

Volume 4 Issue 1
March 2014

THIS ISSUE

CDU offers more Teacher Education Programs in 2014

Canberra Launch of the Living Archive

New Graduate Centre

New Executive Director for the Centre

New Adjunct Appointments

Professor Lingard's visit

Fulbright Award

Remote Indigenous students revisit

Preparing for Professional Experience

Legal Requirements for Students

Staff Commencements

Mathematics, Culture and Language

Indonesian Principals

Visit to Temby

Planning Day 2014

International Conferences

Early Childhood Community

Lakeside Drive Community Garden

CONTACT US

School of Education

Faculty of Law, Education
Business and Arts

T.08 8946 6101

E. Education@cdu.edu.au

W. <http://www.cdu.edu.au/education>

Edited by Tess McPeake
tessmcpeake@gmail.com

Produced by Amander Dimmock
School of Education

CDU offers more Teacher Education Programs in 2014

Three new programs in teacher education will be offered at Charles Darwin University (CDU) in 2014 providing more opportunities to train teacher graduates and address current and predicted teacher shortages in the Northern Territory.

The new four-year undergraduate secondary teaching degrees will allow students to undertake study in the specialist discipline areas of English, Information Technology and Mathematics.

The Head of the CDU School of Education, Professor Peter Kell, said that the new courses respond to national priorities announced by the Federal government that promote the teaching of Asian languages and mathematics.

'The programs have been designed to meet the requirements of the newly developed Australian high school curriculum and will enable students to work in all states and territories in Australia', Professor Kell said.

'The programs will prepare students for employment in high schools and have been designed to enable students to have teaching specialisations in two subject areas.'

Professor Kell said the programs would provide good employment opportunities for graduates and have been designed in response to existing and predicted teacher shortages in the Northern Territory.

'Teacher shortages are predicted; for instance, a large proportion of the current Northern Territory teaching workforce is aged over 50 years and these teachers are set to take retirement options from 2015 onwards.'

'The new CDU programs will not only provide opportunities for students to start careers in secondary education but will help fill workforce gaps.'

Professor Kell said the new programs would strengthen the portfolio of secondary teacher education programs currently offered at CDU, which include Physical Education and Health Science, and Music and Visual Arts.

The programs are accredited with the Australian Institute of Teaching and School Leadership and are compliant with the newly developed Australian Professional Standards for Teachers.

The School of Education's 2014 courses now include:

- Bachelor of Education (Secondary), Mathematics
- Bachelor of Education (Secondary), Information Technology
- Bachelor of Education (Secondary), Humanities and Social Science, including specialisations in English literature, Indigenous knowledges, languages, history and politics.



All images in this newsletter have been supplied by the School of Education unless otherwise specified

Canberra Launch of the Living Archive of Aboriginal Languages (LAAL)

By Dr Brian Devlin

A project launch should soar, inspiring everyone who attends. Even so, no matter how carefully we might plan an event like this, there is always the unpleasant possibility that the official speeches will be insipid, the audience becomes bored, and the organisers reluctantly conclude that it has all fallen a little flat.

When Cathy Bow, Michael Christie and I assembled with several dozen people at the Australian National University for the Canberra launch of the Living Archive of Aboriginal Languages (LAAL), we really didn't know how it would turn out. A small team coordinated by Jane Simpson at the Australian National University had been responsible for the arrangements. Our modest aim on March 6 was to introduce our project by selling a small book at cost price, showing off the website, and explaining how the project had come into existence, thanks to the Australian Research Council.

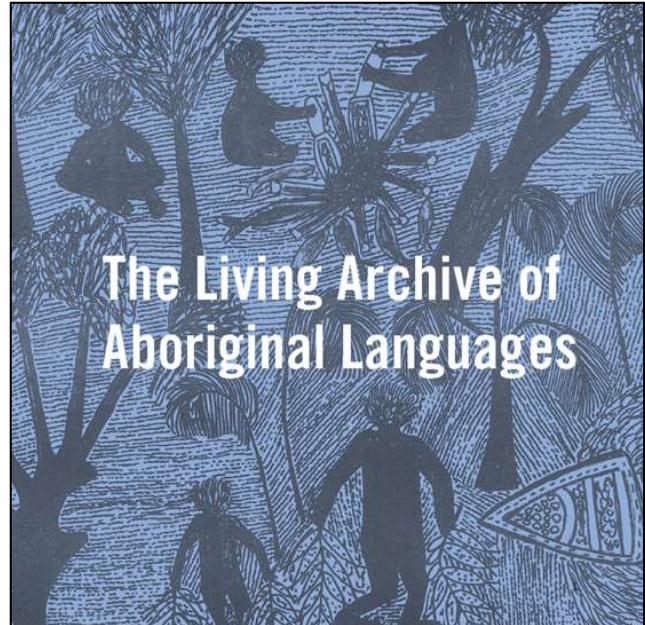
There had been some encouraging signs. Professor Sharon Bell, CDU's interim vice-chancellor, had advised that she would be attending the launch in Canberra, thereby giving the LAAL team some welcome support.

Just as promisingly, at a radio interview at Canberra's ABC studio earlier that day, Adam Shirley had shown real enthusiasm for our work, urging his listeners to visit the wonderful site at <http://laal.cdu.edu.au/>

March 6 itself just continued turning into one of those glorious, unforgettable, autumnal evenings. Suffice to say, it was an occasion when everything just came together seamlessly.

Professor Michael Christie rose to the moment giving the best talk I have ever heard him deliver. It was account of his twenty years at Milingimbi and Yirrkala, supplemented with fascinating old photos and linked to relevant shifts in government policy during that time. Dr Sharman Stone (Member for Murray) then followed with a brilliant, feisty, impromptu speech to launch the living archive.

The project team is keen to hear from people who might be interested in contributing further material, editing and updating resources, collaborating with communities of origin, or improving the archive. Contact us via email: livingarchive@cdu.edu.au



*From left: Prof Jane Simpson, Ms Cathy Bow, Prof Michael Christie, Dr Sharman Stone and Dr Brian Devlin.
Photo by National Indigenous Times/Geoff Bagnall*

New Graduate Centre for Education at CDU

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

The International Centre for Education (IGCE) is in the freshly 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 and internationally, and will have 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.

The new IGCE will also host the Education-Health Research Nexus, a joint initiative between the School of Education and the Menzies School of Health Research. This research initiative, led by Professor Richard Mitford, investigates the influence and links between health and education. Research projects have started on student resilience; and the influence of drugs and alcohol on student learning.

'It's a brand new program that explores the dynamic nature of education in the context of globalisation. Learning has become a global experience that 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 mean that the boundaries for education and training are limitless.'

This new online degree explores digital learning, language and literacy, education and wellbeing, international development and leadership, and has options for research thesis, overseas internship or project work.

The Master of Education (International) encourages students to develop innovations through projects or internships with organisations relevant to their area of interest. Alternatively, through research dissertation, students can research a problem or issue and work towards developing improvements for students and teachers.

'Some of this research could assist in resolving pressing questions such as how best to utilise online learning in remote schools, how to embed Asian languages in Australian education or how to engage Indigenous students in literacy and numeracy', said Professor Kell.



Dr Ania Lian, front right, with Master of Education International students

The flagship program of the new Centre, the Master of Education (International) 'MEDI', commenced with the first intake of students in 2014.

Enquiries about MEDI should be directed to Associate Professor Sue Shore on 08 89466101 or email: masterofeducation@cdu.edu.au

New Executive Director for the Centre for School Leadership

The new Executive Director for the Centre for School Leadership, Mr Gary Fry, has been the Principal in Residence at the Centre for two years. Gary has been a principal of Northern Territory remote and urban schools for over 20 years and has a diverse background in primary education, remote secondary training and employment, early childhood and tertiary education. Gary is currently working on a PhD in education through Deakin University (Burwood).

He has shared his experience as a successful school Principal in numerous keynote addresses on schooling reforms in the national education sector. He recently developed the *Building Principal Leadership in Remote Aboriginal Schools* program, which includes online professional learning units at Master of Education level for school leaders across the Northern Territory and particularly those in remote settings.

Gary's proud Aboriginal heritage is Dagiman (Katherine region) and he has a lifelong commitment to being a positive role model for Indigenous Australians and building educational equality and fairness across schools for all students.



Back row: Karen Cieri, Gary Fry, Anne Kempster
Front: Donna Robbins, Sonya Mackenzie, Tracy Woodroffe.

English literacy conference in Darwin

The Australian Association for the Teaching of English (<http://www.aate.org.au>) and The Australian Literacy Educators Association: (<http://www.alea.edu.au/nt>) will be holding a conference in Darwin this year.

Conference organisers are offering a unique opportunity for CDU pre-service teachers to attend the conference. Simone Timms, Darwin conference organiser and HALT teacher, has asked that CDU pre-service teachers (PSTs) provide some logistical support during the conference. 'This would be in the way of guiding people to rooms, ensuring the presenters are attended to and so on. PSTs would be required to help for a half day, and in turn would be able to attend the conference for the other half day without charge.' If you are interested in attending the conference and lending your support on the day, please contact simone.timms@ntschoools.net

For more information about the conference please go to <http://www.englishliteracyconference.com.au/index.php?id=79>

Remote school Professional Experience placements

Professional experience placements in remote schools can be organised for pre-service teachers, particularly those in the 2nd and 3rd year of their studies or part-time equivalent. Placements are available in a number of very remote communities or can be organised closer to Darwin, in locations such as Katherine or Pine Creek.

Professional experience placements in remote schools will involve some expenses depending on where you are placed and they may require some additional preparation workshops. These placements are available in Semester One and Semester Two.

If you are interested in a remote school placement, please contact the Teaching Schools Coordinator: Donna Robbins on 8946 6908 or donna.robbins@cdu.edu.au.

New Adjunct Appointments for the School of Education

Two new honorary appointments have been approved for the School of Education: Professor Kathryn Moyle, former Executive Director in the Centre for School Leadership, Learning and Development; and Mr Gary Fry, current Executive Director, Centre for School Leadership.

Professor Moyle has taken up a research position at the Australian Centre for Education Research in Melbourne. This new position in the peak educational research body will enable Professor Moyle and the CDU School of Education to maintain a strong research relationship.

Mr Fry is a leading Indigenous school administrator with wide experience as a successful school Principal in remote and rural schools.

Gary is a senior local Indigenous man and his presence in this honorary role recognises the status of this knowledge and its relevance to the CDU as well as the importance of school leadership.



Professor Kathryn Moyle



Mr Gary Fry

Professor Lingard's visit

Professor Bob Lingard, Research Fellow at the University of Queensland, recently visited Darwin to deliver the Australian College of Education, Northern Territory Branch's Hedley Beare address. This prestigious event commemorates a leading figure in the Northern Territory education sector and the CDU School of Education was fortunate to have Professor Lingard conduct a workshop while he was in town.

Professor Lingard's address explored the internationalisation of education policy and the implications of international testing programs such as PISA, TIMSS and PIRLS.

Both events were well attended by staff and students from the School. The School of Education is a major supporter of the Australian College of Education.



Professor Peter Kell and Professor Bob Lingard (centre) with Master and PhD Education students

Professor Bob Lingard is currently a Professorial Research Fellow in the School of Education and the Institute for Social Science Research at The University of Queensland and a Fellow of the Academy of Social Sciences in Australia. He has also been Professor at the University of Edinburgh (2006-2008), where he held the Andrew Bell Chair of Education, and the University of Sheffield (2003-2006) in the UK.

Fulbright Award for Professor Peter Kell



Professor Peter Kell has been awarded the 2014 Northern Territory Fulbright Senior

Scholars award. Peter will undertake the scholarship in 2015 at the University of Illinois (Champaign Urbana).

He will travel to the United States in early 2015 to explore questions on internationalising the learning experience of postgraduate education in the Northern Territory as part of a research project entitled “*Reaching Out to the Globe: Internationalising Masters postgraduate learning in education*”.

‘I will spend six months at the University of Illinois (Champaign-Urbana) researching how we can use new technologies to develop collaborative transnational learning experiences in postgraduate education.’

‘US and Australian students will be involved in a collaborative Master of Education online program, where we hope to gather information on the experience of internationalised postgraduate learning and measure the effectiveness of design protocols and learning frameworks’ said Professor Kell.

‘The data will be used to start a global network in postgraduate learning in education.’

Peter Kell was presented with the Fulbright award at a ceremony at the Brisbane Town Hall. The function was organised by the Australian Fulbright Commission with presentations to US and Australian Fulbright Scholars.

Dr Vanessa Adams, the NT Fulbright chapter convener, and Dr Rod Kennett from CDU were present. Both Dr Adams and Dr Kennett are former Fulbright scholars.

The Fulbright Program has fostered bilateral relationships in which citizens and governments of other countries work with the U.S. to set joint priorities and shape the program to meet shared needs. The world has been transformed in ensuing decades, but the fundamental principle of international partnership remains at the core of the Fulbright mission.



Professor Peter Kell, Dr Marilyn Kell, Dr Rod Kennett and Dr Vanessa Adams at the 2014 Fulbright presentation ceremony in Brisbane

Remote Indigenous students revisit

In mid-March 2014, seven remote Indigenous Teacher Education students visited campus to undertake their 'Urban Experience' at CDU. The students are participating in the **Growing Our Own** project, which is a partnership between CDU and the Catholic Education Office, Northern Territory. The project aims to deliver the CDU Bachelor of Education direct to students living and working in remote communities. There have been 22 graduates since the project commenced in 2009 and the newest graduate, Cynthia is now a registered teacher working in her home community. Cynthia will receive her Degree at the May graduation ceremony; the CDU is very proud of her and wishes her well in her future teaching career.

Students on Urban Experience participate in lectures and tutorials on campus and also complete part of their professional experience in Darwin urban primary schools. The students are accommodated on campus and have access to CDU facilities as well as the teaching staff.

Several lecturers from the School of Education provide in-situ training in the students' communities. This gives the lecturers a deeper understanding of the issues unique to these remote locations and they can appreciate how these conditions impact on the students' learning.

Early in 2014, we had to cancel a visit to Daly River as the school was closed due to floods and several crocodiles were endangering locals because they were swimming under the school buildings and around the community of Nauiyu.

Here's a photograph of Growing Our Own students on campus during their last Urban Experience in August 2013. Hopefully when you saw them around in March you made them feel welcome!



L-R back row: Freda Bunduck, Miriam Curwen-Walker, Claudette Bunduck, Marcus Williams, Therese Kersten (CDU). L-R front row: Melanie Mullins, Salisha Kerr, Therese Parry, Nikita Jason & Cynthia Page



Daly River Crocodile

Preparing for Professional Experience

Whether it is your first professional experience placement or your last, an integral part of the development of your professional identity is the time spent in schools.

Each professional experience placement provides an opportunity to 'test' your own beliefs, values, assumptions, skills and knowledge. For both you, the student, and the teacher-mentor, professional experience placement is an opportunity for learning.

Planning for effective learning through professional experience should be just as thorough as planning for an assignment. This could include reading and thinking prior to the placement, planning the key points and stages, doing the work, and reviewing and reflecting on the final product.



Education students' preparing for placement

Using this type of recursive cycle links theory and practice within each professional experience placement that you do. Thus, while they might be at different stages of your journey, the links between each professional experience placement need to be explicit in order to support further exploration and learning around the profession of teaching and the growth of your professional identity.

In a recent workshop with Darwin and Palmerston professional placement mentors, two key components of professional experience were identified: for teacher-mentors, providing effective feedback was critical to success; and for mentees, the willingness to take initiative was vital for professional growth. Both the mentor and mentee were active learners in the process throughout successful placements.

A further component of successful professional experience placement is a focus on student learning and data-informed practice. Pre-service teachers and teacher-mentors who focus on student learning often label the professional experience time as a 'successful' experience because both have contributed to student learning. Longer placements often allow this growth to be experienced more clearly, but even first professional experience 'observation' placements can be highly productive.

A focus on multi-level outcomes during professional experience has been developing as part of the Federal and State government agenda for professional and teacher education reform. Dr Simone White (2010:182) suggests that:

Education in Australia over the past decade has been dominated by concerns associated with issues of quality and, in particular, ways in which quality learning outcomes can be produced, measured and assured. The link between student learning in classrooms and the quality of both teachers and teacher education has been a key point of focus.

Thus partnerships between universities and schools, and more importantly between pre-service teachers and teacher-mentors are often considered to be 'more mutually beneficial rather than predicated on more traditional service models' and 'pre-service teachers in a market economy are increasingly valued, as are teacher educators in terms of their potential to contribute to whole-school improvement agendas' (White 2010:184). Not only do schools and mentors want to 'give back' to the profession, pre-service teachers are expected to 'value-add' to the school during professional experience placements (White 2010).

So what does this mean during your professional experience placement?

Most importantly, make good use of your time prior to professional experience to understand the theory of your professional experience unit. Being prepared and understanding theoretical perspectives will help to set your professional goals and may also impact on your personal goals for your time in the classroom. Make a list of questions as you read and reflect; these questions will guide your observations and some of your discussions with

your teacher-mentor. Talk to your professional experience lecturer about the in-school tasks to enable you to share this information more effectively with your teacher-mentor.

Ensure that you are prepared personally for your professional experience; check your assignment timetable and don't leave everything to the last minute or for while you are on placement. There will be little time for writing the assignment while you are working because you will be busy organising and thinking about teaching resources, lesson planning, marking, writing observations and so on; and there is a good chance that you will both mentally and physically tired. It is useful to have at least a rough outline of the placement assignment prepared so that it's easy to incorporate your classroom experience with personal anecdotes rather than waiting until the placement is completed.

Another important factor is to check your personal timetable for the scheduled placement. New teachers can take longer than expected to plan and prepare lessons because they need to gather and develop resources, review unfamiliar student data and make sense of professional documents. Will you have time before and after school for these sorts of professional obligations? Do you need to get a baby sitter, plan for a partner or family member to do the school/childcare drop-offs and pick-ups; is your part time work flexible or do you need to adjust your hours? Giving your full attention to your professional experience placement will support your professional growth and personal learning opportunities.

During your professional experience make sure you share your personal and professional goals and needs with the teacher-mentor. For example, you might want to find an effective planning template and try a group work strategy. Ask them what goals they have set for the placement. Teacher-mentors might want to look at how particular students are working together over a period of time. Also, make time to share your experiences, beliefs on education and what you value about education with your teacher-mentor. This sharing helps the mentor to understand your perspective and opens up opportunities for professional discussion. Remember, this can be done prior to the start of placement as well as during the placement.

During your professional experience make sure you share your personal and professional goals and needs with the teacher-mentor.

Plan to set aside mutually agreed times for planning discussions, and for feedback and preparation for classroom teaching; this may include discussions about the school timetable or school-based policies and requirements for teachers. Find out if there are any professional development or regular planning schedules, as teachers often work in teams for these purposes and you may be required to participate. Be open to new experiences and also plan for 'risk taking' and taking the initiative, after all this is the time for you to try out the theory you have been learning and challenge or confirm your prior learning.

At the end of the professional experience placement make sure to recognise the contribution of your teacher-mentor and school community to your success. Reflect on your learning experiences and write down a goal or two for the next professional experience opportunity.

The Teaching Schools Project will be running several workshops (see pages 4 & 16) during the professional experience placements to support you and encourage collaboration with teacher-mentors and CDU lecturers. CDU placement lecturers are available throughout your placement to assist you in completing tasks and assignments. Individual lecturers have a range of communication and contact processes, including Discussion Board and email contact. CDU lecturers also visit most NT schools and will contact the school's Professional Learning Leader to make arrangements for meeting pre-service teachers and mentors during the placement.

Checklist

- Be prepared prior to professional experience placement
- Be active during your placement
- Be reflective during and after your placement
- Don't forget to say 'thank you' as mentor-teachers and schools volunteer their staff and time to give you this learning opportunity.

Reference: Simone White, Di Bloomfield & Rosie Le Cornu (2010) 'Professional experience in new times: issues and responses to a changing education landscape' in Asia-Pacific Journal of Teacher Education, 38:3, 181-193, DOI: 10.1080/1359866X.2010.493297

Legal Requirements for Students Preceding Placements



Students undertaking Teacher Education courses must comply with legal requirements that include police checks and obtaining a Working with Children Card prior to commencing placements in schools. Requirements for each state vary and are clearly listed on the Inschool site at <http://inschool.cdu.edu.au>

Recent developments in South Australia require undergraduate students to provide the following certification to host schools by 28th April 2014 as a prerequisite for commencing placements.

This certificate will verify that they have completed the following actions:

- Accessed the presentation titled 'Promoting Safety and Wellbeing Induction for Tertiary Students'
- Attended a follow up workshop for discussion and debrief
- Successfully completed the 'Promoting Safety and Wellbeing Induction for Tertiary Students' quiz with 100 percent accuracy.

Access to these resources will be available to students via Learnline sites. Certificates will need to be provided to Inschool before 2014 nominations for placement can be confirmed.



Postgraduate students will be expected to complete the full day 'Responding to Abuse and Neglect' course, which is facilitated by an accredited trainer/organisation in South Australia. This full day training will also satisfy the South Australian Teacher Registration requirements for provisional registration.

Protective practices guidelines (page 8) declares that:

Education and care professions rely on the fostering of positive relationships between adults and children and young people. Learning and care settings are places where all staff can have significant influence in the lives of children and young people because the relationship involves regular contact over relatively long periods of time. These features of education and care professions make it extremely important that staff understand how to foster positive relationships in ways that do not compromise children and young people's welfare.

Staff Commencements

Dr Nicoli Humphry joined CDU in November 2013 as Lecturer in Education (Inclusion and Special Needs). Nici originally trained in Home Economics and Design and Technology and then completed a Masters in Computer Education. She has been teaching for 25 years across all year levels (K-12), in all subject areas (except Maths), and combining this with a focus on Middle Years education. During the last 5 years, Nici taught at the University of Wollongong and specialised in Educational Sociology with a particular focus on the disadvantage of young people in education, and in Educational Research and Human Studies in the Environment.

Nici has previously had experience in a broad range of research areas including assisting with an Australian Indigenous Mentoring Experience (AIME) project and an Imagining University Project for disadvantaged young people. Her personal research interests are focused on the education of young people who experience the extremes of disadvantage and exclusion from education. Her PhD work concerned the reconciliation of educationally displaced young people with education. She brings a critical approach to her research, drawing on ethnographic methodologies, and thoroughly enjoys the time she spends with young people who just need a chance at life.



Dr Khalid Khan joined the School of Education in March 2014 as Lecturer in Education (Mathematics). Khalid has a PhD in pure mathematics specialising in Differential Geometry, a Master's degree in Information Technology and has had more than 14 years' experience in secondary education (K-12). Khalid's overall experience in teaching and research encompasses more than 25 years working across all year levels including graduate, post-graduate and Master's degree courses.

Over the past 10 years, Dr Khan has held teaching positions in the Department of Mathematics, Aligarh Muslim University in India; the Faculty of Engineering, Charles Darwin University; and at St John's College, Darwin. St John's College caters for Indigenous students from remote communities who board at the College to complete their education. Students come from a wide variety of locations like the East Kimberly region, Queensland and the Torres Strait Islands, and West Papua. While working at St John's, Khalid successfully engaged Indigenous students using the pedagogies and strategies developed over his significant mathematics career.

Khalid also has experience teaching Information Technology and Design and Technology courses at different year levels and has been involved in the professional development of mathematics teachers. He loves mathematics and is a passionate advocate of using ICT in mathematics teaching.

Khalid's research focus is on mathematics education and his PhD investigated the Geometry of Sub-manifolds—a specialised branch involving Geometry and Calculus. He has published more than 20 research papers in this field. In India, Khalid was involved with the Indian National Mathematical Olympiad, which identifies exceptionally talented students in mathematics at the middle and higher secondary levels. Khalid finds great satisfaction in inspiring young people and igniting their love of mathematics.



Mathematics, Culture and Language in the Papua New Guinea Highlands

In November 2013, Dr Cris Edmonds-Wathen travelled to Hela Province in the southern highlands of Papua New Guinea (PNG) to deliver a workshop on teaching mathematics through building on local culture and language. The weeklong workshop was presented with Priscilla Sakopa from the University of Goroka, PNG.

The workshop included a role-play of bride price negotiations using tokens to represent different categories of pigs—a traditional currency.

The workshop is part of a research project titled *Improving the teaching of mathematics in Papua New Guinea elementary schools by using local languages and cultural practices* (2013-2015), which is funded by AusAID. Dr Kay Owens from Charles Sturt University leads the project with a team of mathematics educators from the University of Goroka. The research team is designing and refining guidelines to assist elementary teachers to recognise and use cultural mathematical proficiencies and to develop terminology for school mathematics in their own language.

Nine elementary school teachers participated in the workshop. Some participants had travelled from other villages, including one person who had walked for seven hours over a mountain. The teachers have completed Year 10 and a six-week training course to become elementary teachers. They were enthusiastic about the enquiry learning approach taken in the workshop. When we asked how to improve the workshop the feedback was 'make it longer' and 'run it more often'. Resourcing is a huge issue in this poor and remote region, with schools having very few books or teaching aids. In Ayenda village, where the workshop was held, there is no electricity supply and many children do not attend school regularly as they are helping their families in their small scale farming gardens.

Highlights of the workshop included a fascinating exploration of mathematical terminology in Yuna, the local language spoken by the participants; investigating the mathematics of various local weaving practices such as bilums (bags), floor and wall mats, and ceremonial arm and waist bands; and a role-play of bride price negotiations using tokens to represent different categories of pigs—a traditional currency. Cris was also invited to a bridal feast where she witnessed the division and distribution of the roasted pigs to the extended family supervised by the bride's mother.

Big questions that the research team continues to address include: how to move back and forth between cultural practices and school mathematics without losing sight of either domain; and how to integrate the use of ICT in mathematics education within poor and remote regions.



Dr Edmonds-Wathen ran workshops that included investigating the mathematics of various local weaving practices

Indonesian Principals develop Online Courses

In February 2014, Associate Professor Greg Shaw spent three weeks in Jakarta working on an AusAid-funded project that builds on three years of team activity to develop professional development training modules for Indonesian school Principals. The training courses directly link to the newly developed Indonesian Government policies and competency standards for school Principals and the next stage is to make the course material available online. During the February visit, Greg conducted training and planning sessions and met with the Open University of Indonesia and other training institutions to evaluate their current approaches to online teaching.

Since online teaching relies on Internet infrastructure, it has been important to assess the Indonesian conditions. While the Internet and communication technologies are extensive across Indonesia, the system is not as reliable or as fast as the Australia system. In addition, user-end technology issues and institution-based technology issues need to be taken into account. Mobile technology is very popular and widespread in Indonesia and any approach to online professional development could incorporate the use of mobile phones. Interestingly, Indonesia is one of the largest users of Facebook in the world, and the project is looking at how this social networking culture can be utilised within an online learning environment.

The focus of the work during 2014 will be to setup and run a pilot project and this will involve workshops later in the year. Greg's work in this project has strong links to the work that he has been progressing in rural education, particularly in China.



Associate Professor Greg Shaw (centre) with Indonesian principals in Jakarta

Adjunct Professors meet in Malaysia

On a recent visit to Penang in Malaysia, Professor Peter Kell was able to catch up with two new Adjunct Professors in the School of Education.

Professor Pandian and Professor Koo will provide expertise in literacy and language and English when they come to CDU in April 2014 to lecture within the new Master of Education (international).



Professor Ambigapathy Pandian from the University Sains Malaysia (left) and Professor Koo Yew Lie (right) from the University Kebangsaan Malaysia were inducted into the CDU Adjunct community by Professor Kell (centre).

Visit to Temby International School in Malaysia

Tenby is a highly ranked private school located in Tanjong Bunga in Penang. Our link with the school is through Temby Director of Leadership and Learning, Dr Goh Kok Geng, a former high-ranking educator who has long-term links with Australia. Dr Ania Lian visited Temby earlier in the year and CDU School of Education is looking to have our students undertake professional experience in Temby, Penang (see article under International section).



Professor Kell visited the Temby International School in Penang to discuss potential collaboration. The visit coincided with the Chinese New Year and the Dragon dance at the school. The dragon dance was a spectacular ceremony.

Planning Day 2014



Planning Day 2014 – Professor Peter Kell presenting



Planning Day 2014 – Mr Gary Fry presenting



CDU School of Education and Batchelor Institute staff at the Planning Day in February 2014

International Conferences on Language Teaching

Late last year, Dr Ania Lian, Senior Lecturer in the School of Education, delivered a keynote address at the 2nd International Conference on Language Teaching held at Park Royal Penang, Malaysia from 4 – 8 November 2013. The conference was hosted by the University of Technology, Mara (UiTM), Kedah campus with the theme: *Passing the Baton: Revitalising, Preserving and Sustaining Languages of the World*.

Distinguished Yang Berbahagia Tan Sri Dato' Seri Arshad Ayob, the first Director of UiTM— now aged 85 years—opened the conference. His speech drew on his vast international experience in education and business and focused on the relevance of internationalisation, respect for Indigenous cultures and languages, and the necessity to keep connections open and flowing using technology and personal contacts to support collaboration.

Keynote speakers also included Professor Rod Ellis from the University of Auckland, New Zealand, renowned for his contribution to the field of second language acquisition; and Associate Professor Saadiyah Darus, Universiti Kebangsaan, Bangi, Selangor, Malaysia. Professor Ellis reported on his latest research in 'Task-based Pedagogy'; Associate Professor Darus spoke about 'Immersion-based programmes in Malaysia'; and Dr Ania Lian delivered a paper titled 'The job of Computer Assisted Language Learning (CALL) in the ASEAN context: Reflections on past successes, missed opportunities and future directions for CALL'.

Prior to the conference, Dr Lian gave a one-day workshop on the use of technology in language learning and was received by the President of UiTM, who expressed interest in collaborating with Charles Darwin University (CDU). While in Penang, Ania also visited Tenby International School to meet with Dr Goh, Director of Staff Training and Development at Tenby and former Sector Head of Academic and Examination Management, Penang State Education Department. The CDU School of Education is collaborating with Tenby International School in regard to student placements.



Dr Ania Lian (centre middle row) with students and members of AsiaCALL.



Dr Lian meets with Dr Goh, from Director of Staff Training and Development at Tenby International School

From 20 – 22 November 2013, Dr Lian participated in the AsiaCALL conference hosted by the Khon Kaen University in Thailand with the theme: *Innovation and Renovation in TELL (Technology-Enhanced-Language-Learning) in Asia*. Dr Lian presented a paper titled: 'Doing CALL in Asian context: a DIY paradigm'. Prior to the conference, in her role as Vice President, Research and Innovation, Ania also delivered a Doctoral Consortium workshop for Higher Research Degree students and members of AsiaCALL. The School of Education is proud to report that Ania has been re-elected as Vice President, Research & Innovation for the next three years and has also been appointed as the Chief Editor of the AsiaCALL Online Journal.

In 2014, the 13th AsiaCALL international conference will be held from 21 – 24 November in Taiwan. Known as AsiaCALL2014, the conference will be hosted by the National Changhua University of Education with the theme: *Capacity Building and CALL: Practices and Challenges*. Professor Feng-lan Kuo will be the President for the conference, which will include a Doctoral Consortium and pre-conference workshops, keynote and plenary sessions, an open microphone session, individual papers and workshops. It has been announced that AsiaCALL2015 will be held in China.

NT Professional Experience Pre-service Teacher Workshops

SEMESTER ONE

Alice Springs Working as Partners

Week 10, Term 1: Wednesday 2nd April

RSVP Monday 31st March: al.strangeways@cdu.edu.au

This workshop is for all pre-service teachers, teacher-mentors, school professional learning leaders and CDU lecturers to work together and share ideas and expectations around professional experience. Last year some key questions about professional experience were discussed and the mix of participants generated valuable feedback and shared ideas. Time management; success criteria for placement; and the Australian Professional Standards for Graduates were some key areas discussed.

Alice Springs Pre-service Teacher Weekly Workshops

Every Thursday in Building 15, CDU from Week 1: 6th March

All pre-service teachers at any course stage are welcome. Focus: Making Learning Visible

Darwin Working as Partners

Week One Term 2: Wednesday 16th April

RSVP Monday 14th April: donna.robbs@cdu.edu.au

This workshop is for all pre-service teachers, teacher-mentors, school professional learning leaders and CDU lecturers to work together and share ideas and expectations around professional experience. Last year some key questions about professional experience were discussed and the mix of participants generated valuable feedback and shared ideas. Time management; success criteria for placement; and the Australian Professional Standards for Graduates were some key areas discussed.

Darwin Pre-service Teacher Workshops

CDU Week 11: Wednesday 14th and 28th May

All pre-service teachers at any course stage are welcome. Focus: Making Learning Visible

Palmerston Pre-service Teacher Workshops

CDU Week 13 Thursday 15th and 29th May

All pre-service teachers at any course stage are welcome. Focus: Making Learning Visible

Katherine Workshops

CDU Week 11: Tuesday 13th May

All pre-service teachers at any course stage are welcome. Focus: Making Learning Visible

Early Childhood Community Connections

During many dynamic years in the early childhood profession, Sara Griffiths, Early Childhood Education lecturer, has found that there has been nothing more rewarding than working with asylum seeker families on playgroup development and community linkages. In recent years, her work has involved outreach dialogue with asylum seeker families as they struggle with the issues faced by their children during periods in the Darwin-based immigration 'camps' and when they experience settlement beyond detention.

Darwin has continued to be a site for the development of immigration detention and, increasingly, young children and their families are being housed for lengthy periods. Opportunities for families are limited and they find themselves isolated. In 2011, Sara started working with the Multicultural Council Northern Territory (MCNT) to forge a consultative relationship in support of programs and involvement with small children and families in immigration detention in Darwin.

During 2011 and 2012, programs were offered by both MCNT and CDU. CDU provided playgroups inside the centres and weekly excursion visits to play spaces and natural settings while MCNT organised cooking with family groups and parenting support groups. Families from the same language groups participated in the programs including asylum

seekers from Burma, Sri Lanka, Iran, Pakistan, Afghanistan, Vietnam, Palestine, Nepal and Iraq. The groups ran for four hours weekly for a three week period; rapport has built up quickly between the project team and families. As the collaboration between MCNT and CDU has strengthened, new programs have been developed including volunteer playgroup support from CDU

early childhood students, CDU mentor support to former detention clients settled in Darwin and employed in MCNT projects, and CDU presentations and workshops to support families.

These programs provide a safe supportive setting for families to plan and engage in experiences similar to those that were once part of their daily family life...



L to R Calvin from Serco and Savita from MCNT preparing a dish



Burmese Fish and Vegetable stir fry



Calamari Curry



Persian Kebab

These programs provide a safe supportive setting for families to plan and engage in experiences similar to those that were once part of their daily family life, for children to play and learn, and for cultural groups to share food between families in a community setting. Parents can discuss parenting issues; talk about children's needs; and seek advice and information. The reflection and feedback from asylum seeker families has been overwhelmingly positive:

- Gives them a chance to experience positive feelings and they feel a sense of freedom because they make decisions about the recipes, the food and how it is cooked and presented.
- The support staff members show that they respect families as human beings in their interactions with families and children and this helps people feel positive and friendly towards the staff.
- The play interactions with children, food preparation, cooking, washing, cleaning and sharing food, gives a strong sense of connectedness and inclusion.
- The integrated playgroup/crèche allows parents to focus on the cooking and safely interact with their children while they are provided with play-based interaction and activities.
- Families feel that they get an idea of what life will be like when they live in the Australian community.



L to R Maryam Amiri MCNT Playgroups Facilitator, Sara Griffiths CDU Lecturer and Lynne Fisher MCNT Projects Facilitator

The programs are managed by a team including: Lynne Fisher, programs coordinator, Maryam Amiri, playgroups facilitator, and Sara Griffiths, early childhood and family support advisor. The MCNT programs are funded by the Australian Government and supported by the SERCO escort staff and the region community liaison officer.

Lakeside Drive Community Garden

The School of Education has been invited to contribute to a recent sustainability initiative driven by Professor Giselle Byrnes, Pro Vice-Chancellor, Law, Education, Business and Arts (LEBA) and Community Engagement; Professor Sandra Dunn, Deputy Pro Vice-Chancellor, Engineering, Health, Science and the Environment (EHSE); and Professor Martin Carroll, Pro Vice-Chancellor, Academic.

A Memorandum of Understanding between CDU and the Lakeside Drive Community Garden (LDCG) with the support of the Darwin City Council will see the LDCG expand to incorporate 'The Patch', a plot of land in the Northern suburbs of Darwin where people use gardening to create an inclusive environment for young people with learning difficulties. The School of Education has been invited to partner with the project to support LDCG's work.



Several staff have welcomed this initiative—including Janice Crerar (Geography) and Greg Smith (Science)—and they will draw students' attention to the LDCG as an opportunity to apply and practice gardening particularly with their younger students. Donna Robbins is working with the Teaching Schools to match pre-service teacher passions with the schools' resources and expertise to contribute to the initiative. Cris Edmonds-Wathen will explore the potential to allocate Developing Areas of Research Strength (DARS) funding with the LDCG. Debbie Prescott will write a short report for the Australian Association of Environmental Education's (AAEE) newsletter, OzEENews, and will report on this initiative at the AAEE conference in November 2014 in Hobart.

If there are any other suggestions, Debbie Prescott would be happy to hear about them and keep this initiative alive and active. It is an excellent way to keep education for sustainability on the agenda in our teaching courses.



Contact Us

If you would like find out more information or be involved with the Lakeside Drive Community Garden, email: ldcgarden@gmail.com or see our website: <http://www.cdu.edu.au/ldcg/> for more information

Images from www.cdu.edu.au/ldcg