Publications

Seminar Series & Occasional Papers
SEPTEMBER 2012


Aligning professional learning, performance management and effective teaching
By Peter Cole

Peter Cole illustrates how a school can improve its effectiveness by strengthening the alignment between its professional learning, performance management and teaching practices and processes. He addresses six questions – Why is there poor transference between professional learning and improved classroom practice? What are the characteristics of effective professional learning? How is a strong professional learning culture developed? What are the characteristics of effective teaching practice? How can effective professional learning practice be coupled with effective teaching practice? Where does performance appraisal fit into the picture? – and argues for changes in classroom practice that promote improvements in teacher efficacy, student engagement and learning outcomes.

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Cultivating a sustainable future: the educational challenge
By Paul Clarke

Paul Clarke’s paper is particularly relevant to the Australian Curriculum’s third cross-curriculum priority ‘Sustainability’. Developing themes that he presented at the International Congress for School Effectiveness and Improvement (ICSEI 2011), he argues that we have a fragmented relationship with the ecological environment, which presents us with an educational challenge, of how to respond to a crisis that is planetary in scale, intergenerational in scope and holds civilisation as we know it at stake, until we succeed. He sets the context and purpose for this work and examines one experiment investigating how to proceed, through the work of the Pop-Up-Farm project.


‘Cultural Competence’ and National Professional Standards for Teachers
By Thelma Perso

National standards for teaching have been developed in recent years in Australia to drive improvements and national consistency in teaching quality. Thelma Perso discusses how some of the standards’ focus areas refer specifically to the teaching and learning of Aboriginal and Torres Strait Islander students, in recognition of the concomitant urgency around ‘closing the gap’ between the achievement of Indigenous and non-Indigenous students. She comments on the significance of ‘cultural competency’ and outlines some of her concerns regarding the potential of the standards to raise the quality of teaching to the extent that the ‘gap’ will be addressed.

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