

Always Learning

EDUCATION NEWS RESOURCES LIFESTYLE

Issue **1**

SECONDARY
Science

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WELCOME

I'm pleased to introduce you to the first issue of the *Always Learning* magazine! This is a once-a-term magazine that we hope you will find interesting, useful and fun to browse for many issues to come.

Our aim at Pearson is to provide opportunities for learning, at all stages of life, delivered in a personal style. This magazine is an exciting new chapter that allows the Pearson Schools division to provide teachers and educators with specialised, topical information.

Each issue contains news and articles about education within schools in Australia. We'll be speaking to expert educators, classroom teachers, government bodies and more to provide content full of interesting insights, interviews and opinions.

In this issue, you can read about our latest research into professional development in Australian schools. This article discusses the common themes that teachers ask for and how professional development courses are finding solutions to issues arising from these themes. This month's feature article (*Australia's Place in the Learning Curve*) takes a look at the Australian education system, investigating how it ranks when compared to other countries and determining whether we can identify the factors that contribute to a successful career and a balanced life. In this issue, you'll also find *The Digital Obstacle Course*, which provides insight into some of the issues schools face as they implement new technologies.

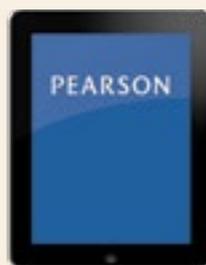
However, we think it's also important to recognise that teachers' interests also go beyond their jobs! With this in mind, you'll also find that our magazine features recipes, fun facts, quizzes, and articles—check out our ideas on how to enjoy the long summer days.

Lastly, if you're in a hurry to find a classroom resource, we've included a handy pricelist at the back of the magazine to give you all the information you need about our latest products.

If you have any feedback, please feel free to email me at: alwayslearning@pearson.com.au

Many thanks, and please enjoy the magazine.

Malcolm Parsons, Head of F–12 Publishing
Pearson Australia—Schools Division



Need a catalogue? There's an app for that

In term one of 2013, Pearson is releasing the new F–12 Catalogue App for Apple® and Android™ tablets. This way, you can find the Pearson products and services you're looking for at the touch of a finger.

If you'd prefer to browse from your desktop computer, please browse the full range of products at www.pearson.com.au/secondary.

www.pearson.com.au/secondary/app



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WHAT'S NEW?



Welcome to HQ

Pearson Schools has relocated to a heritage listed (built in 1889) former railway goods shed in Melbourne's CBD. It includes a 5 Star Green Star standard rating and among other things, recycled water tanks and air for heating in use.

[Click here for more](#)

A new experience for accessing digital content

The relaunch of **Pearson Places** in 2012 gives you a simplified 'one click' access point to your purchased digital products. Take a look around and register for free at www.pearsonplaces.com.au.



Changing digital education in Australia

We challenged ourselves to produce a digital suite that delivers outstanding content easily and intuitively, to address the issues of access and assessment in the classroom. We've exceeded classroom expectations with a solution for every school from Pearson eBook 3.0, to Pearson Reader 2.0 (with built-in assessment) and even Apple® iBooks for core Australian Curriculum series.

[Click here for more](#)

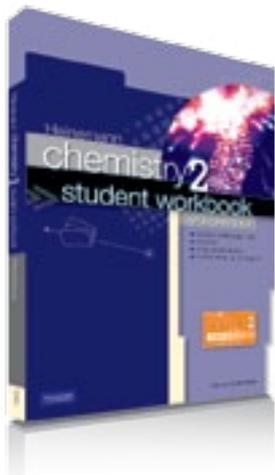


Pearson Science NSW

The most accessible science series (yes, we had a literacy consultant audit layout, design, writing and more to increase readability) for the Years 7–10 NSW Syllabus for the Australian Curriculum. Designed specifically to engage your students and save you time. Out from June.

[See page 16](#)





Heinemann Chemistry Enhanced

The VCE syllabus revision in 2012 need not take you by surprise - we've reviewed the series and updated the workbooks in this package to account for the changes (particularly with the handling of the exam). Out now.

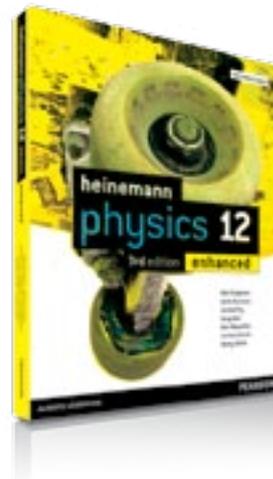
www.pearson.com.au/9781486004201



Heinemann Biology Enhanced

Similar to Chemistry, the VCE Biology syllabus also saw us make significant revisions across the series, but particular to the workbook to update for the exam. Out now.

www.pearson.com.au/9781486004195



Heinemann Physics Enhanced

Ok, it's not 'new' exactly, but we have updated all components to ensure you're aligned with the VCE syllabus changes. Oh, and it won best Senior Student Resource at the Australian Publisher's Association awards in 2012!

www.pearson.com.au/9781442554054



Pearson Assess

Want to save time testing and assessing students? How about a full year's worth of differentiated tests for Pearson Science at the click of a button? Coupled with year long class reports, and reports by chapter or ACARA content - how can you go wrong?

[Click here for more](#)



Creating an online community for professional learning

In 2013 Pearson Professional Learning are launching the Online Learning Community to help educators in remote and metro areas connect, take training courses online, and communicate and ask questions after events.

www.pearson.com.au/PL



Social Media – pinterest?

Did you know teachers around Australia are already receiving great education news, facts and offers via our Facebook and Twitter channels? In 2013 you'll find great Education graphics and photos in our new Pinterest page too.



Developing Leadership Skills

Watch out for invitations to develop your school leadership skills with training seminars lead by national and international speakers. Network with colleagues at these informal and relaxed events.

www.pearson.com.au/PL

OUR PLACE IN THE LEARNING CURVE

What are the inputs into education that lead to successful outputs such as a good career and comfortable lifestyle? And how does Australia stack up?



Although they may not be able to quantify it, governments in most countries recognise a link between the knowledge and skills with which young people enter the workforce and long-term economic competitiveness.

The latest results released from the 2011 Progress in International Reading Literacy Study rank Australia number 22 in relation to Year 4 reading standards. Whereas the 2009 PISA results rank Australia overall at 9 in regards to reading, maths and science literacy at a Year 8 level. Are there conclusive education inputs we can learn from countries leading in these education benchmarks?

On the surface, money and education seem to create a virtuous circle, with rich countries – and individuals – buying good educations for their children who, in turn, benefit economically. A closer look, though, indicates that both higher income levels and better cognitive test scores are the result of educational strategies adopted, sometimes years earlier, independently of the income levels existing at the time. More important than money, say most experts, is the level of support for education within the surrounding culture. Although cultural change is inevitably complex, it can be brought about in order to promote better educational outcomes.

For Australia, the cultural shift needs to raise the profile of the teaching profession. Think of the traditional 'doctor' highly regarded as a smart and educated individual, working for a worthy cause. While the same applies for teachers, does it stack up in every way? For example are the wages comparable with a surgeon? Is there as high demand to get into teaching courses?

Good teachers exercise a profound influence: having a better one is statistically linked not only to higher income later in life but to a

range of social results including lower chances of teenage pregnancy and a greater tendency to save for their own retirement. Successful school systems have a number of things in common: they find culturally effective ways to attract the best people to the profession; they provide relevant, ongoing training; they give teachers a status similar to that of other respected professions; and the system sets clear goals and expectations but also lets teachers get on with meeting these.

Recent research indicates that countries with greater choice of schools have better education outcomes. Presumably, allowing parents to choose the best schools rewards higher quality and leads to overall improvement. In practice, however, finding the mechanism to make this happen is difficult. Ultimately, as in any market or quasi-market, the real value of choice comes from people having the right information to select the option that is truly superior.

The top performers in the PISA index are Finland and South Korea. In some ways, it is hard to imagine two more different systems: the latter is frequently characterised as test-driven and rigid, with students putting in extraordinary work time; the Finnish system is much more relaxed and flexible. Closer examination, though, shows that both countries develop high-quality teachers, value accountability and have a moral mission that underlies education efforts.

While there are some lead indicators into successful education systems research current research does not provide a conclusive answer to how to help every student succeed.

Information and research sourced from The Learning Curve – a new online programme of analysis of school systems' performance in a global context from Pearson International.

thelearningcurve.pearson.com



FIVE LESSONS FOR EDUCATION POLICYMAKERS

THERE ARE NO MAGIC BULLETS:

Throwing money at education by itself rarely produces results, and individual changes to education systems, however sensible, rarely do much on their own. Education requires long-term, coherent and focussed system-wide attention to achieve improvement.

RESPECT TEACHERS:

Good teachers are essential to high-quality education. Finding and retaining them is not necessarily a question of high pay. Instead, teachers need to be treated as the valuable professionals they are, not as technicians in a huge, educational machine.

CULTURE CAN BE CHANGED:

The cultural assumptions and values surrounding an education system do more to support or undermine it than the system can do on its own. Using the positive elements of this culture and, where necessary, seeking to change the negative ones, are important to promoting successful outcomes.

PARENTS ARE NEITHER IMPEDIMENTS TO NOR SAVIOURS OF EDUCATION:

Parents want their children to have a good education; pressure from them for change should not be seen as a sign of hostility but as an indication of something possibly amiss in provision. On the other hand, parental input and choice do not constitute a panacea. Education systems should strive to keep parents informed and work with them.

EDUCATE FOR THE FUTURE, NOT JUST THE PRESENT:

Many of today's job titles, and the skills needed to fill them, simply did not exist 20 years ago. Education systems need to consider what skills today's students will need in future and teach accordingly.

SHARE YOUR THOUGHTS ON THIS ARTICLE WITH
US BY POSTING ON OUR FACEBOOK® PAGE

WWW.FACEBOOK.COM/PEARSONAUSTRALIASECONDARY

THE DIGITAL OBSTACLE COURSE

With the changing face of technology in schools,
teachers are now experiencing unimagined changes.



Schools won't be using hardcopy textbooks forever. Sixty-one percent of teachers have indicated that after 2013, they expect to use digital material in favour of textbooks (data from Pearson research in 2011).

This statistic may or may not come as a surprise to some educators. Although the education community has been reciting the mantra 'must use ICT' for almost ten years, the shift from a world of printed textbooks and traditional pedagogies to the ever-elusive 'digital' sphere could prove quite a leap.

The 'ICT' mindset saw offline solutions like CDs and PDFs satisfy school digital requirements. In more recent times, the promise of the national broadband network and 1:1 student-device ratios in schools initially encouraged a move towards exciting (and potentially more cost-effective) opportunities for learning. This development has presented educators with new situations to address. So what issues are schools facing with regards to digital implementation?

"SIXTY-ONE PERCENT OF
TEACHERS HAVE INDICATED
THAT AFTER 2013, THEY EXPECT
TO USE DIGITAL MATERIAL IN
FAVOUR OF TEXTBOOKS."

01

ACCESS AND INFRASTRUCTURE

Across large and small schools, access to technology simply isn't consistent. A lack of access to devices (not enough for every student or varying availability classroom to classroom) and/or unreliable internet infrastructures sometimes make purely 'online' lessons impossible. It's a problem when a teacher has difficulty asking their class of 20 students to access Google at the same time without the internet crashing—and it's not just happening in one school.

02

DEVICE-LEAD DECISION-MAKING

With the influx of tablet devices on the technology market, some schools don't realise the importance of considering the range of compatible resources available on a particular device when they implement technology. This became a high-profile issue when Apple® stopped supporting Adobe® Flash® for iPad*, and Android has recently followed suit. Content publishers therefore need to come to the table with Flash-free technology (and tablets).



03

A CHANGING PEDAGOGY

There's no denying that successfully integrating technology and interactivity into a lesson can help improve student learning and engagement, but how is this achieved? After all, hardware and its uses will constantly change—consider interactive whiteboards, which promote whole-class teaching methods, versus 'easy-to-use' devices like the Apple iPad, which promote individual or small-group work. Understanding technology is only one part of the process required to ensure its successful integration in a classroom. The classroom paradigm now needs to shift to fully incorporate engaging digital opportunities throughout the lesson.

04

EMPOWERED STUDENT THINKING

This year, the State Educational Technology Directors Association (SETDA) released the 2012 National Educational Technology Trends: State Leadership Empowers Educators, Transforms Teaching and Learning report. It indicates that the increase in internet-ready devices (in class and at home) empower students to become 'free agent learners'. The real benefit comes when schools work with this concept and embrace new learning models that encourage students to take more project-based, collaborative, and online approaches to learning. Remember that underpinning the Australian Curriculum is an inquiry-based approach, which could be useful for helping teachers develop students' inquiry process in an online setting.

05

STUDENT-CENTRICITY AND TIME-SAVING OPPORTUNITIES FOR TEACHERS

Teachers often ask, 'How can digital resources save me time?' As such, schools are currently looking for online assessment platforms to help improve teacher workloads. Online assessment helps to reassure a teacher that they're meeting the requirements of a course and reassures the school that the resources they have bought are being used to their fullest capacity. Online assessment also automates a previously slow and manual teacher workflow, particularly when it comes to the creation and correction of tests.



Looking to 2013, we know that the rate at which hardware and software is improving will continue to grow exponentially. As hardware gets better, cheaper and easier to use, software and resources available for these products will become more engaging, fun and rich with interactive opportunities for students.

Technology in the classroom has altered the teaching landscape in ways that we could not have predicted five years ago, before smartphones and tablets drastically changed the way we use technology to access information. In overcoming the challenges that new developments in technology bring, we'll ultimately deliver our students a richer, more engaging and entertaining way to learn.

*iPad is a trademark of Apple Inc.

DIGITAL



PEARSON DIGITAL

What is Pearson doing to support digital classrooms? Access student book content digitally with a solution for every school. Each option below offers different features suitable for different schools.

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Student book content with more interactive resources than eBook, and new, unmatched, embedded auto-correcting assessment collated via the teacher dashboard. Only available online. Starting list price \$55.00.



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PEARSON EBOOK 3.0 – ANY DEVICE, EVERY SCHOOL.

Access the eBook online or offline on any device, with access to interactive activities. Available via PC, iPad and Android Apps. Starting list price \$40.00.



PEARSON ASSESS – BETTER RESULTS IN EVERY CLASS.

Quickly build tests on any topic within Pearson Science. Assign tests on any device. All tests auto-correct and collect results for teachers to review student progress across the year.



Student book



Interactive activities



Embedded assessment



Online testing

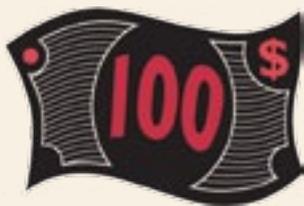
THE ANNUAL STATE OF EDUCATION SURVEY

SUPPORT THE SHARING OF AUSTRALIAN EDUCATION
INDUSTRY RESEARCH

Pearson Australia is currently conducting a short survey to gain an insight into the resourcing decisions of schools and how this may change over the coming years.

This study is conducted by Pearson every year so that we can better tailor products and services to meet the changing needs of all educators.

To thank you for your participation, everyone who completes this survey will receive a \$100 Pearson resource voucher.



TO PARTICIPATE IN THE SURVEY:

Click here to start the survey,
or access the survey directly at
www.pearson.com.au/schools/educationsurvey

The survey will remain open until Friday 5 April 2013.



The survey will take approximately 10 minutes to complete. All participants that complete the survey to the end will receive a \$100 voucher for Pearson Resources. To redeem the voucher you will need to contact Pearson Schools Customer Care on free phone 1 800 656 685, or fax 1 800 642 270. If you have any questions regarding the survey, please feel free to contact the survey administrator at victoria.gabriel@pearson.com.au.

WHAT EDUCATION TRENDS WILL EMERGE IN 2013?



JENNY WALSH

GENERAL MANAGER – SCHOOLS DIVISION, PEARSON AUSTRALIA

At the very end of 2012, we have already seen signs of what to expect in education in 2013. The focus will very much be on school improvement with the Federal Government set to implement a national plan in 2014 tied to new funding models as evidenced by the recent white paper, *Australia in the Asian Century*, and comparative data on a global scale. Most immediate and sure to impact the education agenda in 2013 is the objective of increasing completion at year 12 or equivalent from 86% to 90% by 2015 (before the implementation of a national curriculum in the senior years). The other two major objectives related to global rankings have a longer timeframe (2025) and we will only slowly see the reveal of the plan for achieving these. As a nation we will also attempt to resolve the conundrum of technology and assessment through pilots of online testing. The transition to digital will continue to influence decisions in schools with school leaders challenged to provide professional learning for teachers who in turn must develop new pedagogies to best ensure improved learning using technology as a tool and enabler.



GERALDINE CARROLL

F-12 PUBLISHING MANAGER, PEARSON AUSTRALIA

Expect to hear more about student-centered, personalised learning as well as adaptive learning. That is, instruction and assessment calibrated for a student's individual needs and skills. ACARA, at the recent IDEA 2012 conference in Melbourne, refers to this same concept as 'branching' – where students can be mapped according to their individual performance. Bringing NAPLAN online in coming years, which is firmly on the agenda, will no doubt create school infrastructure challenges, create new professional development requirements and bring about a huge demand for curriculum aligned digital content. However, it will also assist with early intervention, support differentiated student learning and address that troublesome lag from NAPLAN testing time to results.

My second pick for 2013 and beyond is a build in momentum towards mobile devices in classrooms. Consider that 31% of Australian 10 year olds have mobile phones. *The New Definition of Childhood* – an international study across 12 countries and 4000 children – is an interesting read. By 12-14 years of age that percentage rises to 75%, and 90% by aged 15. This presents massive opportunities for students to learn anytime and anywhere.



BRIAN POWYER

DIRECTOR, QUALITY EDUCATION SOLUTIONS

School education leaders will further develop their understanding of leadership in ways that empower them to build dynamic school leadership teams that can harness the learning potential of the connected world. School leaders and teachers will utilise and engage with professional learning activities that facilitate 'anywhere' at 'anytime' to assist them to interpret and implement the national curriculum. Quality teaching will remain central to improved student learning outcomes but a greater emphasis will be placed on learning so as to meet the increasing need to personalise instruction in a way that accommodates the differentiated learning styles of students.

Developing specific pedagogies that maximise the integration of technology into our classroom will become increasingly available. These will allow the dominant instructional model to be far less dependent upon current physical settings and infrastructure.

Learning communities linking schools, tertiary providers and local communities will continue to grow and flourish so that many of the barriers to innovation and professional exchange of ideas and practice will be significantly reduced and thereby allow 'classrooms without walls' to become a reality.

Each term, we ask six contributors from the world of education to share their thoughts on topical issues.



RAJU VARANASI

**CHIEF OPERATION OFFICER,
EDUCATION SERVICES
AUSTRALIA**

2013 will be a time of high activity as the phase 1 of the Australian Curriculum will be in significant implementation mode. The way teachers engage with the curriculum will be of interest as many schools will be delivering the new curriculum.

In addition teachers' use of technology will be expected to rise as schools and students access richer and more engaging lessons utilising digital resources.

However, as we move past the 'big picture' of the Australian Curriculum and technology in schools we will see many more issues from the ground, in schools, on a day-to-day basis.

With frameworks in place for a new mode of learning, we'll start getting feedback from the field, government, non-government agencies, and industry will be listening closely to see how the national education architecture can solve the pressing education issues.

2012's Gonski Report was a watershed point for funding of Australian school education. With upcoming elections in Australia, there will be much scrutiny on Australia's place within international education benchmarking, looking at how we compare with other participating countries.



RACHELLE ALLEN

**PROFESSIONAL LEARNING
TRAINER**

As the Australian Curriculum creates a national consistency around the development of information and communications skills, educational professionals are becoming curious about the latest technological advances to enhance their teaching practice.

Included in these trends is an increased use of cloud services as an effective way to manage and share documents on a range of devices and access work spaces from beyond the physicality of the school environment.

New and innovative technologies are an ongoing concern for school budgets. The 'Bring Your Own Device' scheme (BYOD) is a viable option for many schools but also raises challenges for schools to consider. Finding the balance between addressing concerns and embracing the benefits of such a program will be an important focus in 2013 and beyond. Also with the prevalence of smartphones there are increasing possibilities in the classroom to enhance learning.



MARGERY EVANS

**CEO, AUSTRALIAN INSTITUTE
FOR TEACHING AND SCHOOL
LEADERSHIP (AITSL)**

In 2013 AITSL will continue the quest to improve teaching, school leadership and student outcomes in Australia.

With strong policy foundations in place the spotlight will shift from the big national reforms of recent years to school level autonomy and innovation to support young people to develop as successful learners, confident and creative individuals and active and informed citizens.

Teachers need to be well prepared before entering the classroom, properly supported as they begin teaching and encouraged to continue to grow and develop as professionals throughout their careers. Hence there will be a sharp focus on initial teacher education, induction and performance and development.

The key characteristics of successful schools which will emerge are: excellent leaders, a workforce structure that is appropriate for their particular student cohort and a strong performance and development culture. Successful schools will have high expectations of all their students and their teachers and a strong commitment to continuing professional learning, frequent feedback to students and teachers and contemporary learning and teaching practices.

WHY TEACHERS NEVER STOP LEARNING

What do teachers expect from their
professional learning program?



A recent Pearson Australia research study in 2012 has identified many social, political and economic factors likely to have an impact on future professional learning needs of teachers and school leaders. The key factors include:

- A change in preferred modes of delivery, from physical workshops to webinars and online collaboration spaces.
- Demographic shifts regarding 'typical' teachers and school leaders.
- Teacher shortages in key subject areas mean more teachers are expected to be able to teach in subjects that aren't their key focus.
- Understanding the role of the principal and the school community in charting a school's own professional learning agenda is vitally important.
- Expectations regarding school accountability and transparency by governments and society in general are increasing.
- The establishment of international, national, state and sector teaching standards and the nationalisation and internationalisation of the Australian Curriculum is a result of increasingly globalised economies and social networks.
- Increasing use of technology and technological solutions in school and home environments.

Professional learning is moving toward in-school, localised activity, centred on meeting the immediate needs of the school community. Teachers have expressed that a blend of in-school and external learning is best for achieving a real and tangible improvement in student learning outcomes and observing best-practice pedagogy.

Technology will help teachers facilitate the creation of online learning communities. However rather than technology itself, it is clear that content, relevance and quality presenters were seen as the key to effective professional learning.

Furthermore, teachers will only adapt to technology when it is not only easy to use, but also when it offers them the resources and opportunities to effectively communicate and share teaching resources, while also allowing them to collaborate with colleagues both within and outside their own school.

What are the current training needs though? Teachers most often are looking for learning opportunities that cover:

- developing quality teaching practices
- understanding how ICT can support and enhance teaching practices
- strategies to support the implementation of the Australian curriculum
- developing skills for individualised teaching and learning
- understanding formative assessment techniques.

For school leaders, these included:

- developing change management, in particular managing ongoing changes in curriculum, leadership skills and problem solving
- fostering a better understanding of national and international educational agenda and its impact on their school
- creating and fostering a local learning community
- implementing local decision-making and management.

Professional learning in schools will continue to be a core plank to teachers' individual professional development and with many changes across curriculum, government and technology the focus of the training will continue to change.

PEARSON PROFESSIONAL LEARNING IN 2013

Pearson Online Learning Community – coming soon

Communicate, collaborate, share resources online and find support for Pearson workshops, conferences and seminars you've attended. You will also find just-in-time courses and webinars discussing the challenges and benefits of learning online. Community members will be able to use community tools such as blogs, discussion forums, Q&A sessions, top ideas and document sharing.

Workshops and conferences

We will continue to offer one- and half-day workshops, as well as one- and two-day conferences featuring multiple presenters and concurrent sessions, all focusing on a conference theme. Participants will continue to have access to their presenter through the Pearson Online Learning Community.

School leadership seminars

These seminars feature extended opportunities to ask national and international presenters questions and to network with other participants in informal and relaxed environments such as cocktail receptions, sit-down lunches and breakfasts.

Customised learning programs

Did you know we produce customised learning programs for teachers, in schools around Australia? We deliver learning programs that are developed to meet the specific needs of individual schools or groups of schools. These programs can range from two-hour sessions through to multiple sessions throughout the year, or even webinars for remote access.

For more information on upcoming professional learning opportunities in your state, please visit www.pearson.com.au/pl

LIFESTYLE



MAKE THE MOST OF SUMMER

Term 1 may be getting into gear, but that doesn't mean your summer has to wind down to a close! There are many ways to enjoy the warm weather and long days still to come.

Soon it will be autumn, but northern Australia will still enjoy warm weather and in many states, daylight savings continues until April. Here are just a few suggestions on how you can make the most out of the lingering summer days.

Make time to eat fresh. This is the time of year when many delicious fruits and vegetables are in bountiful supply. You'll find stone fruits, berries, grapes, melons, sweet corn, tomatoes, eggplant and more are in season. If you have a green thumb, you might be harvesting these from your own garden, otherwise check out your local farmers' market, greengrocer or supermarket. Find out what's in season in your area on the Seasonal Food Guide Australia website (www.seasonalfoodguide.com.au). The seasonal supply cycle means that foods that are in season will see prices come down—another reason to stock up and enjoy.

Make time for friends. Australia Day has been and gone and another holiday season is over. Now is a good time to reach out to people you didn't get to see during the 'silly season'. Review your Christmas card list, or scroll through your Facebook® friends and see who is free to catch up. There's still sunshine to enjoy while you meet up for a coffee or a bite after work. Find somewhere that suits your mood at Urban Spoon (www.urbanspoon.com) or Your Restaurants (www.yourrestaurants.com.au).

Make time to play. Before you know it, it will be time for the winter sports teams to start recruiting. Time to choose a sunny weekend and recruit some friends for an informal sporting match in the backyard or at the park! It's easy to grab a tennis racket, shoot some hoops or swing a baseball bat on a weekend or even after work. If you're interested in joining a sports team and participating in matches, you can search for clubs in your area via the Ausport website (www.ausport.gov.au).



Make time to travel. There's no better time to take a day trip than when the weather is nice and there's more daylight hours in which to drive. Be a tourist in your own backyard and see what local attractions are within a few hours' car ride of your home. It's also a great time to enjoy a bike ride or hit a walking trail—just remember your hat and sunscreen. And if you're planning a short break, the Weekend website (www.weekend.com.au) specialises in weekend getaway accommodation in Australia.

“BE A TOURIST IN YOUR OWN BACKYARD AND SEE WHAT LOCAL ATTRACTIONS ARE WITHIN A FEW HOURS' CAR RIDE OF YOUR HOME.”

DEEP, DARK CHOCOLATE AND PRALINE MOUSSE

SOFTLY WHIPPED CREAM AND DUTCH-PROCESSED ALMOND PRALINE

150 g CASTER SUGAR

100 g SLIVERED ALMONDS

CHOCOLATE MOUSSE

1 CUP (250 ML) PURE CREAM

200 g GOOD-QUALITY DARK CHOCOLATE, CHOPPED
INTO SMALL CHUNKS

3 EGGS, SEPARATED

PINCH OF SALT

SERVES 4-6

1 Line a shallow baking tray with baking paper and sit it on a board or thick tea towel.

2 To make the almond praline, put the sugar and $\frac{1}{2}$ cup (125 ml) cold water into a small saucepan over medium heat. Stir constantly until the sugar dissolves, then stop stirring, increase the heat and bring the mixture to the boil. Boil it undisturbed, washing down the sides with a brush dipped in water to dissolve any sugar crystals. The mixture will slowly change from being liquid to syrupy, with lots of lazy bubbles breaking all over the surface.

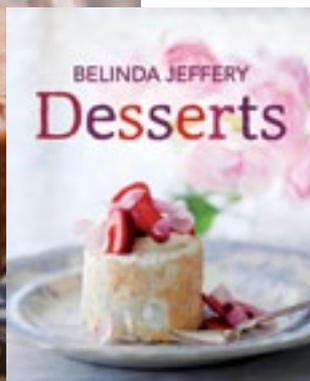
3 Watch it like a hawk as it changes colour quite rapidly. As soon as it turns light amber, add the slivered almonds and swirl the pan to mix them in (it may froth a bit at first). Cook until it's deep golden brown, then take the pan off the heat and pour the mixture onto the prepared baking tray. Use a wooden spoon to help scrape it out of the pan and spread it. Using an oven mitt to protect your hands, tilt the tray gently to help spread the mixture even further. (Be careful doing this, as both the praline and baking tray are very hot.) Leave the praline to cool and harden. Break off long shards to use as decoration, and either crush or process the remainder until fairly finely chopped.

4 Gently heat the cream in the saucepan used for the praline, until it's very hot but not boiling. Process the chocolate in a food processor until it's finely chopped. With the processor going, pour the hot cream through the feed tube onto the chocolate and whiz briefly until thick and smooth. Add the egg yolks and whiz again until they're incorporated. Scrape the mixture into a large bowl.

5 When the chocolate mixture is cool, stir in 5 tablespoons of crushed praline.

6 In a clean, dry bowl, whip the egg whites and salt with an electric beater on medium speed until they hold soft peaks. Quickly stir a quarter of the whites into the chocolate mixture to lighten it a bit, then fold in the remaining whites. Spoon the mousse into individual glasses, cups or bowls (or into one large-ish bowl), cover tightly with plastic film and chill.

7 To serve the mousse, dollop some cream over the top, dust it lightly with cocoa powder, and sit a shard of praline in the middle of each one.



Recipe extract from *Desserts* by
Belinda Jeffery, RRP \$49.99.

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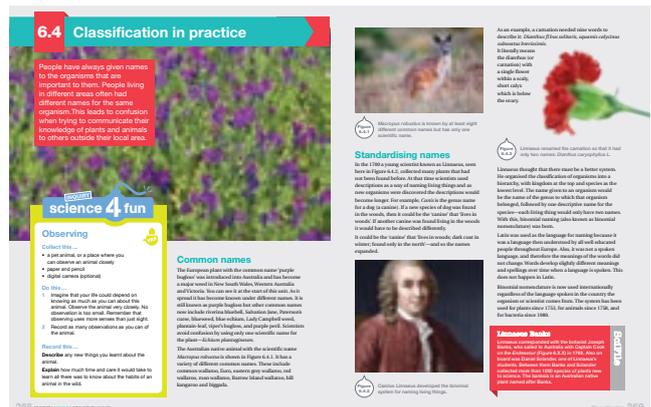
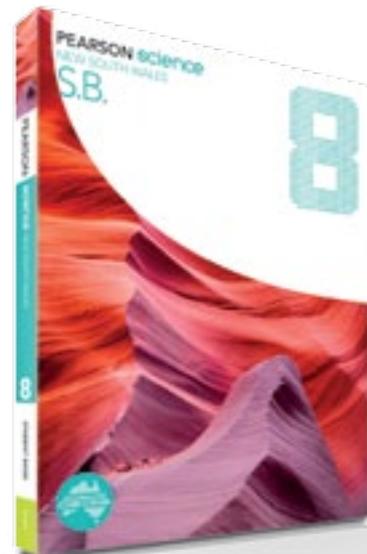
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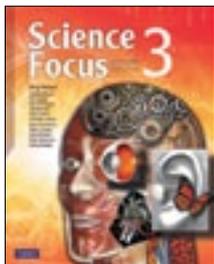
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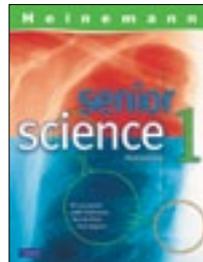
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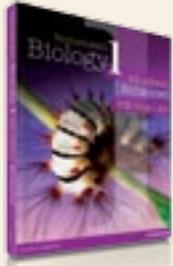
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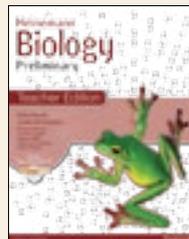
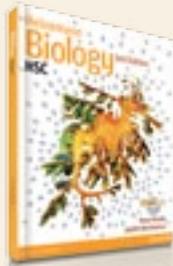
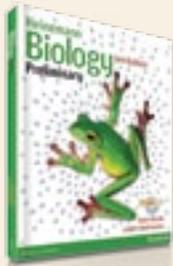
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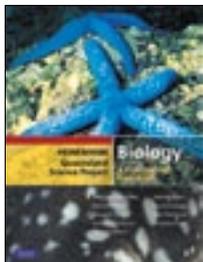
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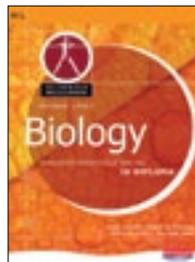
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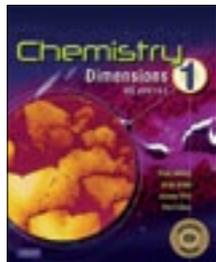
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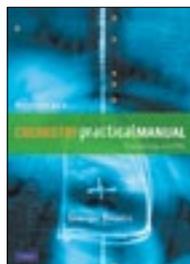
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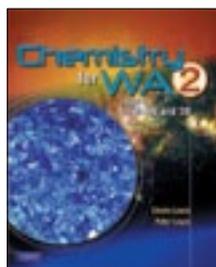
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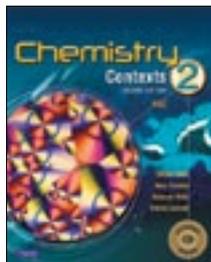
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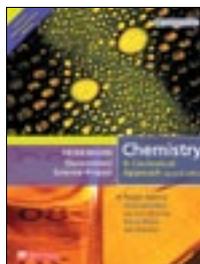
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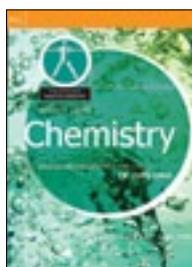
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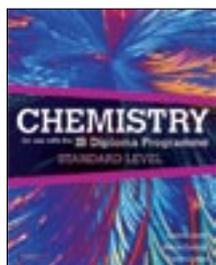
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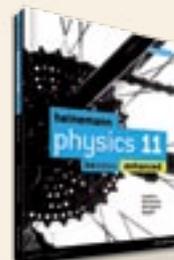
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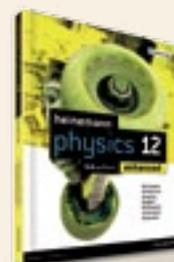
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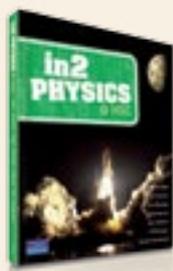
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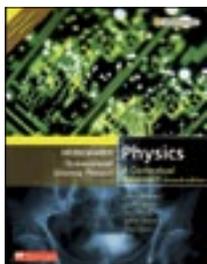
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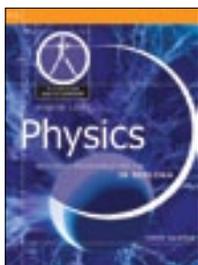
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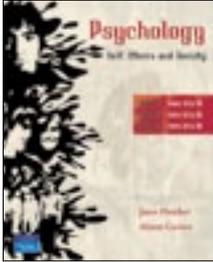
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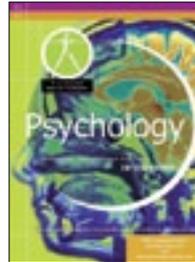
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01

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1. "Mark Twain" is a pen name - what was the famous American writer's real name?
2. What is the capital city of Washington state?
3. According to Tina Turner, what type of vehicle isn't allowed within the Nutbush city limits?
4. What type of natural formation is a caldera?
5. Which English noblewoman is sometimes called the Nine Days Queen?
6. In what year was the first observed and unassisted swim across the English Channel?
7. How many medals did Australia win at the 2012 London Olympics?
8. 1 and 2 cents coins were withdrawn from circulation in 1992. Are they still legal tender?

02

CODEBREAKER

Each number corresponds to a letter. Can you break the code and discover our secret message?

A	B	C	D	E	F	G	H	I	J	K	L	M
				19							16	
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

E L L E ,

3 19 16 16 1 19 23 20 4 9 24 6 2 10 19 3

E E E E

3 19 23 21 15 1 19 23 20 4 9 2 19 1 19 1 22 19 2

L E E L E

9 20 26 6 16 26 19 1 19 23 20 4 9 16 19 23 2 20

03

SUDOKU

Difficulty: Medium

	8		2					9
	1	3				5	6	
				7			4	8
4	6	2			3			
		9		5		4		
			4			7	9	6
8	2			3				
	4	6				9	8	
9					8		3	

04

FROM AROUND THE WEB

Finals At Hogwarts

(One of my students was absent the day of a test and she has had just handed it in.)

Me: "Okay, class. Now that [name] has done the test, I can give you them back."

(I hand out the test papers.)

Student: "Where's mine?"

Me: "You just did yours today. I'll have it back to you tomorrow."

Student: "But you just said!"

Me: "How was I supposed to mark it in 5 minutes?"

Student: *completely serious*

"Doesn't it just automatically mark itself?"

This story actually came from an Australian school! Find more funny stories from schools, shops and everywhere else at

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1. Samuel Langhorne Clemens; 2. Olympia; 3. Motorcycles; 4. A caldron-like sunken area, caused when land collapses after a volcanic eruption; 5. Lady Jane Grey 1536-1554; 6. 1875, by Captain Matthew Webb; 7. 7 gold, 16 silver and 12 bronze; 8. Yes.

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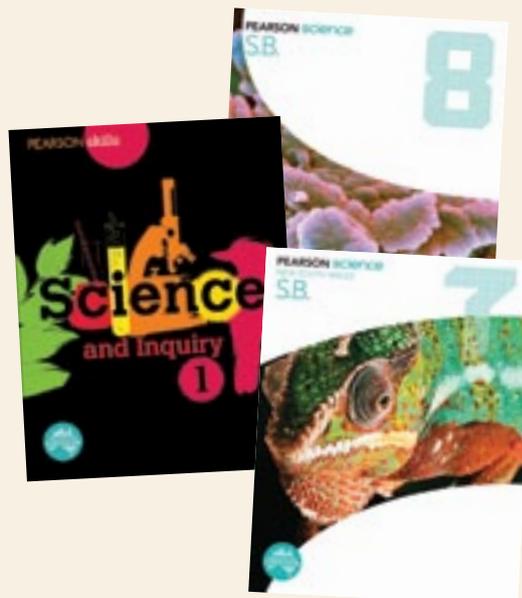
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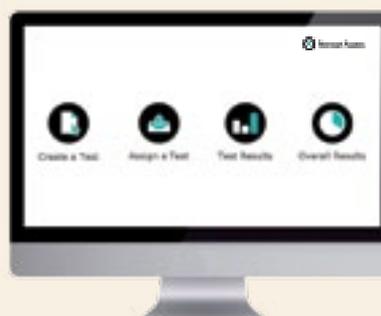
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