TOWARDS EDUCATION FOR ALL
ONLINE SCHOOL ASSESSMENT RESOURCES
EXPANSION IN SCHOOL-INDUSTRY PROGRAMS
SUCCESSFUL TRANSITION TO EMPLOYMENT
Towards education for all

With an estimated 113 million school-age children without access to primary education, the international education community faces an enormous challenge.

At the World Education Forum convened in Senegal in April 2000 by four UN agencies and the World Bank, participating countries committed themselves to the target of ensuring that all children on the planet have access to good quality primary education by 2015.

ACER Executive Director, Professor Geoff Masters, who attended the Forum, notes that 60 per cent of school-age children not in school are girls, and underlines the enormity of the international challenge, particularly in parts of South America, South Asia, and sub-Saharan Africa.

"The dilemma is that, as many countries struggle to provide classrooms, teachers, chairs and books, there is a widening ‘digital divide’ as students in developed countries not only complete primary and secondary school, but also have access to communication and information technologies for further learning," Professor Masters said.

ACER has made a commitment to work with aid agencies and international organisations such as UNESCO, UNICEF and the World Bank, to make whatever contributions it can to ensuring that children in all countries have access to quality basic education.

East Timor

Australia has played a leading role in restoring peace and rebuilding East Timor after its turbulent path to independence. Efforts have been under way for two years now to assist in developing the structure, quality and efficiency of East Timor’s education system. There has been a particular emphasis on curriculum and assessment, as well as on the quality of teacher resource materials.

Under the auspices of the United Nations Transitional Administration in East Timor, the Division of Education of East Timor carried out a country-wide study of children’s mathematics and science achievements. ACER Senior Research Fellow, George Morgan, was engaged by IDP Australia as a technical consultant to this AusAID-funded project.

Undertaken between March and May 2001, the study provided information about Grade 3 and Grade 5 students’ achievement levels in mathematics and science. This information is being used to support:

- curriculum development for primary schools;
- development of resource materials for teachers; and
- the monitoring of growth in children’s mathematics and science knowledge and skills over time.

According to Mr Morgan, East Timor’s schools face significant challenges.

"Many children are obtaining a very limited education, particularly in mathematics and science. The East Timorese recognise that education in these areas must improve substantially if their country is to make the transition to a modern society," Mr Morgan said.

"However, there are great impediments to making rapid progress. These include a lack of funds and widespread unemployment and poverty. Many schools are poorly equipped and lack the basic necessities of a good classroom, such as tables and chairs. Motivating children to learn and to enjoy learning when they spend all their time on the classroom floor with few textbooks, pens, pencils or exercise books, is exceedingly difficult."

Mr Morgan added that despite the huge difficulties faced by East Timor in rebuilding its education system, the recent survey should assist in improving mathematics and science curricula and assessments, and in the development of improved teacher resource materials.
Some key findings in East Timor:

1. Most students in Grade 3 and Grade 5 appear not to have acquired the basic mathematics and science knowledge and skills expected of children in these grades.

2. A shortage of well-trained teachers, a poor and under-resourced educational infrastructure, and the effects of social disruption and dislocation in recent years, particularly since 1999, explain the relatively low standards being attained.

3. Some students at each grade level performed well on the tests, even by international standards, but they were a very small fraction of the grade.

4. Students, particularly at Grade 3, significantly under-performed on open-ended questions in comparison with multiple-choice questions.

5. In some topic areas, there is little evidence of progress between Grade 3 and Grade 5.

6. Males and females performed about equally in mathematics and in science, although girls generally performed better where language skills were required.

7. Student performance across districts was very variable at each Grade level and for each test.

In particular, the project addressed the question of how schools in these multicultural societies might assist in forging national identities, promoting social tolerance and understanding, supporting community participation and strengthening democratic processes. The deliverables are three reports, one from each stage of the project,” she said.

The first stage of the project involved interviewing key stakeholders: school principals, teachers, students, parents and community members on their opinions towards cultural diversity, ethnic conflict, citizenship and political participation, civic institutions and democratic processes.

“The interviews very quickly focused on issues of identity and national capacities and how these can best be encouraged in school policy and operation. The stakeholder interviews provided information about prevailing attitudes,” Ms Mellor said.

The second stage reviewed school-based practices regarding cultural identity, democratic participation and social cohesion. This review, which included visits to some 30 schools and a curriculum audit of resources used in both systems, showed how schools promote social understanding and civic participation. A workshop in each country enabled key stakeholders to provide feedback on the findings from the review and interviews.

According to Mr Graeme Withers, both nations’ constitutions enshrine multiculturalism, cultural diversity and tolerance, but poverty and other post-colonial effects have prevented the achievement of these goals.

“There are tensions between the modern rhetoric of constitutions, law and globalisation and the traditional social agencies of identity, such as island, community, family, church and land ownership and gardening. Leaders and the population in both countries respect and wish to maintain both sources of identity. This is the ultimate challenge facing them,” Mr Withers said.

Ms Mellor said unrest in the Solomon Islands has recently ruined infrastructures. Work needs to be done to re-build systems, as well as to develop self-respect, and a sense of trust in community and leaders.

“In Vanuatu, there is concern that in trying to create an educated elite to lead it forward, most children get only some education and are then unsuited to taking an active role in traditional society. The minority who continue education become socially dispossessed, knowing little of their traditional identity. Social cohesion is not assisted by such outcomes,” Ms Mellor said.

The third and final stage of the project is to frame a series of policy recommendations for the development of a school-based ‘education for mutual understanding’ agenda. This will be tailored for Pacific Island conditions to promote national cohesion and democratic participation, while respecting cultural diversity and social tolerance.

“A project such as this enables senior decision-makers to distance themselves for a short while from their day-to-day difficulties, to think creatively, with the researchers and their own people, about long-term goals and strategies. Feedback from senior decision-makers, following the workshops, suggests that this benefit is already being realised,” Ms Mellor concluded.

Solomon Islands – Vanuatu

The culturally diverse Pacific Island nations of Solomon Islands and Vanuatu gained their independence in 1978 and 1980 respectively. Although the first few years of nationhood provided political stability, the last decade has seen some political uncertainty in both countries.

The World Bank is providing support to Pacific Island countries. ACER has been closely involved in one of these projects aimed at promoting social tolerance and cohesion through education in the Solomon Islands and Vanuatu. The research team comprises Mr Warren Prior from Deakin’s Faculty of Education, who headed the project, and ACER staff members Ms Suzanne Mellor and Mr Graeme Withers.

Ms Suzanne Mellor said the aim of the project was to develop a general framework for a school-based civic education agenda tailored to the social and cultural environment of Pacific Island nations.

“The project addressed the question of how schools might assist in strengthening democratic processes.”
Online school assessment resources

The growing range of online resources for schools now includes a new resource for assessing school outcomes and monitoring student progress.

With the growth of the internet, schools have online access to an expanding range of resources for use in school management. A recent addition to this range provides schools with high-quality materials for monitoring students’ literacy and numeracy learning and for collecting data on school leaders’, teachers’ and middle school students’ attitudes and perceptions on a variety of issues.

This new school assessment service, iAchieve, is provided jointly by ACER and the University of Melbourne’s Centre for Applied Educational Research (CAER). iAchieve aims to:

- assist schools to integrate authentic assessments in core learning areas into their curriculum programs (initially literacy and numeracy);
- provide descriptive and diagnostic reports of student learning outcomes for teachers, students and parents;
- assist schools to assess leader, teacher and student attitudes and perceptions; and
- benchmark assessment and questionnaire data to inform school improvement programs.

An attractive feature of iAchieve is its simple format and user-friendly interface. Another is the ease with which schools can manage student tests and results online.

Upon registration, schools receive an iAchieve School Administration password which allows them to control who completes assessments and/or questionnaires, when the assessments/questionnaires are to be completed, and who receives the individual student, class, year level or school reports.

Data collected through iAchieve are recorded at the individual level, and individual and summary reports are provided to the school. Questionnaire responses are anonymous and are reported in a summary table.

Schools may choose to have ACER mark student responses, providing an independent external audit. ACER and CAER jointly manage quality assurance processes for iAchieve assessments and questionnaires. iAchieve maintains full confidentiality and does not make data available to any other party (without permission of the school).

Ms Wendy Bodey, ACER Project Manager, points out that online assessments allow teachers greater flexibility in administering, marking and checking student work.

"The system caters well for small or large numbers of students. A teacher is able to organise for an individual, a small group of students or the whole class to complete an assessment or questionnaire," she said.

"Once students’ answers to a question have been marked, they can be sorted by score, allowing teachers to check their marking consistency. This sort of checking is much less time consuming than in paper and pen assessments."

iAchieve began operating in March 2001 in more than 30 pilot schools and will become fully operational later this year. iAchieve General Manager, Mr Graeme Jane, describes the results of the pilot as encouraging.

"Schools have been very positive about the benefits of the service and the appropriateness of the user interface. In fact, some large schools have successfully had up to 75 concurrent users of the system," he said.
**Questionnaires**

The following online questionnaires are available for use by school leaders, teachers and middle year students (Years 5–9):

- **Whole-school Design Questionnaire** (for teachers). Items measuring perceptions of the school’s situation regarding the nine design elements of the Hill/Crevola School Improvement Design Model. They include: beliefs and understandings; leadership and coordination; standards and targets; monitoring and assessment; classroom teaching strategies; professional learning teams; school and class organisation; intervention and special assistance; home/school/community links.

- **Middle Years Questionnaire: Attitudes to School** (for leaders, teachers and students). Items measuring: attitudes to school; teaching and learning; classroom behaviour; bullying/safety; change; teacher efficacy and commitment; leadership improvement practices.

- **Middle Years Questionnaire: Thinking Curriculum** (student, teacher and leader forms). Items measuring motivation and engagement; thinking and learning; student learning culture; lack of autonomy; efficacy and commitment; teacher learning culture; leadership; professional learning culture; leadership improvement practices.

- **Middle Years Questionnaire: Well being and Engagement** (student, teacher and leader forms). Items measuring: social well-being; motivation; engagement and learning; peer treatment; teacher efficacy and commitment; teacher learning culture; leadership; leader efficacy and commitment; professional learning culture; student learning culture; leadership improvement practices.

---

**Assessments**

The following online assessments are available for use at Years 5–9:

- Reading;
- Writing;
- Number; and
- Chance and data.

For further information visit the iAchieve web site at www.iachieve.com.au, phone (03) 9277 5755 or email info@iachieve.com.au
Expansion in school-industry programs

Australian schools are increasingly committed to students' vocational learning

There has been a major increase in school-industry programs available in secondary schools in the past few years, and a significant increase in student participation in these programs. This development reflects Australia's growing recognition of the importance of vocational learning.

In 1999, an estimated 86 per cent of secondary schools provided opportunities for Year 11 and Year 12 students to spend time learning in a workplace — up from only 46 per cent of schools in 1995. In the same period, the percentage of senior secondary students participating in school-industry programs grew from seven per cent to 19 per cent.

These findings are among the conclusions of an extensive survey of school-industry programs conducted by ACER researchers Jeff Malley, John Ainley and Lyn Robinson.

Commissioned by the Enterprise & Career Education Foundation (ECEF), the ACER study surveyed 488 Australian schools. All sectors and states/territories were included, on a sample basis, with the exception of government schools in Western Australia (to avoid a clash with another school survey being conducted at that time).

The resulting report, Witnessing Evolution: A report on the growth of workplace learning in Australian Schools to 1999, was recently published by ECEF. The two main purposes of the study were to collect information about school-industry programs provided by schools and to compare progress since the last ACER survey in 1996.

Dr. John Ainley, one of the authors of the report, said programs for secondary school students that involve learning in the workplace expand options in postcompulsory schooling in important ways.

"This includes widening the range of what can be learnt in those years, providing the opportunity for a wider group of young people to learn about the world of work and enabling them to develop skills in settings other than traditional classrooms. This experience can help young people become good learners in settings outside school," he said.

According to Dr. Ainley, the growth of programs in postcompulsory education that incorporate structured workplace learning has emerged as a way of widening school curricula to provide more direct pathways to productive adult life.

"Programs that include learning in the workplace offer the opportunity for young people to make direct links with potential employment opportunities," he said.

Dr. Ainley added that there remains a challenge to understand better the characteristics of workplaces that provide the conditions for effective workplace learning. There is also a practical issue of finding enough workplaces to support the expansion of this aspect of education.
Main findings

- 75% of all schools have VET in schools programs, 28% of schools had School-Based New Apprenticeship (SBNA) programs and 58% of schools had work experience programs. In terms of number of school-industry programs, 75% are VET, 15% are SBNA and 10% are other programs.
- Over 90% of government and Catholic schools now offer school-industry programs, with only minor variations by state, up from around 70% in 1996.
- Schools are also offering a greater choice of programs and this has contributed to an increase in student participation from 12% in 1996 to 19% in 1999 (growth rates in each state differ).
- Independent schools have increased their provision of school-industry programs from 20% in 1996 to 63% in 1999. However, actual student numbers remain very low and unchanged in the last four years, at 5%.
- Time in the workplace varies considerably by state reflecting policy differences. Queensland and Tasmania have led the way in terms of extended placements of 20 days or more. NSW has significantly more programs with 10 days or less.
- 22% of all Year 11 and 12 students in government schools participate in school-industry programs, a 50% increase on 1996. Students in Catholic schools have increased their participation to 18%. Independent school students have not increased their participation in school-industry programs, remaining at 5%.
- There is considerable diversity of student participation across states. NSW, Queensland and ACT have achieved over 20% student participation. Victoria and Tasmania are at about half this rate. Other states/territories are somewhere in between. The differences appear to be driven by the different policies at state level.
- The different rates of participation between states in school-industry programs suggest that there is considerable scope for further growth in the total number of students seeking work placements over the next few years.
- Hospitality is the most common program and most popular with students. Business and clerical, computing, and building and construction, are in the second tier of popularity. Non-industry-specific school-industry programs are almost as popular as hospitality.
- There are significant gender differences in the take-up of industry-specific programs with girls more concentrated in hospitality, business and clerical, and sales, and much less concentrated in construction and automotive. Boys are more evenly spread across most industries.
- There are significant variations in the types of industries provided by the states. NSW has achieved much of its recent growth with hospitality programs. Automotive and primary-industry programs tend to be in Victoria and South Australia. Tasmania has more community and recreational courses. The provision of computing courses remains at 5% nationally, with Victoria offering about half the proportion of IT programs that NSW offers.
- In the timing of placements, there has been little change since 1996 in the mix between school time only (41%) and school and non-school time (49%). The only exception is in extended courses where there has been a shift from school only to a combination of school and non-school.
- Only 33% of school-industry programs limit to one the number of sites at which the student can work. Two-thirds offer multi-site opportunities (other than apprenticeships where contractual arrangements ensure that over 80% are single site arrangements). In practice, just over a half of students on short placements remain at one site. For longer placements, two-thirds of students spend time at more than one site.
- Short placement programs are less likely to be part of a cluster arrangement for coordinating placements compared with mid and extended programs (30% versus 50%).
- Less than half the programs with short-term work placements report having a management committee to support them. Three-quarters of programs with extended programs have management committees.

A good start essential for successful transition to employment

Young people whose principal activity in their first year after leaving school was an apprenticeship, full-time employment, full-time study, or part-time work and study were likely to experience successful employment pathways in their first seven post-school years. Young people most at risk were those who were engaged in part-time work (without study), unemployed or completely outside the labour force in their first post-school year.

These are some of the findings of a recent ACER study that tracked the education, training and work experiences of a sample of 2168 young people in their first seven years after leaving school in the late 1980s.

The findings are contained in two recent ACER reports. The first, Patterns of Success and Failure in the Transition from School to Work in Australia, follows the progress of students who did not obtain a tertiary qualification (university or TAFE diploma) in their first seven years after school. The second, The Pathways from School to Further Study and Work for Australian Graduates, follows students who obtained a tertiary qualification.

Tertiary qualifications

Forty-three per cent of young people in the sample undertook some form of tertiary qualification during their first seven years after school. Students undertaking tertiary study tended to:

- be female rather than male;
- come from higher socio-economic backgrounds;
- have parents with post-secondary education;
- come from urban rather than rural backgrounds;
- have attended independent or Catholic schools; and
- have completed Year 12.

Other recent ACER research (Marks et al, 2000) showed that literacy and numeracy achievements at age 14 also are a key determinant of students’ likelihood of undertaking tertiary study.

<table>
<thead>
<tr>
<th>Percentage of sample who obtained tertiary qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>males</td>
</tr>
<tr>
<td>females</td>
</tr>
<tr>
<td>Socio-economic status</td>
</tr>
<tr>
<td>Lowest</td>
</tr>
<tr>
<td>Lower middle</td>
</tr>
<tr>
<td>Upper middle</td>
</tr>
<tr>
<td>Highest</td>
</tr>
<tr>
<td>Parents' education</td>
</tr>
<tr>
<td>University</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Young people with no tertiary qualification

Some students appear to make a smooth transition from school to full-time work. Among young people who did not obtain a tertiary qualification in their first seven post-school years:

- 44% obtained a full-time job in their first post-school year;
- 20% remained in full-time employment for the entire seven years;
- 13% obtained apprenticeships or traineeships which led to full-time work;
- 24% experienced only a short period of unemployment or part-time work before entering lasting full-time employment; and
- 73% were in full-time employment, study or training in their seventh post-school year.

For other young people without tertiary qualifications, the transition to employment appears more difficult:

- 7% experienced long-term unemployment;
- 5% experienced mainly part-time work while searching for a full-time job;
- 13% achieved full-time work only after an extended period (up to four years) of unemployment, part-time work or activities outside the labour force; and
- 7% did not enter the labour market, spending most of their time rearing children or being engaged in other activities.
The transition to employment was particularly difficult for young people who had been low achievers at school and who did not complete Year 12. School leavers from lower socio-economic backgrounds were more likely to be in long-term unemployment or extended periods outside the labour force. And young people with disabilities experienced substantial difficulty in making the transition from school to full-time work, with many not entering the labour force at all during the first seven post-school years.

ACER Principal Research Fellow, Dr Phil McKenzie, notes that a negative early start in making the transition to employment has adverse long-term consequences and says the findings of this study underline the importance of intensive follow-up measures for school leavers experiencing problems in the labour market.

"It is important that government policies are aimed at reducing the incidence of early school leaving and improving the information and counselling available to young people and their families. It is also important to track the experiences of school leavers and to provide early intervention to assist those at risk in the transition process," Dr McKenzie said.

He added that from an educational policy perspective, the strongest thrust needs to be preventative, by improving young people's foundation skills for lifelong learning, and providing learning environments that are attractive and relevant to the great majority of the young.

**Young people with tertiary qualifications**

Most tertiary graduates make a successful transition to full-time work. Among young people who obtained a tertiary qualification in their first seven years after leaving school:

- 45% obtained a full-time job after graduating;
- 9% deferred study to enter the workforce, then returned to the workforce after graduating;
- 7% studied part-time while remaining in work for the seven years;
- 17% experienced a period of unemployment or not looking for work after graduation, though this was generally less than 12 months and these graduates were in stable full-time work by their mid-20s; and
- 89% were in full-time work or study in their seventh post-school year.

Among young people with tertiary qualifications:

- 6% experienced extended periods of unemployment, part-time work or being outside the labour force altogether. These young people generally were TAFE rather than university graduates, were from lower socio-economic backgrounds, and graduated in the arts and humanities, social sciences, and education.

Dr McKenzie said it was clear that tertiary qualifications protected young people from labour market difficulties in making the transition to work. He added that despite a very rapid growth in the number of tertiary graduates over the past 15 years, the demand for workers with tertiary qualifications appears to have at least kept up with the increased supply.

The Longitudinal Surveys of Australian Youth (LSAY) research program is jointly managed by ACER and the Commonwealth Department of Education, Training and Youth Affairs (DETYA). LSAY reports are available on the ACER website (www.acer.edu.au). Copies may also be purchased from ACER Press Customer Service, telephone (03) 9835 7447, fax: (03) 9835 7499 or email: sales@acer.edu.au


Research Conference 2001

The 2001 ACER Research Conference will focus on Understanding Youth Pathways
15–16 October 2001
Hilton on the Park Hotel, Melbourne

The concept of 'pathways' has been a powerful organising idea in Australian education and training over the past 10 years. The imagery of the pathway, with its sense of order and structure, and linked education and training experiences that lead to employment, has had a significant impact on Australian policy at both state and federal level.

The conference program will provide opportunities to review and discuss research in key areas, including:
- what is known about youth pathways in Australia - what pathways are available and are chosen by different groups of young people, what are the factors that shape access and success; and what are young people's views on their opportunities and constraints;
- the major directions in which Australian policy and practice on pathways are heading;
- how Australian developments compare with major trends overseas;
- evidence on the impact of new forms of pathways, and the factors that seem to be important for their success;
- the main at-risk groups towards which policy attention needs to be directed; and
- the priorities for future research.

Plenary papers will be presented by David Raffe, University of Edinburgh; Jan Carter, Deakin University; Richard Sweet, OECD; and David Eldridge, Salvation Army.

Papers to be presented in twelve concurrent sessions cover a wide range of perspectives, and include:
- Barry Golding, Bendigo Regional Institute of TAFE
  Great divides in learning: youth learning pathways in rural and remote Australian towns.
- Robin Sullivan, Commission for Children and Young people, Queensland
  Identifying and meeting the needs of at-risk youth.
- Jane Figgis, Western Australia, Director AAAJ
  Do what it takes: options and opportunities for supporting Australia's young people.
- Sue Fullarton
  Does VET in schools make a difference to post-school pathways?
- Phil Brown
  The impact of the Youth Allowance on young people's pathways.

The recently released Prime Minister's Youth Pathways Action Plan Taskforce Report, Footprints to the Future, will be the subject of a panel and group discussion.

Full details of the program can be found in the conference registration brochure. This brochure can be found on the ACER website, www.acer.edu.au, and can also be obtained by emailing your name, organisation and address details to: conference@acer.edu.au.


Teaching standards and teacher evaluation workshop

A workshop focusing on assessing teacher performance and reforming the teaching profession will be held by ACER on 14 September at its Prospect Hill Road office.

Presented by the Head of ACER's Teaching and Learning division, Dr Lawrence Ingvason, the workshop will examine the following questions:
- Can teachers develop their own professional standards?
- Can teacher performance be assessed fairly, reliably and credibly?
- Can the profession learn to evaluate its own practice?
- Can the profession develop a credible national system for professional certification?

Who should attend?
- Education policy makers;
- Directors and managers of human resource and workforce planning in state and territory education authorities and Commonwealth agencies;
- Teachers and representatives of state and national teacher organisations;
- State teacher registration board members and officials;
- School principals, administrators and professional development co-ordinators in school systems and schools; and
- University academics and teacher educators.

When: 14 September 2001
Where: ACER, 19 Prospect Hill Road, Camberwell, Victoria
Time: 9.00am – 5.00pm
Cost: $495.00 (GST inclusive) per person

For further information, contact ACER Professional Development Unit on (03) 9835 7403 or email: workshops@acer.edu.au.

For information regarding other ACER PD Workshops, see page 12.
ACER Press New Titles

**Bullying – A Whole School Approach**
Amelia Suckling and Carla Tampoe
ACER Press 2001
Bullying – A Whole School Approach
A921BK – $77.00

**Australian Journal of Education (AJE)**
**Vol 45, No. 1**
Simon Marginson (Editor)
3 issues per year Australian subscribers (individuals) A201PJ – $77.00
3 issues per year Australian subscribers (institutions) A201PJ – $143.00
Overseas subscribers (air mail – individuals) A201PJ – $85.00
Overseas subscribers (air mail – institutions) A201PJ – $150.00

**Issues 54**
Judy Rogers (Editor)
Four editions per year
Australian subscribers A201IM – $52.80
Overseas subscribers (air mail) A201IM – $70.00

**Booker Profiles in Mathematics**
**Thinking Mathematically**
George Booker and Denise Bond, ACER Press 2001
Range: Primary and secondary levels – special needs students
Administration: Individual
Time varies (approximately 30 minutes)
Complete Kit A990BPM – $198.00

**A Policy Maker’s Guide to International Achievement Studies**
Margaret Forster, ACER Press 2001
A8828K – $24.95

**A Policy Maker’s Guide to Systemwide Assessment Programs**
Margaret Forster, ACER Press 2001
A8838K – $27.95

**Creative Therapy 2 – Working with Parents**
Kate Ollier and Angela Hobday, ACER Press 2001
Creative Therapy 2 A8379K – $27.50

**Aptitude Profile Test Series (APTS-E)**
George Morgan, Andrew Stephanou and Brian Simpson
ACER Press 2001
Range: 9th, 10th, 11th Year of Schooling
Verbal Reasoning Test
A100APT – $7.70
Quantitative Reasoning Test
A101APT – $7.70
Abstract Reasoning Test A1033APT – $6.80
Spatial Reasoning Test A1044APT – $9.90
Answer Sheets (OMR) (pkg 10) A601APT – $10.89
Manual (includes score keys) A500APT – $105.00
Specimen Set (includes one of each above) A000APT – $137.50

The ACER Press catalogue, including prices, is now available on the internet (www.acerpress.com.au). Melbourne customers wishing to view the ACER Press product range in person should note that ACER Press is located at 347 Cambewell Road, Cambewell. Customer service staff can also be contacted on telephone (03) 9835 7447 or sales@acer.edu.au
A Career in Educational Research?

ACER is an independent, national educational research organisation located in Melbourne. We have been Australia’s leading centre for educational research since we were established in 1930.

Our 150+ staff are engaged in a wide variety of projects that support the work of policymakers, system managers, school leaders, classroom teachers, psychologists and other professional practitioners. We are united by our shared commitment to supporting the improvement of learning - in both formal and informal settings and across the lifespan.

ACER staff have backgrounds in fields such as education, psychology, statistics, economics, information technology, project management, publishing and marketing. We are always on the lookout for creative, highly motivated research staff with high levels of expertise in their chosen fields. A research-based masters degree or PhD and extensive experience in conducting research usually are essential.

Further information about employment opportunities at ACER is available from the Human Resources Coordinator, ACER, Private Bag 55, Camberwell VIC 3124.

www.acer.edu.au

For workshop information and registration forms, see the ACER webpage (www.acer.edu.au) or contact the Professional Development Unit Administration Officer, telephone (03) 9835 7403, fax (03) 9835 7499, email workshops@acer.edu.au

ACER eNews

ACER now has an electronic newsletter to keep you up-to-date with the latest information and research results. The newsletter is sent to subscribers six times a year. To subscribe, send an email to mailserv@acer.edu.au with the words subscribe enews in the body of the message.