A review of the Current Awareness has been carried out to ensure Copyright regulations are met and the continuation of the publication is sustainable. The new format is included with this issue of the SERUUpdate.

In this edition the contents page of all journals received by SERU this term are included. This will mean titles of all articles can be viewed. Originally only copies from a limited number of selected articles from some journals could be ordered. It is now possible to select articles to be copied from all journals.

The process for ordering copies of articles has not changed, but orders must now be submitted by Friday second week of the following term. A copy of the Current Awareness is also available on the SERU website under ‘Publications’ and the same timeline applies for ordering.

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  ♦ I have not been previously supplied with a photocopy of any of these articles by staff of the Special Education Resource Unit.

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From the President

It is with great pleasure that I sit down this evening to write my very first report to the members of LDA. We are a highly diverse group of teachers, educators, academics, and researchers — but we share a passion for supporting individuals who struggle to learn. Most recently, we have been led by Professor Lynsey Nickels, Professor Max Coltheart AM, Associate Professor Ruth Fielding-Barnsley, and Professor Kevin Wheldall AM. So it is with some trepidation that I tap away with my three fingers (one more than Kevin professes to use) hoping to offer useful leadership to our organisation over the coming months.

As some of you know, I returned to Australia in 2007 after living for 31 years on the west coast of Canada. On that side of the Pacific Ocean, I was intimately involved with learning difficulties (actually ‘Learning Disabilities’) in the capacity of classroom teacher, compensatory language teacher, learning support teacher, and more recently school psychologist. Since returning to this shore, however, I have been working to regain my Australian accent and assume an academic mantle. This year I will see ‘my’ first pre-service teachers graduate so at last I feel as though I must be home.

Since our AGM in October 2010, members of the Council have been working hard to develop a glossary of terms (including ‘learning difficulties’, ‘learning disabilities’, and ‘dyslexia’), to complete a submission to DEEWR concerning the Review of Disability Standards for Education, to strengthen ties between SPED and LDA especially in New South Wales and Victoria for the purposes of shared professional development, to develop an oral language resource, and to continue supporting the consultants in their invaluable work with struggling learners and their families.

Past and present members of Council have also been focused on cutting-edge research through the newly established Australian Research Council (ARC) Centre for Excellence in Cognition and its Disorders (CCD) at Macquarie University. Professor Anne Castles is deputy director, a program leader (Reading), and a chief investigator. Professor Max Coltheart is a program leader (Belief Formation) and a chief investigator, while Professor Lynsey Nickels is also a chief investigator. If you are interested in learning more about the centre’s multidisciplinary work especially in relation to investigating the neural basis of reading difficulties as well as neural changes after cognitive interventions, I encourage you to visit the CCD website (www.ccd.edu.au) and learn how custom-sized magnetoencephalography (MEG) is being used to measure the brain function of children.

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LDA Mission Statement

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

For more details of LDA activities, professional development opportunities and publications, visit our website at www.ldaustralia.org
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All articles were accepted under the editorship of Michael L. Wehmeyer.
Support for Learning

British Journal of Learning Support

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10 Getting off to a good start: Employment status and beginning teachers
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16 Using focus groups to support conceptual development in social studies
JODY PLUMMER
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23 "You can try sound brainy": The use of process drama to engage Pasifika boys
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This study explored whether using process drama to teach social studies would engage Year 10 Pasifika boys at a secondary school in Auckland. The author describes how, while in role, students used their existing knowledge and experiences to explore and develop new knowledge, and how process drama addressed the goals of The New Zealand Curriculum through an integrated inquiry approach. The results show that the students’ low expectations of themselves were raised when they participated in role.

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43 Developing statistical literacy with Year 9 students
SASISH SHARMA, PHIL DOYLE, VINAY SHARMA AND SEMELE TALAVAI
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We regret that due to decreased participation in the program, as well as effects from the recession, JournaLearning.com is no longer able to run the CE credit program with the Council for Exceptional Children and its journal TEACHING Exceptional Children. JournaLearning and CEC want to thank all those who have participated over the years we have run this program.
American Annals of the Deaf
Australian Association of Special Education—AASE Special Education Perspectives
Australian Association of Special Education—AASE State Newsletter (SA Chapter)
Australian Journal of Early Childhood
Australian Journal of Learning Difficulties
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