SHOW ME THE MONEY:
LIFTING LEVELS OF CONSUMER
AND FINANCIAL LITERACY IN
AUSTRALIAN SCHOOLS

6 AUGUST 2011 – THE UNIVERSITY OF SYDNEY

‘By teaching kids how to handle money from an early age, you give them the essential knowledge and skills to make wise financial decisions throughout their lives.’ Paul Clitheroe, Chairman, Australian Government Financial Literacy Board

Teachers and school executives K–12, teacher educators, and others from the government, financial and not-for-profit sectors are invited to join us at this conference that seeks to:

– raise awareness of the crucial importance of improving student financial literacy levels by creating a learning pathway starting in the early years of primary school and building through secondary
– inspire and enable teachers to integrate consumer and financial literacy into their teaching and learning across the curriculum K–12
– explore ways of engaging students from different socio-economic backgrounds to enrich their knowledge, skills and attitudes in areas such as saving, budgeting, planning, credit, debt and interest, taxation, superannuation, mobile phone plans, bank accounts and insurance
– examine how financial and consumer literacy will be integrated into the Australian Curriculum Phase 1 release of mathematics, English, science and history
– showcase a range of quality resources and ‘best practice’ programs.

The opening address will be given by Elaine Henry OAM, Member of the Australian Government Financial Literacy Board and recent-former CEO of The Smith Family. Elaine has been a leader in the non-profit sector for over 25 years and is a passionate advocate of the “transformative power of education” to enable disadvantaged children to break out of the cycle of poverty.

Concurrent workshops have been selected to encompass the needs of educators K–12. Presenters include Margaret Bigelow from the Australian Curriculum, Assessment and Reporting Authority (ACARA); Peter Cuzner from the Australian Securities and Investments Commission (ASIC); Sue Thomson, the NSW representative on the Council of the Australian Association of Mathematics Teachers; and others from the ACT Department of Education, the NSW Department of Education and Training, and the Financial Planning Association of Australia.

The day will conclude with a dynamic keynote by leading authority on Generation Y, education, technology and the workforce of the future, Dominic Thurbon. He is an internationally respected speaker and consultant whose expertise has been sought by groups including the Australian Council of Education Leaders, the NSW DET, IBM, Apple, and countless schools and educational organisations.

Full program details and abstracts are available on the conference web page.

**COST AND HOW TO REGISTER**

$240 per person (incl. GST) standard rate. Group rate available. Includes tea/coffee on arrival, lunch and morning/afternoon teas.

Register online and find full program details by following the link to the conference web page from: sydney.edu.au/education_social_work/professional_learning

FOR MORE INFORMATION CONTACT

T 02 9036 6523 (Mon–Wed)
E anita.hancock@sydney.edu.au
### A National Perspective on Financial and Consumer Literacy in Schools (K–12) – Margaret Bigelow, Senior Project Officer: Mathematics, Australian Curriculum, Assessment and Reporting Authority (ACARA)

‘Consumer and Financial Literacy is the application of knowledge, understandings, skills and values in consumer and financial contexts and the related decisions that impact on self, others, the community and the environment.’ (MCEECYDA, 2009).

This session will explore the relationship between this definition and the Australian Curriculum, not only in mathematics, but in English, science, history and the second phase learning areas. It will also evaluate the National Consumer and Financial Literacy Framework (2009) and look at the available resources to support the learning and teaching of Financial Literacy in schools.

### A Financial Toolkit for Young Australians (9–12) – Deen Sanders, Financial Planning Association of Australia

This workshop will introduce participants to Dollarsmart and enable them to familiarise themselves with content and processes and provide critical feedback. The Financial Planning Association of Australia (FPA) has a continuing commitment to financial literacy. Dollarsmart, a financial toolkit for young Australians, was launched in 2003 and since then has been an important part of the FPA’s financial literacy resources. The program takes students on a journey through six important areas of financial knowledge: financial planning, budgeting, saving and investing, credit and debt, insurance, and study and work. It was widely distributed to schools and educational institutions at the time of its launch, but Dollarsmart has primarily been a resource for financial planners to use in the community, mostly in local schools, targeting Years 9–12 students. While Dollarsmart can and is used independently by young people and teachers (it can be downloaded in workbook format from the FPA website), the involvement of financial planners in its delivery is the FPA’s point of differentiation.

### The Lifeskills Microsociety (K–6) – Steve & Christine O’Mara, Consultants

The concept of enabling students to create their own personal wealth within the confines of their own student society, as a pathway to learning, is a significant step in educational pedagogy. Join Steve & Christine O’Mara as they explain how the NSW DET’s Lifeskills Microsociety lures students to voluntarily participate in an electrifying student society. Students are enabled to create their own disposable wealth but are constrained by the relative wealth of their student peers and the financial wellbeing of their immediate student society. The whole learning package has striking parallels with the real world.

### Activities in Financial Literacy (8–12) – Sue Thomson, Teacher Educator, Board Member & Financial Literacy Advisor, Australian Association of Mathematics Teachers

Everyday life is full of financial options and as teachers we need to provide students with learning experiences to help them develop skills in assessing financial situations. This workshop will feature three student investigations: ‘Should Sue use E10 fuel in her car?’; ‘Working Mothers’; ‘Is funeral insurance good value for money?’. While the activities have a ‘mathematical flavour’ the mathematics involved is simple and easily accessible with a scientific calculator (available for use during the workshop). Each activity is presented with and without scaffolding for students who require different levels of support.
### CONCURRENT WORKSHOPS

#### FINANCIAL LITERACY IN THE NATIONAL CURRICULUM (7–10) – Liz Criddle, Teacher, Author, Board Member, Economics and Business Educators NSW
In complex world of increasing personal bankruptcies and spiraling credit card debt, understanding how to gain control over personal finances is vital to adolescents. Australian and overseas indicators show that financial literacy among students and adults is currently abysmally low. Teaching financial literacy in Australian schools is essential due to its impact on decision making in later life. Concerned stakeholders have lobbied successfully for finance education to be embedded within the national curriculum. How then, can financial literacy be integrated into the middle school in a manner that is inclusive and relevant to all adolescents? This presentation will workshop the role of financial literacy in the national curriculum; innovative methods of engaging students with this issue; and pedagogies for including financial literacy across the curriculum.

#### THE AUSTRALIAN SECURITIES AND INVESTMENTS COMMISSION’S ROLE IN FINANCIAL LITERACY (K–12)
– Peter Cuzner, Senior Manager, Australian Securities and Investments Commission (ASIC)
ASIC is the leading national agency to advance consumer and financial literacy in Australia. ASIC is committed to improving the financial literacy skills of all Australians so that consumers and retail investors, no matter their age, are well-equipped to make informed choices. ASIC recently released a National Financial Literacy Strategy to provide national direction in this important area. This workshop will cover the school education areas of: National Consumer and Financial Literacy Framework; National Reference Group – Consumer and Financial Literacy; MoneySmart and Teaching Financial Literacy websites; the international education context and the financial literacy component in the 2012 Programme for International Student Assessment (PISA); Helping Our Kids Understand Finances (HOKUF) – a Gillard Government initiative to build the financial literacy capabilities of Australian school students.

#### IS ‘SUPER’ SUPER? YOU BE THE JUDGE! (7–12) – Sue Thomson, Teacher Educator, Board Member & Financial Literacy Advisor, Australian Association of Mathematics Teachers
The aim of this workshop is twofold: to increase teachers’ knowledge of superannuation; and to provide three teaching activities suited to stage 6 students. In this workshop ‘salary sacrifice’, ‘concessional and non-concessional superannuation contributions’, ‘government co-contributions’ and the ‘rule of 72’ will be covered. If you didn’t know that superannuation is not a form of investment, but rather a tax structure, then this workshop could be for you. The activities in this workshop include elements of non-academic mathematics which are easily accessible with the use of technology. Technology will be available for use during the workshop and competence using technology or mathematics will not be assumed.

#### FINANCIAL LITERACY AND DESIGNING LEARNING (K–8) – Rita Van Haren (with Robyn Kiddy, Rebecca Roche, Christian Riley & Anne Dunn), ACT Lanyon Cluster of Schools
In this workshop we will share some of the work of the Lanyon Cluster Financial Literacy Project in which teachers developed five units that provide a continuum of learning in financial literacy from Kindergarten to Year 8. We will explore Money: Bartering, trading and you/Market to Market – a unit for years K–1 which uses a literacy focus to explore the connections between Jack and the Beanstalk and real life situations, weaving its way gradually through concepts such as bartering, fairness and unfairness, needs and wants, and culminating in a class market day. We will also look at Finances and teenagers/You’ve been taxed for 13–14 year olds. This unit is about understanding mobile phone plans, bank accounts, budgeting and taxation, and the roles of government, business and charities in society. In the workshop teachers will share some of their action research, including baseline data, work samples and post data about the impact on student understanding of financial literacy concepts as well as literacy and numeracy learning.

#### KEYNOTE: BACK TO BASICS: ENGAGING THE STUDENT OF THE FUTURE WITH FINANCIAL LITERACY
– Dominic Thurbon, Co-founder and Chief Creative Officer, ChangeLabs
How do you teach financial literacy to current and future generations of students? At its heart, the role of the teacher remains unchanged: to engage, educate, and inspire the next generation of Australians. But what engages, educates, and inspires this generation of learners is fundamentally different from the past.

Teaching financial literacy involves equipping students with a fundamental life skill that draws on a range of different disciplines. To meet this interdisciplinary challenge, it is useful to explore the latest trends in education technology, the neuroscience of behavior change and changing conceptions of ‘engagement’.

In this broad-ranging and entertaining session, we will:
- explore the latest thought in student engagement, canvassing new ways for teachers to bring the classroom experience to life
- examine how technology, and specifically ‘ubiquitous information’, is changing classrooms and the role of the teacher
- canvass some leading-edge thinking in behavior change, and discuss what it means for the future of teaching
- discuss how StartSmart, Australia’s largest face-to-face money management education program, creatively engages students in both numeracy and literacy
- empower financial literacy teachers to create the classroom of the future.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15</td>
<td>QUESTIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.15</td>
<td>QUESTIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.30</td>
<td>AFTERNOON TEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.45</td>
<td>KEYNOTE: BACK TO BASICS: ENGAGING THE STUDENT OF THE FUTURE WITH FINANCIAL LITERACY</td>
<td>– Dominic Thurbon, Co-founder and Chief Creative Officer, ChangeLabs</td>
<td>How do you teach financial literacy to current and future generations of students? At its heart, the role of the teacher remains unchanged: to engage, educate, and inspire the next generation of Australians. But what engages, educates, and inspires this generation of learners is fundamentally different from the past. Teaching financial literacy involves equipping students with a fundamental life skill that draws on a range of different disciplines. To meet this interdisciplinary challenge, it is useful to explore the latest trends in education technology, the neuroscience of behavior change and changing conceptions of ‘engagement’. In this broad-ranging and entertaining session, we will: explore the latest thought in student engagement, canvassing new ways for teachers to bring the classroom experience to life examine how technology, and specifically ‘ubiquitous information’, is changing classrooms and the role of the teacher canvass some leading-edge thinking in behavior change, and discuss what it means for the future of teaching discuss how StartSmart, Australia’s largest face-to-face money management education program, creatively engages students in both numeracy and literacy empower financial literacy teachers to create the classroom of the future.</td>
</tr>
<tr>
<td>3.45</td>
<td>QUESTIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td>CLOSE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>