

School of Education Updated

2021 **Queen's
Birthday Honours**

Showcase: Showing off the
creativity of ECU's design teachers



Confronting Indigenous educational
disadvantage: **A Kimberley perspective**

**Finally, an ongoing commitment to
funding preschool.** But the conditions
are hazy and ill-defined

From the Executive Dean

Our UpdatED newsletter is now entering another phase becoming state orientated, nationally and internationally focused with several universities across the globe receiving a copy of our latest edition. This change is all part of our maturity and focus on being a national and international leader in education as well as maintaining our position as one of the largest Schools of Education within the higher education sector of Australia.



My vision is that many of the articles will resonate with teachers who are located within WA but also across Australia and internationally. We will continue to highlight and focus on our published research within the School of Education as well as some of our research leaders.

March was a very important time for us in the School of Education when we launched Showcase, a publication which highlights the skills, talents and creativity of our emerging Design and Technology and Visual Arts, Secondary (high school) Pre-service Teachers. Complimentary copies were sent to the various Ministers of Education and Director Generals within the States and territories of Australia and importantly to colleagues and partners in industry and universities in other countries. Feedback received so far has been extremely positive.

We are now at the point of being near the end of Semester 1 for 2021 with many of our students out on professional experience placement in schools and in early learning centres.

This is an exciting time for our Pre-service Teachers regardless of whether they are in an undergraduate or graduate teaching programme. Whilst it is exciting, it comes with challenges about the implementation of what has been learned in lectures, tutorials and workshops into a classroom. On behalf of the School of Education, we thank all those schools and teacher mentors who have willingly accepted a Pre-service Teacher to undertake their placement in their school or centre.

One thing that we are very aware of is that teachers are extremely time poor regardless of where they reside. As such the ability of teachers to devote large chunks of time to study is very limited and a disincentive to consider Graduate Certificate study in specialist areas of education. To overcome this we are micro-credentialing units in Graduate Certificate courses so that teachers and educational leaders can undertake and complete a micro-credential unit over the course of one day.

There will be more coming regarding this approach and we hope to have specific units available for teachers and educators to undertake in an online mode.

Our Education Chapter of the Alumni continues to grow and those of you who are former graduates of Edith Cowan University or the West Australian College of Advanced Education should consider becoming a member of this growing Chapter.

Whilst technology has enabled us to connect in the virtual space in real time, we look forward to a time when we are able to move more freely within our own state and country particularly as vaccination programmes continue to roll out and the vast proportion of our populations become vaccinated.

Professor Stephen Winn
Executive Dean
School of Education
Edith Cowan University

Event Date: Friday 13 August 2021

Event time: 12pm to 3pm

Event Address: Grassed area between buildings 16 and 17, ECU Mount Lawley Campus, 2 Bradford Street, Mount Lawley WA 6050

Showing off the creativity of ECU's design teachers

ECU is the only university in Western Australia producing Design and Technology teachers and now the creative works of those students have been revealed as part of Showcase.

School of Education Executive Dean, Professor Stephen Winn, welcomed WA educational and industry leaders to the recent launch of Showcase. The new publication captures the stunning works of ECU's Pre-Service Teachers. Showcase features a collection of images of the impressive artefacts created in the fields of Secondary Design and Technology, and Art Education.

"Education is at the forefront of leading the next generation to engage positively through technologies and to encourage young people to be creative and responsive designers," he said.

ECU is in a unique position, being the only university in Western Australia and one of only nine in the country producing Design & Technology teachers. The exceptional facilities for teaching design and technology as well as passionate staff are key to educating Pre-Service Teachers in the discipline.

Speaking at the launch event Senior Lecturer Dr Julia Morris said:

"Aspiring secondary teachers often enter our courses because of a passion for a certain learning area or subject, and often because they have been a practitioner prior to deciding to become a teacher. Secondary teachers hold a dual identity – as a teacher and a subject expert."

It is essential that teachers can produce exemplary work samples to guide students and demonstrate skills that help them excel in their own design and art making. The stunning artefacts in the Showcase book are the product of our Pre-Service Teachers' learning, but unseen are the hours of problem solving and research that supports their teacher-practitioner development during their time at ECU.

By shaping our Pre-Service Teachers as both master and mentor, we aim to graduate teachers who will inspire young people in schools.

For more information on ECU's Teacher Education courses, visit: <https://www.ecu.edu.au/degrees/study-areas/teacher-education>



Waterfall Coffee Table, Coran Longwood

ECU Careers Fair

We are inviting organisations to attend or host an exhibitor stall at our student careers fair on Friday 13 August. We anticipate a minimum of 250 – 300 students from across Early Childhood, Primary and Secondary Education to attend on the day.

Stalls will be provided free of charge to organisations who wish to exhibit. Please note booking is essential if you wish to take part in this event.

For more information or if you have any queries, please contact Dr Julie Boston by email: julie.boston@ecu.edu.au

Nominations for the 2021 WA Education Awards are now open



Do you know a public school teacher, leader or school support staff member who is making a difference in the lives of students? Nominations for the 2021 WA Education Awards are now open.

Edith Cowan University's School of Education is a proud sponsor of the WA Beginning Teacher of the Year category in this year's awards. We are proud to have sponsored since this award category's inception in 2010.

ECU has been at the forefront of teacher education for over a century and has a strong reputation for the quality of its graduates. We are committed to education and strive to ensure our students become teachers through quality programs, informed research practice and outstanding community-based partnerships with schools.

We are delighted to sponsor the Beginning Teacher of the Year category, as we are committed to recognising, supporting and nurturing graduate teachers in the classroom and leaders in schools. In the last five years, we have produced five winners in the category of WA Beginning Teacher of the Year.

You'll find information about this and related courses, including videos and galleries about our facilities, our students and our lecturers.

Nominations close 5.00pm, Thursday 8 July 2021.

To find out more about the awards, visit the 2021 WA Education Awards website: <https://www.education.wa.edu.au/wa-education-awards> If you're interested in becoming a teacher, visit our Teacher Education web page: www.ecuworldready.com.au/education



"On a good day, I see my students trying so hard to be their best selves. On a great day, I see the results of them being their best selves."

#WAEA21

ECU Alumni Chapter inaugural event

The inaugural event for the ECU Education Alumni Chapter, The Future of Teaching and Learning was a very informative and enjoyable evening. We were delighted to be joined by so many of our Teacher Education alumni.

There were thought provoking outcomes from the presentations on the night from our three key speakers. These were that - We all have a key moral purpose within our system and must continue to seek out knowledge to best cater for our students. Through actively listening and engaging with our students as partners of learning, it will provide us with insight on how to progress their learning journey and pathway. We must collaborate with our peers and engage with them to see the full effect of a cultural shift to exemplary teaching and learning within our systems. Finally, we must truly understand ourselves as individuals and look after our own needs and wants. We need to be intrinsically flourished so that we can extrinsically motivate.

Three key speakers were:

- Mr Jim Bell, Deputy Director General, Student Achievement, Department of Education WA
- Dr Helen Egeberg, School of Education, ECU
- Dr Mandie Shean, School of Education, ECU.

We hope to see you at the next ECU Education Alumni Chapter event - find out more online: <https://www.ecu.edu.au/schools/education/education-alumni-chapter>



Pictured left to right: Dr Mandie Shean, Dr Helen Egeberg, Jim Bell and Committee Chair, Kevin Fraser.

2021 Queen's Birthday Honours



Associate Professor Lennie Barblett was recently made a Member of the Order of Australia (AM) for her service to tertiary education and early childhood teaching as part of the 2021 Queen's Birthday Honours.

She is a nationally recognised expert in early childhood teaching and authored numerous books and research papers on early childhood policy and curriculum.

In addition to her extensive teaching and research experience at ECU, Associate Professor Barblett has worked on numerous boards informing education reviews.

The Queen's Birthday Honours List recognises outstanding Australians who have made contributions to their community and to Australia domestically or globally.



Research in the School of Education



Associate Dean (Research), Associate Professor Nicola Johnson

Featured research articles

Here are a selection of recently published open access articles written by researchers in the School of Education. Open access means freely accessible to you! These featured publications may be of interest to you as teachers and/or school leaders.

Online continuous professional learning: A model for improving reading outcomes in regional and remote schools?

This paper researches an online continuing professional learning program designed to support the teaching of reading within regional and remote schools.

Main, S., & Slater, E. (2021). Online continuous professional learning: A model for improving reading outcomes in regional and remote schools? *Journal of Teacher Education*. <https://doi.org/10.1177/00224871211009110>

Teachers in conversation with industry scientists: Implications for STEM education

This paper focuses on how science education can be optimised through conversations with science educators and scientists, and industry-school partnerships.

Morris, J., Slater, E., Boston, J., Fitzgerald, M., & Lummis, G., (2021). Teachers in conversation with industry scientists: Implications for STEM education. *International Journal of Innovation in Science and Mathematics Education*. <http://doi.org/10.30722/IJISME.29.01.004>

Identifying differences in nutrition-related learning interests among adolescent school students.

This paper suggests that in order to engage adolescents in nutrition education, student interest on food and nutrition topics should be surveyed prior to learning, acknowledging sex and socio-educational differences.

Miller, M., Barwood, D., Furfaro, M. Boston, J., & Smith, S., & Masek, M. (2021). Identifying differences in nutrition-related learning interests among adolescent school students. *Journal of School Health*. 91(4), 277-284. <http://doi.org/10.1111/josh.12997>

A survey of Western Australian teachers' use of texts in supporting beginning readers.

This paper suggests that in order to engage adolescents in nutrition education, student interest on food and nutrition topics should be surveyed prior to learning, acknowledging sex and socio-educational differences.

Pogorzelski, S., Main, S. & Hill, S. (2021). A survey of Western Australian teachers' use of texts in supporting beginning readers. *Issues in Educational Research*, 31(1), 204-223. <http://www.iier.org.au/iier31/pogorzelski.pdf> What research do we do in the School of Education?

Schools, separating parents and family violence: a case study of the coercion of organisational networks.

This paper presents some key considerations for schools surrounding complex family circumstances such as parental separation, family violence and custody disputes.

Saltmarsh, S., Ayre, K., & Tualaulelei, E. (2021). Schools, separating parents and family violence: a case study of the coercion of organisational networks. *Critical Studies in Education*. <https://doi.org/10.1080/17508487.2021.1919165>

For more information, visit the ECU Research website at: <https://www.ecu.edu.au/schools/education/research-activity>

Future Research & Career Pathway

Become part of a team that leads, initiates and sustains high quality research that effectively addresses pertinent issues faced by learners and educators both within and beyond educational settings.



Best practice thinking for new teachers by Dr Christine Cunningham

School of Education senior lecturer Dr Christine Cunningham identifies global trends to help in the education of qualified teachers. She teaches into postgraduate courses and also conducts and supervises a diverse range of research in school leadership, curriculum and international education. Dr Christine Cunningham is also the Higher Degree Research Coordinator for the School of Education.



Recently her research has focused on schools all around the world where she has been trying to figure out which schools are doing it right and what lessons can be learnt and brought back to Australia to make all of our teachers and our schools the best in the world. According to Dr Christine Cunningham:

"teachers need to know it's quite old school to think about standardised testing and teaching things to the test. What we need in the 21st century are creative students who feel really well within themselves and love learning. And we give you the tools to show you how to teach and how to lead in schools to make all students just love learning. I think a lot of teachers have a really good heart and they think of everybody else first. They are going to think about their family they are going to think about the children that they are teaching. I am telling you that maybe now it's the time to think about yourself. Do something for you. Get yourself up-skilled and give yourself the opportunity to seek promotion. The world is full of questions that need answers. Let's learn together."

Connect with us

As part of the vibrant community at ECU, our researchers help to transform lives and transform the world for the better.

If you are interested in pursuing a Master of Education by Research or Doctorate (PhD), please contact **Associate Professor Nicola Johnson** by email: nf.johnson@ecu.edu.au



ECU launches 'serious game' to help young people understand meningococcal disease

Authors: Dr Lauren Bloomfield, Associate Professor Martin Masek, Dr Julie Boston, Dr Donna Barwood, Dr Lesley Andrew, Ms Jennifer Hanna, Ms Brittany Hanson and Professor Amanda Devine.

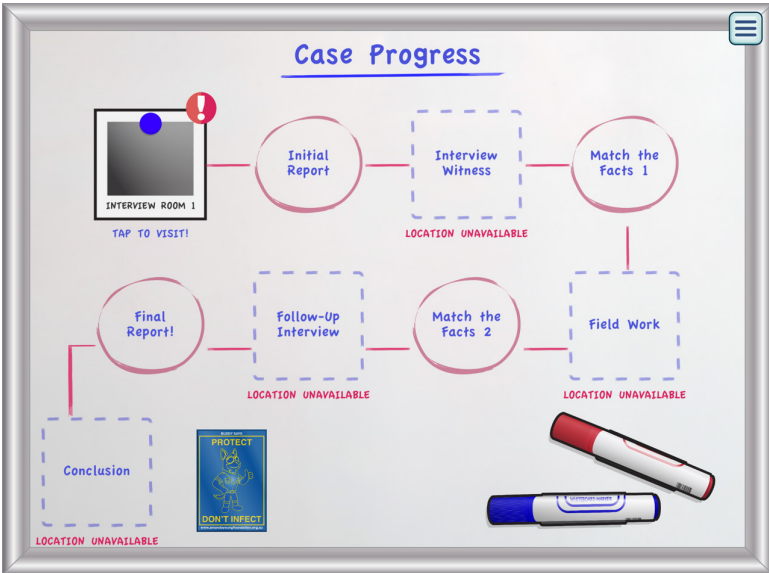
Meningococcal Disease is a life-threatening condition caused by any of five Neisseria meningitidis bacteria serogroups. Approximately 10 to 20 people are diagnosed with meningococcal disease each year in Western Australia. Between 2017 and 2019, seven of these people died of the disease.

Around 10% of people carry the bacterium harmlessly in their nose and throat. Problems only arise when the bacterium enters the blood stream (leading to septicaemia) and or the central nervous system, including the brain (leading to meningitis). Complications of the disease include permanent deafness, brain damage and the need for limb amputations due to tissue death.

The highest incidence of the disease occurs in two age groups: 0 – 4 years, and 15 – 25 years, with adolescence reported as the peak age for bacterium presentation in the nose and throat. The good news is that highly effective vaccines are available that protect against all meningococcal serotypes. These are offered free to all babies and to adolescents aged 14 to 16 years.

Researchers at Edith Cowan University have been working to raise awareness of this disease, its seriousness, signs and symptoms and the importance of vaccination. Specifically, targeting the adolescent age group and students from years 7–10 in secondary schools.

In collaboration with the Amanda Young Foundation (a not-for-profit organisation dedicated to reducing WA deaths from meningococcal disease), ECU researchers from the Schools of Science, Education, and Medical and Health Sciences have developed an exciting educational resource to engage young people in meningococcal education.



The MIApp (Meningococcal Infection, Awareness, Prevention and Protection) is an interactive educational, 'serious game' that challenges students to apply understandings of meningococcal infection to solve and prevent an outbreak.

Through game play, participating students learn how to protect themselves and others through day-to-day hygiene behaviours, awareness of signs and symptoms, the vaccines available to them, and health-enhancing decision-making. MIApp is curriculum driven, informative, culturally sensitive, and suitable for diverse groups, with a personalised avatar allowing students to digitally represent themselves within the game.

MIApp is currently being trialled in Western Australian high schools, comparing and evaluating changes in students' knowledge towards meningococcal disease, after learning from playing MIApp or, receiving a face-to-face presentation from the Amanda Young Foundation.

The research and development the MIApp was jointly funded by Lotterywest, the Amanda Young Foundation, the WA Department of Health and ECU, and is a collaborative project by researchers Dr Lauren Bloomfield, Associate Professor Martin Masek, Dr Julie Boston, Dr Donna Barwood, Dr Lesley Andrew, Ms Jennifer Hanna, Ms Brittany Hanson and Professor Amanda Devine.

FAQ's


How can my school become involved in the project?

Schools interested in participating in the MIApp research study are invited to please register their interest by completing the MIApp Sign Up Form online, or contact the research team at miapp@ecu.edu.au.

Which student cohorts is the game best suited to?

MIApp has been designed and specifically mapped to the WA Curriculum for adolescents in Year 7 to 10. It may also be suitable in some Year 6 classrooms.





Hi I'm Buddy, and I work with The Amanda Young Foundation. Here are some facts on the Meningococcal Disease, so you can stay safe and stop the spread.

BASICS

DETECT

PROTECT

STOP THE SPREAD

EXTRAS

- DID YOU KNOW?**

Meningococcal is a communicable disease meaning it can be transferred from one person to another.
- Meningococcal Bacteria can be transferred by...**

-Coughing or sneezing on someone

-Living in close contact with someone

-Intimate contact, such as deep kissing

-Sharing water bottles or cutlery (lower risk)
- A Healthy Carrier is...**

A person carrying the Meningococcal Bacteria in the back of their nose or throat, without it causing them harm or symptoms. They may pass the bacteria on to others unknowingly!

For more information, please contact MIApp Project Coordinators, Brittany Hanson and Jennifer Hanna, by email: miapp@ecu.edu.au or visit <https://s.ecu.edu.au/3fXe3EO>



Finally, an ongoing commitment to funding preschool. But the conditions are hazy and ill-defined

Author: Professor Lennie Barblett AM

The 2021-22 budget includes funding for 15 hours per week of free preschool education for all children in the year before school. Although in his budget speech, Treasurer Josh Frydenberg said there would be \$2 billion for preschools, the budget papers specify:

the government will provide \$1.6 billion over four years from 2021-22 (and \$589.0 million per year ongoing) to make an ongoing Commonwealth funding contribution to preschool.

Providing funding for preschool is great. Research shows quality preschool has a positive influence on children's growing intellectual, social, emotional

and physical development and learning. It also helps them better transition to school.

But before we get too excited, the money is dependent on the federal government wrangling certain agreements with states and territories. And there is little detail on how these agreements can be met.

More certainty for the sector

Preschool is jointly funded by the federal, state and territory governments, but in some states, government funding is topped up by parent fees. Preschool includes kindergarten and preschool (states and territories use different names) and is delivered by a range of

providers (schools, long daycare and standalone preschools).

Since 2008, the federal government has funded preschool through the National Partnership Agreement between the Commonwealth and the states. The agreement was not resigned so the funding was never an ongoing commitment, but a year-on-year investment, which left states holding their breath for a renewal each year.

An ongoing commitment such as what was offered in the budget this week is what people in the sector have been calling for. But the government has conditions on the funding, saying it will be

[...] contingent on the states and territories agreeing to a robust reform timeline focused on increasing participation and school readiness. From 2023 this will include ensuring that every child enrolled in an approved preschool program will see the full benefit of Commonwealth funding (around \$1,340 per child in 2022) regardless of the preschool setting. From 2024 payments to states and territories will be tied to attendance targets.

These kinds of targets require a consistent framework across the nation. But even the definition of preschool is not consistent across Australia – we don't have the same name for the same year, nor the exact starting age.

For example, in Western Australia and Tasmania the year before compulsory school is called kindergarten, whereas in New South Wales, it's preschool. In WA, preschool is under the care of the education department. Preschools are usually located on a primary school site and administered by the school's principal.

In other states, preschool can be community-based programs administered by the preschool teacher and a parent committee.

How can you measure school readiness?

The term "school readiness" – and what it means or looks like, let alone how it's measured – is much debated by those who study this area.

There are warnings internationally about the "schoolification" of preschool. In Australia, early childhood educators have described a "pushdown curriculum" often resulting in the early introduction of instruction in specific subject areas.

How the government might ask states and territories to measure school readiness is a real concern, as children's numeracy and literacy learning may become the focus.

But high quality preschool programs amplify all aspects of children's learning, development

and growth. Preschool is a prime time for educators to focus on children's social and emotional competence, relationship building, mental health and well-being – not only their intellectual growth.

Some experts have argued schools should be ready for students, not the other way around. How schools welcome children and their families, what they know about each child, their learning and interests and how educators use that knowledge is important to an effective transition from preschool to school.

Under the government's plan, states and territories also have to sign on "to improve preschool data collection and support a new preschool framework".



Supporting new ways of collecting data could be good but it depends what is considered important to collect. Some people may be concerned a new preschool testing regime is on the cards.

It is important preschool is not only about preparation for the future but allows children to be children in the now.

How one would measure this to meet funding criteria remains to be seen.

What did the announcement miss?

There are missed opportunities in this announcement. It offers access only to preschool for the year before school (generally children are aged four). But evidence shows the importance of two years of preschool before school.

Australia lags behind other OECD countries in universal access to quality early childhood programs for three-year-old children.

United States President Joe Biden has just announced he will invest billions in universal preschool for three and four-year-olds.

Some Australian state governments were developing plans for free access to preschool education for some three year olds before the budget announcement. Preschool is free for three-year-olds attending community-run preschools in New South Wales. Victoria committed nearly \$5 billion over ten years from 2020 towards three-year-old kindergarten. The ACT moved towards two years of free preschool over five years from 2020.

Many Australian advocates say this budget does not go far enough and universal access to quality early childhood programs for all young Australian children should be the goal.

While it is a welcome move to add funding to a sector crying out to be assisted there are many questions to be asked and explained as we move forward. Let's work through that detail and make sure it is what is best for young children.



This article is republished from The Conversation under a Creative Commons license. Read the original article online: <https://theconversation.com/finally-an-ongoing-commitment-to-funding-preschool-but-the-conditions-are-hazy-and-ill-defined-160790>

Confronting Indigenous educational disadvantage: **A Kimberley perspective**

Author: Associate Professor Lorraine Hammond

School students in the Kimberley sit in Western Australia's most northern and most sparsely populated region. They are also considerably more socio-educationally disadvantaged than the average Western Australian student.

For decades, the best intentions and resourcing haven't always translated into higher quality instruction or significant improvement in broader education outcomes. But finally, results are being achieved with a program that prioritises a teacher led style of instruction.

In 2017, with support from the Ministers' Alannah MacTieran, Sue Ellery and Emeritus Professor Bill Loudon, eight schools joined the Kimberley Schools Project, and through professional development and in-situ coaching implemented an explicit approach to teaching literacy that was supplemented by scripted Direction Instruction curricula such as Spelling Mastery.

By 2020, eight grew to 24 schools, the largest number in one Australian jurisdiction to implement an evidence-based approach to teach literacy.

Since its inception I've been visiting and working directly with staff and students involved in this Project.

The Project aims to raise the quality of teaching, as it is well recognised that what teachers know and do in school is the single biggest influence on student engagement and outcomes.

My research, experience and observations in the Kimberley show there is no difference between effective instructional practices for these classes compared to other disadvantaged classrooms; it's the dosage and intensity that needs to be higher.

It's no secret that children in remote communities can face a host of challenges that are significant and are beyond the control of teachers. Indeed, when children's living conditions are neither healthy nor safe, the work of schools cannot be fully effective. However, within teachers' control is what and how they teach - from the moment students enter the classroom to when they leave six hours later.

The Kimberley Project shows that students who feel competent and successful learners are more likely to be motivated to engage with the increasingly complex demands of the classroom.

I have seen students in Year 4 and 5 become so engaged in learning that they stayed back after school each week for a poetry writing club. They learned Tennyson's "The Eagle" for an assembly item - and then recited it when their football team won the grand final 12 months later.

The writing these students produce, that I show teachers across Australia, dismisses stereotypes of how kids in remote communities can and want to learn.

To catch up to their city peers, students in these schools need to learn more in less time. This means the same daily 'gold standard' instruction delivered to socially disadvantaged students must be increased in terms of the time remote children spend learning to read and write.

By standardising the instructional approach, less is left to chance.

In the Kimberley, most children speak one or more local languages. These students, where the language they are learning to read is not spoken at home, need a strong emphasis on teaching oral language skills alongside teaching the precursor skills to reading.

The most effective and efficient way to do this is through direct and explicit instruction. Despite five decades of evidence proving the effectiveness of this there remains opposition.

Those who eschew teacher-directed instruction put their "feelings" about how they think children learn ahead of what the research proves.

The role these teachers play and the impact they have on their students is staggering and reaches far beyond the classroom.

It's a constant balancing act.

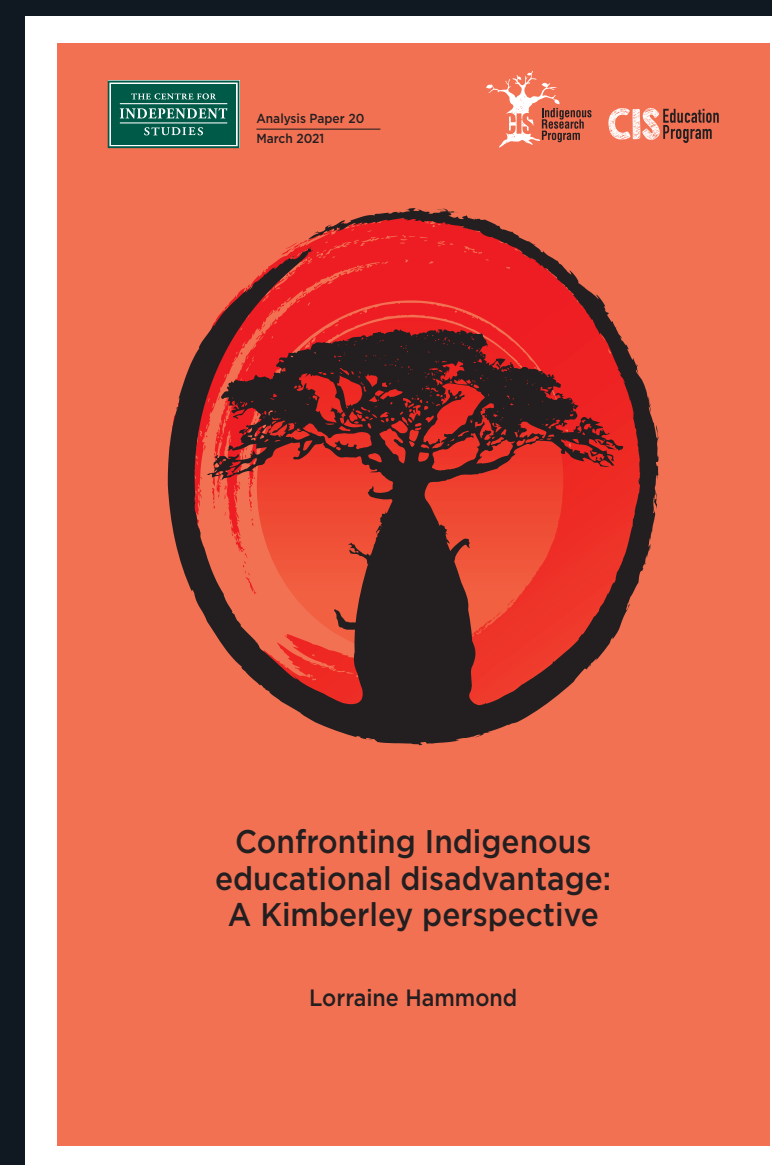
Learning time is precious, so too much school time devoted to eating breakfast, getting changed into uniforms and completing teeth brushing and nose-blowing routines (to address recurring ear infections) encroaches on classroom instruction, but children who are hungry cannot learn.

The Kimberley Schools Project is one of the great success stories of Australian education. It proves addressing Indigenous educational disadvantage is possible.

The work is by no means over, but we should celebrate a program that is working and look to broaden its impact so that more children get to enjoy the benefits of experiencing a quality education.

Dr Lorraine Hammond AM is an Associate Professor in the School of Education at Edith Cowan University. This is an abridged version of her paper "Confronting Indigenous educational disadvantage: A Kimberley Perspective."

View the entire paper online: <https://www.cis.org.au/publications/analysis-papers/confronting-indigenous-educational-disadvantage-a-kimberley-perspective/>





DESIGNING AND USING INNOVATIVE LEARNING SPACES: WHAT TEACHERS HAVE TO SAY.

Have you wondered what it is like to teach and learn in so called ‘innovative learning environments’ (ILEs)? Those spaces that look marvellous, but might be **too** different? Perhaps you are in one now, or might move to one soon and remain unsure if they actually assist teachers to teach better, students to learn better? Or perhaps you are designing one and want to understand the real impacts your design will have on the teachers and students?

Through the Plans to Pedagogy project (P2P), ECU’s Dr Julia Morris is part of a team based at the University of Melbourne, along with Associate Professor Wes Imms that is slowly building good knowledge from these types of questions. It is coming from teachers themselves, who are either in these spaces now or in the process of transitioning from more traditional designs.

This presentation reports on teacher-led research teams in 10 primary and secondary schools across Australia and New Zealand. Their ‘spatial learning teams’ have explored the impact of a range of design of spaces, on a range of educational issues.

No two schools are the same and each school has a unique ‘spatial challenge’. Come to this presentation to hear what some bespoke school-driven research projects have to say about ILEs.



EVENT DETAILS

Monday 26 July 2021
3:30pm to 5:00pm

Building 17, Room 17.157
Edith Cowan University
Mount Lawley Campus
2 Bradford St, Mount Lawley WA 6050

Cost: \$10 per ticket

Refreshments will be provided.

[REGISTER HERE](#)

This event is supported by the University of Melbourne, Association for Learning Environments WA and the Department of Education WA.

Outdoor Education partnership with Yanchep Secondary College

Yanchep Secondary College (YSC) Year 11 and 12 General Outdoor Education Studies program has developed a positive and supportive relationship with ECU over the past three years.

Students from both YSC and ECU can interact through various activities such as canoeing, team building activities, resuscitation, emergency rescues and life skills activities. Through challenge-based learning, students use problem solving in a team setting to acquire knowledge and skills. Students are assessed through anecdotal evidence and set-tasks, which are presented to students on expeditions. These tasks are challenging and require students to engage in strategies to assist with their coping mechanisms and form positive group dynamics. This encourages building resilience within the student cohort and deepens their knowledge to confront unfamiliar situations into a real-world context.

Cameron Eglinton, who is a Lecturer and representative, Secondary Education for ECU, provides the students with in-depth knowledge about Guilderton and his experiences as an Outdoor Educator.

“Networking with ECU has provided not just YSC students with the experience of working with others and increasing their interpersonal skills, it has allowed ECU Pre-Service Teachers the opportunity to embrace the role of a teacher. They assist in the preparation of lessons and delivery of content. From this involvement, it has increased the drive to reach the YSC mission of ‘preparing young people to be active and productive adults’ and created an interest in students at YSC to study harder”, he said.



Tennis Hot Shots

Second year Primary Education Pre-Service Teachers recently participated in Tennis ‘Hot Shots’ workshops at all three ECU campuses. Christina Ladyman from Tennis Australia conducted the workshops, where the ECU Pre-Service Teachers were exposed to ‘game sense’ approaches to teaching Physical Education, using modified, kid-friendly equipment. Students now have access to well-researched teacher resources that can be applied to other sports as well. This is the fourth year of ECU’s partnership with Tennis Australia.



Alumni Gabrielle Migliore:

Giving students an interactive Waterwise Experience.



In 2002, Gabrielle Migliore completed a Bachelor of Education (Primary) at ECU before going on to become a teacher. Gabrielle loved teaching but couldn't see herself in the classroom for her whole career.

Read on to find out how Gabrielle became Lead - Customer Education, Water Corporation, combining her skills as a teacher with a passion for water management. Now, Gabrielle and her team are inspiring the next generation of students through the Water Corporation's state-of-the-art Waterwise Experience.

What can you tell me about your experience of studying a Bachelor of Education at ECU?

My experience studying twenty years ago was challenging to be honest. I am sure it is similar to students today who are juggling living out of home, working a couple of jobs in the evening and studying through the day. I look back on my years of study and I am thankful for how much I learned and how much it set me up for life. Studying the foundations of education, the psychology behind young peoples' minds, I really found this fascinating and it really set me up for the future.



What are your fondest memories of ECU?

I loved completing my degree at Mt Lawley Campus, I also studied a few art units at the Churchlands Campus which is no longer there. My fondest memory of ECU, besides my lecturers was the beautiful campus and the buzz I got from being there. I loved the markets they would set up on the grassed area near the Spiegelentent.

Career wise, what have you done since leaving ECU?

After graduating, I taught for a few years in the south west, a couple of years in the UK and then set myself up again teaching in Perth. I love teaching but I couldn't see myself in the classroom for the next 30 years, so I looked at ways of combining my love with other passions. I worked at Scitech after the classroom and this really became my springboard for many opportunities. I designed and delivered their Aboriginal Education Program and facilitated professional learning for teachers across WA, visiting the most remote, amazing locations and communities. I progressed to Horizon Power, designing their school engagement program for their regional and remote customers. I worked in schools and communities educating them about electricity, electrical safety and renewable electricity. My career has taken me back to Scitech to coordinate their Professional Learning team, to Curtin University as their Engineering Outreach Coordinator and now to Water Corporation, leading their customer education. My current role is absolutely rewarding as I lead a dedicated education team. I am able to design and develop resources, visit schools to inspire and educate students and I am able to create lasting relationships with teachers, providing resources to help them

satisfy the curriculum and engage their students. I am so thankful for my career path and especially to Scitech for providing a great platform to foster my love of creativity and education.

I often recall my Dad saying to me, 'If an opportunity arises in your career, just say 'yes'. You never know where it will take you and you will always be building on your skills and learning in life.' I think this was very useful to me because I may not have achieved what I have if I was scared to take on new adventures.

How did studying a Bachelor of Education inform your current role with the Water Corporation?

I am continually applying the foundations of my Bachelor of Education degree to Water Corporation's customer education program. Whether we are designing new resources or delivering in schools, I am frequently drawing on my pedagogical strategies to ensure our program provides a positive customer experience for all teachers who are working across varied school settings. Our resources are also designed to engage students from all walks of life and provide a meaningful experience for them; I am continually looking for ways to integrate 21 century skills and remain relevant for students. You never let those skills go, which I love. I still get a buzz being able to get into schools. Straight away all the techniques that I learned at uni come into play as I keep the students engaged, keep the session moving, altering my delivery to ensure they get the most out of their experience.

Why is environmental conservation and water management important to you? What does Earth Day mean to you?



Gabrielle Migliore

The preservation of our resources impacts life, and this could not be more important for our future. Now I have my own children, this is even more important as I want them to have a thriving natural environment to enjoy for many more generations. My aim has always been to inspire students to ask 'why?' and 'how?' to everything in their lives. I want them to question what is happening, to find out more so they can be informed and make educated decisions to improve their future.

The survival of Earth depends on people questioning whether there can be a better way of doing something, investigating, and innovating for the future. Our water is a finite resource. It can't be created and if we don't look to innovative ways of preserving it for the future, we will be in dire straits. I am passionate about finding ways to inspire our younger generation to learn about environmental conservation and water management so they can see how important it is and come up with innovative water management techniques for the future.

Can you tell me a little about the experience that students have with their waterwise experience with the Water Corporation?

The Waterwise Experience was born from a long customer research journey. The Waterwise Schools Program has been running for over 25 years and we wanted to bring it into the 21 century, expand our reach to new customers and provide a meaningful experience for students, teachers and the wider school community. We engaged schools across WA, interviewing administration, teachers, students and the supporting staff in the schools. Our aim was to find the drivers for people in these different positions, what were they passionate about in their role and what they wanted us to deliver to schools to support them.

Our program provides a deeper understanding of water issues, directly linked to the curriculum that engages students with 21st century technology. The Waterwise Experience is our high school incursion. We wanted to create something that was so good they would share their experience with their friends and family. We are actually a very small team so we look to ways of engaging large numbers in the time that we are there. The incursion took two years to create, including designing the tents, making sure they are safe, have all the correct facts and information in the scripts. It was a massive project.

The incursion had to tick the curriculum for teachers. I know how limited time is for teachers so we needed to make sure it ticked the curriculum, it was easy for the teachers to book/deliver and they are also provided with lesson plans to consolidate their experience. The response has been fantastic. We are very proud of the Waterwise Experience.

Are there any plans to open this up to primary schools or other groups (work organisations, universities etc)?

This is our first full year delivering the experience to high school students, so we want to make sure we're delivering what these teachers and students need before looking at who else we could offer it to, but there are certainly opportunities out there to reach the broader community. I think it would be an engaging experience for any one of any age to be involved in.

What has been the reactions from teachers, parents and students?

The response has been fantastic. When we started, it was difficult to really illustrate the incursion for teachers as it is like nothing they had seen before. Now we have our video and we have testimonials from teachers involved, the bookings and response has been amazing.

It is just so rewarding to see the reactions from students taking part in the Waterwise Experience as well. This is what keeps me passionate to create more.

For any teachers and parents reading this, how can their school get involved in this program?

Our Waterwise School Program including online resources are available free to all primary schools and high schools. We look forward to hearing from them.

Find out more: <https://www.watercorporation.com.au/Education/Waterwise-experience>

Cooking up a storm in partnership with Dianella Secondary College

2021 has seen the School of Education begin to deliver the Food Service Management unit as part of the Bachelor of Education (Secondary) for Home Economics.

Specialised facilities are needed for Food Service Management and ECU has been most fortunate to work in partnership with Dianella Secondary College, utilising their Trade Training Centre. There is an emphasis on safe work practices, hygiene and food production methods in this specialised environment.

As part of the unit, ECU students attend ten practical sessions and conclude the unit with a two and half hour practical test, showcasing their skills, implementing their workflow plan for the set dishes. Having our ECU pre-service students in this setting is a huge benefit. Students are able to learn in a school-based setting/facility, using the same equipment, which thoroughly prepares them both for professional practice and ultimately their own classrooms.

Chef Gwyn Ellis and Chef Brad Burton travel to Dianella Trade Training Centre to deliver this unit to our Home Economics Pre-Service Teachers. Coordination of the unit is managed by Home Economics Coordinator, Sandy Smith, and food orders are organised by Jordan Pearmine. We successfully collaborate as a team of four to deliver in this training environment. The unit will also be run at ECU during Winter School for 2021, as there is a need for more of these classes and we hope to repeat this current format in 2022.

Thank you to all involved with this successful collaboration.

For more information, please contact Sandy Smith, Home Economics Coordinator by email: sandra.smith@ecu.edu.au



Year 12 ATAR Drama Performance: When the Rain Stops Falling

Two casts recently performed on alternate nights to over 400 secondary school drama students in the production of When the Rain Stops Falling, by Andrew Bovell.

A popular set text for Year 12 ATAR drama students, the play explores themes relating to self-identity, abandonment, forgiveness and love and how inherited legacies shape our future in seen and unseen ways.

Performances were followed with a Q and A session so that students could ask questions on the process.

For more information, please contact Dr Christina Gray about the drama education program by email: c.gray@ecu.edu.au



Industry Connection with Masters of Teaching Media students

Second year Masters of Education media majors extended their understanding of media teacher practice by researching extra-curricular media programs internationally, nationally and in Western Australian schools.

Their challenge then was to create a viable extra-curricular media program of their own to pitch to expert WA media teachers, who gave them valuable feedback in preparation for future teaching.

The program allowed the students to shape their unique media specialisations and interests to a tailored program to suit the needs of a media department in a Western Australian school.

This is the second year this project has been run and it provided valuable insight and potential industry partnerships for the future. Many thanks to the students for their impressive work and to the teacher panel members involved.

Plans are currently underway to further extend this project into schools in 2022, as an additional media teaching practice opportunity for students to be involved in.

Further information, please contact Rikki James, Coordinator of Media Education by email: rikki.james@ecu.edu.au

This is my second year being involved in the teacher panel and as always it was a really rewarding experience. The students were all very prepared and passionate about their programs and eager to hear our perspectives and advice. It's a wonderful process that helps Masters of Teaching students road test their programs and hit the ground running after graduation.

Brad Minchin from Guildford Grammar School and President of ATOM WA (Australian Teachers of Media, Western Australia)

Having the opportunity to present our extra-curricular programs to future colleagues was a fantastic experience! Given feedback was informative, inspiring, and gave good insight into the realities of running our own program.

Andrew Popovic, student

It has been awesome to get to work with these pre-service teachers and see how excited they are about running the programs once they enter their own classrooms. It is fantastic that the course is getting them to think outside the mainstream curriculum and think about how to engage students in such a holistic way.

Holly Malpas, John Curtin College of the Arts

It was a perfect environment as all feedback from the panel of experts was informed and constructive. The multiple point of views provided a bevy of great ideas to improve on written plans and approaches to teaching in general.

Joel Blakeley, student



School of
Education



Contact

Edith Cowan University
270 Joondalup Drive
Joondalup WA 6027
Australia

P: 134 328 (within Australia)

P: (61 8) 6304 0000 (outside Australia)

E: admineducation@ecu.edu.au

W: ecu.edu.au/education

[Subscribe & view previous editions online](#)

