

## **A Why setting up RMIT Hamilton’s Graduate. Diploma in Education (Secondary) is so important for Southern Grampians region.**

### 1. Sustaining and promoting the growth of regional and remote communities

Studies have found that “attracting and retaining professional and skilled people to live and work within regional communities is one of the major challenges in building sustainable regions.”<sup>1</sup> These studies argue that “a community that can also offer the services supplied by professional and skilled workers supports the people who are living in regional communities and the businesses operating there. This provides the foundation stone for attracting new residents and businesses. This issue is critical to sustaining regional communities as viable entities into the future – communities that are self – sufficient in terms of professionals and trades people are more likely to retain their residents and attract new ones.”<sup>2</sup>

Studies have found that “the key imperatives on attracting and retaining professional and skilled people in regional Australia were: jobs and career opportunities; housing; infrastructure; perceptions of lifestyle and community; health and education and training.”<sup>3</sup>

Regarding education and training, it was found that “many regions see the location of university and TAFE campuses as being both a vital source of future skilled employees and as a means of retaining young people within their regions. The number and funding basis of tertiary places in regional Australia is a key issue.”<sup>4</sup>

A case study of the Southern Grampians shire found that “the inability to attract professionals to the region means existing industries and organisations were in danger of not being able to maintain their viability”<sup>5</sup>.and that “the delivery of education services and infrastructure –hard and soft- is critical to where skilled workers and professionals choose to live and work in the region.”<sup>6</sup>

This is why the establishment of the RMIT Hamilton’s Graduate Diploma in Education (Secondary) is so important for Southern Grampians region.

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<sup>1</sup> Attracting& retaining skilled people in regional Australia: A practitioner’s guide February 2004 – SCORD (standing Committee on Regional Development for the Regional Development Council

<sup>2</sup> loc. cit.

<sup>3</sup> *ibid.* p.3.

<sup>4</sup> *ibid.*, p.37

<sup>5</sup> *ibid* P 39 (Attracting Professionals to Southern Grampians -Victoria)

<sup>6</sup> *ibid.*, p40

## 2. Countering teacher shortages in regional and remote areas, particularly in subject areas already facing critical shortages

An Australian Education Union Parliamentary Brief states that “there are already shortages in regional and rural schools and in specific subject areas such as maths, science, languages and technology. By 2005 the shortage will have worsened and it is estimated there will be a national shortfall of 5000 teachers. This could rise to 25000 by the end of the decade if nothing is done now.

How to attract and retain high quality teaching staff to rural and remote schools is a cause for great concern. Many studies have been undertaken to ascertain the extent of this problem and to find solutions.<sup>7</sup> These include:

- *Teacher Supply and Demand for Government Schools- Department of Education and Training 2003*
- *Rural Education Forum Australia P.1 Projects and Initiatives*
- *Attracting, Developing and Retaining Effective Teachers – Australian Country Background Report prepared by Emeritus Professor Malcolm Skilbeck and Dr Helen Connell for the Commonwealth Government of Australia.*
- *-IEUA (Independent Education Union) Submission to the Review of Teaching and Teacher Education October 2002 <http://ieua.asn.au/about/ieuatteachrevdec02.html> -30/1/05*
- *Recruiting and Retaining High Quality Teachers in Rural Areas 2003 AEL Policy Briefs – December,*

These are just some of 16000 current Google entries on this topic.

In the Southern Grampians Shire, research I conducted with local secondary schools found a similar situation. (See Research Project documents)

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<sup>7</sup> AEU (Australian Education Union) Parliamentary Brief Issue Number 1 October 2003 p.1 -Southbank Vic

### 3. Why the RMIT Hamilton Graduate Diploma in Education (Secondary) is so important for the Southern Grampians Region.

Studies have found that “most rural teachers were raised close to where they now teach. Various “grow your own” strategies offer incentives to local residents with potential to become teachers, such as assisting them in obtaining the needed education and training.”<sup>8</sup>

This is one reason why the RMIT Hamilton course is so important as there are relatively few opportunities for trainee teachers to train in a regional or rural area. Even short rounds for teacher training placements in regional or rural schools are not readily available.

Studies have found that the number of teacher trainees undertaking placement currently within a rural community was:

#### Deakin

- Geelong 30%
- Burwood 10%
- Warrnambool most

#### Victorian University of Technology

- All three campuses between 10 –15%

#### Ballarat University

- 100%

#### Australian Catholic University

- Minimal- less than 10%

#### La Trobe University

- Bendigo, Mildura –almost all
- Bundoora – not known could not contact

#### University of Melbourne

- Parkville minimal proportion of teacher trainees have rural experience  
E.g. Dip Ed 10%

#### Monash University

- Clayton Approximately 5% of teacher trainees have rural practicum experience

#### RMIT

- Researchers unable to make contact.<sup>9</sup>

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<sup>8</sup> *Attracting and Retaining Teachers in Rural Areas Timothy Collins ERIC Clearinghouse on Rural Education and Small Schools(DEC 1999)*  
Recruiting Rural Teachers

Researchers found that “it is the relationships established between universities, students and schools that are important when we look at how and why students become interested in considering practicum’s or employment in country schools. Where there is a link between school and university personnel, or ready access through established networks, there is far greater chance of schools being able to attract student teachers and subsequent graduate applications.

There appears to be a real need for an agency that would have strong links to all rural and remote schools and could assist these schools to establish strong relationships with universities.<sup>10</sup> RMIT Hamilton could be such an agency.

Researchers found exiting teacher trainees are far more likely to apply for a place they know .....They need to have some link with the town or school. There is no doubt that a successful rural school practicum increases the likelihood that a student will subsequently apply for employment at that school

Where schools are active in encouraging students, where they promote their school, their regional attractions, their rural lifestyle, where they make student teachers particularly welcome , assist with accommodation, provide them with their own desk etc, then schools are successful in their recruitment.<sup>11</sup>

Realising this, The Hamilton and Alexandra College has set up a program to attract student teachers to undertake their student teacher placements with them. Each year an ‘advertisement’ of the school and its attractions is given out to new Diploma in Education students in University of Melbourne and Monash University courses. We offer free accommodation and meals for the duration of each placement. We have been able to attract 12 –16 trainee teachers each year from up to five universities. Some have applied for positions at our school or other schools in the district. However these have been too few to meet the needs of all schools in the district.

Other studies have found that teaching is attracting many mature age students eager to change careers. They recognise that “there is the need to position the teaching career within the context of a more flexible working life. ....there are increasing numbers of mature-age entrants”.<sup>12</sup>

My own research has also found this as all of the 38 expressions of interest I received for the proposed Graduate Diploma in Education (Secondary) course at RMIT Hamilton were from such mature age individuals – an untapped resource !

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<sup>9</sup> *Attracting and recruiting to teaching – Opinion is divided over the attractiveness Teacher Training and Recruitment for Rural Schools*  
*December 2004 Country Education Project p.4*

<sup>10</sup> *Ibid.*, p.9.

<sup>11</sup> *Ibid.*, p.10

<sup>12</sup> *Attracting, Developing and Retaining Effective Teachers – Australian Country Background Report*  
prepared by Emeritus Professor Malcolm Skilbeck and Dr Helen Connell for the Commonwealth Government of Australia.

There is a real and growing need for teachers in regional and rural Australia. There is an untapped resource in the Southern Grampians Shire – people with appropriate tertiary qualifications in subject areas in demand- desiring to enter the teaching profession. There is a need for regional and rural university courses to provide the educational opportunities for people who are most likely to stay in these areas to teach in local schools.

This has been recognised by the University of Melbourne. They realise that the shortage of rural teacher numbers is now becoming critical, so Melbourne Education has introduced the Graduate Diploma in Education (Secondary) to the University of Melbourne's Shepparton campus in 2005 to attract and retain secondary teachers in the Goulburn Valley.<sup>13</sup>

Deakin University is also active in this area. In 2005 they are also offering a teacher training course but it seems to be aimed more for teachers intending to teach in TAFE institutions or VCAL courses in secondary schools.

## **B The Research Process**

Principals of the twenty one secondary schools and colleges (see Appendix 1 and p.7 –9 of research documentation) were sent surveys to ascertain immediate staffing needs and staffing needs in five years time.( see Appendix 2 and p.10 &11). Eighteen schools responded. (See p.12). Their responses were collated. (See p. 13 –15).

It was found that the most pressing staffing needs were Maths and LOTE (29%) and Technology (21%). In five years time, Principals believed that the most pressing staff shortages would be in Maths (38%) and LOTE and Technology (23%) These results were sent to Sally Leovold, Head of Education at RMIT as well as to the Principals of secondary schools and colleges. (See Appendix 4)

A meeting was then held with members of the School of Education at RMIT Bundoora to discuss results of the survey and the possible Graduate Diploma in Education (Secondary) course that could be offered at RMIT Hamilton.

Letters were then sent to the same Principals (see Appendix 5 and p.16) and to major employers (see Appendix 6 and p.17-18) advising them of the proposed course. They were asked to advertise this among their employees and work communities. Many did as asked (see p. 21). Local papers were sent press releases advertising the course (see p.22, p.23 and p.30). Eventually 38 people responded (see p.19,31,33, 36,37,51 and Appendix 7.) These respondents had a wide range of qualifications in terms of subject area and level of qualification (see p.51).

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<sup>13</sup> *Teacher Training to address rural shortage- Melbourne Education Winter 2004*  
p.1

I responded to all enquiries, outlining the proposed course.

A further meeting was held with School of Education personnel at RMIT Bundoora (see p.35). A possible program and mode of delivery was determined. (See Appendix 8) It was decided that suitably qualified local people would be recruited to offer sessional lectures in particular teaching methodologies.

Details of this proposed course and method of delivery was sent to all potential students and School Principals (see Appendix 9 and p.47). Details were also sent to local papers (see p. 39) Interested sessional lecturers were asked to reply to Dr Julie Faulkner at RMIT (see Appendix 10).

Correspondence then followed between me, Kaye Scholfield, Margaret Skene and Sally Leovold in order to make this proposed course happen. At the same time I responded to more individuals wanting to enroll in this course. (See p.36, 41, 42, 43 and 44).

Much lobbying was done by me during this time with RMIT staff, politicians and local networks such as the RMIT Community Advisory Network and the Southern Grampians Education Planning Forum.

During this time the University of Melbourne decided to offer a similar course at its Shepparton campus. Deakin University Geelong, also realised the urgent need to provide teachers to regional and rural areas but their target population seemed to be those able to offer TAFE and VCAL courses. The course they have implemented is the Graduate Diploma in Education (Applied Learning). It is a model that could be studied as a possible mode of delivery for the proposed RMIT course (See Appendix 11 and page 61 of research documents).

These months were a very frustrating time as I fielded increasingly urgent calls from potential students asking what was happening. Many decided that they could not wait any longer and enrolled in other Diploma in Education courses such as at Charles Sturt University. (For course details see Appendix 12)

Eventually, in early December, RMIT sent out information about the proposed course and called for enrolments. I passed on this information to all people who had indicated an interest in this course (see p.54 and 55).

I have endeavoured to find out the fate of this next step but am still waiting on an official response. I have heard unofficially that most of those who expressed an interest in this course lacked sufficient qualifications to gain recognition by the Victorian Institute of Teachers.

## **C Reflection on Why the Course has not proceeded to this Stage.**

### The limited number of teaching methodologies offered

Limiting the course to only those who had tertiary qualifications in Science and Maths significantly restricted the number of people who could enter the course.

Opening the course up to a wider range of teaching methods will attract more students.

### The lack of HECS funded places.

RMIT decided that the cost of this course was to be \$9000 and to be full fee. No HECS places were to be made available.

If RMIT offered some HECS places, as they have for nursing, this problem could be at least partially overcome.

Failing this, the state government funded scholarships of \$8000 for first year out teachers taking up appointments in hard to staff (including regional and rural) schools could offset this for teachers in some subject areas. Details of such scholarships can be found at [www.teaching.vic.gov.au/news/scholarship/information.htm](http://www.teaching.vic.gov.au/news/scholarship/information.htm). (See page 58 of research document.

RMIT Hamilton needs to set up a meeting with local Principals (through the the Southern Grampians Education Planning Forum?) to outline the course and establish a process by which students enrolled in the RMIT Hamilton's Graduate Diploma In Education (Secondary) can access these scholarships. Having the security of one of these scholarships in the following year would encourage potential students to enroll.

### Timing of announcement of course

It was unfortunate that the course was not offered to potential students until December. By this time many potential students had gone to other universities to undertake their Diploma in Education studies.

Potential students were only given a few weeks to respond. These weeks were at a time when many people were on holidays or busy with work and Christmas responsibilities.

## **D The Future**

A recent meeting with representatives of RMIT (Leonie Wheeler and Anne Badenhorst) has proved more positive.

1 It may be possible to recast the course and open it up to a wider range of teaching methodologies. One way of doing this would be to adopt the Deakin University model; that is to run generic rather than specific teaching methodologies. The Deakin model (see Appendix 11) appears to teach how students learn rather than how to teach e.g. Chemistry

or Maths. By understanding more about the way students learn, student teachers will become able teachers.

2 A decision needs to be made re HECS places being made available. Local politicians need to be lobbied by a range of local organisations such as the Principals' Network and the Southern Grampians Education Planning Forum.

3 The advertising process should be undertaken more actively and by RMIT Hamilton rather than me to give it greater authority and credibility.  
This needs to be done urgently so that applications can be processed early in the year.

4 Principals need to be contacted to discuss student teacher placements/ scholarship offers etc.  
Steps are being taken for these recommendations to be put in place soon so that we can attract a viable, suitably qualified cohort for such a course next year.

If a decision is made to proceed then an official launch needs to be made. It should include RMIT staff, students and school principals as well as local politicians and friends of RMIT Hamilton.

## **E Conclusion**

The need to provide education courses to overcome teacher shortages in regional and rural areas is becoming increasingly urgent. This has been recognized by major universities such as the University of Melbourne, Charles Sturt University and Deakin University. They have designed courses to cater for people living in regional and rural areas.

Research has shown it is local people who most want to teach in their own areas. There are people locally who want to undertake a Graduate Diploma in Education (Secondary) course in Hamilton in order to teach in Hamilton- a town that has four secondary colleges and another four within an hour's drive of the town. These schools are finding it increasingly difficult to attract qualified staff for certain subjects. This is going to increase in the near future as a large proportion of their existing staffs reach retirement age.

The Hamilton district is undergoing an economic resurgence due to the blue gums industry and the mineral sands industry. An increasing number of younger people are moving to the town

The time is right locally for RMIT to develop a sustainable model which will provide a Graduate Diploma in Education (Secondary) at its Hamilton campus.

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Australia

## **APPENDICES**

## Appendix 1

### School Principals

Neil MacLean  
Acting Principal  
The Hamilton and Alexandra College  
Hamilton Vic 3300

Mr Peter Fry  
Principal  
Baimbridge College  
Stephens Street  
Hamilton Vic 3300

Mr Bernard Neal  
Principal  
Monivae College  
133 Ballarat Road  
Hamilton Vic 3300

Mrs Earlene Gellert  
Principal  
Good Shepherd College  
Mount Napier Road  
Hamilton Vic 3300

Mr Phillip Honeywell  
Principal  
Balmoral High School  
Harrow Road  
Balmoral Vic 3407

Ms Clare Kaczowski  
Principal  
Lake Bolac College  
Montgomery Street  
Lake Bolac Vic 3251

Ms Jane Maine  
Principal  
Hawkesdale P-12 College  
PO Box 30  
Hawkesdale Vic 3287

Mr Andrew Rogers  
Principal  
Casterton Secondary College  
Mount Gambier Road  
Casterton Vic 3311

Mr David Burke  
Principal  
Portland Secondary College  
Must Street  
Portland Vic 3305

Mr Les Littleford  
Principal  
Bayview College  
119 Bentinck Street  
Portland Vic 3305

Mr Paul Attack  
Principal  
Warrnambool College  
Grafton Road  
Warrnambool Vic 3280

Mr Michael Cusick  
Principal  
Brauer College  
Carramut Road  
Warrnambool Vic 3280

Mr Phillip Morrison  
Principal  
Emmanuel College  
37 Ardlie Street  
Warrnambool Vic 3280

Mr Bryan Ward  
Principal  
Timboon P-12 College  
Bailey Street  
Timboon Vic 3268

Mr Ian Trigg  
Principal  
Horsham Secondary College  
High Street  
Horsham Vic 3400

Mr Jim Fenoughty  
Principal  
St Brigid's College  
PO Box 342  
Horsham Vic 3400

Mr Brendan Bush  
Principal  
(Secondary)  
Ararat Community College  
Barkly Street  
Ararat Vic 3377

Mr William Slatter  
Principal  
Marian College  
304 Barkly Street  
Ararat Vic 3377

Ms Joy Forbes  
Principal  
Goroke P-12 College  
PO Box 132  
Goroke Vic 3412

Mr Tom Bege  
Principal  
Heyward and District Secondary College  
PO Box 180  
Heyward Vic 3304

Mr Neil Benfell  
Principal  
Kings College  
44 Balmoral Road  
Warrnambool Vic 3280

## Appendix 2

### Letter to Principals

PO Box 286  
Hamilton Vic 3300

1<sup>st</sup> July 2004

Mr Neil Benfell  
Principal  
Kings College  
44 Balmoral Road  
Warrnambool Vic 3280

Dear Mr Benfell

I have been awarded a grant, as a Handbury Fellowship recipient, to investigate ways of increasing the number of teachers available to work in the Southern Grampians Shire and nearby areas. As part of this process, I am working towards RMIT establishing a Graduate Diploma in Education course through their Hamilton campus. This would allow people living in the region who have university qualifications, to retrain as secondary school teachers. RMIT is currently exploring this possibility. They are considering making such a course available in a limited number of teaching areas.

I am writing to you to help determine which teaching areas you see are currently hardest to staff in your school; and which areas you see as being hardest to staff over the next five years.

I will aggregate the responses from the principals of all secondary schools in the region and submit this information to the Head of Education at RMIT, Sally Leavold. This will assist them in their decision making. Your individual response will remain confidential.

Should you wish to have more information about this project, please do not hesitate to contact me. My email address is [jonesr@hamiltoncollege.vic.edu.au](mailto:jonesr@hamiltoncollege.vic.edu.au)

Would you please return the enclosed form in the envelope provided?

Thank you

Rosalind Jones

**Appendix 3**  
**Survey sent to Principals**

Rosalind Jones  
PO Box 286  
Hamilton Vic 3300

The teaching areas that we consider will be the most difficult to staff **next year** will be:

- 1
- 2
- 3

**Over the next five years** the teaching areas that we consider will be the most difficult to staff are:

- 1
- 2
- 3

Additional Comments:

#### **Appendix 4**

##### **Summary of Survey Responses**

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## Appendix 5

### Calling for Expressions of Interest – School Principals

26/7/04

PO Box 286  
Hamilton Vic 3300

Recently I surveyed Principals regarding anticipated staffing shortages in 2005 and 2010. The results of this survey are enclosed. These will be presented to the Federal Minister of Education Brendan Nelson, when he visits Hamilton on Thursday, as well as to RMIT.

I now wish to ascertain the number of people who would be interested in enrolling in the Graduate Diploma of Education (Secondary) through RMIT Hamilton. The course would be a one year part time course. It would involve a summer school and a mix of on line learning and face to face teaching at RMIT Hamilton.

It is envisaged that people with existing qualifications in Maths, Science and Information Technology would be catered for initially. It is expected that this target population would be people who have left their profession to have a family and now wish to retrain as teachers or are people who are unable to find jobs in their previous occupation as they do not exist in this region, and so wish to train as teachers.

It is hoped that local schools would be involved by allowing these students to undertake their practice teaching rounds with them. As these students will live in the region, it is not anticipated that they will need accommodation

Would you publicise the following information in your school newsletter and also publicise it among you staff, as we need to determine if there is sufficient interest in the community to provide at least 12 students for this proposed course.

Yours sincerely

Rosalind Jones

## Appendix 6

### Calling for Expressions of Interest –Major Local Employers

PO Box 286  
Hamilton Vic 3300

26/7/04

Dear

A recent survey of secondary school Principals in the local region has shown that there is a severe shortage of teachers in the areas of Maths, Science and Information Technology.

RMIT Hamilton is proposing to run a one year Graduate Diploma in Education (Secondary) course for people who have tertiary qualifications in these areas and who wish to train as teachers. . The course would be a one year part time course. It would involve a summer school and a mix of on line learning and face to face teaching at RMIT Hamilton.

It is envisaged that people with existing qualifications in Maths, Science and Information Technology would be catered for initially. It is expected that this target population would be people who have left their profession to have a family and now wish to retrain as teachers or are people who are unable to find jobs in their previous occupation as they do not exist in this region, and so wish to train as teachers.

It is hoped that local schools would be involved by allowing these students to undertake their practice teaching rounds with them, and then offer them employment.

Such a course would be of wider benefit to the local community. Currently, the lack of employment opportunities for a spouse has discouraged people from taking up positions in a number of employment fields in the area. Alternatively, there are people who have worked locally but because of family commitments are looking for another area of employment that better fits their family commitments.

I wish to ascertain the number of people who would be interested in enrolling in the Graduate Diploma of Education (Secondary) through RMIT Hamilton. Would you publicise the following information in your staff newsletter and also publicise it among you staff, as we need to determine if there is sufficient interest in the community to provide at least 12 students for this proposed course.

Yours sincerely

Rosalind Jones

## Appendix 7

### Expressions of interest received for the proposed Diploma in Education (Secondary) at RMIT Hamilton 2005

Name	Address	Particulars
1Addinsall Lisa	Yeramba Park Henty H'way Hamilton 55748292	Postgrad
2Armstrong Russell	<a href="mailto:Russell.Armstrong@wdhs.net">Russell.Armstrong@wdhs.net</a>	Nursing background
3Ashby Karen	<a href="mailto:ashbys@datafast.net.au">ashbys@datafast.net.au</a> 55712525	
4Bannan Nathaniel	Nathaniel.Bannon@dpi.vic.gov.au	B.Ag. Sci
5Beattie Lee	leebeattie@hotmail.net.au	
6Behrendt Alison	alison.ralph@bigpond.com	B.Sc. in Ag
8Brayley Neville	<a href="mailto:brayley@ansonnic.com.au">brayley@ansonnic.com.au</a>	
9Brown Jo	29 Burns St Hamilton	
10Brumby Heather	Heather.Brumby@southcorp.com.au	
11Christie Zoe	lycaro@datafast.net.au	B Ag. Sc.
12Clare Ian	clare@ansonnic.com.au	Accounting
13Collins Rebecca	rebeccac@sjc.vic.edu.au	B. Ag. Sc.
14Dohle Victoria*	RMB 8290 Hamilton 55794506	Primary teaching?
15Edwards Irene*	jinape5hotmail.com 55712130	B. Sc.
16Flack Julia	julia_flack@hotmail.com	Law
17Hannah Sophie	hughsoph@primus.com.au	B. Sc., G. Dip. Oen.
19Iuliano Gino	GIuliano@sthgrampians.vic.gov.au	
20Johnson Colleen*	colmarkjohnson@bigpond.com	
21Johnstone Valerie	johnstone@ansonnic.com.au	B. Applied Sc. (Maths)
22Lyon Helen	55701361	
23McFadyen Tania	24 Lockheart St. Cavendish	B.Ed.
24???	klm@deakin.edu.au	
25Mansell Gary	55722788 Baimbridge College	Master of Music Tech.
26Mills Angela	jamills@vic.chariot.net.au	
27Mirtschin Katherine	murch@tpg.com.au	B. Planning and Design
28Nichols Judy	jnichols@swarh.vic.gov.au	
29Patterson Fran.		
30Pollock Amber	135 Mt. Baimbridge Rd. Hamilton	B.Ed
31Shannon Merrin	<a href="mailto:shamrocks@dodo.com.au">shamrocks@dodo.com.au</a> 55812299	
32Thompson Michelle	Baimbridge College 55722788	
33Tully Chris	55758273	
34Waters Liz	7 Dickens St Hamilton	
18Hopewell Jessica	2 Martin St Hamilton	B.Ed
7Bowman Lucinda	45 Milton St. Hamilton	
35 Prior Angela	RMB 5760 Hamilton Highway Penshurst 3289 55769229	Former sec. teacher

36 Smith Damien 37 Stewart Libby	PO Box 76 Hamilton 3300 lstewart@sthgrampians.vic.gov.au	Enviro Science Graduate
38 Dalton Suzanne	SuzanneDalton@dpi.vic.gov.au	

## **Appendix 8**

### **SCHOOL OF EDUCATION MINUTES OF MEETING**

#### **Graduate Diploma Secondary, Hamilton RMIT Hamilton and RMIT Bundoora**

**Monday, 16th August, 11.00am**

**Present:** Leone Wheeler, Kaye Scholfield, Rosalind Jones, Sally Leavold, School of Education, Julie Faulkner Grad. Dip. Secondary Coordinator.

#### *Program design and delivery*

The meeting discussed the opportunity to deliver the Grad Dip Secondary.

Various options for delivery were discussed and a preferred option identified (Attachment A). A decision was made to offer the Grad. Dip part-time over three semesters. The first cohort would complete the program in June 2006. Opportunities for employment would not be affected as there has been an identified on-going need for teachers through the year. Teachers qualifying mid-year would get regular CR work and be in an experienced position to apply for jobs at the end of 2006.

The second cohort would finish at the end of 2007.

#### **Methods**

Maths, Science and LOTE were identified areas of need. For the first cohort it was decided that Science and Maths would be the most likely methods to be offered. Other Methods may be offered dependant upon an analysis of the applicant's qualifications to match the requirements of the Grad Dip to qualify for these methods and to match the regional needs. The second cohort may have a different combination of Methods, eg LOTE.

#### **Enrolment Procedures:**

Prospective students will apply directly to the RMIT Office of Prospective students. Applicants will be selected by the Grad Dip Secondary Selection Officer. It is anticipated that offers will be made mid January. The phone number is 99252260. email address is ops@rmit.edu.au

#### *Attachment A*

#### *Cohort 1*

<b>2005 Semester 1</b>	<b>Teacher and mode of delivery</b>	<b>Semester 2</b>	<b>Teacher and mode of delivery</b>
Introduction to New Learning	Bundoora teacher – One weekend plus 4 day intensive	Understanding the Learner	Bundoora teacher – One weekend plus 4 day intensive
Maths A	Local teacher 3hpw x 10 wks	Science A	Bundoora teacher, mode to be confirmed
Practicum	5 days observation	3 weeks	
<i>Summer School 2006</i>			
Designing Multiliteracies	Bundoora teacher – 4 day intensive		
<b>2006 Semester 1</b>		<i>Semester 2 Cohort 2</i>	
Communities of Practice	Bundoora teacher – One weekend plus 4 day intensive	Introduction to New Learning	Bundoora teacher – One weekend plus 4 day intensive
Science B	Bundoora teacher, mode to be confirmed	Maths A	Local teacher 3hpw x 10 wks
Maths B	Local teacher 3hpw x 10 wks		
<b>Practicum</b>	5 weeks	Practicum	5 days observation
<i>Summer School 2007</i>			
Designing Multiliteracies	Bundoora teacher – 4 day intensive		
<i>2007 Semester 1</i>		<i>Semester 2</i>	
Understanding the Learner	Bundoora teacher – One weekend plus 4 day intensive	Communities of Practice	Bundoora teacher – One weekend plus 4 day intensive
Science A	Bundoora teacher, mode to be confirmed	Science B	Bundoora teacher, mode to be confirmed
		Maths B	Local teacher 3hpw x 10 wks
Practicum	3 weeks	Practicum	5 weeks

## Appendix 9

### Proposed Graduate Diploma in Education (Secondary) through RMIT Hamilton

Expressions of interest are sought from people who have existing tertiary qualifications in Maths, Science or Information Technology who wish to train as secondary school teachers through RMIT Hamilton.

It is proposed to conduct a one year part time course that involves a Summer School, online learning and face to face teaching.

It is expected that practice teaching and later, employment will be offered by local schools. A recent survey has shown that there are critical shortages of teachers in these subject areas.

Interested persons are asked to contact Rosalind Jones at [jonesr@hamiltoncollege.vic.edu.au](mailto:jonesr@hamiltoncollege.vic.edu.au) or by phone at 55725019 after 6PM.

## Appendix 10

### Calling for expressions of Interest from Sessional Lecturers

PO Box 286

Hamilton Vic 3300

22/9/04

Dear Mr. Cusick

It is probable that the Graduate Diploma in Education (Secondary) will be offered through RMIT's Hamilton campus next year. The methods we hope to offer initially are Science, Mathematics, Information Technology and Languages Other Than English.

These Method lectures will be offered on a sessional basis; i.e. for 3 hours, one night a week for a 10 week period at RMIT Hamilton. I am now calling for expressions of interest of suitably qualified teachers to deliver these sessions in one of the above teaching methods.

*I would appreciate it if you would draw your staff's attention to the following notice:*

*Sessional Tutors Graduate Diploma in Education (Secondary)*

*Expressions of interest are called for from suitably qualified teachers in one of the following teaching methods; Mathematics, LOTE, Information Technology or Science to deliver a series of ten, three hour lectures on a weekly basis for a ten week period at the Hamilton campus of RMIT in 2005.*

*Interested teachers are asked to register their interest with*

*Dr. Julie Faulkner or [julie.faulkner@rmit.edu.au](mailto:julie.faulkner@rmit.edu.au)*

*School of Education*

*RMIT University*

*PO Box 71*

*Bundoora Vic 3083*

:

*Rosalind Jones*

*Handbury Fellowship recipient*

## **Appendix 11**

### **Graduate Diploma of Education (Applied Learning) Details**

**Details continued**