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The Principles of Learning and Teaching (PoLT)

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Abstract

In Victoria, Australia, under the Blueprint agenda, The Principles of Learning and Teaching (Department of Education and Training, 2005) are being used to operationalise pedagogical change and curriculum renewal. The University of Melbourne is one of the three contracted providers and in 2005 and 2006 has supported 450 teachers from state, independent and special schools in Victoria and 70 teachers in Singapore. The paper outlines the workings of the model and illustrates how through a deeper and renewed focus on pedagogy schools are being asked to examine and change their practice for all students. One benefit of the initiative is that special schools are an integral part of the cluster network and are reconsidering their role in school renewal and systems transformation more broadly. However the regime of pedagogical renewal must be understood as part of the past and the present, multiple transgressions and intense struggles in reform practices more broadly. None the least being the persistent stratification of schooling into special and regular in the Victorian context and professional learning being constructed as weak professional socialization. Working *visually* and reading *intertextually* undoing some of the problematics of the implementation process the challenges of system wide professional learning and curriculum reform are exposed.

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Introduction

This paper takes the form of a curriculum inquiry text. My purposes inside the field of curriculum inquiry are to examine the 'evaded' (Bach 1997) practices of curriculum theorising, to rework curriculum practices to enable, rather than deskill teachers and curriculum coordinators, the members of the teaching profession who are positioned as the everyday curriculum workers in the reform process. Methodologically I take the recent history of pedagogical renewal in the Australian context as the background and foreground; a site for critical analysis, that, takes reading as seeing, illustrating how visual and intertextual reading can work in curriculum inquiry. I consider 'selection, omission, frame; signification and evaluation; arrangement; differentiation and connection; focus and context' (Schirato & Webb 2004, p. 21) as a way to put visual method to work when curriculum practices are told as reform narratives. Having struggled with the framing of an analytic method to undo the practices of policy and curriculum for some years now through reading the visual, (Moss 1999; Moss 2002, Moss 2003; Moss, Deppeler et al. 2007) I continue this work to build defensible method and methods that will withstand criticisms directed at practitioner research. As Freebody (2003) comments:

> *often reports of the findings from Ethnographies, Case Studies and Action Research projects...consist of little more than collages of fragments of observations, interviews and documents, with commentaries that link each fragment into the ongoing narrative worked up by the researchers. A principal point to be made here, then, is that methodological frameworks such as these cannot act as substitutes for accessible analytic methods. That is, the deployment of an Ethnography, Case Study or Action Research does not obviate the need for analytic methods that can stand as the means for producing public knowledge of a kind that can be acted upon by educational practitioners and policy makers. The transparency and theoretical adequacy of the means by which the argument moves from findings to conclusions – the analytic methods – remains the key to the informativeness of the project, and to its conceptual and professional consequences beyond the timing and place if its conduct' (pp 88-89).*

A note on visual methodology

As described above my purposes, methodologically are to work for a deeper understanding of how visuality can work within the field of curriculum inquiry and also to develop accessible analytic methods. Initially this work involved method that I have previously described as visual narrative (Moss 2002, 2003, Moss, Deppeler et al. 2007) through the take up of the social construction of reality (Berger & Luckman 1966) and ethnography more broadly. In my previous work, I acknowledge the place and subsequently thread together the everyday artefacts of policy and practice as important data sources in educational research. Working critically and culturally the researchers concern is focused on how to understand human and institutional relations and practice, breaking apart the everyday notions of how the world works, and, also untangling and becoming entangled amongst the threads of how society is built on arbitrary divisions that serve particular interests, particularly as it relates to groups of students and teachers' practices.

The rapidly developing field of visual culture is an important source of understanding in the development of curriculum inquiry method. Acknowledging the ephemeral objects that interact inside classrooms, along side teaching practice, artefacts such as maps, diagrams, performances, projections, memories, poems are 'all creations of human culture, patterned and crafted to fulfil a function…or to communicate something'… (Schirato & Webb p.3), 'visual culture is as a field of study and a set of ways of understanding these physical and social phenomena' (p.4). As Schirato & Webb (2004) continue:

> Our position is that visual culture is most profitably understood as all those visual artefacts, natural forms and ways of thinking that make up perception in our everyday life, as well as interdisciplinary technologies of analysis that can be applied to make sense of them (Schirato & Webb p.6).

Reading the visual

As has been well established in the field of cultural studies, texts are not simply objects which retain a singular status as 'text' only; rather texts are produced and created. Educational research has embraced these inter textual processes gradually, but in recent years there has been a heightened interest in curriculum inquiry in this form of analytic work. These influences in brief can be attributed to:

- the contribution of narrative and narrative theory, also known as the 'narrative paradigm' (Zeller and Farmer, 1999, p.15);
- the reconceptualisation of visual sociology, now known as visual culture;
- the influences of globalisation, 'technoliteracy' (Lankshear, Green, & Snyder 2001) and 'the material–semiotic systems of technoscience' (Haraway 1994, p.326.)

I persist with the development of these forms of curriculum inquiry as I find places of practice to be where I best see what it is that is going on in Australian schools, particularly during periods of curriculum reform. I assert that Australian schools and their communities, reliant on politically shaped short-term programs and projects, have largely been unable to question or change the dominant patterns of Australian schooling structures or systems. Locating itself firmly within the western discourses of schooling, Australian education mirrors traditions that are 'sharply and deliberately stratified;…segregated by race, by gender, and by class; tracked into academic and technical schools; divided among public and private, Protestant and Catholic' (Connell 1994 p.129). The public private dichotomy is now accepted as how things happen in Australian schools and to my mind no longer debated. In the state of Victoria, during the 2006 election campaign, promises included the establishment of more selective state schools. The wide spread allegiance to the competitive academic curriculum, formalised high stakes testing and tightly held tertiary entrance exams signal that the 'technical production' (Posner 1988 p.80) model remains the dominant form of curriculum logic in Australian education.

Positioning myself as someone who works for 'the never ending struggle for social justice' (Lather & Smithies 1997) and bringing this to the fore through how it is that 'curriculum works' (Gough 1998) I take up in this paper aspects of *The Principles of*

Learning and Teaching (Department of Education and Training, Victoria, 2005) documentation in respect to teachers' professionalism, issues of special and ordinary school and the role of visuality and intertextual work as a way to analyse the participation of teachers and curriculum designers as key actors in curriculum reform. As an example of a 'text' of the early twentieth first century the PoLT documents and the associated curriculum reforms props are not simply realist artefacts or lifeless documents, these are documents that can be subject to critical analysis and deconstruction. The documents provide an opportunity to, in the words of the feminist author Dorothy Smith 'displace[s] the analysis from the text as originating in writer or thinker, to the discourse[1] itself as an ongoing intertextual process…bringing into view the social relations in which texts are embedded and which they organise' (1990 p. 161-2).

Pedagogical renewal in other states: the Australian context

Australian research on pedagogy has increasingly moved beyond inquiries into the specific forms of pedagogical and content knowledge that teachers bring when teaching particular academic content to principles that can be generalized across grade levels and academic disciplines. Whether it be the Victorian 'Principles of Learning and Teaching' (PoLT), The Queensland 'New Basics' or the New South Wales 'Quality Teaching', the trend in recent years has been the articulation of broad principles of classroom organization and practice that appear on a surface reading to transcend subject matter. This position is representative of Lee Shulman's 'General Pedagogical Knowledge' (GPK). That is, how pedagogy is accorded, viewed or interpreted is not subject or content specific but generally left up to the 'expertise' and 'discretion' of individual teachers.

Implicit in Australian approaches are that pedagogy is a practice or a craft representing the teachers' accumulated wisdom with respect to their teaching practice acquired over many years. Encompassing the teachers' knowledge and beliefs with respect to various aspects such as pedagogy, students, subject mater and the curriculum, this 'craft' knowledge guides the teachers' actions in practice. Thus, valued is practitioner's wisdom and the ability for Australian teachers to engage in reflective practice and hence learn from their own practice. As indicated in the various Australian documents discussed below, teachers are encouraged to plan, design and explore new approaches in their classroom. In allowing teachers to 'personalize' and 'individualize' their teaching practices, pedagogy flows from the understandings and knowledge in the minds of teachers towards the construction of knowledge and understanding in the minds of learners and is not derived from by purposeful study in a more-or-less contrived or controlled situation of that of an educational researcher. A discussion on how GPK is accorded in some Australian states Queensland, New South Wales and Victoria follows.

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[1] I have not elaborated in this short framing paper, the depth of theoretical consistency that is necessary to write these arguments. Bloomaert, J. (2005) is a useful recent reference and clarifies the use of key terms and data history of discourse analysis and critical discourse analysis.

Education Queensland and 'New Basics'

Queensland's School Reform Longitudinal Study, QSRLS, (Lingard & Ladwig, 2001), and its associated New Basics Project (Education Queensland, 2001) and Productive Pedagogies (Hayes, Lingard & Mills, 2000; QSRLS, 2001) aimed to focus on the underlying dimensions of pedagogy that have meaning in real, authentic classrooms and can be sustained organizationally by schools. Unequivocally the New Basics Project asserted 'improved pedagogy is at the heart of this agenda' (New Basics Technical Paper, 2000). Teachers were invited and urged to mentor one another as pedagogues; to open up their classrooms to their colleagues, to swap strategies and to talk about pedagogy (Luke, 1999).

The view of pedagogy as the independent work of teachers is strongly communicated in Education Queensland's 'Five Principles of Effective Learning and Teaching'[2]. The five 'broad ranging' principles formulated for the development and implementation of quality learning programs in Queensland State schools and state:

1. Effective learning and teaching is founded on an understanding of the learner.
2. Effective learning and teaching required active construction of meaning.
3. Effective learning and teaching enhances and is enhanced by a supportive and challenging environment.
4. Effective learning and teaching is enhanced through worthwhile learning partnerships.
5. Effective learning and teaching shapes and responds to social and cultural contexts

These principles are expected to underpin learning and teaching practices across all sectors State schools in Queensland. They are based on the premise that every student is a learner, that student learning involves making meaning from experience and from their own social and cultural values. These principles stand against a single view of pedagogy and isolate the independent effects of any one specific teaching technique or learning skill. Left up to the expertise of every teacher, these principles assign teachers as knowing a repertoire of 'pedagogical strategies' to implement in their classroom.

Rich Tasks[3] are a component of the New Basics Framework and present substantive real problems to solve and engage learners in forms of pragmatic social actions that have real value in the world. Rich Tasks are designed so that students can display understandings, knowledges and skills through performance on transdisciplinary activities that have an obvious connection to the wide world. The emphasis on the 'real' or 'wide' world draw from the literature in 'authentic pedagogy' and a closer examination of some published examples of Rich Tasks identify the connections with the thinking of John Dewey, Lev Vygotsky, Paulo Freire and Ted Sizer, all of whom who have published widely in relation

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[2] The full document is found at
http://education.qld.gov.au/curriculum/learning/teaching/technology/principl/principl.pdf

[3] Full details on the following website, accessed on 26th June, 2006
http://education.qld.gov.au/corporate/newbasics/html/richtasks/richtasks.html

to 'authentic' learning. Rich tasks are supported by the 'Productive Pedagogies' framework. Productive Pedagogies are deemed to be recognized by:

- Intellectual Quality – higher order thinking, deep knowledge, deep understanding, substantive conversation, knowledge as problematic, metalanguage.
- Connectedness – knowledge integration, background knowledge, connectedness to the world, problem based curriculum.
- Supportive Classroom Environment – student direction, social support, academic engagement, explicit performance criteria, self regulation.
- Recognition of Difference – cultural knowledges, inclusivity, narrative, group identity, active citizenship[4].

To develop competence in an area of inquiry for the Rich tasks, it is argued that students must:

(a) have deep foundations of factual knowledge,
(b) understand facts and ideas in the context of a conceptual framework, and
(c) organize knowledge in ways that facilitate retrieval and application.

To develop in students 'deep' knowledge implies that teachers themselves must possess 'deep' knowledge as well as provide their students with 'strategies' that will enable them to access and engage with the content. As teaches engage in some form of knowledge transfer and an individual repertoire for pedagogy, issues of what constitutes GPK and PCK, are raised discussed. There is an assumption that effective teachers have discipline-specific knowledge about how to best design and guide learning experiences, under particular conditions and constraints.

The New South Wales Quality Teaching

The New South Wales (NSW) of Department of Education and Training commitment to developing fully the talents and capacities of all students in their public school system, prompted the *Quality Teaching* (QT) model of pedagogy. Developed by James Ladwig and Jenny Gore in 2003, in consultation with and on behalf of the NSW Department of Education and Training, this model acknowledges that it is the 'quality of pedagogy that most directly and most powerfully affects the quality of learning' (Department of Education and Training, 2003, p.4). Although the model encourages conversations on pedagogy from all the relevant stakeholder groups including the local school community, the model also advocates for individualized and personalized pedagogical approaches from the teacher. Similar to the QLD New Basics, the 'generic qualities of pedagogy' identified in the document is in pursuit of the individual differences teachers take into account of their teaching, and across all the different styles of and approaches to teaching.

The *Quality Teaching m*odel proposes the following three features of classroom practice as having a positive effect on students' learning and improving student outcomes. These features can be characterized as representing three dimensions of pedagogy:

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[4] The productive pedagogies framework has since further been adapted by the NSW Department of Education and Training and is referred to as *The Quality Teaching Model*. Its three dimensions are: quality learning environment; intellectual quality and significance. The QT model is later discussed in this paper.

- pedagogy that is fundamentally based on promoting high levels of **intellectual quality;**
- pedagogy that is soundly based on promoting a **quality learning environment** and
- pedagogy that develops and makes explicit to students the **significance** of their work.

These three dimensions forming the basis of the model for pedagogy in NSW public schools, concentrates more on *how* teaching is done rather than *what* is taught, although the two are noted to be inter-connected. In carefully characterizing teach*ing* rather than teach*ers,* the model implies that any teacher is capable of producing quality teaching:

> The strengths of the QT model is that it synthesizes general characteristics of pedagogy, thus making it applicable across subjects, key learning areas and years of schooling. In so doing, it offers a coherent vision of quality teaching necessary for developing a shared vision of pedagogy on a school-wide basis (Gore et al., 2004).

Not unlike the Education Queensland New Basics, *Quality Teaching* places emphasis and value on pedagogy which focuses on producing 'deep' understanding, knowledge concepts, skills and ideas in students. While this **intellectual quality** requires students to engage in higher-order thinking and to communicate substantively about what they are learning it also constructs pedagogy as dependent upon the capacity of teachers to have 'deep and flexible' knowledge. Teachers are still expected to prioritise key ideas, skills and concepts in content knowledge and determine the best implementation of these ideas, thus strongly advocating that teachers have an understanding of the structural organisation of their content knowledge.

QT aims to focus on both the physical and discursive conditions that impact on pedagogical reform. Its concern with deepening the students' learning and making their learning more meaningful is linked to making pedagogy 'significant'. **Significance** refers to pedagogy that draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing. Improving the quality of the learning environment is also imperative in the model. **Quality learning environment** refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

QT builds on what teachers already know, understand, value and many already do in terms of 'quality' teaching practice. It begins from a premise that acknowledges the capacity of all teachers to teach well, just as it works from the premise that all students can learn. This 'self-styling' approach to pedagogy by every teacher is aimed to allow teachers to regain control of their teaching by defining their teaching goals and monitoring their progress in achieving them. A key component in the 'self-styling' is 'reflective thinking' about ways for teachers to modify and refine their learning thinking about their pedagogy. This is designed so that every teacher can think more carefully

about what their students will learn and what they will produce. To engage in 'self-styling', QT encourages teachers to pose the following four questions which relate to the teacher's expectations, knowledge of subject matter, and kind of planning:

- What do you want your students to learn?
- Why does that learning matter?
- What do you want your students to produce?
- How well do you expect them to do it?
- What do you want your students to produce?
- How well do you expect them to do it?

The Victorian Essential Learning Standards (VELS) and the Principles of Learning and Teaching (PoLT)

The Victorian Essential Learning Standards[5] (VELS) describe what is essential for students to achieve from the years Preparatory to 10 in Victorian schools. The VELS provide a whole school curriculum planning framework that sets out learning standards for schools to use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

The Principles of Learning and Teaching P-12[6] initiative is a component of the Blueprint for Government Schools, *Flagship Strategy 1: Student Learning* and provides a structure to help teachers focus their professional learning. The principles build on the work that has already been developed through the Science in Schools (SIS) and Middle Years Pedagogy Research and Development (MYPRAD) initiatives, which show that different teaching approaches often result in substantial differences in both the ways students approach their learning and in the quality of that learning. In an attempt to 'capture the essence of effective learning and teaching', the principles are broad ranging, essentially providing a basis for teachers to 'review their practices to improve their teaching'. The PoLT do not advocate a single 'right' or 'best' way to teach nor do they attempt to mandate a single 'one size fits all' approach. Rather there is an increasing recognition of the importance of collaborative reflection between teachers of their pedagogy and of creating classrooms that can be characterized as 'learning communities'.

The principles reflect a view of pedagogy which centre on the following tenets:
- Interacting with students; that is how they question and respond to questions, use students' ideas and respond to students' diverse backgrounds and interests.
- Creating a social and intellectual climate.
- Framing the content around a series of tasks to be completed or as key ideas and skills that are revisited and built on.
- Creating and operating as Professional Learning Teams, which will enable for rich and productive conversations.

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[5] Accessed at http://vels.vcaa.vic.edu.au/about/index.html
[6] The PoLT background paper is found at http://www.sofweb.vic.edu.au/pedagogy/pdfs/bgpaper1.pdf

According to the 2006 PoLT manual the principles of learning and teaching are intended to:

- develop a shared language of pedagogy based around the six Principles;
- develop insights into the classroom strategies and activities appropriate to each Principle;
- discuss instances of the particular Principle in their current practice; and
- develop a process or plan to extend the Principle in their school, as a potential initiative or set of initiatives (Department of Education and Training, 2005)**.**

The PoLT manual and program has it genesis in previous research and professional development activity developed by Deakin University, Victoria and the Department of Education and Training, Victoria over the past five years. These professional development activities commenced with the Science in School Components and Innovation Strategy (2000) and grew into a number of separate professional development strategies that included:

- *MYPRAD, Middle Years Pedagogy, Research and Development (*Department of Education and Training, 2003)
- *Later Years project (LYP): Interviews and focus group meetings with teachers and education officers working in the later years*
- *Development of Mathematics and Technology Components (based on teacher interviews) and the SIT (Science and Information Technology 2005).*
- *PoLT (*Department of Education and Training) *trial 2004*

What are the Principles of Learning and Teaching?

The Principles of Learning and Teaching in brief are:
1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self motivation
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program
4. Students are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom
                              (Department of Education and Training, 2005)

Each principle is elaborated in the form of expanded indicators of practice. For example:

Principle 4: Students are challenged and supported to develop deep levels of thinking and application
In learning environments that reflect this principle the teacher:
4.1 plans sequences to promote sustained learning that builds over time and emphasises connections between ideas
4.2 promotes substantive discussion of ideas
4.3 emphasizes the quality of learning with high expectations of achievement
4.4 uses strategies that challenge and support students to question and reflect

4.5 uses strategies to develop investigating and problem-solving skills
4.6 uses strategies to foster imagination and creativity.

The audit instruments are the method used to generate data about teachers' and schools' understanding of learning and teaching. These guide strings are used to determine a focus for school curriculum improvement, in the context of the Blueprint curriculum reform initiative, the Victorian Essential Learnings (VELS 2005) and Flagship 1, student learning.
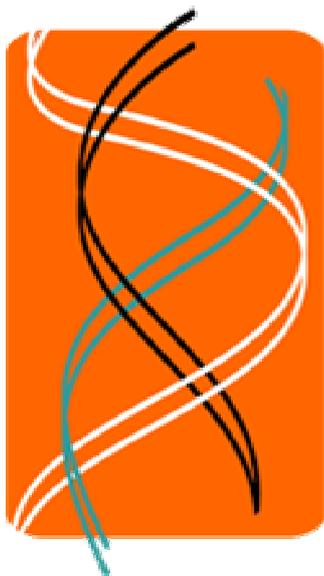
Physical, Personal and Social Learning

Discipline-based Learning

Interdisciplinary Learning

Figure 1: The strands of the Victorian Essential Learning Standards: organising curriculum in Victorian schools (http://vels.vcaa.vic.edu.au/VELSoverview.html, April 2005)

The PoLT instruments are:

- Teacher questionnaire and Component Mapping
- Student perceptions of the class
- Student learning survey
- Team strategic processes
- Curriculum audit
- Cluster communication

What follows below and over the page are images from the implementation phase of the Victorian Essential Learnings (VELS) captured from online sources. Documents and image downloads are now a primary source for curriculum inquiry. Boomer's image of the curriculum as 'a kind of Hollywood western town teaching set' (Boomer 1988 cited in Green, 2003, p.129) now intersects with a resilient form of hypertextual realism that multiples furiously, and is rarely, if ever reviewed.
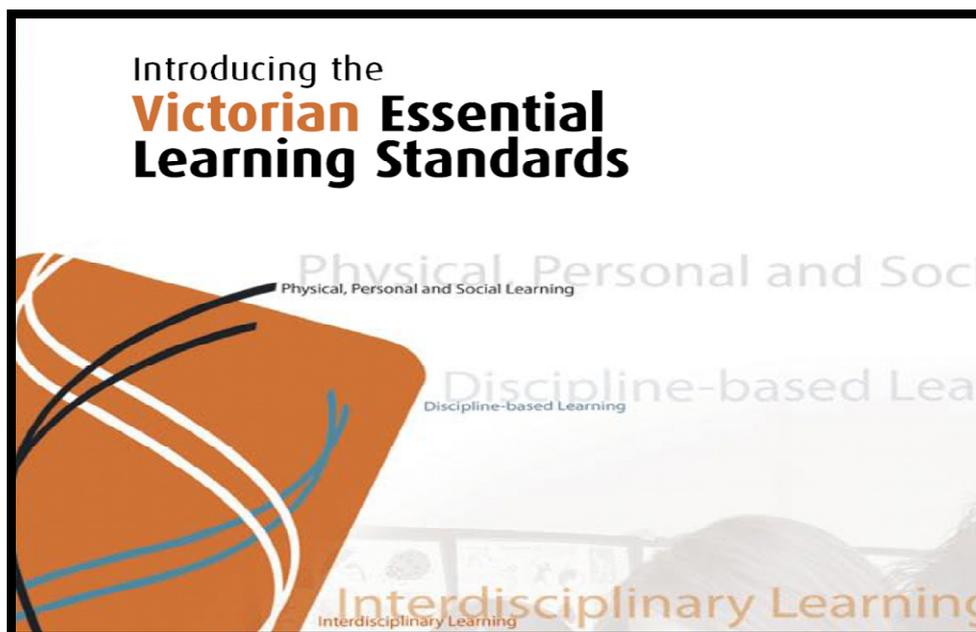
Figure 3: Introducing the Victorian Essential Learning Standards 2005, Victorian Curriculum Assessment Authority.
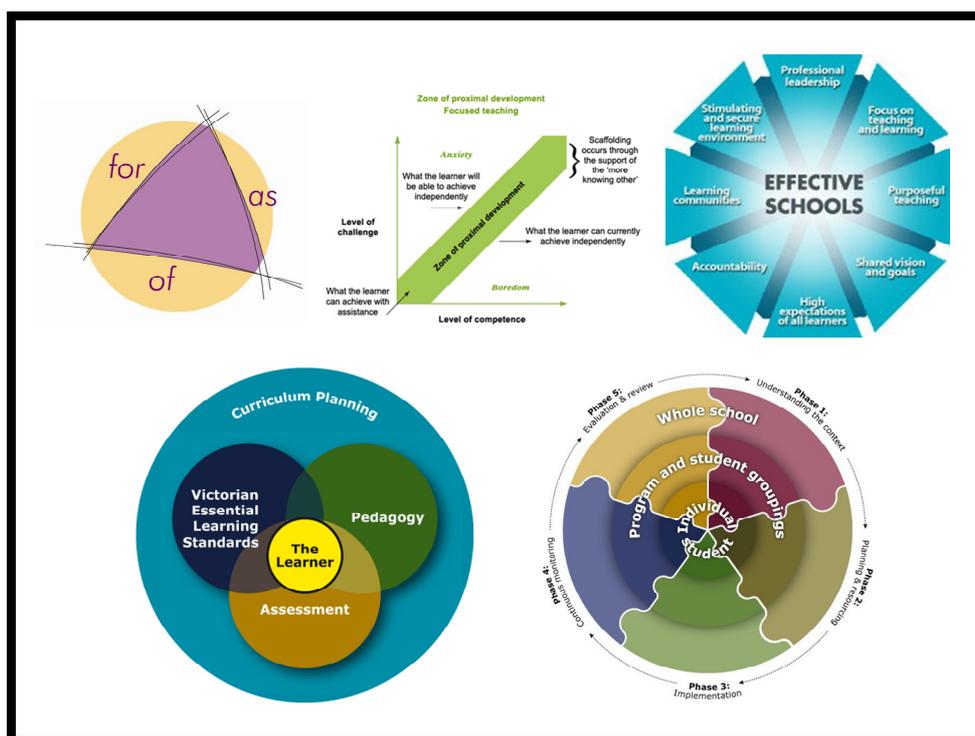

Figure 4: Living out the jumble: implementing the Victorian Essential Learning Standards 2006, BLUEPRINT for Government Schools, Department of Education and Training, Victoria.

What then can be made of the curriculum designs and the processes that have been undertaken to operationalise ministerial authorised curriculum reform in Victoria? One benefit of the initiative is that all schools including special schools are an integral part of the cluster network and are reconsidering their role in school renewal and systems transformation more broadly[7]. To illustrate how the change machinery is working I have included some examples of teacher generated texts produced during 2006 PoLT workshops. These representations are produced with the aim of trying to understand what the reform and implementation machinery was producing.

I take up Popkewitz's position that 'history is not straightforward [and] involves multiple transgressions and trajectories and entails intense struggles' (1998, p.536). Colleagues and I, who have been closely linked to the implementation process through the machinery of PoLT, have been struck by the intensity of the struggle for the groups of teachers we have been working with. These teachers are typically curriculum leaders in their school or are a nominated cluster educator. Cluster educators are appointed by groups of schools and range widely in years of teaching experience, leadership roles and allocated responsibilities from the cluster management group, that is principals of the represented schools. What we have found overall, supporting teachers to build pedagogical networks in their schools, is that teachers are constantly written and rewritten by multiple demands of the *roll out*. Rattled and unable to act beyond the programming of the curriculum machinery that they are given little time to understand, teachers feel framed by existing structures, and self imposed barriers. We commonly hear 'we've been doing VELS, so there is no time for PoLT'.

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[7]The special/ordinary binary, is further issue that I wish to keep 'on notice' in the context of Australian curriculum inquiry, reminding us that any regime of pedagogical renewal must be understood as part of the past and the present, multiple transgressions and intense struggles in school reform practices more broadly. None the least is the persistent stratification of schooling into public and private and special and regular in Australia and particularly in Victoria. The total number of Australian school students identified as having a disability for government program purposes almost doubled between 1995 and 2002 rising to 117 808 across all Australian schools, representing 3.5 per cent of enrolments. Victoria is home to more than 1.2 million children and young people, representing just under 25 per cent of the national child population. Around 67 000 or 7 per cent of Victoria's children are believed to have some form of disability[7] and 4.7 per cent of school-aged children (5-14 years) are thought to have a severe or profound disability. Since 1984, the proportion of students with a disability receiving additional funding and support in Victorian government schools has grown from 0.93 per cent of total enrolments (or 5 300 students) in 1984 to 3.1 percent (or 16 670 students) in 2006[7]. This picture is consistent with the national trend. In 1984, almost all students with disabilities in Victoria's government schools were located in segregated, special settings. Since then, successive state governments have pursued integration of children with disabilities into mainstream schools, while continuing to support specialist schools. In 2006, 56 per cent of Victorian school-aged children with disabilities who attend government schools attend mainstream schools. Specialist schools cater for 44 per cent of children with disabilities who attend government schools. Source Auditor General Department of Victoria, 2006.

School 1
School   2
School 3
School 4
School 5

ASISTM = Australian School Innovation in Science, Technology and Mathematics,[8]

Figure 5 Leading Change: Cluster Metropolitan Region Victoria

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[8] Over the seven-year period of the BISTMT Programme, ASISTM will provide $33.7 million in funding to cluster initiatives throughout Australia. Individual school cluster initiatives may apply for ASISTM funding in the indicative range of $20,000 to $80,000, with most successful projects expected around the middle of that range. A typical ASISTM project will be carried out over a single school year, in some circumstances projects may be allowed to continue for up to an extra 6 months. The first projects, 102 schools were selected n July 2005 and a second round, 99 schools selected in April 2006; source http://www.asistm.edu.au/aboutproj.asp, accessed October 12th, 2006.
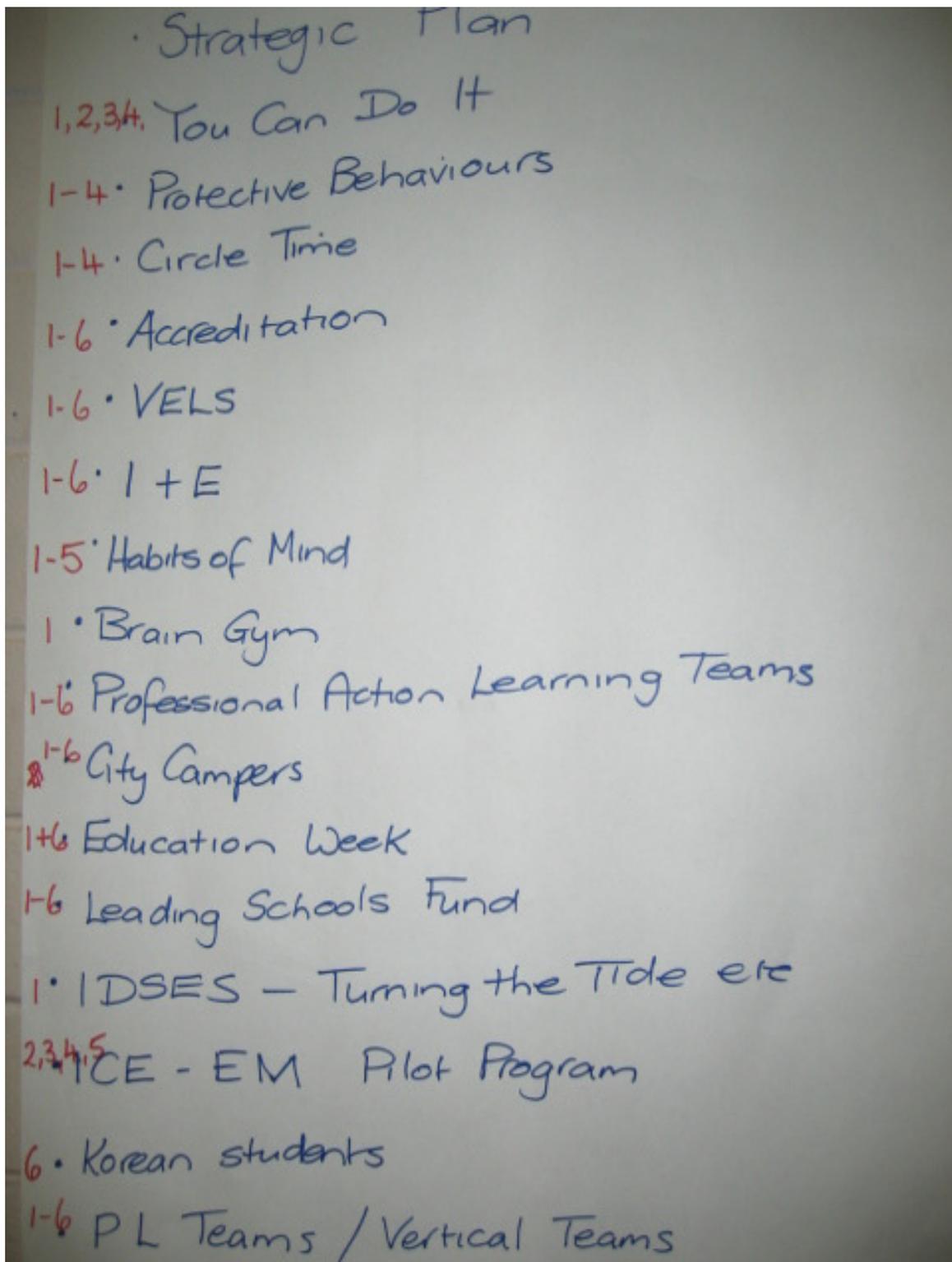
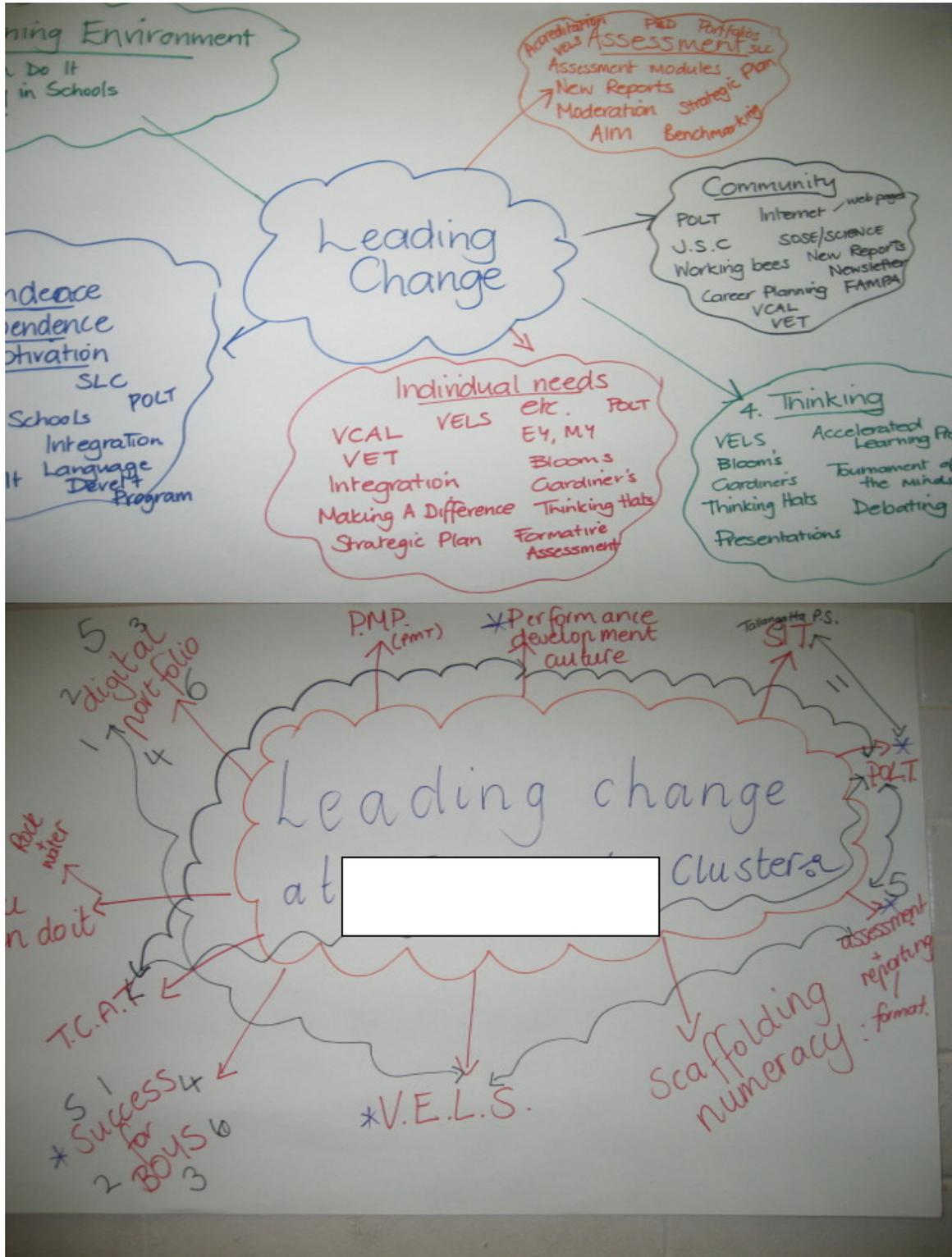**Figure 6 Leading Change: Cluster Rural 2 Region Victoria**

Figure 7 Leading Change: Clusters X 2 - Rural Regions Victoria

What is present, what is absent? Why are things like they are?

What does an analysis of reading these texts visually yield? What then is the 'selection, omission, frame; signification and evaluation; arrangement; differentiation and connection; focus and context' (Schirato & Webb 2004, p. 21). Digitised imagery from the teacher workshop texts reveal how local priorities are reflected, long lists of activities and programmatic approaches to curriculum work are documented. A working bee can be given the same weight as major school wide practices such as VCAL, VET or discipline renewal. Reporting to parents is included as are major school based initiatives. The white space of the open ended task given over to teachers during the workshop, frame the current social practices of curriculum and pedagogical change.

Reviewing these texts I read imagery that features teachers as consumers of instrumental action and weak professionalisation. This finding is nothing new, and has been said and researched by many including Lortie (Lortie 1975 in Lortie 2002), who reminds us teaching is dominated cultures where '…the attitudes, values, and orientations people bring with them continue to influence the conduct of their work' (Lortie 1975 in Lortie 2002 p.55-56), rather than 'highly developed subcultures - that is rich complex bodies of knowledge and technique…'(Lortie 1975 in Lortie 2002 p.55-56). Further teachers are 'inhibited in impulses toward autonomy, more resources, and control over the work situation…teachers have been socialised to a subordinate position within school systems' (Lortie 1975 in Lortie 2002 p. 167-8). Looking back to Figure 4 and back again to the teacher workshops texts, I also ask is this a mirror of the jumble and teachers caught in the producer/consumer 'unidirectional flow' (Aoki 2005, in Pinar and Irwin**,** p. 113) of curriculum production?. I have suggested there is work to be done in understanding how visuality forms an essential part of the deliberation in the field now known as visual culture, and there is a need to take up this space in curriculum inquiry. Visuality as Mirzoeff (2006, p.54) notes 'from its very conception, was a multi-media term, connecting art, literature and music' (Mirzoeff, 2006 p.58). Further Mirzoeff, continues in this significant essay *On Visuality*:

> for contemporary critics, visuality has a complex and challenging genealogy.
> Rather than lead us into the complexities and redundancies of 19th- and early
> 20th-century optical science, visuality implies an engagement with the politics of
> representation in transnational and transcultural form… a 'time-based medium,
> [a] series of connected and dispersed lines, crossing time and space,…a network
> and a politics of representation (2006 p.76).

There is much more that has been said and needs to be said about reading curriculum textually/ intertexually, visualizing curriculum inquiry and practice and intermixing other visual data sources alongside these teachers' performances across other sites of practice. At the most basic level we have incorporated the techniques of reviewing the participant's workshops texts as part of the program content, illustrating how the visual can be rapidly integrated into the delivery of content in the following day. To network curriculum inquiry and visuality requires as Mirzoeff (2006) has suggested engaging with the politics of representation in transnational and transcultural form/s. Engaging the teaching profession in networks of their own production requires the dominance of the logical and rational traditions of schooling and the weak professional socialization to be

seen. Professional learning sits in an awkward space, too often being reliant on the next available 'bucket' of funds or roll out, as has been the case in the recent commitment of the large states, Queensland, New South Wales and Victoria to pedagogical renewal. As a recent evaluation of a major federal initiative, the Australian Government Quality Teacher Programme over 2001–2003, found, both the understanding and impact of professional learning in Australian schools is difficult to isolate:

> The ways in which professional development programs impact on teaching practices and student learning outcomes are complex, occur over time and are difficult to identify. Professional development is a dynamic and multi-layered process, rather than a single event. Student learning, likewise, is a complex, extended process (Meiers & Ingvarson 2005, p. 28).

Visualizing and producing curriculum work with image and hypertextual forms is an important contribution to working beyond the limit setting traditions in the field of curriculum inquiry and professional learning. The possibilities for working visually digitally and spatially reverberate the qualitative research 'moments' into the twenty first century – any takers to refine these methodological orientations as central focus for curriculum work in Australia?

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