

School of Education

# Updated

Celebrating 120 Years of  
Teacher Education at ECU



Children's University

**Graduation ceremonies 2021**

**Kids' books missing the mark**  
on gender equity

# From the Executive Dean

Dear colleagues and friends, a rather delayed welcome to 2022. Many of you have just completed a term of teaching and just returned from a well earned break or have been in the throes of teaching and research since early January.



This year is our third of dealing with Covid and its variants and managing the impact it has had on our lives, families, colleagues, students and friends. What I have witnessed not only here in Western Australia but across Australia and in other countries is the ability of teachers to adapt, modify and be resilient. Teachers and educators across our state, nation and the world have continued to engage with students and support learning utilising technology and actually being agile, pivoting, adapting and modifying in their work with how they work and where they work always ensuring that students continue to get access to education.

This edition of UpdatED highlights some of the successes and achievements of individuals and activities in the School of Education.

We have also turned the spotlight onto the Education Alumni with an interesting article.

There are many exciting events occurring this year not the least being the student SHOWCASE which continues to highlight outstanding work done by our Pre-Service Teachers. Additionally, the School of Education academics and students continue to excel in teaching and research, producing quality research of which some of these are listed on page 6 of UpdatED.

In 2022 we celebrate 120 years of teacher education in Western Australia and Edith Cowan University's direct connection with the beginning of formal teacher education. Whilst ECU is much more than education and teacher education with world class research in a number of fields, education is and remains part of its DNA.

I hope you enjoy this edition of UpdatED and continue to **provide feedback** to us so that we may continue to enhance this publication.

**Professor Stephen Winn**  
Executive Dean  
School of Education  
Edith Cowan University

## Student awards and prizes

Each year, the School of Education celebrates the achievements of our most outstanding students through the awarding of a range of prizes and awards. Each year the School of Education recognises its high achievers through the Dean's Student Awards.

This prestigious award is given to the top 1% of students graduating in the calendar year from an undergraduate OR postgraduate course with all units contributing to the completion of that course.

These awards are only made possible through the generosity of our industry partners, private donors, members of the public, past staff, alumni and various foundations.

**Pictured: 2021 award winners**



## Thank you



To view the recipients of these awards for 2021, please visit our website: <https://www.ecu.edu.au/schools/education/student-awards-and-prizes>



# Celebrating 120 Years of Teacher Education at ECU

## Future Teachers Fund

This year marks 120 years of Teacher Education in Western Australia and ECU is proud to be part of this historic milestone and the evolution of teaching colleges to universities.



Later this year, the School of Education and Office of Alumni will be hosting a special celebration and reunion event at Edith Cowan House, to mark the 120 years of Teacher Education in WA.

In honour of the last 120 years and to ensure we continue to support our Pre-Service Teachers well into the future, ECU is excited to launch the School of Education **Future Teachers Fund**, a WA first initiative which will support our students during their final year of Professional Experience placements.

"Pre-Service Teachers during their final placements face up to 10 weeks where they may be unable to continue paid employment," explains Professor Stephen Winn, Executive Dean. "We are committed to ensuring our Future Teachers do not face financial hardship during this time and are supported to complete their degrees so they may successfully go on to educate and shape our next generation."

Join the 120 Club Future Teachers Fund with a donation today, for the teachers of tomorrow.

All donations over \$2 are tax deductible and will go directly to our Pre-Service Teachers.

For further information or to discuss how you may support the **Future Teachers Fund**, please contact Georgina Harvey in our ECU Development team on 08 6304 2093 or visit the website:

<https://www.ecu.edu.au/giving-to-ecu/fundraising-campaigns/future-teachers-fund>



# Kids' books missing the mark on gender equity - study

Dr Helen Adam's research generated 317 individual media mentions, reached an audience of 302,169,595. The article featured in numerous outlets including the Daily Mail, The West Australian, The Herald Sun, Channel 9 and ABC Radio around the country. However, as you probably expect, for a research topic like this, not all of it was positive."

New research from Edith Cowan University has revealed children's books are perpetuating outdated stereotypes of gender roles including boys playing sport, doing physical work and girls as passive onlookers.

The study of eight long day care centres in Australia and the USA found around 90 per cent of frequently read books in long day care centres are not inclusive of diverse characters and are largely told from a white, male perspective.

Lead researcher Dr Helen Adam from Edith Cowan University's School of Education said the kind of books read to young children sends a powerful message that influences children's identity by either perpetuating gender stereotypes or breaking down gender barriers.

"Purely and simply this research shows, there's a lack of representation of boys and girls in non-traditional gender roles in these books," she said.

Dr Adam said the representation of gender diverse children and families was completely absent in the books studied, as well as the representation of characters from minority ethnic backgrounds.

"This can contribute to children from these families and backgrounds feeling excluded or marginalised," she said.







### Outdated classics

Dr Adam said some of her previous research has shown that adults will often choose books they loved themselves as children, and this contributes to children being exposed to outdated viewpoints of masculinity and femininity as well as gender roles.

"At the time of this study, lots of the centres had mainly older books, some first published in the 1950s or 60s, when society's views on these topics was very different to today," she said.

"It is great to see that more inclusive children's literature is starting to be published now.

"However, although books are becoming more diverse with an increased balance between leading female and male characters, many of the roles played by these characters still reflect only traditional gender roles and expectations. This makes it challenging for adults when choosing empowering books to share with children."

Researchers stressed that some books reinforcing more traditional gender roles were often considered high quality books with strong storylines and good use of language and literary devices, portraying other positive messages for children.

In that case, it was the role of educators to use texts to help young children understand how stereotypes are created and maintained in books and that they were not representative of all situations.

### How the study broke down books

The research team considered a range of story characteristics relating to gender and the roles, attitudes and jobs of characters and stories to separate books into categories that were stereotypical, gender restrictive, sensitive to gender or gender neutral.

The books in four long day care centres in Western Australia were compared with those in similar centres in the United States.

For example, one of the books analysed, *Harry the Dirty Dog*, shows males outnumbering females by more than 3:1, with males portrayed in multiple occupations while females appearing in passive, domestic and nurturing roles.

Some recently published books that challenge traditional notions of gender include:

- *My Shadow is Pink* by Scott Stuart
- *Do you want to play trucks?* by Ann Stott
- *Who's your real mum?* by Bernadette Green
- *Me and my boots* by Penny Harrison
- *I want to be a superhero* by Breanna Humes

**'Gender equity in early childhood picture books: a cross-cultural study of frequently read picture books in early childhood classrooms in Australia and the United States'** was published in *The Australian Educational Researcher*.

# | Dr Jo Pollitt awarded Fellowship by the Forrest Research Foundation

The Forrest Research Foundation recently announced Dr Jo Pollitt as one of the inaugural recipients of the Foundation's Creative and Performance Leadership Fellowships.

Dr Jo Pollitt is a Post-Doctoral Research Fellow at ECU in the School of Education and a Lecturer in dance improvisation at the Western Australian Academy of Performing Arts.

Through her fellowship, she will bring together artists, scientists and educators to enable more nuanced and deeply felt relations with the natural world in response to environmental crises. Congratulations to Dr Jo Pollitt on receiving this Fellowship.

For more information, visit the **Forrest Foundation website**.



## | Cosi production a success

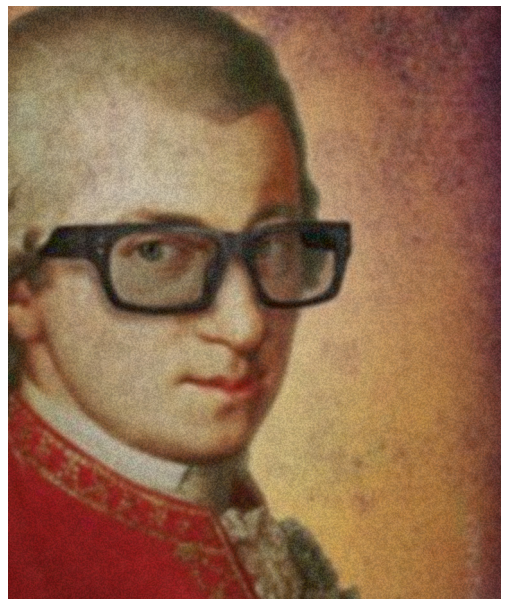
The production of Cosi, written by Louis Nowra, was recently held at ECU Mount Lawley campus with eight performances over seven days.

The purpose of these annual productions is to provide an additional opportunity for Pre-Service drama teachers to learn the ropes of directing a production, which is often challenging extra-curricular work for teachers in their schools.

Reviews of this production have been warm. Professor Helena Grehan of Murdoch University said: "Cosi is a very good script, and it contains opportunities for all kinds of acting and a range of interpretations.

The version performed at ECU on Friday was the best I've ever seen. I was thrilled by the performances. The range and depth of character on display, the comic timing and skill with which each of the actors tackled their roles, was just outstanding."

For information about the drama and dance education course, contact Christina Gray by email: [c.gray@ecu.edu.au](mailto:c.gray@ecu.edu.au)



## Are you a Year 4/5/6 Mathematics Teacher in Australia?

If you are a teachers of Year 4/5/6 Mathematics in Australia, we would love for you to take 15 minutes to complete this survey to help us understand your professional learning needs.

You can choose to go into a draw to win a \$50 Coles gift card.

Find out more at [https://eaecu.au1.qualtrics.com/jfe/form/SV\\_cGVEOE8i07ttueO](https://eaecu.au1.qualtrics.com/jfe/form/SV_cGVEOE8i07ttueO)



# Research in the School of Education

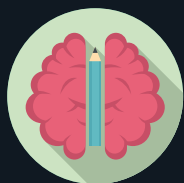
Written by School of Education academics, please find below a selection of recently published articles which are available to you without any subscriptions.

Associate Dean (Research), Associate Professor Nicola Johnson



## **Emergency online teaching – does that ring a bell? Here two teacher educators discuss the heightened emotions of quickly transitioning online.**

McAlinden, M & Dobinson, T. (2021). Teacher emotion in emergency online teaching: Ecstasies and agonies. in Julian Chen (ed) *Emergency Remote Teaching and Beyond*. (1st ed, pp 261-287). Springer. [https://link.springer.com/chapter/10.1007/978-3-030-84067-9\\_13](https://link.springer.com/chapter/10.1007/978-3-030-84067-9_13)



## **What does social justice-oriented STEM education look like in a primary classroom?**

Cowie, B., & Mildenhall, P. (2021). Exploring STEM Learning in Primary Classrooms: In Support of Social Justice Agendas. In A. Berry, C. Bunting, D. Corrigan, R. Gunstone, & A. Jones (Eds.), *Education in the 21st Century: STEM, Creativity and Critical Thinking* (pp. 49-62). Springer International Publishing. [https://doi.org/10.1007/978-3-030-85300-6\\_4](https://doi.org/10.1007/978-3-030-85300-6_4)



## **What do young people have to say about family relationships alongside increased digital media use?**

Johnson, N. F. & Francis, Z. (2022). Positive family relationships in a digital age: Hearing the voice of young people, *Children & Society*. <http://doi.org/10.1111/chso.12548>



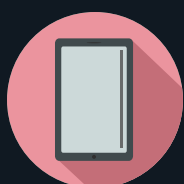
## **How might school leaders improve teacher wellbeing?**

Lummis, G. W., Morris, J. E., Ferguson, C., Hill, S., & Lock, G. (2022). Leadership teams supporting teacher wellbeing by improving the culture of an Australian secondary school. *Issues in Educational Research*, 32(1), 205-224. <http://www.iier.org.au/iier32/lummis.pdf>



## **What can we learn from STEM initiatives in England?**

Lummis, G. W., Boston, J., Mildenhall, P., & Winn., S. (2021). The UK's Project Faraday and Secondary STEM education. *Australian Journal of Teacher Education*, 46(12). <https://ro.ecu.edu.au/qjte/vol46/iss12/5/>



## **What are the implications of parents' high use of smartphones and their ability to parent?**

Modecki, K. L., Low Choy, S., Uink, B. N. Vernon, L., Correia, H. & Andrews, K. (2020). Tuning into the real effect of smartphone use on parenting: a multiverse analysis. *Journal of Child Psychology and Psychiatry*. <https://acamh.onlinelibrary.wiley.com/doi/full/10.1111/jcpp.13282>



# 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.



## Associate Professor Christina Gray

Associate Professor Christina Gray is the Associate Dean of Secondary Education (interim) and the Coordinator of Dance and Drama with the School of Education at Edith Cowan University.

Christina won a School of Education Research Award in 2021 for her Influential Research in Teacher Education. She is a passionate advocate for quality Arts education and has extensive teaching experience both nationally and internationally. Christina's research focus includes: drama and Arts education, initial teacher training, teacher beliefs; teacher career trajectories, vulnerability and narrative methodologies.

Recently her research has focused on what keeps veteran teachers passionate and sustained in their careers. Working with colleague's Dr Geoffrey Lowe, Dr Peter Prout and Dr Sarah Jefferson, this research has expanded to New Zealand and America.

Christina is passionate about best practice drama education and preparing the very best teachers for the profession. Her early-career teacher research investigates the factors that aid and challenge beginning Arts teachers during their early years of teaching. She is currently working with Dr Kirsten Lambert, Sarah Booth, Mary-Ann Macdonald and Ms Takeia Beard (Study Hub Coordinator at the Pilbara Universities Centre in Port Hedland) to investigate ways of supporting and retaining early career teachers in Port Hedland.



## 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](mailto:nf.johnson@ecu.edu.au)





## PhD Candidate: Lachlan Spears

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### About Yourself

I am a third-year PhD candidate who is passionate about education research, assessment, and teacher education. I commenced my research journey through the Integrated PhD in 2018 and started my first research project about formative assessment in that same year. I have since been involved with a variety of research projects and jobs across various parts of the university, working in many distinct roles including research assistant, editor, co-author, and tutor. Outside of university I love to keep active by running and swimming, and I also enjoy playing my guitar and watching movies with friends.



### Why did you choose ECU to do your PhD degree?

ECU was my first choice for studying education because it had a high reputation in the industry for teacher training and teacher quality. After first completing my undergraduate studies in secondary education, I decided to pursue my interest for qualitative research in education by continuing into postgraduate studies at ECU.

Throughout these studies I have had the pleasure of meeting many wonderful teachers and researchers who have introduced me to the vibrant world of education research. Their passion and drive for education has inspired me to do better in my own studies and expand my learning as a teacher and researcher. As a PhD student at ECU I have had access to a valuable network of peers, colleagues and mentors who have supported me throughout my research journey. I was also grateful to be the recipient of an ECU Higher Degree by Research Scholarship which enabled me to continue my studies at ECU on a full-time basis.

### What have you enjoyed most?

The thing I have enjoyed most about my degree is the collaborative spirit of the researchers and the other students at ECU. I have enjoyed sharing my research journey with other PhD students and have been supported all the way by my fantastic supervisors. There are also numerous social clubs and study groups who have helped me throughout the years in my writing, research, and my own personal development as an early-career researcher. This includes the wonderful staff who work in the Graduate Research Services and the SOAR Centre.

Being part of a shared office with other students has been a real highlight of my experience and has helped me to resist the dreaded feelings of isolation when doing a PhD. Even throughout the multiple COVID lockdowns we were able to stay connected digitally, collaborate, and support each other from a distance. As a PhD student at ECU there are also many benefits including having access to a computer workstation, the latest research software, and research training through the Graduate Research Services.

### What is the focus of your thesis?

My thesis is about **how early-career teachers in WA schools enact policies about Assessment for Learning in their classrooms**. Throughout the last three years I have collected data about the experiences of four early-career teachers as they navigate the beginning of their careers. My research offers critical insights into assessment practices by these teachers and explores why they may choose to do Assessment for Learning in their classrooms. My broader research interests include the areas of Assessment for Learning, education policy, and teacher education.

### What will you do after your PhD?

After my PhD I plan to continue to develop my research into classroom assessment practices. In the future I hope to expand my classroom research to broader contexts including different education systems, and even schools in other states and countries. I hope to continue developing my own skills as an educator and make education research more widely accessible through science communication. I look forward to collaborating with other researchers on the valuable topics of classroom assessment practices and using this work to enhance learning for the next generation of students.





# UNDERSTANDING CHILDHOOD TRAUMA: AN INTRODUCTION FOR EDUCATORS

## A NEW ONLINE SHORT COURSE FOR EDUCATORS

**Trauma-affected children can be found in any classroom and any school. In fact, one in four children experience a traumatic event before they turn three years old\*. Trauma impacts development, behaviour and learning.**

This short course is an ideal introduction to childhood trauma for all educators including parents, carers, and youth workers. Providing effective support for children and young people affected by trauma begins with educators who are trauma-informed. By building your understanding and knowledge you have a better chance of making a positive difference.

The course is entirely online and self-paced, taking approximately 9 hours to complete. The cost of the course is \$161 **inc GST**.



### MORE INFORMATION

[www.ecu.edu.au/short-courses/education/childhood-trauma](http://www.ecu.edu.au/short-courses/education/childhood-trauma)

*\*Creating Supportive Environments for Children Who have had Exposure to Traumatic Events. J Child Fam Stud 26, 2728–2741 (2017)*

# An online short course – Understanding childhood trauma: An introduction for educators

Experts explain that trauma is not an event itself, but rather a response to a stressful experience in which a person's ability to cope is dramatically undermined.

Examples of potentially traumatising circumstances that can adversely impact the lives of our children and young people in profound ways include COVID-19, violence, abuse, neglect, exposure to family violence, war, displacement, parental drug use/mental illness and natural disasters. How trauma is responded to and processed is unique to each individual.

Sadly, the prevalence of children and young people living with trauma is frightening. Given their prolonged daily contact with children and young people, educators and school-based practitioners are in the unique position of having the opportunity to be instrumental in helping them heal. What we know is that a significant adult in the life of a traumatised child or young person who provides ongoing love, care, and positive regard, helps them to feel safe, secure, and able to trust, thus allowing the healing to begin.

## Course aims

Building educator and school-based practitioner knowledge and understanding to help meet the complex needs of the traumatised child or young person is the primary goal of this short course. Working proactively to provide effective support begins with educators who are trauma-informed and attuned to the social and emotional wellbeing difficulties that children and young people living with trauma may experience. Taking responsibility to know as much as we can to be the most effective in doing what works, is a keystone step in making a difference. Children and young people affected by trauma deserve nothing less.

The key areas covered in this course are:

- Defining what trauma is
- Types of trauma

- Types of child abuse and neglect
- The possible impacts that trauma can have on children

## About the facilitator

[Dr Kay Ayre](#) is a lecturer in Early Childhood Studies in the School of Education, Edith Cowan University. Kay is a behaviour support specialist with a background in early years teaching and trauma-informed behaviour support.

## Pre-requisites

Nil. This course is highly recommended for practising educators in schools and early childhood learning centres. A certificate will be provided on completion of this short course. You may also choose to complete an Assessment for Credit. Successful completion of this assessment item will then offer you three credit points towards a Masters of Education or Graduate Certificate in Education here at ECU.

## Mode and duration

This course is fully online and self-paced, taking approximately 9 hours to complete.

## Cost and inclusions

- \$161 to undertake the course which includes all reading materials, case studies and online activities
- \$478 if you choose to complete an Assessment for Credit
- 10% discount is offered to ECU Alumni and for multiple bookings from the same organisation. Contact [education\\_shortcourses@ecu.edu.au](mailto:education_shortcourses@ecu.edu.au) to obtain a discount coupon prior to using the online payment system and to obtain an invoice for group bookings.

**Next step: [Register online – Be the difference, Enrol now!](#)**



It only takes  
**ONE** adult  
to make  
**ALL THE**  
**DIFFERENCE**





# Children's University Graduation ceremonies 2021 at ECU



The Children's University Western Australia Partnership (CUWAP) nurtures the aspirations of young children and celebrates their learning beyond the classroom. Delivered by ECU and UWA through the Children's University Western Australia Partnership (CU WAP), the Children's University is an internationally recognised and established model committed to widening participation and supporting students from diverse backgrounds to access higher education.

In December 2021, ECU hosted over 950 guests at the annual Children's University (CU) graduation ceremonies at the Joondalup campus. The ceremonies recognised the passion for learning and extraordinary achievements of 196 young graduates who proudly wore their regalia to receive their certificates presented by Colin Pettit, the Vice Chancellor of the Children's University Western Australia Partnership (CUWAP).

The awards recognise hours of learning outside of the classroom, and once members have completed enough hours they graduate with bronze, silver, and gold level awards. This year a young scholar graduated with a National Silver Postgraduate Award recognising over 465 hours of learning!

Graduating at the ECU campus this year were young scholars representing 14 CU partners schools: Balga Primary School, Camboon Primary School, Craigie Heights Primary School, Currabine Primary School, East Wanneroo Primary School, Edgewater Primary School, Midland Home-schooling Group, Morley Primary School, North-metro Home-schooling Group, Peter Moyes Anglican Community School, Quinns Beach Primary School, Roseworth Primary School, St Stephens School, Swan View Primary School.

Together, the CU community celebrated and acknowledged the learning achievements with ECU academics, community Learning Destinations as well as our CUWAP partners at the University of Western Australia (UWA).

When delivering the graduate addresses this year, Alex from East Wanneroo Primary School expressed, "Being a part of this program has taught me many great values that will be important to have in the future.

Some of these include confidence, much more knowledge about the world around me, to persist and never give on learning and of course, how to learn and have plenty of fun at the same time". Obe and Kian from Swan View Primary School also reminded their fellow 2021 graduates that, "there is so much to discover and enjoy, so do not waste a minute, just give everything a go! These comments reflect the ethos of the Children's University program.

The Children's University WA Partnership between ECU and UWA is the first example in Australia of the program being delivered as a collaboration between two universities in one state. This year UWA also graduated 200 children at the UWA Albany and Crawley campuses.

ECU School of Education Executive Dean Professor Stephen Winn said the Children's University program was an example of shared values and goals to broaden educational and learning opportunities for children who might otherwise not be able to have these learning experiences.

## Contact us

Please contact the team to learn more about the program and find out how to be involved here at ECU: [childrensuniversity@ecu.edu.au](mailto:childrensuniversity@ecu.edu.au)

Please note that members of the ECU community, including staff, students or alumni, can work with the Children's University team to provide outstanding learning activities for primary school students, or volunteer for events such as Children's University annual graduations.

## Connect with us on:

**Facebook:** [Children's University Australasia \(Western Australia Partnership\)](#)



**Website:** [Children's University Australasia](#)



# ECU Education Alumni Spotlight: Norman Hammond



## Norman Hammond, Diploma of Teaching – 1979

Growing up in the outback in the 1960s, the idea of becoming a tertiary-qualified educator initially seemed like a far-flung prospect for Norman Hammond.

Now an ECU graduate and an accomplished educator with decades of experience across WA, Norm has found his niche in a role that unites his interests in teaching and the outdoors.

“For the past 23 years, I’ve been the Primary Agricultural Program Coordinator for the Department of Education at Kelmscott Senior High School,” Norm says.

“Basically, this means running an on-site program for visiting schools who want to look into food fibre and the agricultural scene – our visitors get to walk and talk with the animals, too.”

It’s a job match made in heaven for someone with Norm’s breadth of experience.

Raised in Meekatharra in the state’s Midwest, Norm attended high school in Geraldton and Meekatharra, obtaining his Junior Certificate (equivalent to Year 10 completion) in 1966. He initially set his sights on obtaining paid work – which he found, of all places, in the world of banking.

“You were able to do white collar work if you’d done your Junior Certificate, so I joined the Bank of New South Wales,” Norm explains.

Norm spent three years with the bank, transferring to regional locations including Meekatharra,

Morawa and Merredin, and city branches including Subiaco and Claremont. After taking some time out to explore new horizons – working in mining in Newman, Nullagine and Meekatharra and a working holiday in New Zealand – Norm returned to Perth to study horticulture.

It was while he was still completing his Certificate of Horticulture that Norm received what would go on to become life-changing advice.

“Someone who knew my work, Ron from the Mount Lawley Teachers’ College [now ECU Mount Lawley Campus], was always around checking out what we were growing, and he suggested to me that I might want to jump into teaching,” Norm recalls fondly.

“I said ‘I’m only a Year 10 graduate from the Midwest’, but I did it and started three years of study to become a teacher.

“It was probably the hardest three years of my life because I wasn’t a scholar – just a skinny kid from Meekatharra!”

After successfully graduating, Norm worked as a teacher in a number of locations during the 1980s and 90s – including Heathridge, Kojonup, Karratha and Lesmurdie – before settling into his role at Kelmscott in 1994.

Although Norm has found an ideal role at Kelmscott, he has taken on a range of diverse opportunities over the years. In 2004, he managed the Point Peron Camp School for six months and in 2005 took up a secondment managing the Merredin Residential College.

But perhaps the most exciting opportunity was one unrelated to teaching. After being deeply involved in a range of community and sporting events and relays over the years, Norm visited Sydney in 1998 and dropped in to see the Sydney Olympics Organising Committee.

“I said ‘Norm’s the name, relays are my game – how can I help?’” Norm recalls with a chuckle, reflecting on 16 years of team relays in the Pilbara since 1984.

“They must have thought, ‘Who is this crazy man with the accent from Western Australia?’ But after I dropped my CV in, the following year, I was asked to be involved.”

In 2000, Norm spent 100 days driving for the Sydney Olympic Torch Relay. To his delight, he was even nominated to carry the torch for his youth and community work – which he did, running with the Olympic torch on 9th July 2000 in Belmont Western Australia.

Since then, Norm has been invited back, assisting with the 50-day Queens Baton Relay for the 2006 Melbourne Commonwealth Games and the 2018 Commonwealth Games in the Gold Coast; again, he had been nominated to be a Baton Bearer for the 2018 Queens Baton Relay, which will happen on February 26th, in Guildford WA.

In 2016, he was nominated and attained being a Finalist (of 3) in the “Western Australian of the Year” Community Services Award, because of ongoing team, community service and education involvement

Despite his extraordinary community involvement, Norm says the proudest achievement of his career remains his dedication to teaching.

“If someone asked me what I am most proud of, I would say it’s being a teacher, because that was way out of my vision when I was a young person,” Norm says, with passion.

Norm said his advice for current teaching students – or recent graduates – was to take a holistic approach to their teaching style.

“Get involved with your students and put yourself into their lives, and they will see you in a different light,” he suggests.

“It is tiring and time consuming, but it is so rewarding to extend your kids in anyway you can: offering out-of-classroom experiences with art, or music, or cooking or outdoor education.

“It’s not a classroom experience – it’s a whole education experience, and you get as much out of it as the kids do.”





# ECU Education Alumni Chapter is ready for the challenge

In its first year of operation, the ECU Education Alumni Chapter (EAC) has provided professional learning and networking opportunities for Alumni members, a key part of the EAC vision and purpose, laying strong foundations as we move in to 2022.

The second AGM was held on 23rd February which saw the creation of a new committee. Al Martin and Wes Buzzza were elected as Chair and Vice-Chair through 2022 with committee members including: Amanda Tan, Juliet Stratton, Melissa Peden, Elle Mariano, Wendy Norris, Jemma Whelan, Dr Katie Thiveos and Robyn Ekberg

A very special thank you to Kevin Fraser, who ably steered the committee through the challenges of 2021.

In its second year, the EAC will be focussed on strengthening the foundations and building on its achievements.

The EAC committee is now preparing for its first event of 2022, which aims to spotlight the variety of education settings across Western Australia that EAC members work in every day to deliver education programs.



## ECU hosted the Department of Education's **Primary Extension and Challenge (PEAC)**

ECU hosted the WA Department of Education's Primary Extension and Challenge (PEAC) Induction Program over three days in December. Around 440 gifted and talented Year 4 students from across the northern suburbs kick-started the challenge with an induction into the PEAC program.

The program aims to engage gifted students in upper primary school with extended and challenging courses to cater for their abilities in a complementary capacity to their regular schooling.

PEAC north metro team leader Jane Caswell said the collaborative partnership with ECU was a great success.

"ECU have helped develop critical and creative thinking activities for the PEAC students. The partnership with ECU has been invaluable," she said.

Each day, the students had opportunities to try hands-on activities such as conservation wildlife, cryptography, medical mathematics and science mysteries.

The sessions were facilitated by a range of ECU academics from the School of Science, the School of Medical and Health Sciences and the School of Education with assistance from ECU Pre-Service Teachers.



# Student SHOWCASE

A selection of some of the recent stunning creative works by Pre-Service Teachers in the fields of Technologies and Art Education.



Lock Down by Darcy Austin



Chainsaw Man by Michael Chen



The Creations & Connections of the Seasons by William Doherty

Photographs by Steven Heath.



School of  
Education



### Connect with the School of Education

Edith Cowan University  
270 Joondalup Drive  
Joondalup WA 6027  
Australia

P: 134 328 (within Australia)  
P: (61 8) 6304 0000 (outside Australia)  
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