



Director's eNews



FROM THE EXECUTIVE DIRECTOR OF CATHOLIC EDUCATION IN THE ARCHDIOCESE OF MELBOURNE

NO. 15 | 28 OCTOBER 2011

Dear Colleagues

Today Australia celebrates World Teachers' Day, a time to recognise and give thanks for the dedication and commitment of the teachers in our schools. We know the impact teachers can have on the development of our young people. It is good to be able to focus on their contribution to our students' lives and our school communities.

It is fitting that World Teacher's Day occurs in National Children's Week. As the week draws to a close, I hope it has been a time of celebration for your school community – an opportunity to remember the young people who are at the heart of all we do, and their teachers who play such an important role in their development.

It is with great pleasure that I announce the appointment of Ms Maria Kirkwood as the next Director of Catholic Education in the Diocese of Sale. She will begin as deputy director early next year and assume the role of Director in November 2012 when current Director Peter Ryan retires. I thank Maria for her great contribution to Catholic education in Melbourne and wish her every success. I look forward to collaborating with her in her new role.

This edition contains further reflections from sessions of the National Catholic Education Convention, held in Adelaide in September. We also have a report from one of our schools on a prize-winning program using music to stimulate learning and wellbeing.

I look forward to sharing more innovations and good practice in future editions. Please notify Ms Denise Symonds on dsymonds@ceomelb.catholic.edu.au if you have any such items to share. For any other issues or matters of concern please email me on execdirector@ceomelb.catholic.edu.au.

Yours sincerely

Stephen Elder
Executive Director of Catholic Education

CONFERENCE REPORT

National Catholic Education Convention PART 2

The 14 October edition of *Director's eNews* gave a first instalment of reflections on the National Catholic Education Convention held in Adelaide on 21–23 September 2011. This edition continues the reflections, with comments from CEOM staff members on two more keynote presentations.

Keynote 2: Catholic education: Contexts and constants

The presentation by [Professor Anne Hunt](#), Dean of the Faculty of Theology and Philosophy at Australian Catholic University, called to mind Pope John Paul II's message to students and teachers at Sydney's Stadium Australia on 17 March 2000:

Catholic schools have become very complex, but at their heart lies a great deal of simple truth. They are to be above all schools of holiness. They exist primarily to give saints to the world.

Reflecting on the theme of the conference – Inspiration and Identity: Catholic Education in Australia – Professor Hunt reminded those present to contemplate on our endeavours in Catholic education in terms of the contexts in which we are working and the changes occurring in those contexts: socio-cultural, institutional, and religious.

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While recognising these changes, we need to hold firm to the constants of Catholic education, which ground our identity and animate our endeavours in our work.

For those of us involved in Catholic education, the thoughts of Professor Hunt are both relevant and challenging. Catholic education has much to offer Australian society today. Certainly, Catholic schools have no need to exist if they simply replicate what state education has to offer. Recognising the current pluralisation of our society, it is timely for us to ask, what is our role in Catholic education? Surely the challenge for all of us who have inherited the Tradition is to now be witnesses and carriers of the Tradition, communicating the faith to others. So how do we best go about responding to this challenge?

If our Catholic schools are to assist students to come to know God and to grow as human beings in the knowledge of God's love, then we must link our Catholic identity with a personal encounter with Jesus Christ.

Professor Hunt implored people to look to the saints as role models and sources of inspiration. If we acknowledge that our society and our Catholic schools are rapidly changing, we should also acknowledge that the great evangelisers of the past have been the saints. Thus, the task for us today is to discover the 'new saints'. The students in our Catholic schools deserve new saints, not merely to be true to the past but to provide them with a Christian identity in the future – for their children and their children's children.

As Pope John Paul II once wrote (1985):

There is a need for heralds of the Gospel who are experts in humanity, who have a profound knowledge of the heart of present-day man, participating in his joys and hopes, anguish and sadness, and who are at the same time contemplatives in love with God.

Building a Catholic learning community begins with each of us. We are called to proclaim the living Christ in our everyday lives.

Keynote 5: Educating for an incarnate world

[Dr Gemma Simmonds CJ](#), an internationally renowned researcher and speaker on theology and spirituality, presented a challenging address. She argued that we can use the Catholic sacramental imagination as a way of educating us in the value of the here and now and in the holiness of the ordinary.

Relevance of faith

She argued that the relevance of *faith* in the contemporary world is greater than the media and politicians would have us believe. The glory of God is seen in one's own life. Our ordinary lives are consecrated – grace and nature are interrelated: in a sense Christ is being crucified every day, all over the world. We are missionaries, sent to be a body of Christ.

Dr Simmonds declared the greatest threat to Catholic education as the commodification of education for economic and political purposes.

Catholic learning communities

Building a Catholic learning community begins with each of us. We are called to proclaim the living Christ in our everyday lives. All the tedious tough things in life are the sign of the prophetic message of Christ. Our learning communities must create opportunities to recreate our values and to understand the faith vision of the Church. There must be genuine dialogue between Church and the wider secular culture, between school leadership, staff, parents and students.

Conclusion

Presentations from many of the keynote speakers and convention workshops are available on the convention [website](#).

SCHOOL PRACTICE

The 14 October edition noted that Resurrection School, Keysborough, received a Schools First Impact Award of \$50,000 for an innovative program with The Song Room. In this edition, Dr Steve Bellesini, Principal of Resurrection School, provides an outline of the partnership and its program.

Learning through Music – A Winning Program

Last month Resurrection School in Keysborough was one of 60 schools in Australia to win the NAB Schools First Local Impact Award for its outstanding partnership with The Song Room, which introduced a new singing and music program to the school. The school was one of 110 winners in all categories from a total of 862 entries.



The Partner

[The Song Room](#) (TSR) is a not-for-profit organisation that provides free, tailored, long-term music and arts programs for children in disadvantaged communities.

The programs run in around 250 of Australia's most marginalised schools each year, and more than 20,000 children participate every week. They target students who are disadvantaged due to poverty, isolation or disability, as well as Indigenous students and new arrivals who have English as a second language.

TSR delivers programs that are music- and arts-based, but the real purpose of the programs is to improve broader educational and social outcomes for the students.

Rationale for the program

A recent research report, [Bridging the Gap in School Achievement through the Arts](#) by Dr Tanya Vaughan, Dr Jessica Harris and Professor Brian Caldwell of

Educational Transformations demonstrates that TSR's programs significantly improve school attendance and academic results, as well as students' social and emotional wellbeing.

These improvements are not only critical to educational and learning outcomes; they are also key factors in reducing risk and addressing the large social disparities and prospects for disadvantaged and marginalised young people in Australia.

The rationale is simple. Art forms like singing, dancing and story-telling allow young people from diverse backgrounds to express themselves more freely than they can through conventional studies. When young people are enjoying learning and their self-esteem is being bolstered, they will feel more connected to school and to each other. This in turn means that they will perform better across all subject areas.

Because the creative arts provide an excellent way to achieve these broader outcomes in terms of education and development, it's critical that all students – especially those who are otherwise struggling or disadvantaged – have access to them.

The partnership in action

Our school's partnership with TSR has been pivotal in introducing music, not only in class learning, but across the spectrum of the school's activities, as a means of enhancing students' engagement at school, self-confidence and connectedness with each other. All of these are very important outcomes for a school with a high population of students from culturally diverse and socio-economically disadvantaged backgrounds. This partnership also enhances the school's links with the broader community.

The initial program

Resurrection School students participated in a 6-month in-school music workshop program. The program was delivered by TSR Teaching Artist (TA) Zoë Barry, in consultation with school teachers on specific needs of



culturally diverse students with language backgrounds other than English. Zoë's tailored program focused on making music in groups, through creative and improvised singing, basic percussion, performance and development of class compositions.

This program had a profound effect on the students, as noted in the following comments:

I really like The Song Room because it is enjoyable and you learn a lot of songs and you can train your voice really well and they take you to places where you can sing. I think it was awesome. (Kaitlyn – Year 2)

I enjoyed my trip to the Town Hall and performing with my friends. I learnt how to sing. It helped me overcome my shyness. (Laura – Year 2)

The program included an inter-school performance at Melbourne Town Hall, offering students the opportunity to perform and share skills and concepts they have been learning with other school students and families. A key foundation for the success of program delivery was incorporating the outcomes of classroom-based music learning in the broader activities of the school, such as:

- recording songs for playback on the School Radio Station
- developing a School Chant for use at performances and sporting events

- presenting musical performances at assemblies
- singing Christmas Carols at the local nursing home and shopping centre.

Continuing the program

After recognising the incredible success of the original Song Room program, the school has invested funding to ensure the program, including an innovative online learning program, continues into the future. Resurrection School is planning for the program to sustain itself fully, with a specifically designed ukulele program implemented in the school curriculum by 2013.

The \$50,000 Impact Award will go towards the employment of one of TSR's Teaching Artists to deliver creative programs for 40 weeks at the school. The Award will also assist the school to purchase musical instruments to the value of \$10,000 and offer ongoing professional learning for all teachers and teacher aides.

We envisage that the school will have a ukulele ensemble in 2013 and that singing will be a key feature at liturgies, performances and Carols by Candlelight. The seeds of this exciting program that TSR has planted will grow to establish music as a foundation of learning and enjoyment at our school. We aim to employ a permanent music teacher from 2013.

Zoë Barry, our current Teaching Artist, recently wrote our school song in consultation with our whole school community. The song, which is now a regular feature of our weekly school life, was first performed publicly at our Circus Spectacular under the Silvers Circus big top, where the whole school raised their voices and sang their school song for the first time with enormous pride and excitement. This is just one of the many wonderful outcomes of bringing music to our school community.

We believe, like The Song Room, that music has a profound effect on our students' wellbeing and are grateful that through the NAB Schools First Award and our partnership with TSR, we now have further opportunities to provide this wonderful facet of the arts.

NEWS

NATIONAL NEWS

MCEECDYA

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) met on 14 October 2011 and made a number of decisions relating to national education and early childhood reforms.

Australian Curriculum

The Ministers endorsed the **achievement standards** for Foundation to Year 10 in English, mathematics, science and history. The final Australian Curriculum content and achievement standards can be found on the [Australian Curriculum](#) website. Work samples that illustrate achievement against each standard in each of the four learning areas will be provided in 2011 and in 2012. This will assist in achieving consistency of interpretation and assessment across Australia.

Ministers also endorsed the final version of the **Shape of the Australian Curriculum**. The revised version provides an overview of the whole Australian Curriculum and adds more detail on the various components.



Collection of nationally consistent data on students with disability

Ministers have agreed to develop a plan for the collection of nationally consistent data on students with disability. A working group comprising the Australian Curriculum, Assessment and Reporting Authority ([ACARA](#)) and representatives of all jurisdictions will develop a detailed plan by April 2012. Collecting nationally consistent data and the level of adjustment provided for students with disability will remove a significant gap in the national schools data set.

Nationally consistent registration of teachers

As a result of the work of the Australian Institute for Teaching and School Leadership ([AITSL](#)), Ministers endorsed a nationally consistent approach to teacher registration. The approach is based on the [National Professional Standards for Teachers](#) and includes requirements for initial registration, change in registration status, renewal of registration, discipline and de-registration, suitability to teach, English language proficiency and mutual recognition. This nationally consistent registration process will operate from January 2013.

Other AITSL activities

Ministers also endorsed:

- a draft Australian Charter for the Professional Learning of Teachers and School Leaders – an approach to ‘national consideration of, and engagement with, teacher and school leader professional learning’.
- a proposal for a Nationally Consistent Approach to the Certification of Highly Accomplished and Lead Teachers – proposing ‘principles and features of a nationally consistent approach to the assessment process for teachers against these two standards’.

AITSL will consult widely about both proposals, with the aim of presenting final versions to Ministers in 2012.

For more information on the meeting outcomes, see the MCEECDYA [communiqué](#).

VICTORIAN NEWS

New Careers and Skills Forum 2012

A new Careers and Skills Forum for school students will be held in Melbourne as part of the 2012 Formula One Australian Grand Prix. The forum will promote jobs in Victoria’s advanced manufacturing, automotive and defence industries.

The forum is part of a broader Victorian Government effort to encourage students to consider the variety of employment opportunities in the manufacturing industry. Modelled on the successful careers showcase at the 2011 Australian International Airshow, the forum will promote careers from design, engineering and project management to tool-making, marketing and sales.

The Formula One Australian Grand Prix Careers and Skills Forum is being run by the Australian Grand Prix Corporation in partnership with the Victorian Government and the Defence Materiel Organisation. The forum will take place on 15–18 March 2012 and include seminars for students and teachers on 15 and 16 March.

For more information, see the Minister’s [Media Release](#).

CELEBRATIONS

Another Schools First Impact Award

Congratulations to St Bridget’s School in Greythorn and their community partner, St Bridget’s Parish, who have received an NAB [Schools First Impact Award](#) of \$50,000 for their [Project Green Thumb](#). Based on UNICEF’s [child-friendly cities](#) model, the project aims to engage students in developing their school environment in partnership with their local parish. The project is developing the school’s grounds as an outdoor learning and play area, providing links with community members and including a multicultural influence.

Victorian Schools Garden Regional Awards – Regional winners

Congratulations to the following schools which have won a Regional Category Award or an Achievement Award in the Victorian Schools Garden Awards:

Achievement Awards, Northern Metropolitan Region

St Pius X School, Heidelberg West (Category 2)
 St Joseph's School, Mernda (Category 2)
 St Monica's College, Epping (Category 4)
 Penola College, Broadmeadows/Glenroy (Category 4)

Regional Winner, Eastern Metropolitan Region

Whitefriars College Inc. (Category 4)

Achievement Award, Southern Metropolitan Region

St Macartan's School, Mornington (Category 3)

Achievement Award, Western Metropolitan Region

Caroline Chisholm Catholic College, Braybrook (Category 4)

Regional Winner, Barwon South Western Metropolitan Region

St Thomas School, Drysdale (Category 3)

Regional Winner, Hume

St Patrick's School, Kilmore (Category 3)

For more information see the [Schools Garden Awards](#) website. All awards will be presented on 1 December.

ResourceSmart Schools finalists

Congratulations to St Macartan's School in Mornington for being a finalist in three categories of the Victorian Government's ResourceSmart Schools Awards:



- Community and Partnerships Smart School of the Year
- Energy Smart School of the Year
- Water Smart School of the Year.

Congratulations, too, to Our Lady of the Assumption School in Cheltenham, which is a finalist in the Waste Smart School of the Year category.

Winners will be announced at the Awards Ceremony on Thursday 17 November.

OPPORTUNITIES

Register now for your school to become eSmart

The Alannah and Madeline Foundation – a children's charity with a mission to protect children from violence – has launched eSmart to support Victorian school communities to be smart, safe and responsible in their use of digital technology.

Benefits of eSmart

eSmart provides the most comprehensive model for a whole-school approach to bullying, cyberbullying and cybersafety, and provides registered schools with a rich array of resources and support.

Designed for Australian schools, the eSmart system helps schools to:

- create their own best-practice policies, practices and procedures
- gain access to the best resources and cybersafety information
- record, track and report on their progress in becoming eSmart.

Registered schools are supported with:

- a portal to a whole-school framework for managing cybersafety
- the best resources available
- a tracking tool
- a starter kit
- professional learning
- a help desk
- regular newsletters.



A fully tested, evidence-based system

The Alannah and Madeline Foundation worked with the RMIT School of Education and education, academic and industry experts to develop eSmart.

eSmart was piloted in 2010 with more than 150 schools nationwide, across all sectors, with outstanding results:

- 98 per cent of pilot schools said eSmart was appropriate to achieve cybersafety, and most reported action they would not have done without the framework to guide them.
- 96 per cent said they would recommend eSmart to other schools.

eSmart for your school

Victorian Education Minister Martin Dixon announced in March that the Baillieu Government would provide \$10.5 million funding to roll eSmart out to Victorian state schools and low-SES Catholic and independent schools. Schools that do not fit the criteria for government funding can access eSmart as self-funded schools.

Register now

The Alannah and Madeline Foundation is seeking registrations from schools wishing to begin their eSmart journey in semester two, 2011, or semester one, 2012. Visit the [eSmart](#) website for further information, and register your school.

School Broadcasting Network launch and awards

Schools are invited to participate in the international online launch of the [School Broadcasting Network Inc.](#) (SBN) – a new initiative aimed at 'giving young people around the world a voice about things that matter'. The SBN launch includes the following opportunities:

SBN OzGreen Youth Leading the World Global Conference

The conference will focus on positive solutions for creating sustainable outcomes for the issues young people see as most vitally important. Futurist [Dr Peter Ellyard](#) will moderate the conference, discussing issues and solutions with youth delegates from around the world. It will be broadcast from Melbourne.

When: 1 December 2011, 9.15am – 10.15am

Where: Live from 3WBC 94.1fm studios, Melbourne

How: Register on the [SBN](#) website to join the online audience for the conference.

SBN OzGreen International Youth Leadership 2011 Awards

The awards are an acknowledgment of the commitment of young people who are having a positive impact in responding to the challenges of our contemporary world. Awards are in three categories: 8–12 years, 13–18 years and 19–25 years. You can nominate any young person via the SBN website for action relating to sustainability, social justice, Indigenous issues or initiatives that inspire their peers to action. **Nominations close 22 November 2011.** The Awards Launch will be held:

When: Saturday, 10 December 2011, 9.30am – 12.30pm

Where: Trinity Grammar School, Kew

SBN Awards Launch

Schools can participate in the SBN Awards Launch at Trinity Grammar School in Kew on 10 December 2011, with a three-minute performance. The theme for the inaugural launch is: 'If you had three minutes to communicate something of vital importance to the world, what would it be?' Schools will be chosen to perform based on their 200-word submission, which can be entered into the [SBN](#) website. For more information and conditions, see the [SBN](#) website. Winning schools will receive a fully sponsored SBN enrichment and mentoring program to produce a one-off SwitchOn Radio one-hour show in 2012. Each school's show will be broadcast to the world. Applications close **12 November 2011.**

Nominations open for vocational student prize

Secondary schools are invited to nominate students for the Australian Vocational Student Prize for 2011. Year 12 students who have undertaken a Vocational Education and Training in Schools (VETiS) program or an Australian School-based Apprenticeship as part of their senior secondary certificate are eligible to be nominated.



The Award recognises 'the achievements of students, their determination and commitment, and the leadership role they play in the school community'. Students can be nominated by their principal, teacher or VET coordinator. Each year up to 500 outstanding students are awarded the prize of \$2000.

Nominations close on **2 December 2011.** For more information, see the [Department of Education, Employment and Workplace Relations](#) website.

MEDIA SUMMARY

NAPLAN participation rates drop

The number of students sitting the NAPLAN tests has dropped, with participation rates in Victoria and the ACT the worst. Education Ministers meeting in Melbourne have been told that participation fell markedly in 2009 following the introduction of the *My School* website, which published results. Students in Years 3, 5, 7 and 9 are expected to sit the tests each May. NSW and Queensland have the highest participation rates in the country. Victoria and the ACT have three to five times the number of absent students compared to other States and Territories. Exempt students are counted as performing below the minimum standard, but withdrawn and absent students are not included in the results. The meeting was told participation rates had fallen by 1 per cent in some subjects, amounting to about 10,000 of the one million students supposed to sit the tests. Ministers have agreed to report separately on student absences and withdrawal rates and look at ways of increasing participation. *Participation rates in Catholic schools were well above the Victorian average.* Meanwhile, analysis of NAPLAN test results carried out by economist and national convenor



of the Save our Schools group, Trevor Cobbold, shows students at government schools serving poor communities are three to five years behind their peers in wealthy suburbs. The study reveals the education gap is similar for both government and non-government schools in affluent areas.

[NAPLAN no-shows 'skewing results'](#) – *The Australian*: Justine Ferrari, 15 October 2011

[Victoria failing in NAPLAN test turnout](#) – *Herald Sun*: Evonne Barry, 20 October 2011

[Gap between poor and rich schools growing](#) – *Sydney Morning Herald*: Andrew Stevenson, 17 October 2011

VCAL debate

Some government schools claim they will have to drop subjects next year so they can continue to offer the Victorian Certificate of Applied Learning (VCAL) after the Victorian Government cut \$48 million from the program over four years. A total of 430 schools and organisations that offer VCAL were previously eligible for up to \$125,000 a year to coordinate the program. But the government believes that funding is no longer necessary as VCAL, which began in 2003, is now well established. Education Minister Martin Dixon says larger secondary schools have the flexibility in their budgets and the coordination could

be done by teachers in leadership positions. He also said schools should decide what VCE subjects they offered on the basis of student interest and not because of any VCAL cuts. Principals from 130 government secondary and specialist schools have written an open letter to the Premier warning the cuts would force many schools to make the hard decision to discontinue VCAL or cut other programs. Shadow Education Minister Rob Hulls believes more than 600 students with various learning, intellectual and physical disabilities would be affected by the cut to VCAL. His federal counterpart Peter Garrett says the cuts will do nothing to assist the current skills shortage and the Victorian Government should review its decision. Professor Jack Keating, head of Melbourne University's Education Policy and Leadership Unit, has also joined the debate, arguing that the government should reconsider its decision, given VCAL's role in lifting retention rates and success in meeting demands from business for a more highly skilled workforce.

[School cuts to hit VCE subjects](#) – *The Age*: Jewel Topsfield, 20 October 2011

[Schools get vocal over government's VCAL cuts](#) – *The Age*: Caroline Milburn, 24 October 2011

[Garrett calls for school cuts review](#) – *The Age*: Jewel Topsfield, 21 October 2011

Teacher pay scheme causes union angst

The Australian Education Union (AEU) has again come out strongly against the Victorian Government's scheme to pay teachers more on merit than years of service. Teaching Profession Minister Peter Hall said performance pay was a good way to 'encourage excellence' in the education system. However, AEU state president Mary Bluett says it's a 'cheap' attempt by governments to avoid providing all teachers with higher pay. A three-year performance pay trial started by the previous government is being continued by the Baillieu government. It includes two options: one rewards individual teachers if they can demonstrate improved student outcomes and the second



rewards the whole school if it can demonstrate ongoing improvement. Mr Hall said the government did not have a preferred pay model at this stage.

[Teachers' union scorns merit pay](#) – *Sunday Age*: Farrah Tomazin, 16 October 2011.

Education split in Victorian Labor

Divisions have emerged among State Labor MPs over Victoria's submission to the Gonski review on education funding. Labor's education policy committee has warned the Federal Government not to link students' test results to more funding for schools and pay bonuses for teachers. Committee members also want more funding for needy government schools and less to non-government schools that charge high fees and fail to disclose their full financial details. However, Opposition leader, Daniel Andrews, who *The Age* noted sends his two young children to a Catholic parish school, disagrees. 'Victorian Labor supports both state and non-government schools. Labor is committed to making sure all Victorian students receive a quality education, no matter where they attend school, and that policy hasn't changed'.

[Education plan splits state ALP](#) – *The Sunday Age*: Farrah Tomazin and Natalie Craig, 23 October 2011.

KEY DATES

Consultation on materials for students with disability

HURRY!

ACARA is conducting an online consultation on curriculum materials in English and mathematics for students with disability progressing to the Foundation level of achievement. You are invited to provide feedback on the nature and scope of the materials, for [English](#) and/or [mathematics](#), by completing the [online survey](#). You also have the option to provide additional comments or written submissions. Consultation will close on **1 November 2011**.

School Start Bonus deadlines

From 2012 the Victorian Government's School Start Bonus (SSB) payment of \$300 is targeted at those families eligible for the Education Maintenance Allowance (EMA). Parents need to lodge an EMA/SSB application form with the school by **15 December 2011**. For parents with children starting Prep or Year 7 in 2012, principals need to enter EMA/SSB applications into the system by the **end of Term 4, 2011**. For more information see the COMS [circular](#) on the CEVN website.

Cultural Diversity Quest 2012

The [Cultural Diversity Quest](#) is an important event of Victoria's Cultural Diversity Week, held annually in March, and is an opportunity to reflect on and celebrate our cultural and linguistic diversity. It involves awards for students, teachers, schools and school clusters. Entries should demonstrate students' understanding and appreciation of Victoria's cultural diversity and should be in text, visual arts or multimedia. The closing date for entries is **22 February 2012**. For more information see the Quest [Guidelines](#) or visit the [Quest](#) website.

COMING EVENTS

Grattan Institute discussion on teacher merit pay

Andrew Leigh MP will discuss with John Daley, CEO of Grattan Institute, the international evidence on teacher merit pay and whether merit pay can be made to work. He has surveyed data on impact studies of teacher merit pay schemes, on teacher attitudes to merit pay and on attitudes among the general public.

What: The economics and politics of teacher merit pay

When: 14 November 2011, 6.00pm – 7.00pm

Where: Telstra Theatre, Level 1, 242 Exhibition Street, Melbourne

How: Register on the [event](#) website.

Principals' Celebration

The annual Principals' Mass and Dinner will take place on **29 November 2011**. Principals should **RSVP by 11 November** to Ms Louise McNamara on lmcnamara@ceomelb.catholic.edu.au, with advice about any dietary requirements.



PROFESSIONAL LEARNING

Catholic Theological College Open Day

RSVP TODAY

[Catholic Theological College](#) (CTC) is holding its [Open Day](#) on Wednesday 2 November 2011. Two programs are available for your convenience: Program One starts at 4.00 pm and Program Two starts at 6.00 pm. Light refreshments are provided. This is an opportunity to explore the possibility of studies in 2012 to deepen your understanding of your faith and spirituality. **RSVP by 28 October** to Jenny Delahunt at 9412 3314 or jdelahunt@ctc.edu.au.

CEOM Twilight Theology Forum with Rosemary Canavan

HURRY!

Rosemary Canavan from Catholic Theological College will speak on her doctoral thesis about the imagery of clothing and body in the letter to the Colossians. Through the use of the imagery in the letter, the writer critiques the way people understood themselves in their context. The forum counts as 1.5 hours of Accreditation to Teach in a Catholic School in Category A.

What: Constructing our identity in Christ today: Learning from the Colossians about how we belong

When: 16 November 2011, 5.00pm – 6.30pm, followed by refreshments

Where: Treacy Conference Centre, 126 The Avenue, Parkville

How: Register by **9 November** on the [CEVN](#) website through My PL (IPLS), code 11REJ104A.

Creative Innovation Conference

NEW

[Creative Innovation 2011](#) (Ci2011) brings together leading speakers, thinkers, entrepreneurs and innovators to consider the theme of the challenges and opportunities of a super-connected world. Speakers include Dr Edward de Bono (UK), Professor Stephen Heppell (UK), Brendan Boyle (USA), Professor Adrienne Clarke AC (Aust.), Professor Daniel Dennett (USA), to name a few.

On 16 November pre-conference activities include [Master Classes](#) with individual speakers and/or [Deep Conversations](#) with groups of speakers. These can be booked independently of the conference. The conference proper takes place on 17–18 November.

Various levels of registration are available, e.g. \$2450 for a basic two-day conference pass, \$1350 for one day, Master Classes from \$245 and Deep Conversations at \$120. Creative Innovation is offering a **10% discount** off the conference, the Deep Conversations, the Master Classes and the dinner: just use the password CONNECT when booking. For more information and to register, visit the [Ci2011](#) website.

What: The challenges and opportunities of a super-connected world

When: 16–18 November 2011

Where: Sofitel Melbourne on Collins

ACU Liturgy course

From 2012 the Australian Catholic University (ACU) is offering a Graduate Certificate in Theological Studies (Liturgy). The course will involve four units:

- *Foundations in Liturgy*, including the rituals and symbols of contemporary Roman Catholic liturgy, the scriptural and historical foundations of liturgy and principles for preparing and evaluating effective liturgies.
- *Celebrating Feasts and Seasons*, examining the Christian conception and celebration of time and exploring major feasts and seasons of the Church's Liturgical year, the purposes of prayer, the Liturgy of the Hours and other types of non-sacramental celebrations.

- *Liturgical Music*, including the history of liturgical music, the use of music in today's liturgy and principles to guide the choice of appropriate liturgical music.
- *Sacraments of Initiation*, exploring the idea of sacraments and sacramentality and studying the theoretical and practical aspects of celebrating Baptism, Eucharist and Confirmation in the Church today for both children and adults.

Further details are available from Dr Clare Johnson at clare.johnson@acu.edu.au.

Leading Curriculum Change

UPDATE

The Australian Institute for Teaching and School Leadership (AITSL) is encouraging more teachers to participate in the 'flagship' professional learning program, *Leading Curriculum Change*. More than 1100 Australian school educators have begun exploring the challenges of leadership and curriculum change in the program. But up to 2000 can be accommodated in the first round.

This is an exciting opportunity for Emerging Leaders and Established Leaders in our schools to build their capacity to lead curriculum development at the school level, in particular the implementation of the Australian Curriculum. *Leading Curriculum Change* is an interactive online professional learning program of 9–12 modules. It provides an opportunity to build leadership capacity and network with other leaders nation-wide, with an option to accrue credit for postgraduate courses.

As there are no direct financial costs associated with the first round of the program, I encourage you to consider teachers within your schools who will be able to develop the skills to support you in the implementation of the Australian Curriculum. For more information, visit AITSL's [Leading Curriculum Change](#) website. To be invited to register, participants will need to make an online [expression of interest](#).

AEF Study Tours: January 2012

HURRY!

The Asia Education Foundation (AEF) is offering study tours in January 2012 to China, India, Japan and Korea.

For more information see the [AEF](#) website. **Register by 31 October 2011.**

- [Three countries, three conflicts](#) (China, Korea and Japan): 4–18 January 2012
- [A taste of China](#): 4–18 January 2012
- [A taste of Japan](#): 4–18 January 2012
- [India faiths and beliefs](#): 4–18 January 2012
- [India for school leaders](#): 4–21 January 2012

Educating the Nation: Humanities Symposium

The 2011 Annual [Symposium](#) of the Australian Academy of the Humanities (AAH), *Educating the Nation: The Humanities in the Australian Curriculum*, will be held on Thursday **17 November 2011** at the Law School of the University of Melbourne. The symposium will focus on the challenges and opportunities the new curriculum presents for humanities education, and include some discussion of the cross-curriculum priorities. The symposium will also explore broader questions concerning the future of humanities education in Australia and its role in forming the Australian nation. I encourage you to pass this information to your staff. For more information see the [AAH](#) website.

Professional Certificate in Teaching English as a Second Language (TESOL) – (PRIMARY)

A Professional Certificate in TESOL is being offered by the University of Melbourne Graduate School of Education in partnership with the CEOM. The CEOM is offering 20 sponsored places for Cohort 3, with the aim of enhancing capacity to optimise learning for students from language backgrounds other than English. Expressions of interest are due by Friday **18 November 2011**. For further information see the COMS [circular](#) on the CEVN website. I encourage you to make this opportunity known to your staff.

CEOM professional learning for November and December

Visit [My PL \(IPLS\)](#) to view the variety of professional learning offerings for November and December. 