

**Bruce Tamagno**

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Teaching

For twenty years from 1969 I gained considerable experience as a secondary Geography and History teacher in a range of high schools in the Victorian (Australia) public education system. During that time I undertook a number of roles related to classroom teaching; faculty and age-level administration; and professional development activities. As a member (and office holder) of a state-wide subject association for teachers, I initiated and presented hundreds of professional development activities for pre-service and in-service Geography teachers. This involved organizing conferences, liaising with interstate counterparts and being involved in many publishing projects. I authored nine text books and dozens of resource files for use in secondary geography curricula. During this period, I attended international Geographical Education conferences in Brazil, Singapore and Hong Kong. In 1988, I won a Fulbright Scholarship to attend a Summer Studies program at Minnesota University.

Project Management

In 1990, I was appointed Manager for one of the eight, newly constituted Key Learning Areas- Studies of Society and Environment. SOSE was responsible for the curricular and assessment arrangements for 16 of the 46 post-compulsory studies at Years 11 and 12 for the Victorian Certificate of Education (VCE). This involved two years of policy development, framework, writing, constructing course exemplars, supervising assessment committees and vetting draft examination instruments.

This initiative encompassed all systems in the state education area and involved massive professional development organization and presentation. I also acted as Manager of School Support Days which involved a support program for all teacher of VCE. In three years, our PD caravan visited 31 regional centres and delivered support to 22,000 teachers each year. After the VCE was implemented, a change of government led to new modifications and most of my work addressed school-based versus centralized assessment, the role of criteria and new methods of professional development (satellite broadcasts, video-conferencing, government to school WAN-SOFnet). Later, the KLAs were charged with P-10 curricular and assessment arrangements and the VCE experience proved a worthy model to contact and liaise with 1600 primary and 800 secondary schools. During this period, I attended international Geographical Education conferences in USA and Germany.

I retired from full time work in 2002 and have spent time since then travelling in Asia and Europe and working as a publishing consultant and author in Australia, The Netherlands and France.