New Teaching Programs at Charles Darwin University

In 2015 Charles Darwin University will introduce two new teacher education programs.

One of the programs the Bachelor of Education (Graduate Entry) is for university graduates who have an approved four-year university degree. The duration of this program is two years but this can be fast tracked to one and a half years.

This program responds to the agreement between the council of ministers of education in the states and territories that all graduate entry teacher education programs would be a two-year program by 2015.

The Bachelor of Education (Graduate Entry) has streams in secondary, primary and early childhood. The early childhood stream is a new development for CDU in graduate level programs. The program qualifies students to teach in early childhood centres and preschool and this new program responds to the new requirements that teachers in early childhood have a four-year qualifications.

The Bachelor of Education Early Childhood Teaching is a four-year undergraduate program. It also has options for primary school education.

The CDU program has the advantage that they are fully online and CDU has a summer semester that enables students to “fast track” their program.

These new programs will be accredited through the Australian Institute of Teaching and School Leadership (AITSL) and also the Australian Children’s Education and Care Quality Assurance (ACEQA).

“These new programs mean that CDU has some of the most up to date programs as they will be compliant with AITSL registration and ACEQA and also include the Australian Curriculum in teaching methodology subjects” said Professor Peter Kell, Head of the School of Education.

“Students completing a four year degree in and entering the employment market in 2018 will be in high demand as it is predicted that there will new vacancies as the "baby boomer" generation of teachers retire” said Professor Peter Kell, Head of the School of Education.

“The combination of teacher retirements and a spike in enrolments in the period commencing 2017 means that teachers will be needed in schools in the next few years” said Dr Kell

Both of these programs are fully online and available through SATAC. More information can be found at [http://www.cdu.edu.au/education](http://www.cdu.edu.au/education)
Insights:

A new Graduate Centre for Education has been established in the School of Education

A new graduate centre for education has started in the School of Education at Charles Darwin University this year.

The new International Centre for Education (IGCE) is in the newly renovated School of Education building on the CDU Casuarina campus.

This new centre will focus on building the research profile of education in the Northern territory but also internationally and has a mission to work with partners in the Asia Pacific region including Indonesia and East Timor said the Head of the School of Education, Professor Peter Kell.

Professor Sue Shore has been appointed as the Director of the new International Graduate Centre for Education and has already been at work building the profile of the new Master of Education (International).

The new International Graduate Centre for Education hosts the education health research nexus, a joint initiative with the Menzies School of Health Research. This research initiative investigates the influence and links between health and education. This education health research nexus is led by Professor Richard Mitford. Projects on student resilience, the influence of drug and alcohol on student learning are also underway.

A revamped Centre for School Leadership is also part of the new International Graduate Centre for Education. This centre is a joint initiative of CDU and also the NT Department of Education to boost leadership skills. Three new programs for future school leaders, school principals and executive development will be commencing in 2014 and these will all have pathways into higher degrees. The new centre is led by Mr Gary Fry and a new program on Indigenous leadership has attracted great interest from school leaders.

The flagship program of the new centre is the Master of Education (International) which had first intake in 2014.

It’s a brand new program that explores the dynamic nature of education in the context of globalisation. Learning is now global and involves new ways of engaging with learners across international boundaries. New forms of learning include digital learning using the new technologies of the internet” said Professor Kell.

“The opportunities for global learning means that the boundaries for education and training are limitless”, said Professor Kell.

This new online degree explores areas such as digital learning, language and literacy, education and wellbeing, international development and leadership and has options for research thesis, overseas internships and projects.

The Master of Education (International) has options for students to develop innovations through projects or undertake internships with organisations. The research dissertation gives students the option for a research a problem or issue and work towards developing improvements for students and teachers. Some of this research could assist resolve pressing questions such as using online learning in remote schools, how to Asian languages or how to engage Indigenous students in literacy and numeracy said Professor Kell.
Minority religion education in Java

At the invitation of Samaratungga College, a Buddhist teachers college in central Java, Dr Sue Smith travelled to Indonesia in November 2013. She was keynote speaker at their International Seminar Teaching Buddhism, and assisted staff with curriculum reform. Due in part to an established relationship between CDU and Satya Wacana Christian University, she was also invited to deliver a seminar/workshop to one hundred undergraduate Health Sciences students on Mindfulness and Wellbeing. Sue reports:

The trip offered insights into minority religions in Indonesia. Religion is marked on identity cards, and is visible in all interactions, including employment selection. The Indonesian national curriculum also provides for Muslim, Catholic, Christian, Hindu and Buddhist classes to students in primary and secondary schools.

Samaratungga was the first of fourteen Buddhist teacher’s colleges in Indonesia, formed since Independence that allowed for Buddhists to reclaim a visible identity, and, like Buddhist education globally, is facing challenges of finding balance between tradition and contemporary relevance.

I joined with lecturers to teach class management, English and a Buddhist subject Abhidamma, and model inquiry and experiential approaches to teaching and learning. At a secondary school adjacent to Satya Wacana I joined a Christian class in a discussion about bullying – a problem for youth there as it is here in Australia.

The college’s Spoken English Theatre production of The Little Mermaid seemed to encapsulate the aspirations of Samaratungga. Replete with gamelan orchestra, Javanese costumes, and acting that echoed the comedy and stylised movement of Wayang puppetry the pre-service teachers embraced their culture and traditions, extended their spoken English, appropriated globalised media and played with issues of identity and self-determination.

This first-hand experience has confirmed for me that the School of Education at CDU has much to offer-- and learn – through our ongoing collaborations with educators in Indonesia.

Borobudur - Buddhism in Indonesia pre-dates the presence of other major religion populations

Samaratungga was the first of fourteen Buddhist teacher’s colleges in Indonesia, formed since Independence that allowed for Buddhists to reclaim a visible identity
Education on the move

An international symposium: Challenges in Global Learning:

Contexts and Responses, 7th November, 2014, CDU, IGCE

On 7th November, the International Centre for Graduate Education (IGCE) will host an International Symposium on Challenges in Global Learning: Contexts and Learning Contexts and Responses.

The Symposium is a one-day (open) conference followed on the next day by a half-day workshop (closed) on turning research projects into academic publications.

The symposium is funded by the CDU SAF Innovation grant awarded to Dr. Ania Lian, lecturer in the School of Education, CDU, and Professor Koo Yewlie from Malaysia, an Honorary Professorial Fellow at the School of Oriental and African Studies, University of London, UK, Adjunct Professor at the IGCE and associate supervisor of a number of research students in the School of Education. The academic staff directly involved in making the symposium a success include: Dr. Sue Smith, Dr. Jon Mason, Dr. Greg Smith, Assoc/Professor Greg Shaw, Dr Nici Humphry and Dr Yoshi Budd. Research and coursework students are also involved.

This is the first international research symposium of this kind organised by the IGCE. The aim is to pilot a postgraduate support model which results in students illustrating their engagement in the most current debates in education and showcasing their work conducted within the Master of Education (International) (MEDI) and Master of Education (MEd) programs. The symposium has also secured the interest of the Pertanika Journal of Social Sciences & Humanities (JSSH). The journal is published by Universiti Putra Malaysia, ranked among the top 100 universities in the world in education. Research presented at the symposium will be submitted for review by international referees and, accepted papers will be published by May, 2015 online and in hard copy.

The symposium promises to be an exciting event for the participants and all involved in the research activities of the IGCE recently formed under the leadership of Professor Peter Kell, with Professor Sue Shore as the Director and Head of Research in the School of Education.

Presentations will talk to the main themes of the Graduate Program informed by research currently conducted in the School. They include: Wellbeing & Sustainability; Digital Futures & New Learning; Identity, Culture & Languages; and Knowledges & Epistemologies. The symposium will also host presentations of experts of international standing invited to share their research in these areas. A number of these scholars are already engaged in supporting students’ research.

The symposium is open to all interested in the problematic it will address. Members of the Charles Darwin University community are most welcome, also professionals involved in the fields of education, educational leadership, teaching and training.

The symposium will conclude with a conference dinner and a keynote panel who will provide their vision of challenges in global learning.

What: Challenges in Global Learning: Contexts and Responses Symposium

When: 7th November, 2014

Where: Casuarina Campus, Bldg. Blue 5.1.1

Start: 8:30 AM

Morning tea and lunch: Provided

Registration – FREE

Conference dinner – TBA @$35 per person (presenters exempt)

RSVP & inquiries: Ania.Lian@cdu.edu.au
Steps to the Future – Timor Leste

Thanks to the ongoing support from the Deputy Vice Chancellor, Professor Sharon Bell, the Steps to the Future team have been able to run a second successful cooperative workshop for education and training in Timor Leste on 18-19th September 2014. The organising team of Professor Peter Kell, Lorraine Sushames, Mandy Sandery and Therese Kersten were all a little anxious in preparing for this event.

Initially the Timor Leste Vice Minister for Pre-school and Basic Education - Dulce Soares had agreed to sending 60 participants for each of the two days and we were pleasantly surprised to see over 200.

The opening ceremony was particularly symbolic with the presence of the Australian Ambassador, Mr Peter Doyle at Steps to the Future. The Vice Chancellor of CDU, Professor Simon Maddocks gave an address which identified the long and enduring linkages CDU has with Timor Leste and the growing profile of teaching, research and community development emerging from the partnership with the Timor Leste government and the Australian government.

The opening speech Vice Minister for Pre-School and Basic Education Dulce Soares was a passionate call for teachers and educators to take up the challenges of improving education and life opportunities for their learners through their own professional learning.

From all reports this was the first opportunity for many teachers and educators to engage in professional learning at this level. The program provided a range of opportunities to engage with professional issues in assessment, research, vocational education, bilingual and mother tongue language and literacy and numeracy.

Professor Sharon Bell opened the conference with a presentation on her long term research in Sri Lanka and stimulated the participants how they could do research. Professor Peter Kell presented on professional standards for teachers. Dr Georgie Nutton did a presentation on assessment in early childhood and primary education. Lorraine Sushames and Therese Caldwall presented on assessment in Vocational Education and Training. Professor Michael Christie from the Northern Institute presented on bilingual education in the Northern Territory.

Michael Christie’s generated interest and discussion on multilingual education in the NT. Timor Leste is currently piloting programs in three districts delivering education to preschool children in mother tongue. Michael’s presentation has led to some strong links being made between CDU and UNESCO who is supporting the TL Ministry of Education. There is also the opportunity for CDU to be involved in overseas placements for Preservice teachers, Early Childhood education and teacher development as well as working with the Australian College of Educators in assisting the teachers of Timor Leste function at Hotel Timor. The team enjoyed inspiring stories from successful CDU graduates in research and higher degrees and confirmed the strong bonds with the people of Timor Leste.

Once again, all those involved in this now ‘biennial event’ learned quickly how to think on our feet, be resourceful & innovative while remaining calm. I’d personally like to thank all those involved in helping to make this a meaningful and worthwhile event for teachers in Timor Leste. I look forward to the School of Education’s next opportunity.
Thesis Award for Dr Nici Humphry

Dr Nici Humphrey has been awarded a NSW IER Beth Southwell Award for Outstanding Thesis for 2014. Many of you may have known Beth Southwell, who was a remarkable academic and a wonderful person. It’s a great honour to win this award and an important landmark for Nici and the School in achieving such recognition.

Nici’s thesis was entitled: Reconciling educationally displaced young people and education and explored educationally displaced young people and their experiences of an alternative school, namely Youth off the Streets (YOTS). Nici’s thesis examiners both recommended that the thesis receive a commendation and the thesis was described as a powerful piece of work with both examiners commending Nici on her ability to handle data whilst simultaneously avoiding deficit positioning of participants, their families and the organisation. Nici was supervised by Professor Jan Wright and A/Professor Valerie Harwood at the University of Wollongong.

Teacher Education is a Joyful Role

By Dr Henry Gray

Since retiring from the Department of Education in January 2012, I have had the opportunity to continue front line association with education through my connection with the CDU School of Education. I have been involved as a casual lecturer/tutor and marker, sharing the delivery of a number of units.

This association has helped me understand the school as being a frontline deliverer of preservice preparation to hundreds of students. When I started, ‘Learnline’ was but a word and my understanding of its methodologies totally foreign. I have come to appreciate the learnline system as one that is superior when it comes to connecting and engaging with students. The weekly unfolding of learning materials, opportunities to engage with students through discussion boards and the contemporary technology driving the system, support learners everywhere. The program is one that draws lecturers, tutors and even markers, closer together with students at distance than would otherwise be possible.

Having a ‘casual’ attachment to the School of Education raises pro’s and con’s. Without doubt, working for home and communicating by computer, iPad and phone enables me to timetable in a way that meets commitments, without being overly tied down. It also helps in my case, because of easy home office access to resource materials I have accumulated over time and aim to share with students.

Timetabling is important and when external to the university, it can be easy to overlook meeting the commitments I need to fulfil. To that end, I aim to keep in regular contact with students, particularly in my tutorial role.

Being a past school principal and long term educator helps when it comes to my role with the School of Education. I am able to bring into my thoughts and communications, those issues which confronted pre-service teachers on practice. Over the years, I made it a habit to welcome those on practice teaching into my schools. Learning was two-way. In my case it helped greatly in understanding the issues that those training to become tomorrow’s teachers, confront when coming into schools. Taking that experience and applying it in the context of being a part of the CDU School of Education's team means that I am in the picture with a universal outlook.

It is important to ‘give back’; as I was supported and assisted in my earlier years as an educator, so it is behave upon me to be a contributor to those who will ensure the strength, endurance and quality contribution of our profession in future years.
The development of the new Adelaide Learning Centre in South Australia is progressing well. Most of the furniture has been organised and it is now time to decorate with final trimmings. We were recently visited by Malcolm Caldwell, Manager of Infrastructure Operations, and were informed that CDU IT is waiting to receive the relevant parts and wiring from their suppliers in order to install CDU internet and network connections, wireless internet for students and staff, and telephone lines. We are hoping that all IT will be completed by the end of October. We are also in the process of organising external and internal signage for our building.

Lisa Papatraianou and David Jolliffe are also continuing their work developing teaching partnerships with schools across the state, with the aim of placing a proportion of students in schools in Semester 1 and 2 of 2015.

Students in SA are planning the presentation of their final portfolios. Some students located in the schools in which we are developing partnerships are welcoming the opportunity for Lisa to attend the presentations. The students and schools are seeing this as a very positive step forward, as do we. The schools in which Lisa has been working with mentors, professional learning leaders and principals with students who are at risk, or require a targeted support plan, are also welcoming the additional support that is being provided during these often demanding processes.

The school is also in the process of discussing and organising a series of course information sessions that will be held between February and April 2015 in preparation for Semester 2 enrolments. More information about these sessions will be provided in the coming months. Seminars have also been organised for current CDU preservice teachers, with Lisa Papatraianou conducting seminars focused on AITSL Portfolio Development, with sessions planned for the 8th and 9th October 2014.
AITSL Portfolio Workshops

On the 8th and 9th October, 2014, the Adelaide Learning Centre hosted a series of AITSL Portfolio Workshops for preservice teachers.

I was delighted to welcome more than 85 CDU students to the centre over the two days. We had more than 10 students travel from Port Lincoln (644km from TTG) and Whyalla (379km). It was excellent to see the professional networking occurring among all the preservice teachers. The workshops were a great success and I am in the process of analysing data that I collected from the workshop Evaluation Forms. These data have provided further insight into the key parts of the workshop that were of benefit and the types of workshops students in SA would like in the future. The development of a CDU Adelaide student group is also in progress so that students can have direct input into the development of the centre. The students welcomed this idea and are already discussing options to develop a fortnightly or monthly get together at the centre. I look forward to providing more updates as the centre develops. - Dr Lisa H. Papatraianou, Lecturer in Education (Professional Learning).

Successful Promotions

The School had a commendable record in the 2014 promotions with a 100% success record. Successful promotions are listed below.

**Associate Professor to Professor**

Dr Sue Shore.

**Lecturer to Senior Lecturer**

Dr Sue Smith, Dr Gretchen Geng, Ms Jenny Buckworth,

Congratulations to all the successful applicants. Well done. This is very good news for the School and shows that the university is recognising the achievements of our staff and the School as a collective unit.
2015 Indigenous Teacher Leadership Program

The Indigenous Teacher Leadership Program targets Indigenous 4-year trained teachers and senior teachers wanting to further their leadership capabilities in a schooling context. The program provides participants with the opportunity to engage with both practical and theoretical concepts of leadership to develop capabilities within their professional practice. The Indigenous Teacher Leadership Program is informed by the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals. Successful completion of the Indigenous Teacher Leadership Program can be used to gain credit towards a Master of Education (International) at Charles Darwin University.

LEARNING OUTCOMES AND TOPICS
Participants will be building on existing leadership qualities and extending into exploring the national ATISL professional standards required of principals, as outlined in each of the module headings below. On completion of this unit, a student will demonstrate understanding and knowledge through completion of these modules, which include:

1. LEADING SELF AND OTHERS
   - Exploring leadership and its expression within Indigenous domains.
   - Engaging with the self. Participants reflect on their leadership expectations, role, and responsibilities within DOE.
   - Understanding team function through the Myers-Briggs Type Indicator (MBTI).

2. LEADING TEACHING AND LEARNING, LEADING AND MANAGING THE SCHOOL
   - Cognitive Coaching – to facilitate participants with the use of coaching in a school and to provide participants with coaching to set goals for a change/challenge project.

Course Summary

ELIGIBILITY
- CASUAL/PART
- PERMANENT
- 0.5 YR F/T
- SEMESTER INTAKE Q1

Indigenous School Leadership Conference 2014

Invitation

The International Graduate Centre of Education, in partnership with the Charles Darwin University Centre for Indigenous Knowledge and Education and the Queensland University of Technology, is hosting a one-day Indigenous School Leadership Conference.

This conference will focus on themes and examples of best practice occurring in Northern Territory schools, including urban and inter-state schools. It will bring together a number of allied local and interstate industry partners such as teachers, school leaders, principals, tertiary sector groups and Northern Territory Government representatives in education and training.

Aims and Outcomes:
- Showcasing outstanding exemplars and outcomes in quality best practice in Indigenous education.
- Showcasing outstanding exemplars and outcomes in Indigenous school governance and partnerships.
- Promoting higher leadership career pathways for current and aspiring Indigenous leaders.
- Promoting higher leadership study opportunities to Indigenous educators.
- Building and promoting Indigenous and mainstream education partnerships.

Facilitators:
Centre for School Leadership and Education Change-makers

cd.edu.au/csl/
indigenous-school-leadership-conference

Artist: Trenton Agusnul Duggie

Date: Friday 28 November 2014
Venue: Darwin Convention Centre
Duration: 8:00am – 5:00pm
RSVP on line by 7 November 2014
For information and details on how to apply
T: 08 8946 7205
E: anne.kerpister@cdu.edu.au
Into Uni - A Higher Education Participation and Partnership program (HEPPP)

The School of Education is a partner in an innovative grant with three Northern Territory schools, and recently, Dr Terence McClafferty has been working with Year 12 students of Kormilda College.

The purpose is to provide advanced standing for the students when they enroll at CDU to undertake their higher education studies for the common units of CUC100 Academic Literacies or CUC 106 Design and Innovation: Communicating Technology. The 14 students are undertaking the South Australia Certificate of Education (SACE) course of Research Project B. This course is a rigorous semester unit course that requires students to complete an individual research study and has three assessable items of folio (research proposal), research outcome (report) and evaluation (reflective paper). Dr McClafferty worked with the Kormilda College teachers, Mrs Julie Hearnden and Mrs Annabel Harris, and the students attending their timetabled classes. Here the students learnt the requirements of academic publication and the need to follow correct style guides for citation and referencing for their research outcome. Currently the students’ work is being reviewed by Dr Nicola Rolls, Theme Leader of the Common Units Program, as a way to seek recognition for the compulsory units.

Menzies School of Health Research

Awarded an NHMRC grant

A research team working in the Menzies School of Health Research, comprising Associate Professor Gary Robinson, Professor Sven Silburn, Professor Richard Midford and Associate Professor Trish Nagel has been awarded an NHMRC grant of $1,745,899 to trial an intervention that aims to build resilience and social-emotional skills among middle school aged youth in remote Indigenous communities of the NT. This intervention is intended to form part of a community-based suicide prevention strategy. Professor Midford, who has a joint appointment with Menzies and the School of Education at Charles Darwin University, is particularly interested in identifying the educational benefits for students that come from improved levels of social-emotional functioning.
CDU Library – Sage Asia Pacific Publishers Scholarship for Indigenous Research Students

A recent visit from the Sage Asia-Pacific Publishers to workshop new Sage on line resources coincided with the awarding of the CDU Library – Sage Asia Pacific Publishers scholarship award presentation. This year is the second year of the award which was presented to Donna Robbins. Donna currently works as the Teaching Schools Coordinator, a partnership agreement position between the NT Department of Education and CDU School of Education. She received the award after applying for the scholarship to support ongoing remote travel for her doctoral studies.

Donna is a part-time PhD Candidate with the School of Education and has been very supported through her work place and supervisory panel. She is thoroughly enjoying juggling study and full-time work, although there are always those times when study is less likely to find a place in the daily work schedule!

She is currently in the data collection phase of her research. The scholarship will provide further opportunity to travel to remote and very remote communities where she is working with Aboriginal teachers in regard to their professional engagement with digital technologies. She hopes the scholarship will also enable some of her research to be published by Sage.

Changes for Teaching Schools

The NT Teaching Schools joint partnership agreement between the CDU School of Education and the NT Department of Education. For the past 20 months the role of the Teaching Schools Coordinator has been occupied by Donna Robbins. The role of the Teaching Schools Coordinator is diverse and involves work with CDU Preservice Teachers, schools, other educational sectors, NT DoE and the TRB. This year the work of the Teaching Schools Coordinator has included work in Darwin, Katherine, Pine Creek and Alice Springs with introductory and advanced workshops for mentor teachers; the development of remote partnership with eight CDU PSTs travelling to Maningrida and Jabiru as a part of their professional experience placement; Working as Partners forums involving CDU lecturers, past graduates, teacher mentors, school based Professional Learning Leaders and preservice teachers; Preservice teacher workshops and the development of effective collaboration with the NT TRB to support graduate employment.

Donna has been with the School of Education since 2010, prior taking over the Teaching Schools position in 2012, she was an Education Lecturer in both undergraduate and post graduate courses.

Over the next few months Pauline Schober will be taking over the role of Teaching Schools Coordinator, as Donna will be moving to the role of HEPPP - WCE Community Teacher’s Liaison Leader with the Australian Centre for Indigenous Knowledges and Education (ACIKE).

Pauline comes to the position with many years’ experience as a teacher in Northern Territory schools and recently completed her Master of Education studies at the School of Education at CDU. We wish both Donna and Pauline all the best in their new roles.
Three Minute Thesis

The 3MT website (http://threeminutethesis.org/) describes the competition as,

**Three Minute Thesis (3MT®) is a research communication competition developed by The University of Queensland Research higher degree. (PhD and MPhil) students have three minutes to present a compelling oration on their thesis and its significance. 3MT is not an exercise in trivialising or ‘dumbing-down’ research, but challenges students to consolidate their ideas and research discoveries so they can be presented concisely to a non-specialist audience.**

Three School of Education PhD students competed in this years CDU final. The standard of presentation was excellent and competition was tough and the school is very proud of the efforts of Janice Crerar, Anna Fletcher and Daile Fuller.

The School of Education had the most participants in the 3MT and this was a source of considerable comment from people about how well the School’s research profile is building.

The growing research profile of the School of Education is due to the efforts of the Faculty on promoting research, the impact of the Developing Areas of Research Strength (DARS) funds, the Health Research nexus and The International Centre for Education (IGCE).

Congratulations for the efforts of the participants, the supporters and supervisors of the contestants.

We did not get the “gold” this year but we know we are not far off it and we will work to get on the dais.

Thanks Janice, Anna and Daile for showing the courage and the initiative. You can be all be confidence about your next steps in the doctoral journey.
Staff Commencements

**Dr Brendon Hyndman** joined the School of Education in August 2014 as Lecturer in Education (Primary Teaching and Learning). Brendon has had almost 10 years of school-based teaching and research experiences within a diverse range of primary, secondary and tertiary settings. Brendon completed a Bachelor of Education specialising in Health/Physical Education and English at the University of Ballarat (now Federation University) that included an Honours research project exploring the teaching perspectives of undergraduate and graduate educators. In 2012, Brendon completed a Graduate Certificate in Education (Tertiary Education) that resulted in the development of an innovative peer mentoring placement program at the University of Ballarat. In 2013, Brendon completed his PhD at RMIT University exploring the social-ecological levels of influence of school playgrounds on children’s quality of life, enjoyment and participation in physical activity that resulted in multiple international publications.

Brendon’s PhD included the development and implementation of the Lunchtime Enjoyment Activity and Play (LEAP) school playground intervention. The LEAP intervention highlighted to the global education community the developmental benefits of the hidden curriculum (school playgrounds during break periods) within primary schools, receiving extensive worldwide media coverage and interest. In 2014, Brendon has been working on studies within the $484,000 NHMRC funded ‘Adolescent Motivation in Physical Education’ project across 14 low socio-economic status Sydney schools.

Over the past five years Brendon has been involved in teacher education departments as a teacher and research assistant at the University of Ballarat before undertaking lecturing stints at both RMIT University and the University of Western Sydney. Brendon is currently on the editorial board of the Australian Council for Health, Physical Education and Recreation (ACHPER) ‘Active and Healthy’ publication and is an ACHPER board member. Broadly, Brendon’s research interests lie in examining school children’s enjoyment of physical activities, social-ecological approaches to health promotion and interventions to improve school children’s health behaviour.

**Dr Lisa Papatraianou** is currently Lecturer in Education (Professional Learning) in the School of Education at Charles Darwin University. Dr Papatraianou is leading the development of the CDU Adelaide Learning Centre which aims to contribute to the expansion and consolidation of research and professional experience practices of the School of Education.

Dr Papatraianou has experience conducting research across multiple disciplines and has held research positions in the fields of Education, Psychology, Social Work and Social Policy, with much of her research crossing traditional disciplinary boundaries. Her key areas of research expertise and supervision include professional learning; the beginning phase of teaching and the attrition and retention of workers; qualitative research methods; human resilience; online learning environments, and; the pedagogical practices associated with postgraduate research supervision. Her areas of teaching include professional experience, research methodology, professional learning and practice, educational psychology and middle schooling. She is a coordinator and Lecturer of EMG 505: Research Methodologies in Global Learning, a core unit in the Masters of Education (International) degree, and is course Lecturer of EPR 100: Professional Experience 1: Teacher as Learner.

Dr Papatraianou is a Maurice de Rohan Scholar, and was an Australian Endeavour Post-doctoral Research Fellow at the Unit for School and Family Studies, Goldsmiths College, University of London in 2012-2013. She also holds a position on the Executive Committee of the Australian Association for Research in Education (2014-2016).
Dr Georgie Nutton has 20 years’ experience in early childhood education, applied research as well as policy development and delivery of curriculum, pedagogy and assessment projects including professional development for teachers, particularly in the Northern Territory. She has successfully managed and led major early childhood education and care projects for the Northern Territory Government including analyses of national and international evidence based interventions across health, child development, protection, community development and education disciplines to support a number of change agendas. Georgie has had the privilege of working with local NT, interstate and international communities of practice through a range of research and evaluation projects whilst on secondment with Menzies School of Health Research from the NT Government and during her time with public education. Although not born in the Territory, Georgie is definitely Territory bred and still finds the NT one of the most exciting places to live and work.

Sean Rung is the new Communications and Partnerships Coordinator for the International Graduate Centre of Education. He is responsible for promoting and organising symposiums, workshops, conferences, and public events. He will work with staff to improve the postgraduate web presence and online learning environment for external partners and postgraduate students. Sean is excited about his return to the School of Education after working as the Senior Administration Officer in the Academic Liaison Unit.

Before joining Charles Darwin University in 2013, Sean worked as a primary and secondary teacher as well as a videographer while living in Thailand and South Korea from 2005-2012.

Sean has a Bachelor of Science degree from Pennsylvania State University, a Master in Policy and Applied Social Research from Macquarie University, and a Teaching English as a Foreign Language certification from Stamford College. He is a current member of the Committee of Management for Melaleuca Refugee Centre. He also provides volunteer support for newly arrived refugee families in Darwin.

Marianne St Clair joined the SoE in August 2014 after 2 years with Batchelor Institute as the Senior Divisional.

Over the last 9 years she has also worked with the Forestry and Forestry Products Industry to establish forestry based enterprises in remote Indigenous communities, consulting work for Chinese companies and an animal care programme in the Gili Islands, Indonesia.

Marianne’s research interests include: Behaviour of Captive Siamang, conservation of threatened species and agri-food enterprise development for the sector in remote communities. Marianne has completed a BSc (majoring in Biological Sciences with a computer science minor) and Honours at Flinders University of SA (FUSA).
The casual comment

Working with people in the online space is interesting. Any dependence on appearance and body language is replaced by other modes of communication. Perhaps more attention is made to tone of voice, accent, writing skills and ability to communicate through text, telephone, online class, discussion boards and blogs. Most students in the School of Education are studying from interstate and sometimes even overseas so there is a great dependency on verbal and written communication. Developing professional relationships in the online and telephone environment is interesting, different from the traditional way of interacting with students in lecture theatre or tutorial room.

Given this, I am sometimes surprised at how well I get to know students and understand their lives, passions and commitments outside of study. Often getting to know students in these conditions is about picking up on a casual comment, a student says something in passing that piques my interest and makes me realise the wealth of experience, talent and ability that is our student cohort. This short article showcases three such students, Karen a prizewinning writer, Chelsea a national sports star and Jes a composer who has played Carnegie Hall.

Karen Harrland, studying the Graduate Diploma of Teaching and Learning (GDTL) has recently published an award winning book, Spinifex Baby, which was awarded a national memoir manuscript prize, by Finch Publishing. Karen tells me that the book is “the story of the ups and downs of two years spent in isolation in the Simpson Desert”. The book is about a poignant time in Karen’s life when she and her new husband, Al Dermer, left their home in lush, temperate Tasmania to work on a nature conservation project in the central red desert of Australia. Karen and Al worked through the project in desert conditions of heat, drought and isolation in the face of an unplanned and difficult pregnancy. The family survived and Karen reflects on both the beauties and the hardships of that time in the book Spinifex Baby.

This desert with its rolling dune fields is an unforgiving land that relentlessly destroys even its own ancient beauty. It is a place where, compared to the age of the landscape, a single life means less than a grain of sand. I could not have known that the biggest challenge I would face would not be from the piercing sun, not from the unforgiving dust, not even from the aching loneliness of isolation, but from the treachery of my own self.

Karen says that says that writing Spinifex Baby helped her process the experience of living in the Outback.

Karen who currently cares for her three young children while working as a part-time ‘garden’ teacher in a Tasmanian primary school is studying the GDTL (Primary). In my conversation with Karen I was seeking information to assess if she is entitled to exemption from any units in the GDTL and work on a suitable study plan to support her course progression with such a full life. Karen tells me that she finds study for the GDTL “extremely interesting, engaging and relevant to both my work and my parenting, which, to be honest, is the only way I have managed to stay committed and persevere with this workload”.

Read more about Karen and her book at www.karenharrland.com

Australian National Softball

Chelsea Forkin is a student in the Bachelor of Education Secondary with Health and Physical Education as a major teaching area and Geography as a minor. From Brisbane, Chelsea is an online student so I expected to meet her in the online space during our interactions for ECM215 (Teaching the Curriculum: Geography 2). My interest was caught when Chelsea emailed to let me know that her interactions would be during different time zones since she was currently travelling. Of course I was interested; after all we are working on a geography unit. On further investigation I found that Chelsea is touring internationally with the Australian National Softball team. Since the start of semester two Chelsea has been studying online from Japan, Italy and the Netherlands by working...
on unit modules between games, evidence that the School of Education flexible modular approach to study is supporting students to achieve their academic and life goals.

I asked Chelsea about her sporting achievements—she has been in the National team for five years and has been to 4 World Championships, quite an achievement. She tells me that she loves being on the road with the Australian team because she plays against the best competition in the world and she loves to travel. Chelsea also says, "It can be difficult sometimes being on the road while trying to keep up with study at the same time, however if you have good time management and planning skills, it is manageable".

As we go to 'print' Chelsea is back in Australia with a Bronze medal from the Championships, another Aussie sporting team we can be proud of. She has also commenced a placement at a girl’s school working with a mentor to teach Health and Physical Education and will provide a fantastic role model for the girls she is teaching.

Check out the Australian National Softball team website to find out how Aussie Spirit is fairing at the Women’s World Championships. Australian National Softball team website

Dr Jesmond Grixti, musician and composer

Our final student on showcase is Dr Jesmond Grixti, a musician and composer who has earned international collaborations and performances, including one at Carnegie Hall, New York. Jes’s travelogue and performance record is impressive and his music has been performed in Africa, Asia, Europe, Australia and the Americas to audiences of princesses, presidents, prime ministers and diplomats. The following extract from Jes’s website http://www.jesgrixti.com/index.html demonstrates the scope of his abilities and talents:

Major commissions and performances include CHOGM (Uganda 2007 and Malta 2005) representing Malta as part of the Commonwealth Resounds! Festival and Commonwealth Peoples Forum. His music also opened the National Multicultural Festival (2007), Canberra which is Australia's largest annual cultural festival. Opening nights have also included the inaugural annual Maltese Australian Cultural Week (2004) where his piano toccata and presentation of contemporary Australian music wowed audiences and premiered this genre to Maltese audiences. Commemorations include Nairobi Orchestra's 60th Anniversary (2008) where Jes' composition was specially commissioned for the programme. Similarly Jes' orchestral music brought together the Maltese Diaspora of Australia by combining traditional instruments of both islands for Malta’s 40th Anniversary of Independence (2004) which was graced by HRH Princess Anne and the President of Malta. Notably, both orchestral works marked him as the first composer to receive a commission from the National Orchestra of Malta and the Nairobi Orchestra.
Based in the Australian Capital Territory with his partner Angela and young children, Jes is currently studying the Graduate Diploma of Teaching and Learning to advance a career in primary teaching. He tells me his passion to music continues but “being a professional composer is a very tough call, if not impossible ‘economically’ and to make the situation worse academic positions in the field are getting very difficult to secure. “However” he philosophically adds, “I am positive and optimistic about the future as life is a journey not a destination”.


**Learning history through multimedia: The Tracker**

*By Leanne Lang (Student in Bachelor of Education Primary)*

As a student in the Bachelor of Education Primary, Leanne Lange undertook the core history unit (ECU103: History for Schools) in semester 1 this year. One of the assignments for the unit requires students to investigate and critique historical fiction as represented in song, movie, novel or other multi-media. Leanne selected an Australian movie The Tracker and provided the following essay that critically examines how the film presents a period in Australia’s history from multiple perspectives while discussing the usefulness of multimedia and other fiction as a tool for the teaching and learning of history. Please remember that the intended audience for the essay and movie are adult and Leanne is not suggesting that this movie would suit primary students, it is after all rated for mature audiences only.

Foreword from Janice Crerar, Lecturer in Education

Historical fiction surrounds us, from the latest blockbuster at the cinemas, song lyrics heard on the radio to the bedtime story read at night, some obvious others not so obvious but all effective and constructive in developing, understanding and questioning our own knowledge and views on history. This essay will demonstrate how effective the use of Australian historical fiction namely in ‘The Tracker’ (2002) was in developing my sense of historical understanding, how this influenced my moral and ethical stance on these subjects raised in the film and how effective this medium is as a method of studying history.

The Tracker is a movie written and directed by the acclaimed filmmaker Rolf De Beer, set in 1922 in the harsh Australian outback it follows the journey of 3 white men, aptly named after their characters, The Fanatic, The Follower and The Veteran and an Aboriginal man known as The Tracker. They are on a mission to hunt down The Fugitive, an Aboriginal man accused of the murder of a white woman, utilising the Trackers traditional knowledge and deep cultural ties with the land. The film utilizes different mediums to portray the horrific events that occur throughout the course of this journey, paintings by Peter Coad and songs by Archie Roach aide in the effective delivery of this highly emotional and deeply touching movie.

The movie follows the journey of these men and through storylines and narratives, depicts important aspects of Australian history whilst effectively creating an understanding from all angles depicted in the story. The movie identifies with several obvious historical events, colonisation, assimilation, racism and the settlement of Australia whilst also touching on underlying historical issues, patriotism and genocide. I will discuss and explore these events.
below as portrayed in the movie and explain how these have influenced my understanding and moral response to this historical event.

One of the most obvious issues raised in the storyline of this movie is the massacre of Aboriginal people and its role in Australian history. This particular scene in The Tracker opens with a tribe of Aboriginal people in chains standing in a line in front of the The Fanatic, a Senior Policeman in charge of the expedition. A haunting song alternating between Aboriginal lingo and English is being sung as the screen pans across the faces of the Aboriginals, sorrow, despair, turmoil is apparent on their faces. The Fanatic is verbally abusing and racially taunting them, this behaviour quickly descends into physical abuse and the young Follower joins in eager to please his superior. The Tracker can be seen in the shadows under a tree, a sense of guilt is portrayed as he keeps his gaze anywhere but at the horrific events about to unfold. A gunshot is heard and the screen flashes to the paintings depicting the massacre and slaying of the Aboriginal people, this allows the viewer to remove themselves from violence unfolding and assists in portraying this as an historical event.

After researching the massacres of Aboriginal people there are two that are well documented in Australian history. Firstly one at Myall Creek in 1838 where 28 Aboriginal men, woman and children were slaughtered, Creative Spirits (2014) sights this particular massacre of vital importance not for the first recorded massacre against Aboriginal people but because this is the first instance where the perpetrators or white men were punished for killing blacks. The second most documented is known as the Conniston Massacre, it occurred in 1928 and more than 30 Aboriginal people were killed. Both of these share similar traits that were depicted in the film, bloodshed, torture and a violent death met all of these victims. I feel these images in the movie and the scenes depicted in the paintings stir emotions in the viewer, seeing people, their expressions and being able to visually relate to the storyline aide in understanding this historical event and intrigued me to develop my historical knowledge.

Genocide and assimilation unfortunately have a place in Australian’s history and ties into the abovementioned massacres depicted in the movie. After watching The Tracker I found myself intrigued and began researching websites, journals, books and articles for more information. Secondary sources were plentiful when it came to Aboriginal Australia history, Scholars, editors, doctors all published material on their interpretation on events that had occurred during and after settlement and colonisation. Kerin (2012) Kent (2002) and Walker (1977) all published material on the assimilation of Aboriginal people and elaborated on the information presented in the film. Although Attwood (2005) points out the importance of lacking Primary sources of evidence in these historical events when he states ‘how does one relate a past in which the props of memory of one of the two peoples who could have registered it were mostly destroyed by the events of that past’. After viewing the massacre scenes in the movie a clear understanding of this statement can be obtained. An interesting point highlighted from Kerin (2012) was that in the 1950’s (30 years after the film was set in) some Aboriginal people supported assimilation, as this policy of the government offered extra rewards, money, education, etc. This theory in a sense could be related back to the movie as The Tracker initially seems content to aide and assist the expedition.

Another event that is raised in the film in the treatment of Aboriginal people and the role this had in the past of shaping Australia’s history. The movie clearly depicts that Aboriginal people were seen as inferior to white people, from the derogatory talk, physical treatment, i.e., when the tracker was put in chains and the racist attitude towards The Tracker. Various scenes in the movie raised these historical issues and definitely influenced my stance on the atrocious treatment that Aboriginal people endured during settlement and colonisation of Australia. Walker (1977) discusses this disregard for human life when she states that after settlement it was not considered murder to kill an aborigine and she estimates population decline to be from 300,000 to 80,000. Morally I knew the treatment of The Tracker especially by The Fanatic was wrong and I could relate to the struggles that The Follower faced. Throughout the movie it was apparent The Follower was ethically torn inside between what he knew was right but what he had to do. This visible struggle would be a great teaching tool as it would be relatable to student’s morals about what is right and wrong. It made me question how influential our leaders are and were in the past and how far our nation has come that we now acknowledge this tarnished past we have in relation to the treatment of Aboriginal people. This is supported by the Macintyre (2003) in discussing the history wars and the controversy over release of historical information that didn’t align with the government’s patriotic stance.

One more issue raised in the movie which I feel is very apparent, especially towards the end of the movie is the empowerment of Aboriginal people. After watching the movie several times I could see the transformation that The Tracker has throughout the course of the movie in his dialect and demeanour towards the expedition party. At the early stages of the movie the Tracker can be seen dressed in standard European (white man’s) clothes, a jacket, pants, shirt, hat, belt and shoes throughout the course of the film he slowly disregards items, the hat, the jacket,
ending with the shirt. In the final scene we see him riding off on a horse with only his pants on, I felt this was a very clever way of depicting his return to his traditions and culture by disregarding Whiteman’s way.

Another important aspect of the movie that allowed the viewer to immerse themselves in the storyline was the music and songs. These were sung and co-written by Archie Roach an Aboriginal musician, this aides the delivery and interpretation of the lyrics and contributed immensely to the moral and ethical understanding of the movie and the events depicted. Music is a powerful source of information and Kilpatrick (1992) explains the importance of music as an educational tool. He explains that music tells a story and can play a positive role in a students’ moral development, the use of aboriginal language and English engages the viewer and the haunting melodies encapsulate the mood of certain scenes in the movie.

Aboriginal knowledge has been passed down from generation to generation orally through stories and song, this Primary source of historical evidence is in some cases all that documents certain events from the past. Henderson (2008) re-enforces the vital importance of oral information as a valid and credible source of facts. She then goes on to discuss the role that Western traditions of historical investigation played and the some-what ignorance towards other, specifically traditional Aboriginal methods used to preserve their history. Other Primary sources of historical evidence used by the Aboriginal people include, rock art, ceremonial songs and dance, dreamtime stories. Kent (2008) discusses this lack of primary evidence especially in relation to aboriginal deaths during settlement and colonisation, he points out the scarcity of documents and the biased facts presented by the surviving parties.

Historical fiction is a vital tool to be utilised in the teaching of history, Lindquist (1995) lists several reason to support the effectiveness of this as a method of studying. The most apparent reasons that could be applicable to The Tracker would be; the ability to promote multiple perspectives and present different points of view, it puts people into history and presents the complexity of issues utilizing a medium that students can relate to. By utilising a visual medium the viewer can put a level of depth to the characters and events of the historical event being portrayed. I believe that a fundamental aspect of a students learning path is being taught relatable material, if a student can relate what they are being taught to their everyday life or knowledge they are more likely to comprehend what is being taught. McDonald (2010) supports this view when he discusses relatable material and the importance of this concept in creating a positive learning environment to encourage a students learning.

This review has explained how effective the use of historical fiction has been in developing my knowledge of significant events that hold a vital role in Australian History. I have explained how these events depicted in The Tracker stimulated my ethical and moral response to the subjects raised in the film, racism, assimilation, settlement, patriotism and the role of primary and secondary sources to validate this information. It is apparent that Historical fiction plays a vital and justified role as an effective method of studying history.

About the author

Leanne Lange, a stay at home mum to three daughters (aged 5, 4 and 3) and a foster child is also studying the Bachelor of Education Primary part-time in online mode.

I asked Leanne to tell me a little about herself:

I love the challenges of studying and the mental stimulation it provides although it is sometimes hard to muster the energy to turn on the computer as all my studying is done between 8-12 at night. I completed my first placement at Yirara College in Alice Springs, it’s a 100% Indigenous boarding school and I knew straight away that I had made the right decision to become a Teacher. I was born in Alice Springs, got married here and had our 3 daughters here so I look forward to starting my career here. Studying externally has its challenges and I have found the best thing to do is to ensure that assignment criteria is understood, time is too valuable to be spent on misunderstood assessments.

References


Image from https://www.flickr.com/photos/sydney_festival/5147230214/
Early Childhood Teachers Scholarship Program Graduation

18 students of those who graduated from a suite of early childhood teaching courses at the Charles Darwin University ceremony on Friday October 17 in Darwin were recipients of the Northern Territory Early Childhood Teachers Scholarship Program.

In first semester 2015 there will also be scholarship recipients attending the Alice Springs graduation ceremony. They join the thirty-three students who have already completed their course under the scholarship since the program began in Semester 1 2012.

Together the graduates represent the two categories of recipients under the program: staff working in long day care centres and teachers in schools (especially preschool). The graduates travelled from Darwin, Adelaide River, Katherine and remote area communities to attend graduation.

The NT More Early Childhood Teachers Scholarship Program is part of the NT Government’s commitment to support a quality teaching workforce across the Territory, as part of a Bilateral Agreement with the Commonwealth to achieve early childhood education reform within its jurisdiction. It is administered through the School of Education’s Centre for School Leadership.

The primary objective of the scholarship program is to provide support for individuals to upgrade qualifications by obtaining a 4 year university degree with an early childhood specialisation. The qualification upgrade will enable educators to provide quality early childhood education and care for children and meet the standard outlined in the National Quality Standards (NQS) while raising the status and profile of early childhood education and care as a profession.

Kathy Gardenal has been the Scholarship Officer since the inception of the program and Mel Hazard took over the role of Director and Mentor in May this year.

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