



## C-Grade Education Revolution

UniSA emeritus professor of education, Alan Reid, has given the *Education Revolution* a C grade after examining five areas:

- Policy making
- Aims
- Funding
- Curriculum
- Accountability

Professor Reid based his grading on analysis of policy documents, parliamentary debates, media statements and government reports.

Despite some educators having welcomed the 'revolution', critics have questioned the roll-out of a number of initiatives, including the blow out and mismanagement of the BER and computers in classrooms programs.

Although policy making and funding of the program received an A and B- respectively, the aims set out by the Government were given a C+ and curriculum and accountability scored a low D and E respectively.

Policy making: **A** / More collaboration without blaming states for previous problems.

Aims: **C+** / Dominant focus on education as a tool to benefit the economy is too narrow.

Funding: **B-** / Concerns funding may drop off.

Curriculum: **D** / Development of national curriculum too rushed.

Accountability: **E** / Punitive sanctions for poor performance could be damaging.

Overall grade: **C**

[Professor's comments](#)

## Indigenous Role In National Curriculum

Indigenous leaders, academics and educators are frustrated by a lack of consultation in the development of the new national school curriculum.

In a letter, which will be sent to Julia Gillard and ACARA this week, the group argues the new curriculum relegates Aboriginal people and their culture to 'historical artifacts'. They are calling for indigenous people to be actively consulted and involved in the development of the curriculum - including a representative on the board of the National Curriculum Authority.

The letter states that failure to engage with indigenous people is at odds with Federal Government policy, and the sentiment expressed in Kevin Rudd's Sorry Day speech.

The framework for the Year 11 and 12 curriculum mentions indigenous perspectives only twice, in English as students speaking English as a second language, and in ancient history.

[More](#)

## School Principals Have Their Say

The Federal Government will host a national forum in Canberra next month inviting 150 school principals from across Australia to discuss the *Education Revolution* directly with Julia Gillard.

Topics to be addressed include literacy and numeracy, school infrastructure, Indigenous education, new national curriculum, assessment, reporting and student wellbeing.

No word yet as to when parents will be receiving their invites....

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## Teacher Shortage

The threat of a teacher shortage has been a dominant story this past decade.

Recent reports and research from ACER, together with several of Australia's universities such as University of Wollongong have concluded that there is a large teacher shortage not only in SA, but across Australia.

In a recent AEU survey of 1,473 public school principals across the nation;

- 59% of principals reported problems with the supply of teachers in the past year
- 57% said the problem was getting worse
- 6 out of 10 secondary school principals had teachers working outside their area of expertise.

A report released by Adelaide University in June 2008 found more than 2,500 extra public school teachers would need to be recruited in the next four years to stem the skill shortage.

Meanwhile, in August this year, the Centre for Skills and Development warned Australia will face a shortfall of 40,000 teachers by the end of next year if attraction and retention was not improved.

Despite this, DECS Chief Executive, Chris Robinson, this week told *The Advertiser* that the perception of teacher shortage in SA is a myth and not based on fact.

Admitting there are teacher shortages in areas such as maths and science at the secondary level and in some rural areas, he believes overall there is not a big teacher shortage.

Just short on consensus

## Untrained Staff In The Classroom

We recently reported on a Flinders University study, which revealed that up to 40% of SA's science teachers are not qualified in the subjects they teach.

The AEU has now released its 'State of our Schools Survey', which identifies the impact of shortages of qualified teachers.

The union surveyed 1,473 Australian public schools principals and found:

- 40% of SA teachers are taking classes they are not qualified to teach
- This is second only to NT, with 51.6%.

In SA, the problem is most evident in;

- technology classes - 39%
- maths and computer sciences - 37%
- and languages - 30%.

Doesn't add up

## More Permanent Education Jobs

Nearly 450 long-serving temporary School Services Officers (SSO's) and Early Childhood Workers (ECW's) would be made permanent employees.

The move is said to be part of the State Government's commitment to building an expert workforce in SA by attracting and maintaining highly skilled professionals.

Appointments include 12 Aboriginal SSO's and ECW's.

Permanent solution