



Monthly e-Newsletter – June 2009

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EDITORIAL OF SORTS

Apologies to everyone for the very late arrival of the June newsletter. A number of things have thrown me off my routine – some lumpy work flows, a uni assignment that had me wandering a long way from my comfort zone, and then an earache that almost split the atom. Not, I hasten to add, anything to do with swine flu (we're sensitive about that here in Victoria). But it was a pig's ear, that's for sure.

As always, I look forward to your feedback and contributions during 2009. Subject to space and relevance to members, the newsletter can run job vacancies and items on upcoming events. And always keen to include items you think will be of interest to others. Please feel free to contact me by email: rob@sharpwords.com.au

If you are receiving a copy of this newsletter and would prefer not to, please email me and I'll scrub you from the distribution list. My email address is: rob@sharpwords.com.au

Don't forget to visit the 2009 AAIR Forum website: <http://www.leishman-associates.com.au/aaair2009/>

Just for fun, you might enjoy a visit to the Educational Jargon Generator – I think this is what the speechwriters in the next column are getting at: <http://www.sciencegeek.net/lingo.html>

IT IS WRITTEN

George W. Bush's three speechwriters had fun writing the President's addresses. One of the speechwriters, Matthew Scully, had this to say about education speeches:

'Education speeches in particular – with their endlessly complicated programs and slightly puffed-up theories, none of which we could explain quite to the satisfaction of our policy people – were always good for a laugh ... As John [McConnell, one of the three speechwriters] observed in late 2003, around draft twenty in the typically chaotic revising of an education speech, "We've taken the country to war with less hassle than this."

- Robert Schlesinger, *White House Ghosts: Presidents and their speechwriters from FDR to George W Bush*, Simon and Schuster, 2008.

IT ISN'T OVER YET

My teacher put me in a reading pair with Judith. Judith had two white ribbons tied around two tails of yellow hair. We sat on the floor with the book open and Judith pointed at the ant marks across the page with her finger. Her fingernail had chipped pink paint. Judith told a slow story about the boy and the house and the ball and the dog and the mother. Each black ant word went past the chipped paint, into her finger, through her hand, up her arm and neck, and out her mouth to me. That was a story...

It was my wish to tell a story too. I put my finger on the ant marks but they stayed where they were.

- *One Foot Wrong*, Sofie Laguna, Allan & Unwin, 2008.

New Zealand Directors of Planning Forum

26-27 May, 2009



Dave Marr, AAIR Vice President, attended the Forum and wrote the following report for the newsletter.

The New Zealand Directors of Planning Forum was held on 26 & 27 May, 2009, at Victoria University in Wellington. This was only the second time the Forum had been held, the first meeting being in April 2008 in Dunedin. Each of New Zealand's eight universities was represented. A representative of the New Zealand Vice-Chancellor's Committee (NZVCC) joined the Forum for both days as the Planning Director's group is a formal committee of the NZVCC.

Representatives of the AAIR National Executive, Andrea Matulick and Dave Marr, were invited to attend the Forum and to provide an introduction to AAIR's activities, such as the AAIR Annual Forum and the various Special Interest Groups. Andrea and Dave also shared information on the Bradley and Cutler Reviews conducted in Australia. The invitation to Andrea and Dave was arranged by Bob Hall, Director of the Planning, Information and Reporting Unit at the University of Canterbury. Bob serves as the New Zealand representative on the AAIR Executive Committee.

Andrea and Dave report that our New Zealand counterparts were very welcoming indeed. Much was learnt about the New Zealand higher education environment as a number of key players from the Tertiary Education Commission (something akin to Australia's DEEWR), Ernst and Young, the Office of the Auditor General and the NZVCC provided some thought provoking sessions. There was lots of discussion about EFTS, the SDR or Single Data Return, Investment Plans, KPIs and targets, Managing Enrolments and Mix of Provision. These concerns align with recognisable elements of Australia's higher ed system, though they go by other names.

AAIR was very proud to sponsor the Forum dinner which was held at the Tinakori Bistro. This was a further opportunity to network and a great night was had by all.

Perhaps there are some lessons here for AAIR and Planning Directors in Australia: to be more active, and representative, at the planning table.



PLACES TO GO – THINGS TO DO

19TH ANNUAL AAIR FORUM

11-13 November 2009

Hyatt Hotel, Adelaide

The theme for this year's AAIR Forum is:

Turning water into wine: Institutional research as an essential ingredient in strategic decision making for tertiary education.

The Forum will focus on strategic priorities in the sector, including:

- supporting strategic planning
- adding value to measuring and predicting
- responding to skills shortages
- environmental and economic sustainability.

CALL FOR ABSTRACTS

Get busy, folks. The call for abstracts closes on 29 June. Details about abstract submissions, and awards and prizes on offer, are here:

<http://www.leishman-associates.com.au/aaир2009/downloads/AAIRCallforAbstractFINAL.pdf>

REGISTRATION FOR THE FORUM IS NOW OPEN

Early Bird Registration closes on 1 September. AAIR members who register before that date get a seat for three whole days for just \$838 – that'll be \$279.33 recurring for each day.

Actually, it's better than that. Besides a seat, you also get: a set of forum proceedings, satchel, name badge, lunch, morning and afternoon tea, entry to the Welcome Reception and Forum Gala Dinner, and AAIR membership for 2010.

Registration details are here:

<http://www.leishman-associates.com.au/aaир2009/downloads/AAIRRegistrationV5.pdf>

KEYNOTE SPEAKERS:

Emeritus Professor Denise Bradley AC

Dr Gavin Moodie

<http://www.griffith.edu.au/vc/ate/moodie/>

Nick Palousis

<http://www.sbpractices.com/nick-palousis>

CONFIRMED SPONSORS/HOSTS/PARTNERS

**UTS UniSA RMIT QUT Flinders ANU
Adelaide Uni**

The 2009 AAIR Forum is organised via a partnership of staff from UniSA, Adelaide Uni and Flinders' Uni.

Student Engagement Forum

2 July 2009

Latrobe University

La Trobe Uni and ACER are jointly hosting a forum titled 'Promoting Student Engagement for Learning: Improving Practice with AUSSE Data'. The keynote speaker is Professor George Kuh from Indiana Uni, headquarters of the US National Survey on Student Engagement, which begat the Australasian Survey on Student Engagement, now in its third year. There are practical workshops in the afternoon. You get all this for only \$115. That'll be cheap at twice the price:

<http://www.latrobe.edu.au/teaching/news/ausse.html>

CPSISC 2009 conference

28-29 July 2009

Star City Casino, Sydney

CPSISC is the Construction and Property Services Industry Skills Council. A list of luminaries is involved in the conference. You've got Phillip Bullock (Chair of Skills Australia), Peter Noonan (a member of the Bradley Review panel, and a defining contributor to the workforce development approach now lurking behind everything that breathes in VET), and Sharan Burrow from the ACTU.

If workforce development is everywhere, pathways are even more everywhere these days – the workshops include one on articulation of vocational education and training into higher education. At \$600, it's a snap:

http://www.cpsisc.com.au/CPSISC/Resources/Conference/FINAL_CPSISC_Conf09_Program_26.05.09.pdf

2009 TRIC Conference

5-7 August 2009

Port Lincoln, South Australia

TRIC is TAFE in Rural and Isolated Communities. Good acronym, isn't it? As befits the conference location in seaside Port Lincoln, this year's theme is 'Navigating the waves of change'. There are three fishy sub-themes:

- 'The big picture: global schools of thought', which might tackle things like the Bradley Review and contestability
- 'Sustainability: balancing the scales', which might tackle things like impacts of thin markets on business sustainability and (I told you this was everywhere) workforce development

- 'Being regional: hooking in to innovative solutions', which might tackle things like overcoming issues of isolation and (you guessed it) School-TAFE-University pathways.

At \$590, this is a straight up steal:
<http://www.tricconference.org.au/>

A REMINDER ABOUT THE...

Data Warehousing Special Interest Group Forum 2009

27-28th August

Griffith University, Nathan Campus

Organised by AAIR's Data Warehousing (DW) Special Interest Group (SIG).

The theme for this year's forum is:

Getting the runs on the board.

The Forum is hosted by Griffith University.

The Forum is open to anyone who is interested in data warehousing at tertiary education institutions, for the purpose of management information and decision making.

Further information is on the Forum website:
<http://www.griffith.edu.au/office-quality-planning-statistics/business-intelligence/2009-data-warehouse-forum>

2009 AUSTAFE Conference

2-4 September 2009

Peppers Pier Resort in Hervey Bay, Queensland

AUSTAFE is the national association for senior managers in the TAFE sector. But the nice thing is that everyone in VET is welcome to pitch up. The theme is built around leadership in networking, knowledge and the future.

It will cost you between \$680 and \$810 depending on your conference package – but only if you register before 22 July. Anyway, for a couple of days on the Fraser Coast in Queensland's winter sun, that's good money:

http://austafeconference.org.au/site/images/downloads/austafe_2009_registration_brochure.pdf

Policy forum, Young people: Finding their way in a new era

10 November 2009

Melbourne Park Function Centre

The NCVER and the Australian Department of Education, Employment and Workplace Relations is putting this event on for us. NCVER's website bills it like this: 'This event brings together new research to throw light on the issues that really matter. Drawing on findings from a range of research using data from the Longitudinal Surveys of Australian Youth (LSAY), the event will seek to inform policy makers on how they can improve education outcomes for young people, provide young people with skills for the contemporary labour market, as well as ensure that young people lead full and meaningful lives.'

So it's for everyone, really. What you'll have to do, though, is drop into this on 10 November, and then make your way by coach and fast horse to Adelaide for the AAIR Forum which starts on 11 November. Crowded life, isn't it? More info on Policy Forum here:

http://www.ncver.edu.au/newsevents/events.html#Young_people:_Finding_their_way_in_a_new_era

ATLAANZ Conference

18-20 November 2009

**Massey University's Albany Campus
Auckland**

ATLAANZ is the Association of Tertiary Learning Advisors of Aotearoa New Zealand and its 2009 conference theme is panekeneke te onepu, mau maro te turanga. The program is still coming together so you'll need to check in on the website now and again. This is a group of tertiary education professionals who have a lot of good stuff to share about learners and learning, student engagement, persistence, teaching quality, and more besides. Top price for the conference is NZ\$395, plus another hundred for dinner – too good to be true (especially if you are shelling out Aussie dollars):
<http://www.atlaanz.org/conference/2009-conference>

ATN Assessment Conference 2009

19-20 November, 2009

RMIT University, City Campus, Melbourne

The conference theme for this year is 'Assessment in different dimensions'. Dr Spock and Captain Kirk are not the keynote speakers, however. The

dimensions we are talking about are more concrete than intergalactic:

- Assessing with technologies
- Assessing authentically
- Feedback, moderation and quality
- Assessing in the disciplines.

The real keynotes are much more impressive than a tribe of Vulcans. They are:

- Dr Chris Rust, Head of the Oxford Centre for Staff and Learning Development, Oxford Brookes Uni
- Professor Geoffrey Crisp, Director, Centre for Learning & Professional Development, and Director, Online Education, UniSA
- Professor Jan Herrington, Professor of Education, Murdoch Uni.

Sharpen your pencils – 24 June is the deadline for abstracts. Which means the program is yet to fall into place, but you'd want to bookmark the website. Just \$600 (including dinner) will get you a seat:

<http://emedia.rmit.edu.au/atnassessment09/>

ASCILITE 2009

December 6-9, 2009

University of Auckland

ASCLITE is the Australasian Society for Computers in Learning in Tertiary Education. This year's theme is 'Same places, different spaces'. The conference organisers are inviting proposals based on research, development and/or innovations in teaching and learning in one or more of three sub-themes, towit and viz:

- **Blended space**
How do learners move between independent and dependent spaces for learning? How are physical spaces changing to facilitate learning in blended environments? What makes blended learning effective, why, how, when and where?
- **Virtual space**
What is happening around education in virtual worlds? What is the impact, what are the implications and how can the potential of this emergent area be realistically assessed?
- **Social space**
What Web 2.0 technologies are teachers and students using? How well do they work, how do you know, and what can be done to improve and enhance their use?

A REMINDER ABOUT THE...

2009 Conference – South-East Asian Association for Institutional Research (SEAAIR)

13-15 October 2009

Parkroyal Hotel

Penang, Malaysia

The theme for this year's SEAAIR conference is *The future of higher education*. The four sub-themes are:

- Visioning for excellence in higher education.
- Alternative learning environments for future learners
- Impact of quality on future higher education practices
- Institutional research and the growth of higher education.

For further information you can contact the conference organisers at:

seair2009@usm.my

But most of what you need to know is on the Conference website, so pay a visit to:

<http://www.ptpm.usm.my/seair2009/>

NEWSLETTER NOTES

1. Getting out quals in order

On May 18 the Australian Qualifications Framework Council released a consultation paper titled *Strengthening the AQF: a proposal*. The consultation period was a tad abbreviated – it closed on 12 June. But I'm not too fussed – I think we've talked about shaping up the AQF for long enough. Time to get a wriggle on.

The paper asks a series of questions, identifies some shortcomings and floats a few ideas. One of the shortcomings it identifies, and which captures a bit of where it might all end, is this passage from the paper: 'The AQF is one of the few National Qualifications Frameworks that does not include a common measure of value at either the unit or the whole qualification level, to facilitate the transfer of learning from one situation/institution to another, to facilitate mobility in learning and employment

and to promote and enable the accumulation of lifelong learning.’ That’ll be about right. Read on: <http://www.aqf.edu.au/pdf/Strengthening%20the%20AQF%20Consultation%20Paper.pdf>

2. Learning work (1)

Ako Aotearoa, New Zealand’s National Centre for Tertiary Teaching Excellence, has produced a suite of resources that which go under the umbrella title of ‘How to Make the Most of Work-Integrated Learning’. This resource comprises four docs:

- How to make the most of work integrated learning – guide for students, lecturers & supervisors
- How to make the most of work integrated learning: for academic supervisors
- How to make the most of work integrated learning: for students
- How to make the most of work integrated learning: for workplace supervisors.

All good. All here:

<http://ako.aotearoa.ac.nz/ako-aotearoa/ako-aotearoa/resources/pages/how-make-most-work-integrated-learning>

3. Learning work (2)

And just to remind you that earlier this year the Australian Collaborative Education Network released *The WIL [Work Integrated Learning] report: a national scoping study*, which you can find here: http://www.acen.edu.au/index.php?option=com_content&view=article&id=46&Itemid=53

4. Learning work (3)

The University of Warwick’s Skills Certificate is a kind of add-on to an undergraduate degree: a short, stand-alone qualification. It has credit points attached to units arranged in three streams:

- Skills for studying at Warwick: skills to help you be a better student
- Personal development skills: skills you can transfer
- Employability skills: thinking about your future.

The Skills Certificate, about which there’s more here...

<http://www2.warwick.ac.uk/study/csde/usp/wsc/>

... is also linked to Warwick’s Career Management Certificate, about which you’ll find out more here...

<http://www2.warwick.ac.uk/services/careers/events/cmc>

5. Learning to work with English

Way back in March – I really am behind in my reading – AUQA released *Good practice principles for English language proficiency for international students in Australian universities*. It’s a brief 14 pages, and long on sensible practice examples to accompany the 10 Good Practice Principles, all neatly arranged under five themes. This isn’t easy stuff to get right, but the practice examples suggest we can get, and we are getting, closer and closer to hitting the right notes:

<http://www.auqa.edu.au/files/otherpublications/good%20practice%20principles%20for%20english%20language%20proficiency%20report.pdf>

6. Finding your way to uni

Sydney Uni has launched Compass – a program that encourages kids (even primary schoolers) to think about giving higher education a go. You need to rove around the website to get a flavour for the hows and the whys – but for a general flavour, think improving school retention rates and lifting the proportion of under-35s with a degree.

A small start – two secondary schools and six primary schools – but spreading its wings as time goes by. Compass is funded for three years, most of it from the Commonwealth’s new Structural and Diversity Adjustment Fund, and from the Uni itself. A nice aspect of Compass is that it spares time for parents – they are invited to get to know the ropes their kids have the opportunity to climb. Details: <http://www.usyd.edu.au/compass/>

7. A rose by any other name ...

Once upon a time in the UK there was the Coalition of Modern Universities. But it changed its name to the much snappier million+. In its recent report, *Social mobility: universities changing lives*, million+ ‘makes the case for generating social mobility through transforming the lives of large numbers of students who otherwise would not have gone to university’.

Given the emphasis on access and participation in Oz this report is probably a timely read. It does have a bit of a defensive tone, as though protecting the university patch from governments looking to save money in a recession, or surrendering good policy objectives to the incursions of the Global Financial Stuff-up. So, this is where to find it: http://www.millionplus.ac.uk/documents/MOBILITY_190309.pdf

8. ... would smell as sweet?

And maybe million+ was right to be defensive. I can't tell from this far away, but it seems odd to me that the UK government has replaced the Department of Innovation, Universities and Skills with a new Department for Business, Innovation and Skills, under which higher education policy and funding falls. A bridge too far? Dunno. Here's what Number 10 Downing Street had to say: <http://www.number10.gov.uk/Page19525>

9. Accountability in higher ed

The Washington education think tank, Education Sector, released late last year a report titled *Ready to assemble: a model state higher education accountability system*. There are about 30 pages of reading all up, and I skipped slabs where the detail about US universities left me without moorings.

Nonetheless, it has some interesting info for Antipodeans to ponder. The report draws on an analysis of higher ed accountability systems across the US, writes a mixed report card, and suggests that data systems that track performance and quality of colleges and student outcomes are going to be the making of us: http://www.educationsector.org/usr_doc/HigherEdAccountability.pdf

10. An island of excellence

Singapore is nothing if not an ambitious nation. On 19 May the Minister of Education announced:

- the establishment of the Singapore Institute of Applied Technology
- The New University-MIT Partnership – the New University being a research intensive university that will start operations in 2011
- A third medical school in Singapore.

The press release is here, and there are links to a couple of useful appendices at bottom of page: <http://www.moe.gov.sg/media/press/2009/05/new-peaks-of-excellence-in-the.php>

11. How rankings change behaviour

The US Institute for Higher Education Policy released in May an Issue Brief titled *Impact of college rankings on institutional decision making: four country case studies*. I think it's pretty good.

The case studies are of Oz, Germany, Japan and Canada. I spent a bit of time on the Japan case

study, just because I never really get a chance to look inside that system – for example, the Brief suggests that Japanese universities are woefully short of the mark when it comes to internationalisation (however you define that very loose catch all/catch nothing term). Here it is: <http://www.ihep.org/assets/files/publications/g-l/ImpactofCollegeRankings.pdf>

12. Going to work in VET

A study that merits a bit of captain is one written by Michele Simons, Roger Harris and Val Pudney – all from UniSA, and Berwyn Clayton from VU. Its title is *Careers in vocational education and training: what are they really like?*

The key messages listed in the report get to nub of it very nicely:

- Careers in VET are characterised by high levels of mobility, with VET staff largely focused on two outcomes—job satisfaction and security of employment.
- Because staff strongly value job satisfaction and the esteem and support of their colleagues and managers, VET leaders and managers need to create working environments that meet the aspirations of staff. This will be a key determinant of successful workforce development strategies in the future.
- Current professional development in the sector is not even handed. Staff in management positions are best served by existing arrangements. Teachers and general staff are less well accommodated by the available mechanisms.

And if ever these was a reason to really get serious about supporting sessional teachers well and lovingly, here it is – of the respondents to the survey who had started in VET as teachers, 36% commenced in 'a sessional or hourly-paid capacity; 32% commenced in permanent, ongoing positions and 21% in fixed-term, contract roles.'

http://www.ncver.edu.au/research/proj/nr4025_ra2.pdf

13. Smoothing the way

Yep – sorry. Pathways again. Kangan Batman (one of Victoria's TAFE institutes) and VU (a dual sector university) have signed an MoU which promises learners smoother movement between the two providers. A grand thing:

<http://www.vu.edu.au/media/media-releases/victoria-university-links-with-kangan-batman-tafe>

14. TAFE SA goes to the Middle Kingdom

TAFE SA has concluded an agreement with the Chinese Government to deliver quals in China. Sorry again, but to some extent, this is probably about pathways too – many roads lead to higher education in Adelaide:

<http://www.ministers.sa.gov.au/news.php?id=4544>

15. Qualified design

Southbank Institute of Technology in Queensland – just past celebrating its first birthday as the states first institute to graduate to statutory authority status – has launched a Vocational Graduate Certificate in Educational Design. It's an online program of study which you can complete over 2 or 3 semesters.

I don't know of another program like this – can anyone tell me if it's a first? There's an intake in July, so there's still time:

<http://www.southbank.edu.au/course/DOM/39242QLD.htm>

16. Champions work out

I have a real soft spot for the Australian Flexible Learning Framework – they just keep on coming up with excellent reflections, ideas, supports, prods and prompts about how to make e-learning work properly.

The Framework's report of April does it all again: *The impact of e-learning champions on embedding e-learning - in organisations, industry or communities*. The report tells us, if only we'd all listen, that shifting to e-learning pedagogy is bloody hard work and takes concerted, almost unrelenting focus over a long period. The world does not comprise of early adopters. Anyway, hop in to it: http://www.flexiblelearning.net.au/flx/webdav/site/flxsite/shared/Benchmarking%20and%20Research/E-learning_Champions_Final_Report.pdf

17. Working out workforce development

I know, I know – if I mention workforce development, or pathways, once more in this edition of the newsletter you're gonna scream. Well, you'd best shut the door. Here we go.

TVET has been fiddling with its Online Workforce Development Starter Tool. You should register and start playing around:

<http://workforce.tvetaustralia.com.au/login.aspx>

18. Training places

TAFE is building and refurbishing across the land. The most recent list is now available of capital projects funded under the VET Teaching and Learning Capital Fund for Vocational Education and Training (VET). These are all training infrastructure projects. Lots of very green facilities: <http://www.deewr.gov.au/Skills/TLCF/Documents/projects.pdf>

19. VET directions in Europe

European Centre for the Development of Vocational Training has recently released *Continuity, consolidation and change: towards a European era of vocational education and training*. It's a kind of a stocktake of where things are at VETwise in Europe. Quality assurance and better data are among the things needing improvement.

You might be interested in one of the longstanding issues that confront the VET sector in Europe, but still requires attention. Scream now to save time. Here it is: 'more cooperation across educational sectors, in particular between VET and higher education, as boundaries are blurring. Unified or at least coherent qualifications frameworks and consistent credit systems are considered long-term aims.'

There's a list of abbreviations/acronyms on page 128 – you'll need it:

http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/528/3055_en.pdf

20. What we all need to know

Australia's national curriculum is slowly taking shape. The Australian Curriculum, Assessment and Reporting Authority released in May curriculum proposals for English, maths, science and history. I've only read the history documents so far.

In fact I had a little frisson of excitement when I read this: 'Historical knowledge and understanding requires mystery of the procedures, tools and methods of thinking that constitute the discipline of history.' But it was late and I wasn't reading carefully. Not 'mystery' but 'mastery'. Darn. The curriculum documents can be downloaded here: <http://www.ncb.org.au/communications/publications.html>

21. Comparing apples with apples

The ACER has produced for the cumbersomely acronymed MCEETYA *Reporting and comparing school performances*. MCEETYA is Australia's Ministerial Council on Education, Employment, Training and Youth Affairs. The report suggests comparing school performance is okay if done properly – and properly means, amongst other things, 'comparing schools in similar circumstances and facing similar challenges.' The report suggests that with careful management we can avoid the pitfalls of league tables for schools. There is an overview of the good and the bad in the approaches adopted in the UK and in NY. The report also canvasses the reporting of school income – something I hadn't anticipated. Because we've got such a shoddy system of funding schools, this won't be easy, but on balance the report suggests we ought give it a go. So here 'tis: http://research.acer.edu.au/cgi/viewcontent.cgi?filename=0&article=1007&context=ar_misc&type=additional

22. Apples and lemons

Here's how the UK's Department for Children, Schools and Families (DCSF) reports on primary school performance. The 'School and college achievement and attainment tables' is the new moniker for performance tables: <http://www.dcsf.gov.uk/performance/tables/>

And this is what *The Guardian* did with the DCSF data – produced league tables: <http://www.guardian.co.uk/education/page/primary-school-league-tables-am>

23. Public schooling in Ontario

People for Education is, as I understand it, a lobby group cum think tank for public education in Ontario. The People have produced a feisty annual report called *Wanted: a renewed vision for public education*. It seeks to map a slow decline in resourcing, curriculum breadth/depth and enrolments. Ontario's system for school funding seems almost as opaque as Australia's.

The People want a broader set of targets than improving scores on standardised tests. A bit narrow, they reckon. They are hoping for something a little more expansive – something like this: 'Schools as centres of strong, inclusive communities; policy and services that recognize the integrated nature of learning and success; creativity fostered as the driving factor for

innovation; libraries in schools as hubs of learning and curricular cooperation; and education as an incubator for environmental, social and economic breakthroughs.' I'll buy that: <http://www.peopleforeducation.com/annualreportschools09>

24. The long tales of TALIS

Now, let me just warn you that *Creating effective teaching and learning environments: first results from TALIS* is a 5.1mb, 307 page whopper. And I've all I've done, daunted by the task, is whizz through it in order to decide whether I'll tackle it at all. The five page table of contents is actually pretty helpful, as is the four page list of boxes, figures and tables. I'll have to leave you to your own devices. (TALIS, by the way, is the OECD's Teaching and Learning International Survey.)

The OECD tells us that 'TALIS focuses on lower secondary education teachers and the principals of their schools and seeks to provide policy-relevant data and analysis on the following key aspects of schooling:

- the role and functioning of school leadership;
- how teachers' work is appraised and the feedback they receive;
- teachers' professional development; and
- teachers' beliefs and attitudes about teaching and their pedagogical practices.'

I suppose we should all read it: <http://www.oecd.org/dataoecd/17/51/43023606.pdf>

FOR THE PODDIES, VODDIES AND BLOGGIES

Award-Winning Teachers on Teaching on iTunes

Stanford's Center for Teaching and Learning has posted a couple of dozen videos and podcasts in which top teachers talk about teaching and learning, and education in the broad. You can find them all here: <http://ctl.stanford.edu/AWT/itunes.html>

The Universities in Trouble

Andrew Delbanco, is Director of American Studies at Columbia University. In the May 14 edition of the *New York Review of Books* Delbanco reviews five books on financing of American higher education, and how the funding models

undermine access, participation and academic standards. Delbanco followed up his review with a podcast interview for the *NYRB*. So you can get Delbanco's take in print:

<http://www.nybooks.com/articles/22673>

... or in your ear:

<http://www.nybooks.com/podcasts/>

AAIR Committee – 2009

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