

EDITORIAL

Is there a turf war over teacher registration or accreditation? Budget statements from the Department of Education, Employment and Workplace Relations in May indicated that funding for Teaching Australia was reduced by \$2.6 million to \$3.9 million, and that the role, governance and consultative arrangements of Teaching Australia are to be reviewed in terms of the governance, integration and policy alignment of the strategies and programs being pursued by Teaching Australia. Teaching Australia chief executive Fran Hinton has resigned, but will continue to hold the reins until the end of this year. Gregor Ramsey will not be seeking reappointment as Chair of the board at the end of this year, like most of his board colleagues. Ramsey says Hinton will leave the organisation in good shape. The Ministerial Council on Education, Employment, Training and Youth Affairs, meanwhile, wants to establish a National Teacher Education Accreditation System to coordinate state and territory teacher accreditation or registration bodies. The Australian Principals Associations Professional Development Council or APAPDC has changed its name to Principals Australia. According to the, um, APAPDC, an appropriate strap line will be added to remind everyone that the work of Principals Australia is to do with the professional development and learning of principals and aspiring principals. Some readers may remember that Teaching Australia was originally known as the National Institute for Quality Teaching and School Leadership or NIQTSL, one of the great unpronounceable acronyms of the education sector. The passing of another unpronounceable acronym in the form of the APAPDC is noted with great sadness. **1**

FAST FACTS

Grade with the highest participation in chess: Year 5, with 65.8 per cent, followed by Year 6 with 64.3 per cent and Year 4 with 62.1 per cent.

Grade with the lowest participation, excluding Kindergarten: Year 12 with 17.9 per cent.

Percentage of schools in which chess is not a curricular or extra-curricular offering: 9.4 per cent.

Grade at which teachers believe chess should be introduced for maximum impact: Year 3. Year 1 is preferred by 18.6 per cent; Year 2 by 20.6 per cent; Year 3 by 26.7 per cent; Year 4 by 13.5 per cent, Year 5 by 7.4 per cent and Year 6 by 1.3 per cent.

Percentage of teachers who say chess has a significant impact on students' reasoning and problem-solving ability: 57.8 per cent.

On concentration and memory: 59.3 per cent.

Percentage of teachers who say chess should be a larger part of education: 84.9 per cent.

Source: Chess Kids' Chess in Education Survey.

QUICK QUIZ

1. When is Google's birthday?
2. Is anyone from 20BC still alive?
3. Which six cities top the 2008 Global University City Index?
4. Who wrote *How to Win Friends and Influence People*?
5. Students from Kambrya College in Berwick, Melbourne, provided mathematical analyses to Formula One driver Nick Heidfeld and his BMW-Sauber team at this year's Australian Grand Prix: true or false?
6. Can a contract that is not formally written down on paper still be enforceable?
7. Teachers and students from which school cycled 1,500 kilometres across the extremely remote Gunbarrel Highway from Wiluna in Western Australia to Uluru in the Northern Territory?
8. Why?
9. In which school is Frank Chalk's *It's Your Time You're Wasting: A teacher's tales of classroom hell* set?
10. Why is David Rish not in favour of capital punishment in schools?

Answers: 1. 27 September – but see page 64 if you disagree; 2. you bet – 20BC is 20 years before computers took over the world; 3. first is London, then Boston, Paris, Tokyo, Melbourne and Sydney; 4. Dale Carnegie; 5. true; 6. yes; 7. Oxford Public School, NSW; 8. to raise \$75,000 for a 1-to-1 laptop program; 9. St Jude's; 10. because it's tricky to do the before and after testing.

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