Our Lady of the Sacred Heart School Wadeye

Peter Kell, Therese Kersten and Mandy Sandery made a flying visit out to Thamarrurr in May to see Debbie Prescott and the “Growing Our Own” students in action. Three wonderful Wadeye women have almost completed their Bachelor of Teaching – In-service and will be continuing their teaching at OLSH. The remaining BTLP student will continue planning, programming and delivering in class, refining her teaching skills.

This is Thamarrurr’s second group of “Growing Our Own” students and it’s always a pleasure to go out there and see the positive enthusiasm of the local staff. Wadeye has had 6 graduates from the initial program that started in 2009, 3 graduates form the current project and it is planned to have a third group commence in 2013. Debbie Prescott has been a tireless and enthusiastic member of the Growing Our Own delivery team. After two years of travelling weekly to Daly River and then one and a half out at Wadeye she will remain connected with the program. Thanks Deb for all your hard work!!

L to R: Professor Peter Kell, Therese Kersten and Amanda Sandery

All images in the Newsletter have been supplied by the School of Education unless under wise specified.
National Teacher Professional Standards:
New time for Teacher Education at CDU

By Professor Peter Kell

In 2013 the School of Education will have a new portfolio of programs in primary and secondary education.

These new programs are possibly some of the first to gain accreditation under the Australian Institute of Teaching and School Leadership (AITSL). All our new programs are directed towards meeting the newly introduced professional standards for graduate teachers.

From 2013 there will be a brand new Bachelor of Education (Primary Teaching). This is a four year degree with a strong emphasis on building partnerships with schools and also strengthening the competencies and proficiencies of our pre-service teachers in literacy and numeracy. The program also aligns to the newly developed Australian curriculum. The annual stages of the program also reflect a growth towards professional autonomy and a professional identity.

One special feature of this program is a commitment to embedding Indigenous Knowledge and this, has been led by Dr Payi Linda Ford, a well-respected Indigenous academic who has been working with the School’s academic staff.

In 2014 there will be an honours year added that will enable pre-service teachers to undertake a supervised research project as part of their fourth year. They will be investigating key issues in education and training.

Five new four year degrees to be introduced in 2013 will enable students to teach in wide range of subject areas in secondary school.

These degrees are aligned to the new Australian curriculum and will qualify students to teach in secondary schools throughout Australia. Graduates from these programs will be able to teach in humanities and social sciences, information technology, music, visual and performing arts, science and health and physical education. Our students undertaking these degrees will have a teaching major of six subjects and a minor of four subjects. Some programs like the Bachelor of Education, Secondary, Information Technology will enable students to gain accreditation with the Australian Computer Society as well as work on some exciting industry projects.

In the Northern Territory these programs will assist employing authorities meet some areas where there are teacher shortages.

These programs will be taught in a combination of internal and external modes and delivered through CDU Learnline. They will also be offered over three semesters a year.

We look forward to launching these new high quality courses in 2013 and will keep you informed to our progresss.
Next Steps Workshop being held in Timor Leste

This two day workshop is funded by the Australian National Commission for UNESCO and Charles Darwin University.

The presentations will include topics such as literacy and numeracy, vocational education, teaching English and teacher education. The CDU team includes Prof Peter Kell, Assoc Prof Ruth Wallace, Ms Therese Kersten and Ms Lorraine Sushames.

The workshop will involve government, providers and non-government agencies in East Timor and include the UNTIL, Dili Institute of Technology, AusAID, the Alola Foundation, LELI and Ministry of Education.


Steps to the Future: A cooperative workshop for education and training in East Timor will be held on October 11-12th in Dili. The event will be held at “Centro Formasaun Joao Paulo II” – Comoro Road.

The Next Steps Team of Therese Kersten and Lorraine Sushames outside the National Government building in Dili during the visits to Timor Leste in May.
Mt Pleasant:
A school community’s resilience in the face of the on-going Christchurch earthquakes

By Dr June Slee

I would like to thank Jane Scotland and Heather McQuillan, the deputy principals at Mt Pleasant Primary School for providing the information and images for this article, and I would also like to thank everyone at Mt Pleasant Primary School for sharing their precious time with me.

To date (27 June 2012) the city of Christchurch, New Zealand, has suffered 10377 earthquakes since 4 September 2010 when to the horror of its citizens, a previously unidentified fault line became active and shook the city with a 7.1 magnitude earthquake centred 40 kilometres west of Christchurch. Fortunately most people were asleep and not on the streets where the major damage occurred. Less than six months later on 22 February 2011, there was no such luck. At 12.51 pm during a busy Tuesday lunch hour, a 6.3 magnitude earthquake lasting 24 seconds and centred 10 kilometres from Christchurch’s central business district (CBD), caused 185 deaths and extraordinary damage to persons and property.

Christchurch is my city – I am a graduate of Canterbury University and Christchurch Teachers’ College. I taught there and more recently represented my southern electorate at the regional government level which had its headquarters there, (now demolished because of earthquake damage) so I know and love the place more than any other city. And, I don’t know anyone who has not been affected in some way by the seemingly never-ending series of earthquake aftershocks. It is acknowledged that many people will carry serious physical and psychological injuries for years, even possibly for the rest of their lives. In the eastern suburbs which have been hit again and again, many residents have had to abandon their homes while those who have been allowed to remain are still forced to use communal port-a-loos in the street. Can you imagine how terrible that must be now that Christchurch has had its first snow fall for the winter? The CBD remains closed until all the dangerous buildings are demolished and the others less likely to be a danger are repaired. The effect this must have on the businesses that operated from this previously lively hub can only be conjectured.

“...I don’t know anyone who has not been affected in some way by the seemingly never-ending series of earthquake aftershocks”.

Staffroom Mt Pleasant Primary School
These earthquakes have tested this city—indeed, more than ten thousand times, but its citizens remain resilient, particularly the school children, who put up with patched (but safe) buildings, sharing schools with other students, and carrying a deep sense of loss. I have friends who teach at Mt Pleasant Primary School, a school severely damaged in the 22 February 2011 earthquake, and a few weeks ago they invited me to visit the school so I could see for myself how they have got back ‘on their feet’ through the efforts of the children, their parents, the community and most of all, the teachers.

The school looks out over an estuary and the Pacific Ocean, and as the name suggests, it is a very pleasant place. Remarkably, it still emanates a beauty, despite the fact 40 per cent of its houses were ‘red stickered’ (classified uninhabitable) as a result of the February quake. The school was also badly damaged and was closed for one month, but for the first few days following the earthquake it played a pivotal role in the community. When the shaking stopped that lunch time, the students were guided to the far end of the playground and the older students began digging latrines; tents were erected; and food and water were brought in at great effort. Communication was badly affected, roads were devastated and by the end of the day the school grounds had become a tent city for the several hundred people who would stay for days. Meanwhile, students aware of the death toll in the central city waited anxiously for their parents, some of whom I believe walked great distances to get to the school that day. It was with enormous relief that all parents were reunited with their children before nightfall.

Less than four months later on 13 June 2011 two significant quakes were to strike Christchurch: the first, a 5.5 magnitude and the second, a 6.3 quake with epicentres very close to the school and its community. Cliffs collapsed, the sewerage which had been repaired was again inoperable, roads opened up once more and the power and phone communications went down. The people of this school community, like others in Christchurch, were amazing. I can only imagine that their attitude was similar to that shown during the London blitz. They realised that this natural occurrence was simply out of their control and while they could prepare for its effects and deal with the consequences of those effects, they could not do anything about the cause.

Mt Pleasant School had sent two of its teaching staff to a course in resiliency building following the February quake, and these teachers immediately initiated a school-wide program to help students, parents and staff to come to terms with loss at many levels.
Mt Pleasant School had sent two of its teaching staff to a course in resiliency building following the February quake, and these teachers immediately initiated a school-wide program to help students, parents and staff to come to terms with loss at many levels. Most members of the school had damage to their homes and lived in trying conditions either in the damaged homes or in temporary accommodation, often in distant suburbs. About 60 families left the school and never returned, their children leaving peers without the opportunity of saying goodbye or even indicating where they were going. Pets disappeared, some never return, and children were highly anxious as the aftershocks continued.

Heather McQuillan, the deputy-principal at this school, has written an excellent report on their resilience program following the 22 February quake, stressing that to teach resilience you must model it, and this has been the lesson for all of the community. Skills to teach resilience, change negative feelings to positive emotions and return students to learning are part of the curriculum now and Mt Pleasant Primary School is regarded throughout Christchurch and New Zealand as a ‘champion school’, in as much as it is business as usual despite continuing adversity.

Today (27 June 2012), there have been five aftershocks already and it is only 11.30am in Christchurch. I can just imagine those tiny new entrants I met going into a turtle position over their desks and then when the shaking has stopped, throwing their arms in the air and calling out “I’m ok!” That’s resilience.

I will leave you to check out these links and when you have, ask yourself as a member of your community, how would you react in a similar circumstance?

http://www.guardian.co.uk/world/2011/feb/24/christchurch-earthquake-families-aftermath
http://www.google.com.au/search?q=chch+press+mt+pleasant+February&hl=en&qbv=2&prmd=ivns&source=univ&tbm=vid&tbo=u&sa=X&ei=lcjT7jJBMjiAeu-NzTBQ&ved=0CCkQwQwAw

Mt Pleasant images supplied by Jane Scotland from, Mt Pleasant Primary School 2011
Pride and Pedagogy:  
Group work in the online environment

‘Group work’ is a phrase that can cause discomfort for even the most experienced and capable lecturer. Students also tend to find group work challenging and when lecturers Pam Smith and Janice Crerar took on the challenge of reviewing School of Education SELTS for 2009/10 they were not entirely surprised with their findings. While most education students considered group work important for the development of skills to be effective teachers, they were often dissatisfied by their experiences.

Since most education students are studying externally it was clear that the issues with group work occurred mostly in the online environment. With this in mind, Pam and Janice successfully applied for facilitation funding to support professional development of group facilitation skills online. The main aim of the funding and project was to enhance student experiences and outcomes by providing professional development and support to academics.

Simon McIntyre and Karin Watson from University of New South Wales were invited to develop and deliver workshops for academics in the faculty of Law, Education, Business and Arts. Engagement of Simon and Karin was based on their experiences and expertise at developing material to support academics to teach online through the award winning COFA online project (http://online.cofa.unsw.edu.au/) for which they received the 2012 MERLOT award for Exemplary Online Learning Resources.

While the workshops were well attended it was difficult for all interested academics to attend due to other work commitments. In response to requests, an online version is also being developed and will be available during second semester for interested academics.

Feedback from participants indicates that the workshop materials were considered useful and informative and will be used to guide ongoing practice. Outcomes of the project will not be realised until at least the end of semester two when lecturers have the opportunity to put their learning into practice while working with students. Lecture experiences and SELT will be reviewed at that time. Participation in the online version of the workshops will also be monitored and lecturers invited to give feedback on their experiences.
Teaching Teachers for the Future

By Peter McDowell
TTF Project Coordinator (CDU)

The national Teaching Teachers for the Future (TTF) project officially ended in May with all project objectives having been met or exceeded within the 15-month timeframe.

The project’s deliverables are destined to have a significant impact on how pre-service teachers and new educators use ICT in their varied educational settings.

Pre-service teachers, mentor teachers, and teacher educators now have a set of ICT-elaborations for the new National Professional Standards for Teachers together with accompanying illustrations of practice. These are available for viewing through the Australian Institute for Teaching and School Leadership’s (AITSL’s) website at http://www.teacherstandards.aitsl.edu.au.

The project also contributed twelve digital resource packages targeting the Phase 1 learning areas of the new Australian Curriculum: English, Mathematics, History, and Science. The packages reference both the Australian Curriculum and the National Professional Standards for Teachers, and collectively there is coverage of a broad range of different information technologies. See http://www.ttf.edu.au for further details, including the TPACK model on which the twelve resources are based.

Crucial to ensuring ongoing momentum across the project, a National Support Network was established to promote exchange of information between the forty or so participating universities. This achievement has proven to be one of the highlights of the project and has become a model for subsequent national initiatives in teacher education and educational research.

For those of you interested in a fuller description of the achievements of the TTF project, the final report presented to the Department of Education, Employment and Workplace Relations (DEEWR) is available at http://www.acde.edu.au/pages/images/TTF%20Final%20Report.pdf.

Finally, the School of Education would like to thank Philip Marsh for his efforts over the past year in the role of ICT Pedagogy Officer. Philip’s contract with the School of Education finished with the official conclusion of the project, and we wish him well in the future.

Environment Corner

Growthbusters

By Debbie Prescott

This is a feature-length film about population growth and over-consumption. You can find the trailer and the newsletter (and other resources) on the website at http://www.growthbusters.org/. You can borrow the DVD from me if you call (08) 89466143 or email Deborah.prescott@cdu.edu.au if you think you may be able to use this in your classes. It has been screening around Australia as well as the USA and is a serious stimulus for conversations – and action – about growth. It is balanced with some light-hearted (at times) disclosures and would suit students from upper primary to senior secondary and lead them to suggest some transformative actions themselves!

See cartoon on page 19
A Smarter Future

By Janice Crerar

The value of science education was highlighted in May this year when the Australian Government pledged $54 million to science and maths for a smarter future (DIISRTE, 2012). In a media release on 8 May 2012, Senator Chris Evans stated that the money will be used to produce more and better equipped science and maths teachers in Australia’s schools (Evans, 2012).

$30.4 million of the pledge will be used on initiatives to engage students at primary and secondary school level. While some of this money will strengthen existing programs such as the Scientists and Mathematicians in Schools Program and the Science and Mathematics Olympics for talented students, one program will be established to encourage student engagement in science and maths. The Australian Mathematics and Science Partnership Program will support innovative partnerships between organisations, schools and universities with the aim of increasing student participation in primary, secondary and tertiary science and mathematics education.

Existing science teachers will be supported to gain skills and confidence required to deliver quality inquiry based science programs developed from the Australian Curriculum. A national advisory service will also be established to provide advice, illustrate new teaching standards and provide guidelines on safety in the science classroom.

A further $11 million has been pledged to improve the quality of teacher training at universities where the government is aiming to support the development and delivery of innovative maths and science teaching programs. The impetus for this budget was the Health of Australian Science Report (OCS, 2012) launched in early May by the chief scientist, Professor Ian Chubb. In that report Professor Chubb stated that while Australia should be proud of achievements in science, engineering and mathematics, future success depends on having a strong supply of graduates in the right areas coming through the education system (ibid). Agricultural science, physics, mathematics and chemistry were highlighted as the right areas for Australia’s future success and it is these areas that will be the focus of endeavours for student engagement.

While the report recognises a gender imbalance in science disciplines, for example women predominate in the biological sciences but are low in numbers at senior levels or in the enabling sciences of maths, physics and chemistry, it is interesting that the budget did not introduce measures to address this.

In light of the report and the Commonwealth Budget 2012-13, Charles Darwin University School of Education has two challenges:

- Ongoing innovative partnerships with organisations and schools to increase student participation and engagement.
- Continuing high quality science and maths teacher education so that future Charles Darwin University primary and secondary teachers across Australia are innovative and effective in the science classroom.

It will be interesting to observe the translation of the budgeted $54 million into action to support the School of Education and their partner schools to meet these challenges.

Exciting times are ahead for science and mathematics education in Australia.


COST – Over Seas Teachers Program

Dr Lorraine Connell.

The COST Consortium of Overseas Teachers program started in Darwin in 2003 and since that time we have had over thirty students complete their final placements in Darwin schools from a variety of American Universities.

Their time in our schools has varied from six to fourteen weeks and during this time their professional work in our schools has been exemplary, however their cultural experience in Darwin has not been as comprehensively researched. Living with a host family and meeting other Australians has varied with each student, however there are some similarities in experiences. They will often associate only with their host family, school mentor and fellow COST students which limits their cultural experience in Australia.

The paper I presented explored the experiences based on the students I have supervised and suggested recommendations to improve the overall cultural experience.

I arrived in Grand Rapids, Michigan on Saturday evening 19th May to be met by the organiser of the conference Dr Sherie Williams. Our first day was held at the Gerald Ford Museum an amazing museum housing memorabilia of this favourite son of Grand Rapids. It was fascinating to read and watch footage of Watergate and of the constitutional dilemma that Gerald Ford faced. Meal time consisted of specialities from the area. Grand Rapids has a very large Dutch community so special pasties for lunch and homemade ice cream for dessert was available.

Meanwhile discussions were had between receiving and sending sites. As a receiving site there were many issues that I could discuss with my colleagues concerning how students are chosen to enter the program, their cultural orientation and debriefing after they return.

After sitting all day it was a relief to walk along the Grand Rapids River in the very balmy weather. The evening meal involved a reception held at the University where again we were fed local fare.

The conference continued until Thursday and a highlight was an evening meal where COST students were invited to talk about the influence the experience had on their lives. This was a very moving account as students were able to refer to receiving site coordinators in the room. One of my students was there to talk glowingly of Darwin and her experiences here in our primary schools.

The conference enables me to meet up with colleagues from Germany, Mexico, New Zealand and South Africa as well as my colleagues from the fourteen US universities involved in sending students abroad. It is a unique opportunity to discuss education issues in each of our countries and explore possible research opportunities. I have been invited to teach at Grand Valley University in the New Year and hope I will be able to participate in this wonderful opportunity.

My sincere thanks to the Faculty and Human Resource Services for providing funding towards my attendance at this conference.
Students’ in Profile

Remote Indigenous Teacher Education students go to Bangkok!!

By Therese Kersten

Four Remote Indigenous Teacher Education (RITE) students from Maningrida recently participated in the 7th Annual Education and Development academic conference held in Bangkok and hosted by Tomorrow People Organisation. The four students, Cindy Jinmarabynana, Rebecca Baker, Grace Eather and Heleana Wauchope travelled to Bangkok, Thailand with their Maningrida-based lecturer, Tracey Egan, the Maningrida Families as First Teachers (FaFT) family educator, Michelle Callahan and the CDU RITE co-ordinator, Therese Kersten.

Charles Darwin University (CDU), Northern Territory Department of Education and Training (NT DET) and Maningrida Community negotiated for local Maningrida citizens to enrol in a Bachelor of Teaching and Learning delivered at Maningrida Community Education Centre. The course is the same as that studied by all other CDU education students with the only difference being a lecturer based in Maningrida. This shift in delivery has enabled adults with significant family and cultural responsibilities that restrict them from living in urban centres (for example, Darwin) to access tertiary education.

The RITE program began in April 2010 with seven students. Since that time a second cohort have been enrolled with a total of six ongoing students continuing to study to date. Four students, three from group 1 and one from group 2 were identified by the RITE group to represent all of the RITE students at the conference and share their stories about being the first group to complete all of their tertiary studies in Maningrida.

Approximately 80 delegates from countries including India, Philippines, Thailand, Pakistan, Bangladesh, Nigeria, Sweden, Poland, Japan, Qatar, USA and Vietnam came together over three days to discuss current research and approaches to tackling the global challenge of improving community development through education. Participants shared knowledge and experiences in continuing to build a strong foundation to improve human capital thus enabling the improvement of the relative social, economic and political positions in their respective jurisdictions.
The group presented to an audience of 40 delegates sharing their aspirations for themselves and their community and tackling the challenges of participating in tertiary studies delivered within their community. Unlike all other presentations that were delivered by scholars, students, teachers and experienced professionals, the subjects of the presentation provided first-hand accounts of their successes and trials in engaging in the challenges of an Australian tertiary degree. Interestingly and most surprising to the RITE students, most delegates were unaware of Australia’s First People. Several of the ladies were asked if they were Sri Lankan or Afro-American. This indicated to the group that Indigenous Australian’s presence at this conference was timely and mandatory as their purpose was closely aligned to the aforementioned countries and their efforts to improve human capital through education.

The RITE students were inspired by the intellectual rigour communicated by all delegates. They identified pertinent issues underpinning community development in Maningrida and their role in capacity building for themselves, family members and future students. Particularly inspiring to the students were the innovative strategies reported by conference delegates and witnessed on the streets of Bangkok. Notably students recognised the relationship between purpose, effort and achievement and how this can either make or break improvement efforts. All students commented the work ethic of Thai nationals of all ages and wondered why Maningrida and Australia were dissimilar.

The RITE students recognise the power of going out of Maningrida and looking at the community through an external lens. ‘Looking out, looking in’, the ladies have identified several areas that they wish to have further conversations with community members about. These include:

- How easily corruption can permeate itself into daily life. One country reported accounts of tertiary qualifications being purchased from institutions without engaging with the actual course. This undermines integrity and validity of building workforce capacity.

- Differentiation between salaries based on race and skin colour as opposed to actual qualifications and experience.

- It is easy for a certain type of person or group to dominate discussions and influence agendas for selfish reasons. It takes courage to acknowledge this and demand an equitable balance for all citizens not just a few loud ones.

- The opportunities presented to Maningrida citizens but not accessed. For example, quality teachers are at Maningrida School but student attendance indicates that this is not being accessed by all families. In one country there were up to 400 students in a class. Maningrida is in a privileged position as there is a ratio of 27 students with one teacher and one assistant teacher.

- English as the international language of economics is mandatory if minority groups seek global and national economic, political and social networks. English is not just about the language, it is also about learning the associated cultures for the different aspects of society and community development.

- Research, global, national and local, is a pertinent part of community development and brings people together to identify and address ways to improve the quality of life for citizens. Research does more than inform people, if brings people together on common ground to speak objectively about issues that are important and emotional. By stepping back from the emotion, we can begin to truly address our concerns.

The RITE students are grateful for this international experience and realise their role in building the capacity of Maningrida. They recognise the need for strong leadership on their journey to become a teacher and acknowledge the support of Maningrida school community and their respective families in achieving their dreams for themselves and Maningrida.
School of Education Student Wins the University Medal

This is the most prestigious award any student can be awarded and is regarded highly in the academy. This is a wonderful achievement for Susannah, her family and the School. Susannah is a student from South Australia who came for the presentation and graduation. Susannah's story is a representative of many of our CDU students. Susannah left school at 15 and did a TAFE fashion certificate and entered CDU through the TEP program. From this experience she selected education as her study option. Importantly her mother who is a lecturer at the Open University commended the quality of our courses and the support given to her daughter by the university staff. Well done to Susannah.

Graduation is a family affair and this is true for the School. Amongst the graduates was Tim Connell, the son of Dr Lorraine Connell. Congrats to Tim and also Lorraine who enjoyed seeing Tim graduate and is justified in being very proud of Tim who is now also entering the profession of teaching.

Earlier in the week the LEBA Prize giving ceremony was conducted on campus. Recipients included Faith English-Evans, 2nd year BTLP/BTLEC, Debbie Smith 3rd year BTLP/BTLEC Ceris Van Boxtel 3rd year BTLP/BTLEC, Heather McGee GDTL and Stephanie Smith Master of Education prize.

Thanks go to Cengage publications, Corporate Express and Footprint books who sponsored the awards.

An impressive cohort of our students graduated at the Friday 1st June ceremony. Of particular note was the fact that Susannah Rose Pierce won the Charles Darwin University medal.

L to R: Ms Jenny Buckworth, Susannah Pierce and her mother after the CDU graduate ceremony.

L to R: Tim Connell and Dr Lorraine Connell at the June CDU graduation ceremony.
Kelly Goodwin:
First Education Student to Deliver Graduate Address at Alice Springs Graduation 2012

In June, the Alice Springs Graduation Ceremony of 2012 was lucky enough to hear the inspiring and heartfelt words of local education graduate Kelly Goodwin. In recent years the Alice Springs campus has seen a lively increase in the number of undergraduate and postgraduate teaching students completing qualification and taking up positions in local schools, so it was wonderful to see the vibrancy of our student cohort reflected in Kelly’s words on Graduation night.

An excerpt of her speech is reprinted below:

‘It is an honour and privilege to have the opportunity to give this address tonight, at an important transition for all of us as graduates. Tonight we will be celebrating and quite rightly so. We deserve a night out on the town! When tomorrow comes, we’ll be prepared for the journey, taking with us the knowledge we have but also an open mind. Itineraries may be planned, but be willing to travel the unsealed roads and to see what they have to offer. I congratulate each and every one of you on reaching this exciting milestone in your personal and professional lives, while acknowledging that tonight is not an end in itself, rather the beginning of another journey.

Reflecting on my own experiences, I recall the excitement and anticipation of the first few days, meeting classmates, receiving text books and immersing myself in study material. As the semester wore on, focus shifted to meeting deadlines, keeping up with course material and managing the demands of practical placements. It was easy to lose sight of the sentiment with which I began the journey. I implore all graduates here, in the midst of daily routine, to remember the emotion with which you began your journey and find strength in that passion.

No doubt we are all feeling a great sense of achievement in having completed our studies at Charles Darwin University; not just the academic achievement but the journey it has taken us on – a journey that would not have been possible without the love, support and care of our families, friends and

“Well done, Kelly and thank you for representing the School of Education so well!”

Al Strangeways
partners. These are the people that encouraged us, helped us through the "all nighters", and are here tonight to celebrate our successes.

On behalf of the graduates, I would like to thank the academic staff, the administration and the faculty for their hard work and dedication. Each of our teachers brought us different skills and knowledge and helped us to grow. I was privileged to learn from professionals who provided phenomenal levels of support, wisdom and encouragement. The opportunity to be a part of their classes was as much an exercise in observing high-quality teaching practice as it was exploring unit content. I know that those same dedicated individuals will continue to offer guidance and advice beyond graduation, as our relationships progress towards that of professional colleagues.

As graduates, we stand here tonight as individuals facing a multitude of choices, but we also stand united. CDU has given us a sense of collegiality, and made it possible for us to now contribute to our community and society in many different ways.’

The enthusiasm and aplomb that Kelly demonstrated in the preparation and delivery of her address was reflective of her approach to all aspects of the intense year that full-time GDTL students face. She built great relationships with her fellow students in the campus tutorials and with her colleagues and students at Larapinta School where she undertook her very successful Professional Experience. The clearest mark of her professional success is the speed at which Larapinta took the opportunity to employ her on completion of her course, and where she is now a full time teacher in charge of an upper primary class.

Susannah Pierce:
CDU changed my world.

I left before the end of secondary school to study fashion design. I really wanted to explore my creative side which was difficult in a traditional education environment. After a lot of convincing, my Mum supported me in studying something I was passionate about. I turned my knowledge learnt into a successful business and went in the direction of costume design and production for dance schools and theatre productions. However, I still found this isolating as there was limited interaction with other people so I studied to be a pharmacy assistant and worked in this career a number of years. This is where my love of educating other people began to foster. The staff referred to me as a sponge as everything I learnt in trainings translated to customers. This really had me thinking about study but I just didn’t know how I could. Funny enough, my life path knew this and surprised me with a beautiful baby boy! Little did I know he was an inspiration sent from the heavens above!

Like I naturally do, I started to get bored at home. Although I loved parenting, I was feeling isolated then soon after I was reading the paper and an advertisement jumped out at me.
"Change your world by studying at Charles Darwin University." Tertiary Enabling Programs were available with acceptance into a variety of degrees once completed. And...there it was, teaching! I was pondering on this and thought... "Is this possible? I live in South Australia, I have a young baby, I have the time to study, can I do it?" The best decision I ever made was to enrol in the Tertiary Enabling program through online studies which set me on a path for success including being awarded a Commonwealth Scholarship which supported me financially throughout my degree.

It wasn’t an easy challenge to set myself the goal of getting a degree, be a parent and return to work casually in the pharmacy. But our family managed as the flexibility was there to study online. By the time my son was two, I finished off my first year of my degree. I was also going through the process of my son being diagnosed with Autism a neuro-developmental disorder. Instantly, I questioned whether I could still continue; however, with the support of my partner, mum, and family, I continued with my studies.

The joy about studying with CDU is the experience. Knowledge and expertise is there to support you in your online studies from the lecturers, administration and fellow students and learning can be adjusted around life’s demands. If I ever had a concern I could ring or email them and replies always came. The staff were always willing to assist me which I believe is a fundamental element in CDU’s success in supporting students before, during and after your degree. I remember telling friends in South Australia about my friends from Uni. They thought we were sent out a book and expected to write out answers and send them back in. CDU is different and is distinguished from many Universities by its success, interactivity and innovation in making high quality online delivery possible to both a national and international audience. Even though being off-campus, you still feel part of the community as you have become part of a network of students and developed friendships which you will always remember as part of your learning journey.

Studying online can be challenging at times like anything in life, and takes an enormous amount of effort and motivation to keep going. So to students out there, if you make the choice to further your skills with study, you have already shown you have the attributes of being successful. The next part involves determination and lots of persistence. The things that set you up for success are engaging as much as possible with lecturers, mentors, schools, discussion boards, fellow students, Wimba and having a seriously diligent timetable which also has a bit of fun in it. Studying is not fun when you are burnt out from finding every spare minute to study. So organise, organise, organise, which is the teacher's first secret to success! In my final year, the mantra amongst many students was ‘the white light is near.’ The learning journey has not just finished, it has just started. My interests in teaching came about through this notion that learning does not stop once you finish your degree. Teachers are life-long learners who evolve as students evolve. Our students are our best teachers! Don't ever forget that!

For me, my journey has just begun. Whilst finding my feet through relief teaching, I am also exploring further postgraduate coursework studies in Autism Spectrum Disorders and hopefully one day when I am more experienced in teaching, I will return to university and complete a research degree. I know I have that drive in me to do it and part of this was because I found being able to study at CDU a privilege and honour. What I enjoyed about studying with CDU is the emphasis on actual teaching. Each placement unit was connected to theory and learning the correlation between theory and practice was experienced first hand. The amount of placement days at CDU gave me flexibility to study multiple year levels. I can now go out in the field with experience and knowledge of all levels. I believe now anything is possible. I can do it all! CDU has given me the basis to achieve my dreams. My plan is now to get more work in teaching, complete my post graduate studies and to develop strategies in inclusive education in particular Autism Spectrum Disorders. However my special thanks to CDU for providing the key to achieve my dreams, but I chose to go through the door.
Reflections of a Visiting Scholar: Travelling Between China and Darwin

Ms Cheng Li, offers some reflections on her period of time here in Australia as a Visiting Scholar. Her study tour to and placement at the School of Education at Charles Darwin University was funded by the China Scholarship Council.

I didn’t realize my visiting term of eleven months at Charles Darwin University was fleeting away till I had to book the return flight to China a few days ago. I was overwhelmed with mixed feelings these days before the departure. I would miss the nice people, the beautiful campus and the incredible library here. I can’t imagine how sad the leaving moment will be for me. However, I was excited about the changes the visit has made to me. The greatest asset I’ve gained being at CDU was for my research and teaching practice.

On 7 July 2011, I made it to Darwin International Airport, exhausted after the journey of nearly 24 hours via Beijing and Sydney. I took a sigh of relief when I was picked up by Gretchen Geng (Lecturer in the School of Education at CDU) and then enjoyed the beautiful view on the way to my living place through the car window. At that time, I knew my stay in Darwin would be a very special experience in my life.

During the first few months, I was obsessed with the beautiful campus. I liked sitting on the bench hearing birds singing while enjoying the crystal blue sky, sea breeze and lush trees in the sunlight. Gradually, I found more to experience about CDU other than the campus. At first, in my eyes the university is a pool of diverse cultures continuously enriched by staff and students from around the world, which is representative of the multicultural nature of Darwin. Also I was impressed by its strong bond with Asian countries in different disciplines mainly because of its geographical location. Thirdly, and the most favourable for me, was the friendly facilities for study and research, including the online resources, the library service and the office equipment.

However, what I treasured most was that my vision was improved and my mind was expanded with consistent support and generous encouragement from the staff here. Unlike some people going abroad for the first time, I didn’t experience much cultural shock and homesickness, but received considerable hospitality and friendliness. More importantly I accumulated my personal experience and renewed the attitudes toward myself and the world around. Based on what I learnt about the contemporary theories of education, I think the education in China still has a long way to go in the aspects of for example, emphasizing personal growth, reforming testing system and promoting lifelong learning. I believe my research and teaching in China will be greatly improved thanks to this eleven-month stay in CDU.

I had good luck twice when competing for the financial support from China Scholarship Council and then being hosted by CDU. I wish I could be fortunate enough for a third time to return to CDU to undertake further study.

Images for this article have been supplied by the Author
Recent Staff Publications

International Students in the Asia Pacific

A new book by Peter Kell, Head of School and Dr Gillian Vogl has been published with Springer publishing entitled International Students in the Asia Pacific: Risk, Opportunity and Global Optimism

This book documents the growing mobility of international students in the Asia Pacific. International students comprise over 2.7m students and it is estimated by the OECD that this will top 8 million in 2020. The great majority of them are students from the Asian countries who study in the Europe, North America and Asia. In addition countries such as Singapore, Malaysia and Hong Kong are becoming “education hubs” and are proposing to attract international students. Over 42% of international students come from Asia and this is predicted to continue with the strong presence of students from China, India, Korea and Japan continuing. A younger population, a growing middle class and shortages of quality education providers in the Asia Pacific region means that this mobility will be a feature of the future.

*International Students in the Asia Pacific: Risk, Opportunity and Global Optimism* explores questions around the mobility of international students in the context of the global economy and an increasingly competitive trans-national education market. It also explores questions about the experience of international students principally from the Asia Pacific region at a time of increased global insecurity and growing hostile reactions to foreigners in the post September 11 era. This book emerges from empirical work from several research projects funded by the World Bank and several community projects to support international students. The focus is also on the way in which student mobility promotes growing connection within the Asia Pacific, as well as other regions, and provides the foundations for new notions of global citizenships.

Further information is available at http://www.springer.com/education+%26+language/book/978-94-007-2896-7?changeHeader

Hang in there ‘til Easter: Managing classroom behaviour by building resilient teachers.

*Dr June Slee*

Most textbooks about behaviour management focus on student behaviour rather than on teacher behaviour. This book is written to give pre-service and graduate teachers an opportunity to reflect on their own behaviour as it applies to classroom and student management. It is particularly directed at supporting graduate teachers who are having second thoughts about remaining in the profession, and especially those who in their first few weeks of teaching, are considering resigning. My advice is not to give up just because it is not working out as you had hoped, but to ‘hang in’ at least until Easter as it can get better. The over-arching purpose of this book is to guide you in becoming more resilient and competent so that you will enjoy a successful teaching career and avoid adding your name to the list of teachers who quit much too early from what is, the finest profession.


**Lorna Quinnell**


**Belinda Downey**


**Dr Ania Lian**


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