

Australasian Parliamentary Educators Meeting Minutes

The meeting commenced at 1pm AEDT.

In attendance

Ms Lee Katauskas (Federal), Ms Anita Donaldson (Federal), Ms Kimbra McCormack (Tas), Ms Colette Goyne (Tas), Ms Nat Badcock (SA), Mr Shannon Martin (SA), Ms Megan Perry (NSW), Ms Narelle Wood (Vic), Ms Rebecca Quinnell (QLD), Ms Kirsten Murray (QLD), Ms Caroline Wallace (QLD), Mr Troy Murphy (NZ), Ms Adelaide Taylor (NZ), Ms Jesse Austin (NZ)

Apologies

Ms Lisa Belde (NT), Ms Jeannie Douglass (NSW), Ms Daniela Giorgi (NSW), Mr Joseph Cho (NSW), Ms Helene Halliday (Federal), Ms Lara Ghaly (ACT)

1. Welcome and housekeeping

Following a welcome to country, Anita acknowledged the usefulness of the regular APEC catch-ups and the collaboration occurring over email.

Anita acknowledged the recent Teacher Professional Learning (TPL) collaborations that have occurred between the Federal PEO and South Australia and Queensland.

2. TPL across the jurisdictions

In round table format, the jurisdictions discussed their 2024 key goals.

Anita (Federal)

- TPL is currently delivered online in a virtual space. The PEO have not returned to face-to-face TPL sessions post covid.
- There are challenges in converting TPL registration to attendance with an approximate 30 - 50% attendance rate.
- The PEO are exploring an online platform to host TPL modules that teachers could complete at their own pace with the possibility of these being supplemented by shortened bespoke virtual sessions.
- The PEO have explored Acorn as a platform, and this is what the Department of the Senate is aiming to use internally however the pricing structure for an external facing platform seems prohibitive. Currently exploring Thinkific as an option.

Narrelle (Victoria)

- Piloting a self-paced TPL with 7 modules. The modules take approximately 30 – 45 mins to complete and generally contain content, an activity/teaching strategy and discussion points. The modules also include an edited transcript and voice recording.
- Using Thinkific to host the TPL and have outsourced the building of modules with an external contractor with NSW office providing the content. The primary reason for this was due to the labour-intensive nature of the module development and the coding skills of the external contractor to make the modules more visually appealing.
- One limitation of this method is that there is no way for multiple users to be administrators in the current NSW subscription level and there is a delay in gathering data as it has to be shared by the contractor.
- Feedback gathered by NSW suggests that online session times don't suite everyone and this supports moving to a modular approach. Narrelle shared that she is currently collating data from a teacher survey on TPL and she is willing to share this upon completion.
- Feedback from the law society also identified a drop off in registration vs attendance of 50 – 75%.
- Programs include topics such as Democracy, Separation of Powers, Parliament & Active Citizenship.
- The sessions with the best attendance are panel discussions in conjunction with other institutions.
- Victoria has 4 touchpoints with registered TPL participants prior to each session and runs sessions during business hours and school holidays to facilitate participation by regional teachers.

Caroline & Jesse (New Zealand)

- Utilising Thinkific for student learning modules and TPL. New to the TPL journey. Currently offer 2 sessions: Introducing resources & a collaborative planning session.
- Undertaking the development of modules in house.
- Utilising the features of a higher level Thinkific subscription to access technical support.

Kimbra & Collette (Tasmania)

- Not yet in the TPL space at all. Very keen to find out about what content other jurisdictions are including in their TPL programs and to observe others' programs.

Natalie (South Australia)

- Initially SA offered face-to-face TPL sessions with content and one supporting activity. During Covid SA moved to developing four core TPL courses: Parliamentary Basics, Understanding Legislation, Committees in the Classroom & Hansard in the Classroom. Currently developing a fifth offering: Top 5 tips for teaching civics and citizenship.

- Introduced teacher talks led by teachers who will share strategies and activities they have used to teach civics and citizenship in the classroom.

- Developing more bespoke offerings for teachers who are repeat attendees to the TPL sessions.

- Conducted a survey at the start of the year to identify what teachers wanted in TPL and when sessions should be held. Happy to share survey results.

- Considering charging a nominal fee for participants to encourage increased attendance/participation at TPL sessions. Teachers could be offered a resource pack for participating, if a nominal fee was charged.

- SA have several touchpoints with TPL participant pre and post session. Pre session: 1. Thanks for your registration. 2. An outlook calendar appt. 3. Reminder one week. 4. Reminder on the day. Then post session: 1: Thanks for coming, here are the resources. 2. How's it going, can we help with anything?

Megan (New South Wales)

- Collaboration with Department of Education on PL session for HSIE teachers focussed on civics and citizenship delivered at parliament. Last year this session reached approximately 5000 participants.

- Targeted PL sessions offered for legal studies teachers, commerce teachers and primary teachers.

Rebecca & Kirsten (Queensland)

- Collaborating on TPL with PEO.

- Using their teacher advisory group to gather feedback on topics of interest. Feedback suggests teachers are looking for information on topics in the year 12 curriculum in particular including scrutiny of bills, human rights etc.

- QLD report a similar dropout rate of TPL registration vs attendance of 30 – 50%.

- TPL sessions are an hour in length and resources, presentations etc are sent out following each session.

- Face-to-face TPL opportunities are mainly via conferences.

Group discussion regarding the best time to conduct TPL sessions suggests that there is no clear answer regarding whether in school holidays or within the school term is most preferred.

3. Other business

The PEO raised the existence of a dedicated APEC SharePoint site and committed to investigating and reporting back to the group as to whether this could be used to support ongoing sharing and collaboration.

A Teams channel with a chat option was suggested by Nat. PEO to consider if this can be incorporated into the SharePoint exploration noted above.

Action: Lee and Anita to investigate and establish an APEC teams channel for questions and resources sharing.

Suggestion of bill topics to hook young people shared in the meeting:

- Narelle commented on the development of a draft bill on self-drive cars and the implications for driving tests and licences for young people - it's out there to prompt some discussion.
- Nat suggested lowering voting age, compulsory voting for local gov, anything to do with vaping, lowering the drivers licence age for country students.

Upcoming TPL shared in the meeting:

NSW:

[NESA Accredited Legal Studies Teacher Professional Development Tickets, Wed 22/05/2024 at 4:00 pm | Eventbrite](#)

SA

[Civics & Citizenship - FREE Professional Development Seminars for Teachers - Term 2 2024 \(office.com\)](#)

QLD

[Teacher Professional Development | Queensland Parliament](#)