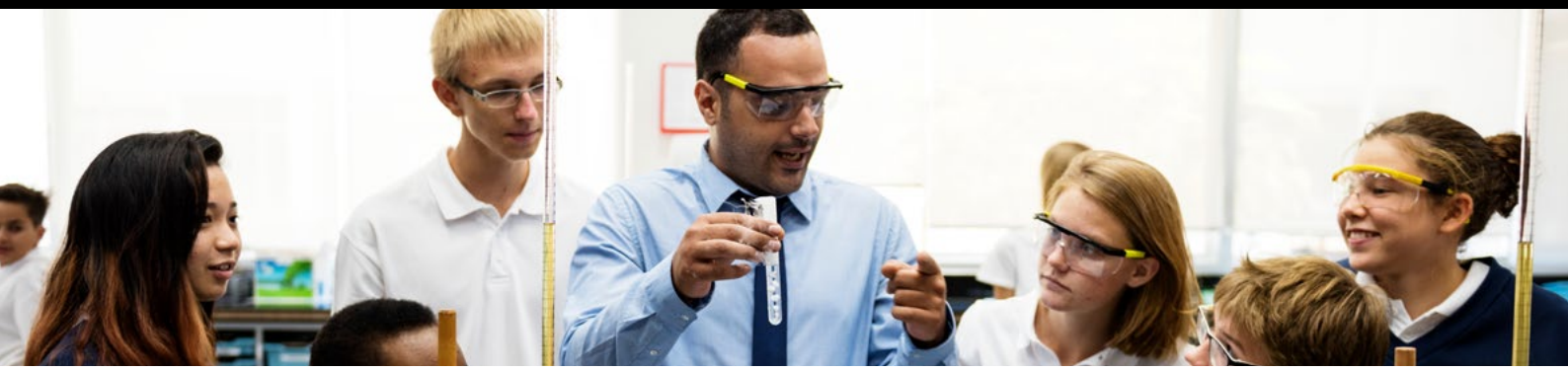
Linking Research to the Practice of Education

une University of New England



Linking Research to the Practice of Education is a publication of the School of Education (SoE), UNE, for all educators: early childhood, primary and secondary. It introduces research, conducted by SoE staff, applicable to educational settings.

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Editorial

Welcome to our September 2023 edition of Linking Research to the Practice of Education!

This month, we farewell our excellent assistant editor, Dr Devrim Yilmaz, who has left UNE. We welcome Dr Cat Volpe Johnston into the role.

In the first article, Cat, Dr Kristy O'Neill, and Associate Professor Ingrid Harrington provide us with some fascinating insights into the use of asynchronous videos in online teaching.

The second article, by Dr Sally Larsen, discusses her interesting research into how children, who are behind in primary school, can catch up by high school. The third article, by Hannah Collett, is an inspirational read about a UNE graduate who is a trailblazer in education (Wendy McCarthy AO).

In the fourth article, Dr Jo Bird outlines the way non-working technologies can be used to enhance children's learning through play.

Lastly, Amanda Burdon sheds light on the way machine vision technology is being applied to a child and parent community education program to provide free, individualised mental health intervention supports.

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Supporting student engagement through video in distance education: Learning in a post-pandemic world

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The pandemic caused many disruptions in the teaching and learning of students worldwide. Discussions continue today about its impacts and the ways in which teachers, students, and schools responded with the movement to online learning.

Although the World Health Organisation has declared that COVID-19 is no longer a public health emergency of international concern, it is paramount that we consider the lessons we gained from this time as we move into a post-pandemic world. One such important consideration is the ways in which teachers can stay connected to their students in the digital space, ensuring that students remain engaged in the learning.

During the pandemic, teachers and students had to quickly adapt to teaching online, where foreign online environments were quickly created with the aim of replicating learning experiences from physical classroom contexts. If asked to reflect on their educational experiences during the pandemic, teachers and students would provide a diversity of responses that are contextually specific across the nation, with reference to access to resources and internet, alongside technology limitations.

Even prior to the Covid-19 pandemic, most of our UNE School of Education students were non-traditional learners, engaging in study part-time and online. Therefore, engagement and retention have always been both a challenge and a priority.

Since 2020, we have implemented a School-level initiative called the Commencing Student Success Project (CSSP) that incorporates 14 Universal Design for Learning principles that specifically focus on online learning design and practices to engage students.

At the conclusion of each trimester, we asked both students and Unit Coordinators to complete a survey as part of our research. Overwhelmingly, asynchronous videos were valued by students and staff alike as a medium to connect with hard-to-reach groups of students. Consistently, at least 75% of students rated videos as the most effective method for increasing their student engagement. Video has become a vital asynchronous tool given our students are not only geographically-distanced but living in different times zones around Australia and beyond.

Leveraging asynchronous video as a teaching technique holds the potential to remove the distance from online learning by keeping a central focus on human connections and creating a sense of belonging. Video can be used to record teacher greetings, provide short communications about upcoming learning, and present explanations about upcoming assessments.

This is supported by the literature which suggests that teachers' use of video in online learning spaces is particularly important for contributing to a sense of teacher presence that builds student engagement and an online community of inquiry, whilst reducing cyberloafing (Zhang et al., 2022). The quality of teacher videos in online learning have direct relations to both student and teacher perceptions of learning effectiveness and cognitive engagement (Chiu, 2021).

The testimonials of our students from the surveys support this academic literature:

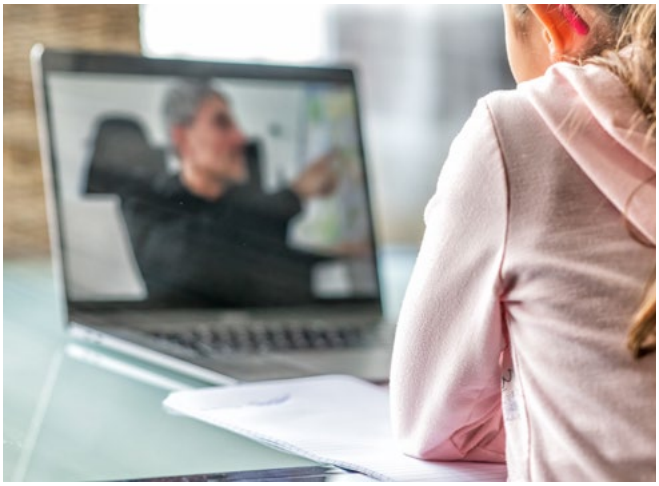
"Video introductions, explanations, examples and feedback from the [teacher] felt as though I was actually in the classroom instead of at home watching online."

"Being able to connect with the lecturer but also other students made a huge impact with my learning!"

"I always like the videos as it makes the teacher personal and the first step in fostering positive relationships."

The outcomes of our research have potential to assist teachers in other non-traditional learning contexts. This includes, but is not limited to, School of the Air; Hospital Schools; and any school during snap-lockdowns. It could also be useful for hybrid learning in traditional Primary and Secondary contexts due to teacher shortages or local outbreaks of infectious disease in a school community.

If the last few years have taught us anything in education, it is to expect the unexpected. Although we hope that the season of global pandemics, bushfires and floods are behind us, being adaptable remains as a vital reality in our role as educators as we plan for a new future.



Online learning and learning from home are likely to remain modes of working, teaching and learning in some way moving forward. Thus, it is critical for all educators, including those in primary and secondary schools, to continually build understanding of engaging with students outside of regular classroom contexts. #

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Chiu, T. K. (2021). Student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective. *Interactive learning environments*, 1-14. https://doi.org/10.1080/10494820.2021.1926289.

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The authors would like to acknowledge Steve Grono and Rachael Adlington for their contributions to the project and for editing this article.

Our research shows Australian students who are behind in primary school can catch up by high school

Dr Sally Larsen | slarsen3@une.edu.au | Lecturer in Learning, Teaching and Inclusive Education

If students have poor academic results early in school, do they continue to fall further and further behind as they move through their education?

The intuitive answer to this question is yes. This perception is fuelled by relentless media reporting about falling standards in Australia, and claims about "widening gaps" between advantaged and disadvantaged groups of students.

The 'Matthew effect'

If achievement gaps do widen as children develop, this would be evidence for what researchers call the "Matthew effect". This theory, first described by Canadian psychologist Keith Stanovich, proposes students who start with poor academic skills early in school make less progress over time compared with their higher-achieving peers.

Referencing a verse from the Bible's Book of Matthew, Stanovich argued children who initially had strong skills should become even stronger over time, because academic skills build on each other. (Or, as Matthew put it, "For whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them.").

According to this argument, higher-achieving students have an extra advantage over time because their skills, knowledge and ability will snowball, allowing their progress to accelerate relative to less able students.

But is this phenomenon universally true? Not necessarily, according to our latest research on Australian students.

Our research

We have a unique advantage in Australia because our national NAPLAN tests are designed to track students' progress over time. So results on one test can be directly compared to the next or the previous one. This is rare internationally, and very powerful for answering questions about development.

Our research examined patterns growth in literacy and numeracy in two states. We looked at 88,958 New South Wales students (who were in Year 3 in 2012), and 65,984 students in Victoria (who were in Year 3 in 2011).

We matched NAPLAN reading comprehension and numeracy results for each student from Year 3 through to Year 9. We examined reading and numeracy, as these two skills form the basis of learning in many other areas of the curriculum.

Our findings

Contrary to expectations, we found no evidence of the Matthew effect in either reading or numeracy amongst students sitting NAPLAN tests in NSW or Victoria.

Instead, we found the reverse pattern, called "compensatory growth".

That is, students starting with below average NAPLAN results are making more progress from Year 3 to Year 9 compared with students starting above average. This compensatory growth pattern was seen in both reading and numeracy, but was particularly strong in reading.

This pattern can be seen in the figure below which plots trajectories for 100 randomly-selected students sitting NAPLAN reading tests in NSW.

While surprising, our research aligns with findings from a 2014 meta-analysis of Matthew effects research in reading.

This earlier study examined all longitudinal research on reading development across primary school. Studies were drawn from the United States, United Kingdom,

Germany, Finland, Greece, Canada, Austria, Sweden, and the Netherlands, and the combined sample included 425,685 students. Matthew effects were only observed in a quarter of the included samples.

Our research is the first in Australia to build on these findings and examine reading and numeracy development in state-wide data using individual student scores across the NAPLAN years.

Given the widespread beliefs about widening gaps, our results should be reassuring. Although, our findings also indicate the highest achieving students do not make as much growth in NAPLAN as their lower performing peers.

But what does this mean for high achievers?

There is a popular perception teachers are not effectively teaching students basic skills. But our research suggests students who begin with poorer literacy and numeracy skills are supported by classroom teachers, and do make progress over time.

However, while our results indicate poorly performing Year 3 students do "catch up" somewhat, a small proportion of students still fail to meet minimum standards for literacy and numeracy by Year 9. Ongoing efforts to identify and support these students in secondary school is vitally important.

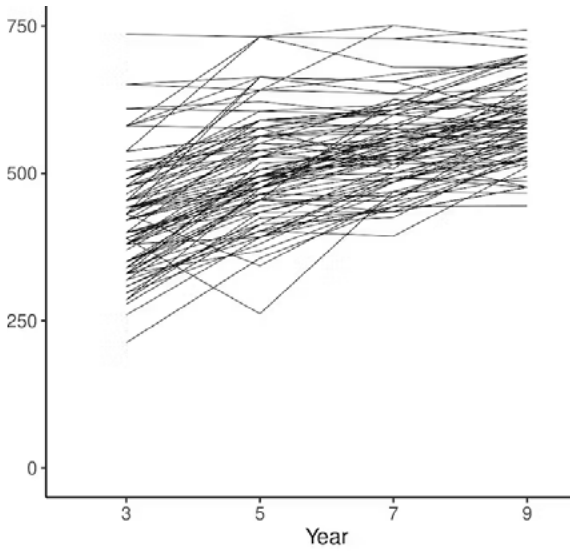
On the other hand, our results also suggest students who begin with high achievement in NAPLAN reading and numeracy tests in Year 3 are not making the amount of progress to Year 9 they are capable of.

While both NSW and Victoria have clear policies and resources for teaching high-ability students, it is difficult for teachers to enact them if the majority of classroom time is focused on struggling students.

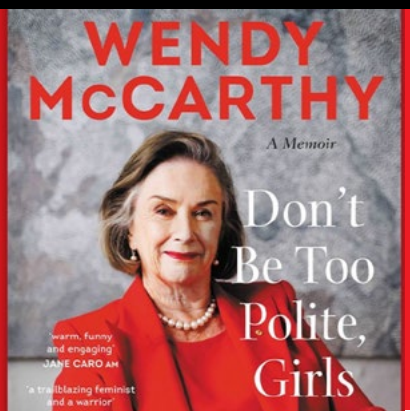
Perhaps the progress of high-ability students is not a high priority for schools once these students have attained the basic skills expected of their age group. Further research in Australian schools is needed to identify the reasons for underachievement relative to potential for high-ability students.

Nevertheless, our finding that struggling students can make good progress over time rather than falling further behind should be a cause for optimism among educators and the community. #

Figure 1: Random Sample of 88,958 NSW Students in our study across all their NAPLAN Reading Tests



This chart plots the progress of a random sample of the 88,958 NSW students in our study across all their NAPLAN reading tests. It shows students starting with below average NAPLAN results are making more progress from Year 3 to Year 9 compared with students who start above average.



Educator, activist, agent of change - the life and career of one of Australia's most influential women

Education Trailblazer Follows the trail back to UNE

Hannah Collett | UNE Media

Her four years at UNE in the 1950s left a lasing impression on Wendy McCarthy, AO who became a champion of feminism and education.

Trailblazer is a term often used to describe progressive types who have had a profound impact on society. In the case of Wendy McCarthy, AO – the formidable champion of education and feminism, business woman, mentor and author – the term is richly deserved.

For the past 60 years, she has been at the forefront of major reforms to reproductive rights legislation and national policy on women's education and health. Australian women and men owe much to her dogged efforts.

Yet, even in retirement, 80-year-old Wendy has unfinished business. She's fresh from the federal election campaign, in which she supported Independent Allegra Spender's successful tilt at the seat of Wentworth; has been supporting Brittany Higgins and Grace Tame; and is relishing promoting her new memoir *Don't Be Too Polite, Girls*. Campaigning on the gender pay gap also continues apace as Wendy seeks recognition for a care workforce dominated by women.

"Women are certainly better off today," she says. "We have laws around reproductive rights and access to contraception. We don't have equal pay but we have survival pay for most of us, and the educational opportunities for women are among the best in the world.

"But gender parity in terms of pay is yet to be achieved. We have a big opportunity to change that by looking, especially, at the care economy. Women working in early learning, child care and aged care need better working conditions and pay. If we can get that right, and better value those roles, it will produce a huge surge in Australia's economy."

Given what she has already accomplished in her lifetime, the smart money is on Wendy. The individual who advocated for women to have control of their

birthing experience – and men to be allowed to be present – is not easily placated. In 1972, she founded the NSW branch of the Women's Electoral Lobby and risked prosecution to campaign for the decriminalisation of abortions. By 1979 Wendy was an inaugural member of the National Women's Advisory Council. She's always believed that the "personal is political", and is given to taking "the long view" – @takingthelongview is her Twitter handle.

> "My longest commitment has been around reproductive rights and education for women."

"My longest commitment has been around reproductive rights and education for women," says Wendy, who came out of semi-retirement in 2019 to help see

abortion decriminalised in NSW. "I didn't let that go until we got the law changed, and that took 50 years, so I am persistent."

There were signs of that determination at the age of three, when the little preschooler refused to swap from writing left-handed to right. A humble country childhood, riding her horse to a one-teacher school and then boarding away from home followed. It equipped Wendy – a "resilient child" – well for her arrival at UNE in 1958, at just 16, to become the first in her family to undertake tertiary study, on a Commonwealth teacher's scholarship.

There were many milestones during that time – Wendy's first demonstration (for more opportunities and pay for women scientists), her first taste of the respect that women of letters commanded, her first cigarette, first boyfriend, and her first experience of leadership, as a "moral tutor" at Duval College.

"I fell into university life and loved it madly from the day I got there," Wendy says. "It was a profoundly important time in my life."

"I fell into university life and loved it madly from the day I got there," Wendy says. "It was a profoundly important time in my life. That demo in my first year was one of the first times I recall having agency, and Duval College principal Audrey Rennison was a wonderful role model, who encouraged us to take on leadership roles.

"I came out of UNE, four years later, knowing that I had been privileged to have had a whole-of-life education, with a heightened sense of what it meant to be female but not really seeing too many barriers to women. I learnt to stand my ground, and somewhere in there was the beginning of my personal political life and, many years later, my mentoring practice."

After starting out as a secondary school teacher in Sydney, Wendy married Gordon McCarthy (her late husband of 53 years) and worked in London and Pittsburgh before returning to Australia newly pregnant with the first of their three children.

"While I wasn't planning to change the world then, I wasn't planning to suffer injustice or a lack of fairness, and I had learnt to speak up," Wendy says. "I was like a little sponge, absorbing new ideas and thoughts. Living overseas and working in different education systems, where teachers were encouraged to be political, I learnt that the job of the teacher was to ensure that we always have a fair world. I got to be a person who knew that change was possible."

It wasn't long before Wendy became involved in the activism that would distinguish her career.

The Women's Electoral Lobby and Family Planning Australia roles parlayed into a variety of leadership roles in the business, government, community and not-for-profit sectors, notably as deputy chair of the ABC, and Chancellor of the University of Canberra for 10 years.

Collaboration has been key. "I love collegiality; it's my thing, when I am running a campaign or doing something else," Wendy says. "My life has been about collegiality and now, when I want to bring about change, I am more strategic so that that collegiality works for everyone."

At this stage in her life, being part of "the community of women" is central to Wendy's philosophy. "I do feel very strongly that if you are lucky enough to be 80 and healthy, like I am, it is your responsibility to try and support younger women and to try to understand what their concerns and issues are," she says. "The best world is one in which people are supporting and mentoring each other."

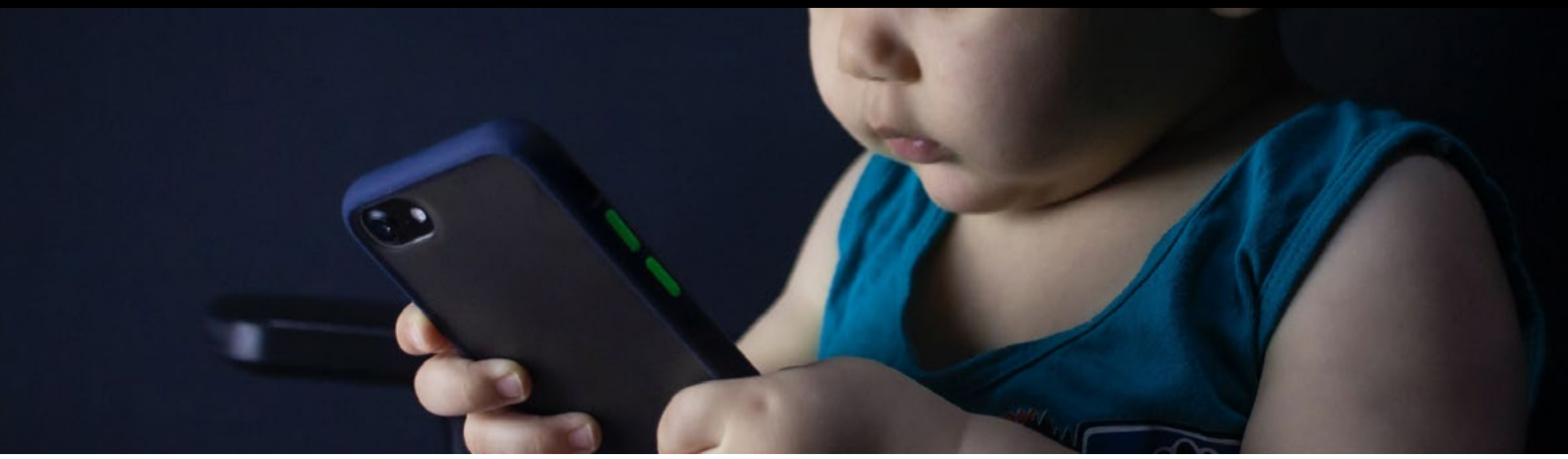
In 2011, in the Griffith Review, Wendy wrote that "the daughters of the revolution have inherited new dilemmas and many see themselves as we did: in a documentary without a script".

But there are common dilemmas, too. "Many of the issues of a 30-year-old woman today are, superficially, quite different to mine, but they are not really," she says. "They are about finding her voice, trusting her voice and taking agency with her voice. Older women helped me to find my voice and confidence and that is something that I must and do do. It goes with the territory, and then you are engaging with your world. My mantra is respect, safety, equity."

She described the number of women recently elected to Federal Parliament as 'heaven' saying, it will "require some deft management from the government to utilise the talents of these extraordinary women sitting on the crossbench. If they can do that, we will be a much better nation in a couple of years."

In a newspaper article, Wendy said: "Our gift to our daughters was the reproductive choices we did not have". But while the position of women in society has improved, Wendy urges constant vigilance, especially in the wake of the US Supreme Court decision to overturn Roe V Wade, ending the constitutional right to abortion.

"That goes with the territory of being a good citizen; you keep your eye on the game," she says. "When women's leadership gets to the ideal, which is 50/50, we have a much better chance of making sure our rights are protected. I am a practising grandmother to five now, so I'm pretty experienced in this caring business. I think women have to claim that territory. We need to be paid and respected because we have a strong interest in the business of raising better citizens." #



Playing with old phones teaches children good habits, and reflects our bad ones back at us

Jo Bird | jbird21@une.edu.au | Senior Lecturer in Early Childhood

Screens are everywhere, including in the palms of our hands. Children see how much time we adults spend on our smartphones, and therefore how much we seem to value these devices – and they want to be a part of it.

Children see us constantly looking up information we need to know, and being continuously connected. It's only natural that they should want to copy this behaviour in their play, and "practise being an adult".

Most people have an opinion about children and technology, and the media regularly present stories of their potential for learning, or horror stories of the damage they can cause. My research takes a slightly different tack

Rather than studying children's screen use per se, I looked at how they play with old and discarded devices, such as a hand-me-down phone handset or an old and defunct laptop that has otherwise outlived its usefulness.

Many early childhood education centres contain play spaces set up to mimic situations in everyday adult life. Examples include "home corner" containing kitchen equipment, of other situations such as offices, hairdressing salons, doctors' surgeries, and restaurants. These spaces might also let children play at using mobile phones, computers, iPads, EFTPOS machines, or other electronic devices.

I observed classes of 4 and 5-year-olds at two early education centres as they played imaginatively using technologies, to find out how they use devices in their play.

Facebook aficionados

Some of the children's behaviours were fascinating and eye-opening.

Four-year-old Maddie, for example, "videoed" her educator dancing, and then said she was going to post it to Facebook. She knew the process involved, even though she had only ever watched her mother post, and had never done it herself.

Four-year-old Jack made a "video camera" from cardboard boxes and pretended to film other children. It even had a screen where you could watch the footage he had shot.

Another educator told me her two-year-old child knows the difference between her work phone and her personal phone, and uses a different voice while pretending to talk on each.

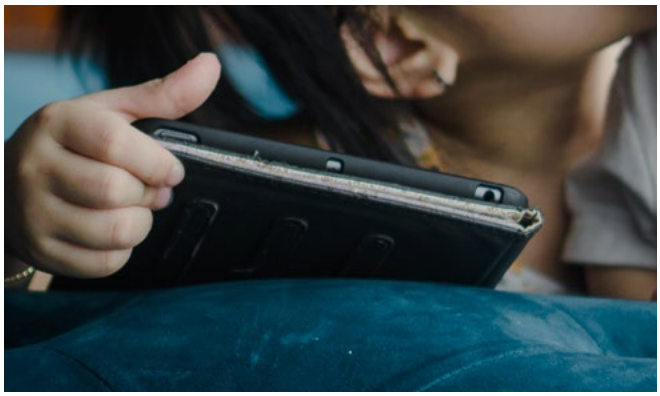
In my research, children put phones in pockets or handbags before they went off and played, one child stated "I can't go out without my phone!"

Practise and pretend

During pretend play, children are often acting at a higher level to practise new skills.

The children in my study had seen grown-ups doing "grown-up" things with their devices, and wanted to recreate them in their play situations.

Early childhood educators can use this kind of play to help children understand complex concepts and situations. For example, I have observed preschool children acting out tsunamis in the sandpit, discussing X-rays and broken bones, and showing a child how to care for a doll to practise interacting with a new sibling.



Technologies are no different. Parents and educators can use pretend play with technologies to teach children useful life lessons, such as how to behave appropriately with mobile phones, and when it is appropriate to use them.

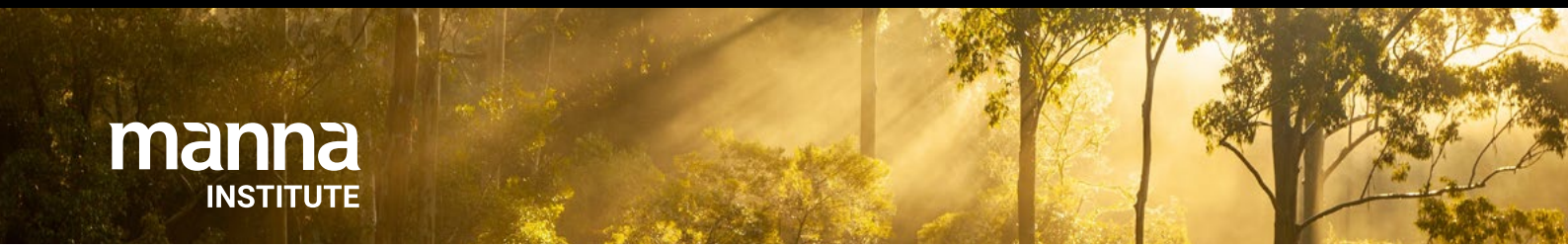
In the Facebook example above, the educator could have had a conversation with Maddie about asking permission before taking a video of someone else and posting it to Facebook. They could ask questions like "how would you feel if someone took a video of you dancing and then posted it to Facebook?"

When the children were playing restaurants, one child declared: "no screens at the table!" The children then negotiated that it was okay when the call was very important, or if they needed to look something up to help with whatever the group was discussing. In this way, the children displayed their understanding of the importance of social interactions.

Not only can educators teach children through play, they can also model appropriate behaviour with technologies. By asking children if it is alright to take a photo or video of them, showing the child their image

before it is shared with others, and being present and not looking at a screen when a child is speaking, we can show children we respect them and behave ethically towards them.

So before you throw away your broken laptop or your old mobile, consider donating it to your local early childhood centre or, if you have children in your own home, give it to them to use as a toy. You might be surprised at what they will teach you. #



Unlocking mental health resources and supports for children, families and their educators

Amanda Burdon | UNE Media

Two Manna Institute members have joined forces to better assist defence, veteran first responder and remote worker families and the early childhood educators, school teachers and support workers and they partner with. The Manna Institute is a Commonwealth-funded, UNE-led mental health research institute building place-based research capacity to improve mental health in regional, rural, and remote Australia.

Dr Marg Rogers, from the University of New England, and machine vision specialist Dr Anwaar Ul-Haq, from Charles Sturt University, collaborated with full stack developer Asama Qureshi to improve access to the suite of online resources designed and developed by Marg and her Children's Family Resilience Programs (CFRP) team. Parents, educators and support workers now need only complete a free, simple online form to receive a personalised program recommending the free linked resources best suited to the child's needs.

Marg said the ability to screen the database for the most relevant online resources, and easily retrieve them, will be a boon to time-poor users of the popular e-books, learning modules and educational activities.

"This is a direct response to feedback from users, who found our resources relevant and of high-quality but difficult to navigate," she said. "Making them more accessible through the automated retrieval system will hopefully mean they are used more frequently by vulnerable families and their educators, Defence School Mentors, and school counsellors."

And in an era of growing machine learning cautiousness, the initiative demonstrates how technology can be co-opted for good. "The system can enhance these online community programs through technological advancements while significantly improving usability through our co-design approach," Anwaar said.

Indeed, it's a positive outcome that Marg believes would never have been possible without her membership of Manna Institute. "It is a strong example of the power of Manna partnerships," she said. "And of the continued contributions of the CFRP project team, including Emily Small from Small Hands Early Learning and UNE's Dr Stoo Sepp and members of the stakeholder Steering Committee, who helped co-design the retrieval system."

Figure 2: Free, online research-based educator multimedia modules

The Children's Family Resilience Programs use a strengths-based approach, weaving research findings Marg said this can cause household disruptions (arising from parental service-related injuries or mental health conditions) and adverse impacts on children's health and wellbeing, education, bonds with educators, school teachers and peers, and their sense of community belonging. "These families report feeling marginalised and invisible, especially in rural, regional and remote communities, where access to support services is limited and 30% of serving defence personnel and 50% of veterans live," she said. "Family support of the kind we provide through our online resources can be a significant protective factor in developing children's resilience.

"Recent research has revealed children who experience adversity are up to 10 times more likely to have long-term health conditions. Adversity can include household dysfunction, including parental mental illness, family addictions and domestic violence, and abuse. So early intervention provided by early educators, school teachers and parents is key to supporting potentially vulnerable children and families."

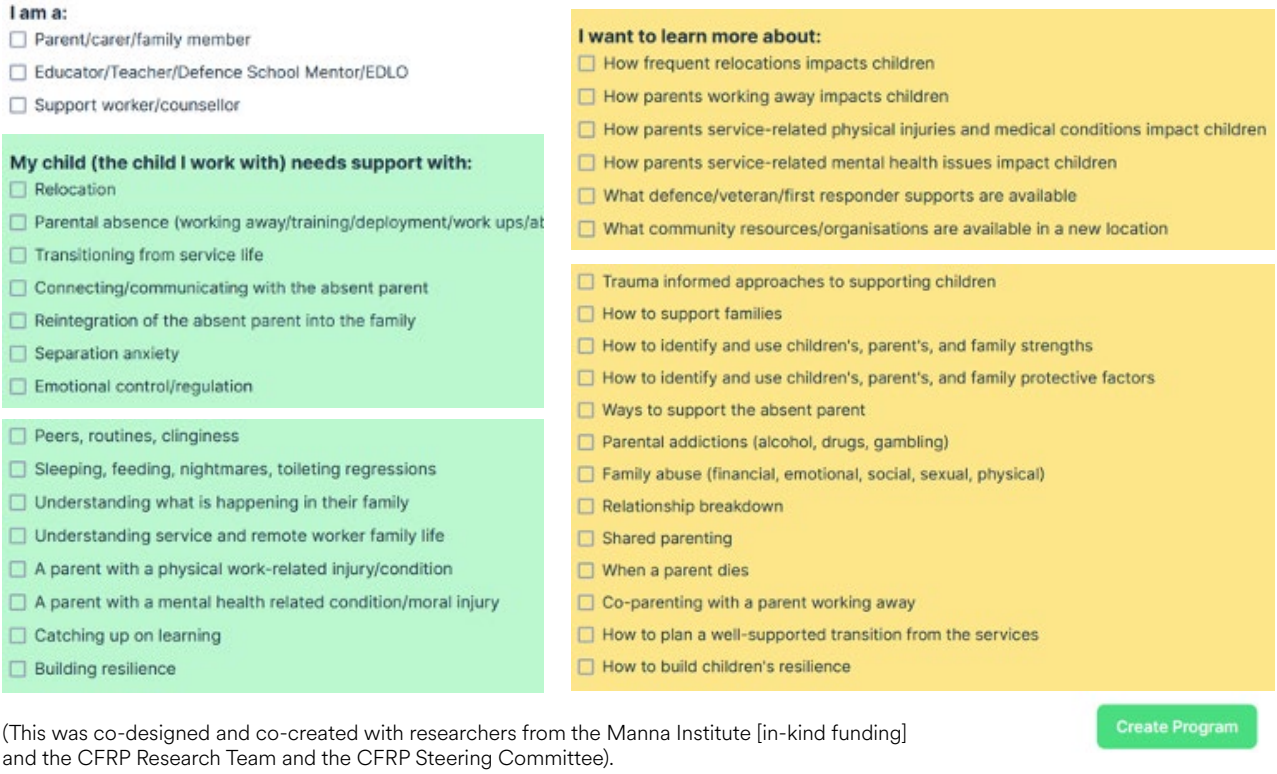
In addition to parents, early childhood educators, school teachers, Defence School Mentors, major government departments and agencies, as well as service providers are now using the CFRP resources to improve their knowledge, skills and confidence. Canadian partners

are even working with Marg to adapt the program's storybooks and other resources to support their military and first responder families.

The CFRP team recently received funding to co-design and co-create resources to support children from families where a parent has a moral injury. This is more likely to occur in Defence, Veteran and First Responder families. Moral injury can occur when someone has been asked or ordered to act in a way that contradicts their beliefs or values. It can also occur because they believe they acted in a way that goes against their own expectations or what society expects. This is not a mental health condition itself, but rather can lead to a range of conditions which in turn, impact their family members, including children.

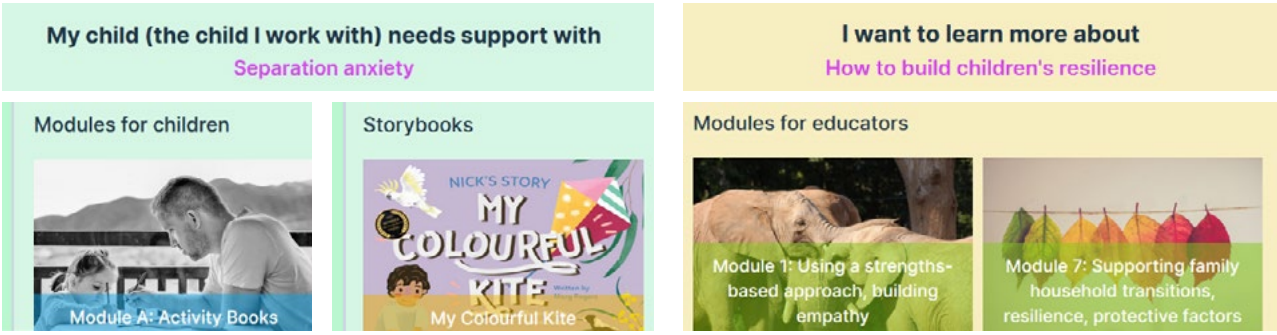
You can explore the automated system and leave feedback for the team to inform improvements, or access the Children's Family Resilience Programs online. #

Figure 3: Screen-captures of the Personalised Program feature - http://program.ecdefenceprograms.com/



(This was co-designed and co-created with researchers from the Manna Institute [in-kind funding] and the CFRP Research Team and the CFRP Steering Committee).

Figure 4: Various screen-captures of a created Personalised Program



Once options are chosen on the online form, outputs are given that are linked resources. This can be used as a web-based resource, or downloaded as a PDF.

Are your students or staff interested in studying early childhood?

Explore the UNE Course Handbook

Studying early childhood education has many benefits, including:

- making a difference in the most important years of a child's life,
- the ability to build on children's interests and strengths,
- being able to place children at the centre of their education,
- being part of a growing and important field,
- being in demand (there is a shortage of degree-qualified early childhood teachers in Australia),
- working closely with families to support children's learning, and access to a variety of work options

There are two different early childhood education courses offered at UNE.

Bachelor of Education
(Early Childhood Primary)

This is a unique teacher education course that offers two career options for graduates. The course allows employment flexibility across schools and early childhood services to suit graduates' opportunities and circumstances.

It is an initial-teacher education qualification that encompasses working with children from birth to age 12 in both early childhood and primary school settings. This course is available:

- full time or part time,
- on-campus or online,
- to start in Trimester 1 and 2 each year.

Bachelor of Education
(Early Childhood Education and Care)

This new degree provides students with flexibility by allowing students to select the subjects they want to study; in the order they want to study them. Most placements can be complete in a student's own workplace allowing for new knowledge to be put into practice.

The degree is designed to meet the Australian Government's requirements to qualify graduates as four-year trained Early Childhood Teachers (ECTs) for children aged birth to 5 years. Students are offered 2 years credit into the degree, if they have a Diploma of Early Childhood Education and Care or equivalent, plus a year of work experience post-Diploma study in an early childhood setting. This course is available:

- full time or part time,
- online
- to start in Trimester 1, 2 and 3 each year.

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Are you interested in further study?

You can find out about our UNE Education courses via the Handbook.

The University of New England offers a wide variety of programs to assist teachers to upgrade their skills. Within many courses you can specialise in the area in which you are interested. For more information, visit some of the links, to the right:

School of Education Postgraduate Study, Graduate Certificate in Education Studies, Master of Education, Master of Education (Research), Doctor of Education, PhD

Are you wanting to become a teacher?

The career opportunities for education graduates are increasing every year, especially in regional, rural and remote areas of Australia.

By studying at UNE you will be well equipped to perform in these often-demanding contexts, plus you'll be more likely to obtain a permanent teaching position if you work in an area of teacher shortage. The NSW Government even offers a variety of targeted scholarships to help you study and gain employment: www.teach.nsw.edu.au/getpaidtostudy

UNE has developed undergraduate courses in Early Childhood and Primary and K-12 Teaching to expand employment prospects by qualifying you to teach across two sectors.

What Teaching Courses are Available?

UNE offers a number of undergraduate Education courses including:

- Bachelor of Education
  - Early Childhood Education and Care
  - Early Childhood and Primary
  - K-6 Teaching
  - K-12 Teaching
  - Secondary Arts
  - Secondary STEM
  - In-service Teaching (for teachers who might be thinking of retraining)
- Bachelor of Special and Inclusive Education (Primary)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

Worried About the "Three Band Five" Requirements?

Many of our Initial Teacher Education courses are structured to include one year of "discipline studies" (i.e. subject/s that you will go on to teach in schools) in the first year of study. Successful completion of this first year also gives all students, irrespective of their educational backgrounds, the opportunity to demonstrate they meet the Government's academic standards for studying teaching.

Try our online 'Teaching Solution Finder' at www.becomeateacher.com.au, which makes it easy to understand the entry requirements of our Early Childhood Education and Initial Teacher Education degrees, and design a study pathway based on your personal circumstances.

Want to stay informed about our School activities?

Join our UNE School of Education community on Facebook to keep up with our news and happenings in research, teaching and learning Facebook/UNEeducation

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