NT Fulbright at world class mid western university

By Professor Peter Kell

American universities are far more diverse than is typically represented in the Australian media. Most coverage is about Harvard and Yale that are elite private universities. Others such as the University of Illinois Urbana-Champaign (UIUC) are public universities serving the broad local community. Although UIUC charges fees it takes it's community service obligations very seriously.

UIUC was established in 1867 as a land grant university by the federal government in with a special objective of serving the agricultural and engineering community of the State of Illinois. Illinois is a Midwestern Prairie state that is well known as the corn bowl of the US.

It is also the state where Abraham Lincoln lived and worked as a lawyer before becoming US President. Illinois is known as the land of Lincoln and his legacy is evident in the commitment to social improvement and progress evidenced at the university.

Since its beginnings in the mid 19th century UIUC has grown to be a world-class university with a global reputation in areas such as computing, bio-engineering and agricultural science. UIUC is the 11th ranked public university in the US. The College of Education who are hosting my 2014 Northern Territory Fulbright Senior Scholarship ranks as a one of the top Education Colleges in the US.

The university also hosts The National Centre Supercomputer Applications (NCSA) that houses the world’s biggest computer. Using data from the Hubble space station the NCSA is mapping the cosmos and presenting the map in a 3D format. The first graphic web browser was invented at UIUC.

The arts are also prominent with the Krannet performing arts centre having five venues/theatres that regularly host world-class performers. There is a music school and a dance school and the arts have a strong profile at UIUC.

UIUC celebrates 11 Nobel Prize winners and the university leads the US in Fulbright awards to faculty and students. It’s a world ranked university with some of the best
facilities in the globe. It has seventeen libraries, five Olympic swimming pools, a multi-purpose entertainment centre, a major art gallery, one of the biggest college recreation centres in the US, an ice rink, a golf course and academy, a basketball stadium, a football stadium that seats 70,000 and a working fam. The university runs its own power station, a police force and a city bus company. In addition it provides accommodation for over 32,000 students from all 50 US states.

American universities like UIC are not all about profit as they put a great deal back into the community. Balancing the needs of the local community in Illinois and meeting the global challenge is an interesting dilemma so it’s a good place to be researching the internationalisation of postgraduate education. The College of Education has a majority of students who are graduate students unlike CDU where post-graduate students are a minority.

I am analysing how universities might work in global consortia. According to the American Association of Colleges most American universities that are involved in collaborations are that those have a high concentration of onshore international students. Almost 25% of students at UIUC are international students.

This fact makes UIUC a great place to be exploring how to develop international collaborations and how online learning might play a role in internationalisation because the College of Education has a prestigious Bill and Melinda Gates to develop online learning. Like CDU, UIUC uses Blackboard as a learning management system and most of the postgraduate programs in education are conducted online.

Faculty, led by Professor Mary Kalantzis and Dr Bill Cope, are also using the Gates grant to explore a range of options about online learning including developing a highlight innovative platform called Common Ground Scholar which enables new collaborative approaches to learning. In addition Common Ground Scholar enables student publications, projects and portfolios to be developed. It’s very different from traditional learning management systems and is really suited to postgraduate research and learning.

Online courses in the graduate school are only eight weeks durations and postgraduate study is very intense for the students, and also for the faculty who teach them.

Developing international collaborations is a long term and painstaking process that involves investments and some risk taking. Many universities worry that they will be giving up quality control if they work with other nations and overcoming these concerns is really important.

UIUC is also emphasising online learning. They are in the process of establishing an interdisciplinary university wide learning laboratory investigating online learning. MOOCs or massive open online learning courses are being developed rapidly here with one course having over 403,000 students globally. That course is surely breaking new ground in working with large student cohorts.

Working at UIUC has been a marvellous experience and the links established with US colleagues offer new opportunities for the School of Education and CDU.

**President of Nigerian Association of Northern Territory**

Dr Stephen Bolaji has been elected as the President of Nigerian Association of Northern Territory Australia (http://www.nanta.org.au/) NANTA for a term of 2 years effective from 27 June, 2015. Staff should feel free to contact Stephen for any information regarding the association or for a research collaboration or partnerships.
Social and emotional wellbeing program with St John Catholic College

By Professor Richard Midford

This pilot research is aimed at improving the social and emotional wellbeing education offered to middle school students. A lot of work is put into providing good social and emotional wellbeing education. However, not a lot of research has looked at whether doing these programs means that students are more socially and emotionally competent and better able to deal with life’s challenges. This research aims to find out if doing a program, derived from best possible evidence, leads to better social and emotional outcomes for students. The program seeks to build students’ resilience through classroom lessons that explicitly teach skills to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, develop a repertoire of positive coping strategies, think critically about choices, and make responsible decisions. The programs draws on social and emotional learning material developed by the University of Melbourne for the Victorian Department of Education. The lead author of this material, Associate Professor Helen Cahill is a collaborator on the project and is involved in tailoring the Victorian resources to the needs of St Johns and training the school’s teachers in their delivery. Dr Gretchen Geng and Dr Aue Te Ava from the School of Education are also involved.

Recently published research of Professor Midford’s was critically reviewed by Drug and Alcohol Findings. This is a web based professional magazine that “bridges the divide between UK-relevant research on the effectiveness of responses to drug and alcohol problems and the practitioners who provide those interventions”. The magazine can be accessed here: http://findings.org.uk/index.php

Cotton wool kids have say on school playground safety

By Dr Brendon Hyndman

A culture of risk anxiety could be causing teachers and parents to wrap school children in cotton wool, according to a Charles Darwin University researcher.

International Graduate Centre of Education researcher and lecturer Dr Brendon Hyndman said it was important to encourage children to be physically active by allowing them to overcome small risks in the school playground.

Dr Hyndman recently interviewed 54 Victorian primary and secondary school students about playground safety influences, and suggested schools could benefit from including students in discussions on safety policies.

“It is really about getting the right safety balance to ensure protection from danger doesn’t prevent students from being active and taking risks,” he said.

“It is important for children’s learning and development that they can confidently and comfortably take risks in the school playground to overcome obstacles through a process of trial and error.”
Concerns identified by interviewed students included boredom caused by a lack of play equipment, the need for trees for sun protection, drinking taps for hydration and spacious play spaces to prevent collisions.

The students also suggested the introduction of bullying surveillance and support strategies.

“As adults we can often focus on preventing the physical injury dangers in the school playground such as falls, so it is important to hear from the users of school playgrounds,” Dr Hyndman said.

“Incidents of sedentary behaviour and bullying can also be major safety concerns to the health of school children.”


Less than one in five children are meeting the Australian physical activity guidelines of participation, which recommends at least 60 minutes of moderate to vigorous physical activity a day, according to the national 2014 Report Card on Physical Activity for Children and Young People.

The report by Dr Hyndman in collaboration with RMIT University researcher, Associate Professor Amanda Telford, was recently published in the Australian Journal of Teacher Education.


#Sir Tim Hunt’s gift to feminism in science

By Janice Crerar

Sir Tim Hunt, a man very much of the last century, was obviously ignorant of this century’s etiquette on at least two counts: it is not acceptable today to be sexist; and, if you are publicly sexist, your comments will go viral in seconds, particularly if you are a Nobel Laureate.

Speaking at the World Conference of Science Journalists in Korea last week, he stated he was in favour of single-sex labs, adding some thoughts on women in science:

“Let me tell you about my trouble with girls. Three things happen when they are in the lab: you fall in love with them, they fall in love with you and when you criticise them, they cry”.

In the days that followed Hunt was condemned to the 21st-century equivalent of the stocks: public humiliation by social media, particularly thanks to the #distractinglysexy Twitter tag.

As soon as he returned to the UK from Seoul, he was asked to resign from University College London, where he was an honorary researcher – a non-paid position.

Sir Tim has since acknowledged that his remarks were “inexcusable”, stating in The Guardian:

“I stood up and went mad [...] I was very nervous and a bit confused but, yes, I made those remarks – which were inexcusable – but I made them in a totally jocular, ironic way. There was some polite applause and that was it, I thought. I thought everything was OK. No one accused me of being a sexist pig”.

Photo credit: Lucie de Beauchamp posting on the #distractinglysexy Twitter hashtag.
Moving on

Times have certainly changed since Sir Tim’s undergraduate days in Cambridge during the 1960s, when he probably didn’t have to worry much about women in the science lab. The experiences of Dame Jocelyn Bell Burnell reflect the attitudes and behaviours of Britain in that decade, when she was only woman in the physics honours class at Glasgow University. [https://www.youtube.com/watch?v=Ip7amRdr30Y](https://www.youtube.com/watch?v=Ip7amRdr30Y)

A tradition of the time was to cat call, bang on desks and generally create havoc and noise when a woman entered the physics lecture hall. This was the image of science and the widely accepted behaviour that the young Sir Tim grew up with, but it doesn’t mean we should accept his latest gaff; he is old enough and smart enough to know that men in power have influence.

Hunt’s life has changed significantly as a result of the social media reaction to his comments. For some observers this is a sad tale of an eminent scientist who was treated harshly for an innocent joke, been hung out to dry in social media and robbed of any serious future in science.

Others, like the women behind the #distractinglysexy campaign, celebrate that we live in an era when an eminent male scientist is told that it is no longer OK to be sexist, even in jest. Personally I would go so far as to thank Sir Tim for bringing this sexist discourse to light, for the devil is in “innocent jokes” and incidental comments of the “good guys”. Death by a thousand jokes for many women in science is enough to bring them to tears.

Validating the issue

The tragedy is that these remarks might be of a bygone era but some of the behaviours and attitudes remain the same. Current research shows that women scientists often dress differently for work so they feel less “female” in a male dominated working environment.

The research, focusing on the experiences of women scientists, reveals an undercurrent of sexism in many science workplaces and tells a story of girls avoiding male dominated science careers and women leaving science because they find the culture difficult to work with.

In an age where there is legislation and policy against workplace inequity and sexual harassment, we rely on the ignorance of people like Sir Tim to highlight the subtle culture of sexism that permeates science workplaces to the present day.

This is important since there is an ongoing debate about the status of women in science. And while the number of women in science is increasing, they continue to dominate the “softer” sciences and at lower levels than their male colleagues.

In March this year, Professor Sharon Bell highlighted that the number of women in the science research workforce decreases beyond the post-doctoral stage. This is because many women are trying to negotiate family and career, and for some it becomes too difficult to continue in science.

In her article, Bell suggests a change in paradigm to better support diversity in the science research workforce. Such a change requires first bringing to light the character of the culture that supports the existing ways of being in science and we can thank people like Sir Tim for that.

Sir Tim will perhaps be remembered as a fallen Nobel Laureate. I prefer to remember him as a man who achieved international fame by innocently highlighting the subtle sexism that permeates science in the 21st Century. Women scientists’ thank you Sir Tim, you have validated our experiences by your ironic joke.
The Living Archive of Aboriginal Languages project at CDU

Win $1000 for your digital story!

The Living Archive of Aboriginal Languages project at CDU (http://www.cdu.edu.au/laal/digital-story-competition/) has begun a Digital Story Competition. Simply choose a book from the thousands available in the Living Archive and bring it to life in some way – you might record an elder reading or retelling the story, animate it, dramatise it, create an interactive book, or come up with another creative idea – and you could win $1000. Open to everyone, with a special sub-category for the best teaching/learning item produced. A fantastic way to engage with the many amazing authentic stories on the website, and to connect with Indigenous storytellers. Details available at http://www.cdu.edu.au/laal/digital-story-competition/, entries close 30 October.

2015 Indigenous Leadership Conference navigating the health education nexus.

The Centre for School Leadership is excited to announce a new partnership with the Aboriginal Medical Services Alliance NT (AMSANT).

Since 1994, AMSANT has played a major role in Aboriginal health services across the top end, delivering training, development, advocacy, research and policy development.

With the International Graduate Centre of Education and AMSANT we will be hosting the 2015 Indigenous Leadership Conference: Navigating the health education nexus at the Darwin Convention Centre for 2 days, Monday 28-Tuesday 29 September.

This conference will focus on the Indigenous health-education nexus through the presentation of quality research, examples of best practice response models and associated outcomes occurring in the Northern Territory, nationally and internationally.

Presentations will include keynote deliveries and plenary sessions from a wide number of health and education experts and bring together a large membership of practitioners from these sectors, as well as tertiary, NGOs, and allied industry groups.

Aims and Outcomes:

Enhance participant understandings of the health-education nexus and the various ways these dimensions are collectively expressed and impact Indigenous children and families

Through exposure to best practice exemplars, enhance participant understandings of the ways in which progressive models may be developed and applied across Indigenous cultural contexts

Build cross agency and community partnerships involving Indigenous health and education professionals committed toward the improvement of Indigenous health and schooling outcomes
ATEA Conference - Darwin

During the mid-semester break in July the School of Education hosted the Australian Teacher Educators Association annual conference in Darwin. It was attended by more than a hundred teacher educators from across the country and the Asia –Pacific area. Delegates warmed to our dry-season weather, professional organisation, top grade facilities, relaxed vibe and, importantly, the established presence of Indigenous educators and students within teacher education at CDU. The conference theme was “Strengthening partnerships in teacher education: building community, connections and creativity”. Academic presentations drew from the research and reach of the School that included the International Graduate Centre of Education, the Centre for School Leadership, Batchelor Institute, the Northern Institute and the Office of Learning and Teaching and presentations from out Higher Degree students. Organisation was led by Dr Sue Smith and an able team that included Sean Rung (IGCE) Daille Fuller (HDR), Sonya McKenzie (CSL), Marianne St Claire (IGCE/CSL) Dr Sharon Lierse and Dr Linda Mahoney (editorial team), Lulu Gladson-Roby (MEDI) and every School of Education member on campus at the time ensuring that each session ran smoothly.

AATE Conference Canberra

Early in July Dr Linda Mahony attended the AATE (Australian Association for the Teaching of English) and ALEA (Australian Literacy Educators’ Association) joint National Conference in Canberra. The conference attracted almost 1400 delegates from all states and territories in Australia, the United States, New Zealand, Hong Kong, and Fiji. Douglas Fisher, Professor of Educational Leadership at San Diego State University, opened the conference. Doug presented a presented a structure of instruction similar to the gradual release of responsibility model. Doug also exemplified the importance of purpose driven instruction and that students need to have what they are learning made explicit.

There were a number of keynote speakers including Professor Peter Freebody, Lisa Kervin, John Bell, Gary Crew, Bill Cope, Misty Adoniou, and Jessica Mantei. Presentations addressed language and literacy issues and examples of best practice from early childhood through to teacher education. I attended literacy breakfasts and book launches with Graeme Base, Gary Crew, David Malouf, and Anita Heiss.
Melbourne Update

In November 2014 Dr Sharon Lierse joined CDU to lecture in education in the newly created Melbourne campus. CDU Melbourne comprises staff and students from the School of Education, Nursing and Business (ATMC). During her time there, she has held information workshops for over 50 School of Education students and the Australian Institute for Teaching and School Leadership (AITSL) workshops for students who are nearing the completion of their teaching courses. One major change in the School of Education has been the discontinuation of the existing one year Graduate Diploma of Teaching and Learning course with a two year equivalent qualification. During this transition, there has been an influx of students who are on their professional placements. Consequently, Dr Sharon Lierse has been visiting many pre-service teachers on their school placements and providing critical feedback to help improve their practice. These visits have also been crucial in the establishment of relationships between schools and CDU which otherwise may not have considered our university based in the Top End as a serious contender in the education sphere. Dr Lierse has also developed relationships between CDU with AITSL and the Victorian Institute of Teaching (VIT).

New appointment for Melbourne Campus

Dr Sharon Lierse is currently Lecturer in the School of Education at Charles Darwin University, Melbourne campus. Prior to her appointment at Charles Darwin University, she was Associate Professor in the Faculty of Music and Performing Arts at University Pendidikan Sultan Idris in Malaysia. Here she set up an orchestral program, developed a research seminar series for post-graduate students and was founder and Managing Editor of the Malaysian Music Journal (MMJ). Dr Sharon Lierse has also lectured in tertiary learning and teaching at the University of Tasmania, and has been the Manager of Professional Learning at the Australian Council for Educational Research. She has also had extensive experience as an educator in schools. Sharon has been an active researcher and has presented papers in every state of Australia, Asia, the United Kingdom, Europe, the United States of America, Canada and Brazil. As a performer, she has toured Australia, Asia and Europe as a soloist and chamber musician. Her research interests encompass the performing arts in education, arts education in Asia, curriculum and assessment, and excellence in teaching.
Exchange experience for students in BEDP

By Dr. Gretchen Geng

As the course coordinator for Bachelor of Education Primary Teaching, I would like to highlight two students’ fantastic exchange experience in studying and working in Canada.

The first student is Jade Sharp. She went to Mount Royal University as an exchange student, and completed her studying successfully, expended her network, and most importantly enjoyed her life and cultural differences in Canada.

Jade said:

As an exchange student who has never been to the USA or Canada I am so eager to experience and explore new things. Canadian people are very friendly and are very welcoming to Australians. Canadian people seem very ‘wholesome’ to put it in a word and the city of Calgary feels to have a very strong country influence. University is similar yet feels a lot like high school classes not university. Finding a balance with my school and social life is the hardest part of my exchange. There are so many excursions and activities organized and offered to us as exchange and resident students it is difficult to say no. I have been having so much fun and still managing to keep on top of my education. Culturally I find Canada very interesting; we are very similar however distinctly different. I have made many new friends in my education courses and campus living but mostly I have made friends with others on international exchange. There are around 55 of us all together from all over the world! It is so refreshing to meet and experience so many new people and cultures. I have met five other Australians who Charlie and I are close with but I do try and spend most of my time with the exchange students as a whole. I work one day in schools as a part of one of my units and admittedly having the students correct my accent can be quite testing on some days!

Felicity, another BEDP student, went to Toronto for a work holiday in a language school last summer. I found her work holiday was very meaningful and quite interesting to be shared.

Felicity says:

After a 14 hour flight, I landed in Toronto Pearson airport with a big sneeze. IT WAS SO COLD!

The language school I went to work in is actually a private own institution that offers Chinese/Japanese courses to people who want to learn those languages. The course setting is pretty much like a normal school that has two semesters, but instead of different grades (like a normal school), the language school has different levels that are suitable for different needs. In most cases there are 7 to 13 students per class for one teacher. Most of the students are adults, between age 23 to 40. Despite of the age, the students were given assignments or homework, and they needed to pass a final exam as well. Those teachers called it “being part of the Asian culture”. Interestingly, all the students agreed that this kind of teaching style worked quite well for them to learn a second language. Having said it, same as being a primary teacher, I found the main concern for a language eacher was how to engage the students. It was a very interesting experience adding to my white Christmas holiday.
International Professional Experience Opportunities

Charles Darwin University aims to produce graduates who competently meet the challenges of a complex, changing world and to focus on flexible, high quality local and distance education that provide the skills, learning and workforce for people of the Northern Territory, the nation and the Asia-Pacific region. CDU’s education and training programs support various innovations, nationally and internationally and provide bilateral support for placement programs that supports engagement with Malaysia and Hong Kong.

Professional Experience (practicum) is an integral part of initial teacher education and through experiencing the roles and responsibilities in schools; Pre-service Teachers have the opportunity to develop knowledge and skills to become competent members of the teaching profession.

The expectation for practicum is that students have a wide range of experiences in schools with competency and understanding of teaching principles that ultimately are transferable to various cohorts of learners, including cross cultural understanding. This includes gaining knowledge of curriculum, school and national policies, individual learning needs, and cultural expectations.

Malaysia: Australia Malaysia Institute (AMI)

Following the success of an Australia Malaysia Institute (AMI) and New Colombo Plan (NCP) grant submissions, Ms Jenny Buckworth sought interested and eligible students to undertake placements in Malaysia and Hong Kong. Ms Buckworth was confident that Malaysia and Hong Kong could offer safe, structured and collaborative environments within which CDU preservice teachers could learn. As well as the extension of learning and cultural immersion in these multicultural school settings, extra-curricular activities provided additional insights into local culture and offer associated learning opportunities. Involvement in these activities also allowed CDU preservice teachers to share strengths and skills that they may bring to teaching and to these diverse settings.

In 2015 two cohorts of students travelled to Penang, Malaysia and Hong Kong to complete 10 days of placement. The following captures some of the experiences and insights that these students were happy to share.

Penang

Four preservice teachers were awarded a scholarship to undertake a 10 day placement as per funding grant with Australia Malaysia Institute (AMI) 2014. Students travelled to Penang, Malaysia and were hosted for their Professional Experience in Tenby International School. The campus at Tenby Penang offers Primary and Secondary education and follows respective International and National School curriculum.

Experiences and expectations were varied, apprehensions were high but ultimately success was an outcome for each preservice teacher.

The success of this time was also reflected in comment from the senior staff and school principal who has recommended expanding this partnership in 2016.

Comments from the preservice teachers, who brought a range of professional and life experiences to this placement opportunity:
• The staff at Tenby were amazingly welcoming and realistic about their professional lives and experiences and the children and classrooms were so open and polite and warm to me.
• The daily post – school workshop sessions and feedback were invaluable
• The amount of time we had to do planning etc during school time or just after was manageable
• Immersion with other cultures provided a valuable insight into the diverse cultures of this region. It was possible to gain some understanding of the Indian, Chinese, British and Malaysian cultures all within one location rather than travelling to different countries

**Primary Classrooms - Laura**

I was very excited to have the opportunity to teach at an International School as this aligns with my long-term goals, plus I take any chance I can to travel to experience different cultures. I had no idea what to expect as they use a different curriculum and the school was in a country I had no yet visited.

The experience was a success! The combination of applying what I have learnt so far in my studies, getting to know the students, being flexible to suit each classroom and the unique students from all over the world reinforced that I most definitely want to be a teacher that supports children becoming lifelong learners.

What I enjoyed most was noticing how no matter where in the world you are; children are still children, individuals who can find success in their own way.

**Secondary Classrooms - Martin**

I was involved with Years 7, 8 & 9 PE but was also fortunate to have a very loud and fun Year 3 class. The Physical Education mentor was a former professional cricketer who had an incredible ‘presence’; he commanded the arena and used very few words but maintained very high discipline and his instruction was insightful and effective. The student dynamic is very focused and driven.

I commend CDU and your staff for a professionally presented, managed and supported opportunity for Pre Service students that in my case will set me up for my further career. In particular astute handling of a diverse group of mature adults such that we were, represented the University in the best possible way. Thank you for providing me with this opportunity.

**Chris**

Techniques like using a mini white board for demonstration of knowledge diminished the often neutral responses from students whose cultural differences may inhibit responses aimed at the individual. These techniques enabled the teacher to quickly assess students, identifying those who did not understand concepts. This instant feedback helped teachers to monitor progress without singling out struggling students in front of their peers.

**The success of this trip was not only measured in terms of university and Tenby school outcomes but in the heartfelt vote of thanks from the students.**
New Colombo Plan (NCP)

Hong Kong

Following the success of a New Colombo Plan grant application in which CDU proposed to build new relationships with Hong Kong Schools, three preservice teachers were provided scholarships to travel and complete 10 days of placement in partnering schools as part of their undergraduate requirements. Students were in their third year of the four year Bachelor of Education course and had had previous success in earlier placements in Australia.

The NCP funding provided assistance for the students with regard to return air fare, accommodation and meals for the duration of their stay.

CDU students were placed in a secondary and a primary school, providing them with opportunities to demonstrate skills and sound pedagogical practice for learners from vastly different backgrounds to which they were accustomed.

The partnership schools were keen to build a relationship with Australia, each having a strong commitment to strengthening English language abilities across the schools, as well as having the opportunity to showcase some of the best and well acclaimed attributes of their student success.

Primary Classrooms

The primary school was in a high rise setting with amenities that included a pool, tennis court, planetarium, aquaculture and market garden, climbing wall and TV studio. One complete floor was devoted to learning using iPads, and each class had focussed English classes as part of their regular timetable.

While the days are fairly long, longer than most Australian placements, the debrief meetings at the end of each day, was a great opportunity to discuss aspects of Teaching and Learning in the Hong Kong environment. After school meetings offered a chance to share the highs /lows, bounce ideas off each other, discuss the differences in the schooling systems and explore strategies that worked well. Various insights / experiences of the day let to the opportunity to discuss the linking of theory to practice: what works, what doesn’t work, and what to modify.

Peta

Being a part of the planning meetings was vital for being able to see what was happening in all the lessons and how they collaborate between the Chinese teachers and Mr Tom’s lessons. The content seems to change rapidly and the students only get one lesson to learn how to do something and then are expected know it. It was very important we learnt to teach them effectively.

Secondary Classrooms

The secondary school was funded by the prestigious Hong Kong Jockey Club and, leading this school was an ex-Darwin principal who offered us an introductory overview of some of the parallels and difference between Hong Kong education and Australian education.

In conclusion:

Building a partnership with schools in Hong Kong offered mutual opportunities for host schools and CDU preservice teachers. The host schools were able to appreciate some of the education practices in Australia and
assemble some understanding of Australian culture. Through professional, yet unassuming and open minded approaches, CDU preservice teacher demonstrated a readiness to 'fit in' to school cultures that are markedly different to Australian settings. The efforts of these confident and competent ambassadors for CDU and Australia was summed up by both school principals: 'based on the quality of this group of preservice teachers we would be happy to host CDU students again next year’, echoed with sentiments by the preservice teachers, ‘this was a most amazing time for me’!

**Sunset @ CDU**

**Good evening everyone and welcome to the CDU.**

My name is Lara and this time last year I stood where you are now, a year 12 student dreading the months of exam preparation that lay ahead and trying to make some decisions about my future. Now I am in my first year of a Bachelor of Education Secondary Teaching Humanities and Social Sciences. I'm currently studying to become an Indonesian language and English literature high school teacher.

After only a semester’s worth of study behind me, and a slowly increasing, yet still very limited Indonesian vocabulary, the CDU gave me the opportunity to study in the country. So, about two weeks ago I arrived home from Kupang, in West Timor. I have never learned so much in a three-week period. Nor have I ever had such amazing experiences. Not only did I develop the confidence to speak in Bahasa, to make mistakes and learn from them, but I also developed a new level of self-confidence, and met some of the most inspiring people.

As a languages student, to travel in country is almost vital. But, to be able to do it in your first year is a blessing.

I was lucky enough to finish school on campus – I went to the Essington International Senior College.

The ease of transition from school to university because of this was partly what drew me to CDU. But, the main reasons I chose to attend CDU include the University’s size – which determines it to be a close-knit society of like-minded people. I am proud to say that over my first semester, I maintained one-on-one contact with lecturers regarding assessments and my progress. But it is also CDU’s unique location. Based in the Northern Territory, we are in a prime area to be able to study, witness and understand a diverse range of cultures. So close to Asia, our international status makes our students prime candidates for international study.

My first six months at university has proved to be one of the busiest periods of my life. Yet, I’ve realised that at university, you’re as busy or as stagnant as you wish to be. If you are willing to work hard, your lecturers are willing to help you. For me, university so far has been a period of life learning. I can’t begin to count the number of inspiring people I have met.

If there is any advice I can give to you for the months that follow, remember to listen to, and communicate with, your teachers. They will be your lifeline. If you have opportunities to hand in drafts, do it. And try to remember that every piece of homework, every activity, every lecture a teacher gives you is for your benefit. Remember also to take care of yourself, and remember that those around you are there to support you.

I hope to see you all around campus next year!
LEBA Faculty Prize Giving Awards

Ceremony May 2015

The School of Education was part of the Faculty Prize Giving Awards ceremony held recently 20 May 2015. The ceremony was held here at CDU with many prize winners, guests and sponsors in attendance. The awards ceremony is part of graduation celebrations and recognises excellence and the achievements of graduating students as well as continuing students. It also showcases the hard work and dedication of our students and staff.

This year we revised the award categories to align with our present range of degree offerings. The process of decision making around the types of awards and the students who are eligible for such awards is time consuming and thanks go to all who contributed to the nominations and secured prizes from sponsors.

Pro Vice-Chancellor Professor Giselle Byrnes who chaired the ceremony said

“It is important that we take time to celebrate the things that are important to us, such as academic excellence and high achievement. On behalf of the University, I also thank the many organisations and individuals for their generous sponsorship of the prizes and their support for our students.”

Recent graduate and recipient of the prize for the most outstanding student in any field of teacher education study as well as the student with the highest grade point average in her undergraduate degree, Heather Pedrotti from Alice Springs was unable to be present but gave an insight into her journey to becoming a teacher.

“I was over the moon when I found out I had received the prizes for my final year of studies. It is fantastic to be recognised for just what you expect you should do at university. I began the course with an almost 4-year-old daughter and a 3-month-old son. Being a full time mum I could not have completed the full time course without the support of my husband, my children and other family support. CDU has prepared me well for teaching in general, and particularly soundly for teaching in the Territory. The EDSCO Academic Prize indicates the growth in my learning and the Board of Studies Teachers Prize demonstrates that I am thinking like a teacher with diverse student needs at the forefront. “

Congratulations to all prize winners

The Teacher Registration Board prize for Outstanding Academic Achievement in an Education Field of Study - Heather Pedrotti

The Centre for School Leadership Prize for Outstanding Academic Achievement by an internal student in an Early Childhood Degree - Leanne Bolton

The Centre for School Leadership Prize for Outstanding Academic Achievement by an external student in an Early Childhood Degree - Rachel Sparke

The EDSCO Prize for Outstanding Academic Achievement in a Primary undergraduate Degree - Heather Pedrotti

The EDSCO Prize for Outstanding Academic Achievement in a teacher education dual degree - Allanah Filipovich

The School of Education Prize for outstanding academic achievement in the Graduate Diploma of Teaching and Learning - April Vanderea

The International Graduate Centre of Education prize for outstanding academic achievement in the Master of Education - Katrina Raitlon

The EDSCO Prize for Outstanding Academic Achievement in a remote indigenous program - Jessica Stimson

The Staples Prize for outstanding academic achievement by a 1st year student in an undergraduate teacher education program - Leanne Whyte

Heather Pedrotti
The School of Education Prize for outstanding academic achievement by a 2nd year internal student in an undergraduate teacher education program - Katrina Orian
The School of Education Prize for outstanding academic achievement by a 2nd year external student in an undergraduate teacher education program - Caitlyn Hampel
The School of Education Prize for outstanding academic achievement by a 3rd year internal student in an undergraduate teacher education program - Kathryn Pickworth
The School of Education Prize for outstanding academic achievement by a 3rd year external student in an undergraduate teacher education program - Rhonda Mackie
The Essington School Darwin Prize for outstanding academic achievement in Science Education - Stephanie Rudiger
The Nancy Devlin-May Chin prize for outstanding academic achievement in inclusive education - Rhonda Mackie
Staff Publications


