primary School*

A highly dedicated, respected teacher with experience working at the Stephanie Alexander School and a passion for gardening which has led him to set up the school's kitchen garden.

## ANNIE TSANGARIDIS

*Caroline Springs College, Lakeview Campus*

An Environmental Science teacher who masterminded the fund raising and construction of a new garden for the school and continues to find ways to connect the work of the school with the betterment of the community.

## JEANETTE JENNINGS

*Carey Baptist Grammar School, Donvale*

An Art teacher well known in the community as an artist in her own right, who takes every opportunity to get the students involved in projects that have a positive impact on the community.

## ANNE MAREE WIGHT

*Whitefriars College Donvale*

A highly accomplished teacher across a range of subjects who has helped her students achieve outstanding results and received a host of nominations for her hard work and pride in student achievement.

## MICHELLE HARKOM

*Gisborne Primary School*

An unassuming teacher acclaimed for her achievements including the school vegetable garden, sourcing grants to support programs and individual students, and leading a whole school approach to teaching mathematics.

Left: World Teachers' Day winner Michelle Harkom from Gisborne Primary School is well known for her exceptional teaching skills







## HAVE YOU MOVED HOUSE OR CHANGED YOUR EMAIL ADDRESS RECENTLY?

Whenever you change your contact details – whether it's your home address or email address – it's important to not only let your employer know, but let us know too.

During the year you will receive important information from The Victorian Institute of Teaching – for example, your annual invoice. So it's important to let us know when your contact details change.

Here's how you can do it:

- [Download](#) the Change of Contact Details form and fill in your details
- Mail it to us on the address provided on the form

*Keep us updated – and we'll keep you updated.*

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