

Updated



RESEARCH HIGHLIGHTS

- Teachers + architects + policy + design: Introducing the new Learning Environments Applied Research Network Hub at ECU
- Research shows children produce better pieces of writing by hand - but they need keyboard skills too
- Call for evidence-informed model to improve English teaching

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- New TAFE Pathway to help early childhood educators study at ECU
- Troubled by Trauma: Becoming Trauma-informed

From the Executive Dean

It is my pleasure to share the second edition of UpdatED 2024 with you.

Professor Caroline Mansfield, Executive Dean, School of Education.

I am delighted to share with you the second edition of UpdatED for 2024, which highlights our ongoing commitment to excellence in research and engagement at the School of Education. This edition also showcases some initiatives that I hope will be of interest to you. The School of Education proudly hosts the Centre for People, Place, and Planet, one of two ECU Strategic Research Centres, directed by Professor Mindy Blaise. An in-depth exploration of the Centre's interdisciplinary research and its far reaching impact can be found on [page 19](#) of this issue.

We are also pleased to share the launch of the Learning Environments Applied Research Network (LEaRN) Hub at ECU ([page 3](#)), which is a collaboration with the University of Melbourne and focuses on the power of learning environments to effect positive learning outcomes for students. With regard to our learning environments, earlier this year we launched a cutting-edge early years and primary teaching demonstration room at our South West Campus ([page 8](#)). This issue also introduces a compelling new podcast series, "Teachers Supporting Teachers," by Professor Narelle Lemon. The most recent episode was created in partnership with Marnie Harris and delves into the unique opportunities for educators in regional, rural, and remote settings ([page 11](#)).

Additionally, we are pleased to announce a series of Twilight Seminars by visiting scholars focusing on culturally responsive curricula in special education and the elevation of educational practices through the scholarship of teaching and learning. Professor Dawn Penney will contribute her insights in a seminar at our South West campus, discussing the social benefits of informal sport, a subject that has recently attracted notable media attention. We also take this opportunity to honour three distinguished alumni recognised in the Western Australian of the Year Awards ([page 21](#)), illustrating the significant impact and achievements of our educational community. Enjoy the read!



August - September WELCOME TO DJILBA

The Noongar Season 'Djilba' is represented by the colour pink as it symbolises growth of wildflowers and plants.

This is the start of the massive flowering explosion that happens in the South West. Beginning with the yellow flowering plants such as the acacias. Djilba is a transitional time of the year, with some very cold and clear days combining with warmer, rainy and windy days mixing with the occasional sunny day or two.

[Read more on the ECU webpage.](#)



Teachers + architects + policy + design: Introducing the new Learning Environments Applied Research Network Hub at ECU



Associate Professor Julia Morris, Higher Degree by Research Coordinator, School of Education and Honorary Fellow at the University of Melbourne.

What is LEaRN?

The Learning Environments Applied Research Network (LEaRN) is a collaboration between architecture and education, and now allied health. The network has a mandate to maximise the potential of all learning environments through good, applied research.

LEaRN is much more than a research group; at its foundation are the strong relationships and networks that have been built over two decades between teachers, architects, designers, other industries, and educational bodies. The result is evidence that supports the design of good spaces, and then supports teachers and students to use these well.

What does LEaRN do?

Our work can be broadly categorised across five groups:

1. We work with teachers and leaders in schools

Often this involves using tools developed by LEaRN to tackle a specific school-based issue. We work with schools to design research that is responsive to their needs and gives them evidence of how spaces can be designed and used to meet their educational vision for learning.

2. We work with education policy and administration

We use the knowledge we have gathered in LEaRN to assist the development of government procurement schedules. We also work with them to understand how their designs are being used in practice, to see if they are meeting the sector's intended objectives.

3. We work with architects and designers

This is frequently done from a purely design perspective with our architecture colleagues. However, as education researchers, we help bring school leaders and teachers on the design journey when schools are refurbishing, renovating or undertaking new builds. We also work with designers on issues such as evaluating the impact of specific furniture designs, or with specialist firms working on various acoustic treatments.

4. We work with academics

LEaRN operates as a network. We have a range of academic collaborators nationally and internationally, having worked in 19 different countries. These academics help us to understand a wide range of perspectives and learning environments contexts to advance to field.

5. We work with higher degree by research candidates

A characteristic of LEaRN is that we embed PhD studies into our projects, and we are keen to see Masters and PhDs join with LEaRN. By including higher degree by research candidates, LEaRN can bring leading practitioners into our research; our PhDs are frequently leaders in their own fields, who return to their practices post-PhD with heightened applied research skills. They also help to build theories that underpin and inform our applied research outputs.

What do you want to achieve with the LEaRN hub in WA?

We are excited to partner with a range of industries across WA as we expand our research through new grants (including big Australian Research Council grants to local school commissions) that extend our collective knowledge. An example is our [Innovative Learning Environments and Student Experience study](#), which is currently being piloted across 12 countries.

We can offer spatial professional learning, and support in the design and use of school spaces and we would love to partner with Western Australian schools and industries on issues relevant to their context. We are a network, a forum for connecting industries with expertise they need and a place to disseminate knowledge on learning environments. The LEaRN hub at ECU invites you to look deeply at your own situation, or to look outward to what others in the world are doing and finding by connecting with us.



From left to right: Associate Professor Julia Morris, Professor Caroline Mansfield and Adjunct Associate Professor Wesley Imms.

Research shows children produce better pieces of writing by hand - but they need keyboard skills too



Dr Anabela Malpique, Senior Lecturer, School of Education.

Writing in the Digital Age

Skilful writing is a powerful means of communication, and a key goal in educational contexts [worldwide](#). Historically, written words have shaped our cultures, defining our actions and thoughts as human beings. As we enter the Artificial Intelligence (AI) era, a growing number of generative AI systems are starting to revolutionise the way we communicate using [written words](#). Given that this digital shift is likely to impact writing acquisition and [development](#), researchers are stressing the urgency of preparing beginning writers to become 'hybrid writers', able to produce paper and computer-generated texts with a similar level of [proficiency](#).

Digital natives: do they write better paper-and-pen(cil) or computer-based texts?

It's often presumed that children are 'digital natives' because they have grown up with different technologies around them - so they will be 'naturally' able to write texts using digital [devices](#). We conducted a [meta-analysis](#) to examine studies published between 2000-2022, comparing the effects of writing by hand or keyboard on primary students' writing performance (Foundation-Year 6). Findings showed that primary students produce higher quality writings using paper and pen(cil) than when using a keyboard. In a recent large-scale project examining the writing performance of Year 2 children (544 students, 47 classrooms) in WA, we also found that children wrote longer and higher-quality handwritten [texts](#). It's important to note that in most educational systems, including Australia, children are introduced to writing by hand, and digital writing is only added as an extra skill once handwriting has been [mastered](#).

We argue that it is important to continue teaching handwriting and to support the development of paper-based writing in primary education and beyond.

Studies show that teaching handwriting in the first years of schooling is connected to improved spelling and greater capacity to write fast and [accurately](#). Other studies show that using handwriting to create texts (such as notes) promotes our capacity to learn and memorise [information](#).

Having said that, there are still unanswered questions about the order in which handwriting and typing should be taught or whether teaching these skills simultaneously is beneficial for [children](#). We are also yet to identify how processes of writing acquisition via keyboarding, touch typing, and stylus use differ. Investigating the factors that explain the acquisition of handwriting and keyboarding skills is paramount if we are to support teachers and families in this journey. Despite the presence of these unknowns, there are some things we do know about both handwriting and keyboarding.

Transcription skills are important

One thing we do know is the importance of transcription skills. Transcription skills refer to spelling and how quickly and accurately children can handwrite or type, also called automaticity. Our [research](#) has consistently shown that young children's spelling and capacity to automatise handwriting and typing predicts the quality and the length of their texts. Simply put, children can better focus on what they want to say when handwriting or typing becomes automatised.

Writing resembles other complex skills, such as driving a car. Unless we automatise the management of gears, pedals, blinkers, and wipers (transcription skills) we cannot select the most efficient or the most scenic route (creating texts). Mastering transcription skills also impacts on children's motivation to [write](#). When children face difficulties in handwriting and typing, they may often avoid writing altogether and develop a negative mindset toward writing. Following our driving analogy, it is only after the basic elements of driving become automatised that we can get over the stress of driving and begin to enjoy the ride.

Explicit teaching of handwriting and keyboarding is important

As mentioned, explicitly teaching of how to write letters is connected to children's spelling and capacity to develop automaticity in writing texts by hand. Similarly, keyboarding needs to be [taught](#). Keyboarding, much like handwriting, is a complex set of cognitive, visual and motor processes, requiring frequent practice and instruction. It involves learning the location of the keys on a keyboard, combined with spatial skills of positioning, and moving fingers to press the keys in the correct sequence. Students need time to practice so they can move beyond the "hunt and peck" motion, which is typical of novice [keyboarders](#).

Keyboarding instruction is more effective when spread out over several years. First, children need to understand letter location on the keyboard and position of hands, which can be developed via online practice exercises monitored by teachers.



Studies show that younger children should be focused on familiarising themselves with the keyboard first before the integration of software [programs](#). Accuracy and speed should not be emphasised until students have mastered key locations. The main goal of keyboarding instruction should be to allow children to become proficient in computer use and to avoid the re-teaching of keyboarding skills in later [years](#).

What can teachers and families do as children learn to [handwrite/type](#)?

As a complex skill, writing needs practice and perseverance. By working in collaboration with families, teachers can maximise opportunities for practice and enjoyment of writing or typing. Some practical [tips](#) for teachers and families:

- **Dedicate time for practice:** Teachers can build regular practice routines in class and send home mini-tasks such as 10 minute writing or spelling prompts (writing a shopping list; finish a story; describe a monster; spot the spelling mistakes).
- **Become a fellow writer by modelling:** This means joining the writing as opposed to “policing” the writing. As you write you can talk about what you will write (planning), and you can share ideas about how you can make your writing clearer or more exciting.
- **Talk about your mistakes and find ways of correcting your writing:** When adults talk about their errors or doubts, they make them a natural part of the process. When they correct them, they show children strategies to revise their own writing.
- **Read what you have written:** Reading what you have written provides opportunities for correction and celebration. Praise children’s risky attempts such as using new words or experimenting with expressions.

- **Give children choice:** The more children are in control of the process, the more likely they will enjoy it. They can choose topic, they can mix art and letters, they can choose paper or keyboard!
- **Showcase the writing:** Make children’s writing visible on your walls, on your fridge or as wallpapers on your devices. Writing samples can also be a great way to show children how much they have grown as writers.
- **Aim for automaticity:** Find opportunities that let children see the importance and purpose of writing and keyboarding in their daily lives.



Credit: Pressmaster/shutterstock.com

Call for evidence-informed model to improve English teaching

Associate Professor Helen Adam, School of Education.



Literacy experts have released a “groundbreaking” document that provides evidence-informed guidance for educators to ensure the highest standards of English teaching and learning in primary schools across Australia.

Literacy experts have released a “groundbreaking” document that provides evidence-informed guidance for educators to ensure the highest standards of English teaching and learning in primary schools across Australia.

The position statement, released by the Primary English Teaching Association Australia (PETAA) on Wednesday, emphasises the importance of enhancing teacher knowledge across language levels and contexts, recognising literature’s crucial role in the curriculum and cultural practices, and understanding literacy as a multi-modal practice critical throughout primary education, systematically developing key foundational skills for diverse contexts.

“All teachers need access not just to the latest research, but to trusted associations that will provide the strategies, instructional practices and guidelines that will allow them to teach explicitly, meaningfully, and thoughtfully,” incoming PETAA President Helen Adam, Associate Professor at Edith Cowan University, said.

“PETAA’s role in this process is vital: we give support and ongoing training to teachers as they work within the rapidly changing environment that is the 21st century classroom.”

The Association’s CEO, Megan Edwards said PETAA provides teachers at all stages of their careers with the knowledge and resources to enable them to make informed decisions to support their students’ learning.

“Teachers are experts who select and sequence content and learning activities in order to support learning that develops cumulatively over time,” Edwards said.

“These sequences are initiated through teacher-directed explicit teaching of knowledge and skills, followed by guided practice that develops knowledge and skills so that students can operate independently. We are here to support them every step of the way.”

This article is republished from [The Educator Australia](#). Read the original article [here](#).

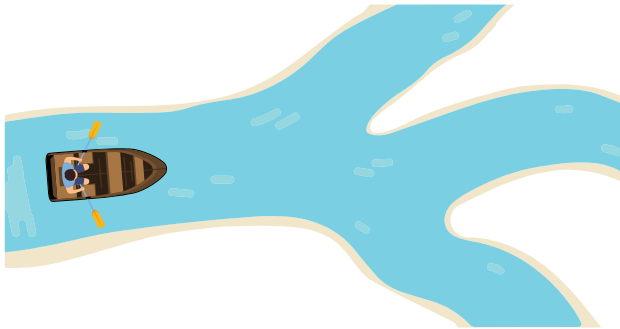
Open Access Research Articles in the School of Education



Associate Professor Melanie Brooks, Associate Dean (Research)



Written by School of Education academics, please find below a selection of recently published articles which are available to you without any subscriptions. Please select the links or scan the QR codes to view these journal articles which are all freely available. For more information about our research at ECU, visit our [website](#) or scan the QR Code.



The Equity of Class Ability Grouping Practices in Australian Education: Findings from a Survey in Western Australia and Queensland. *Asia-Pacific Edu Res* (2024).

Johnston, O., Spooner-Lane, R., Zhang, W. et al.
<https://doi.org/10.1007/s40299-023-00801-6>

International and national evidence show that streaming does not improve overall student outcomes, but many schools in Australia still group students into classes according to their 'ability' (streaming). Findings from this Australian study included data from 143 secondary

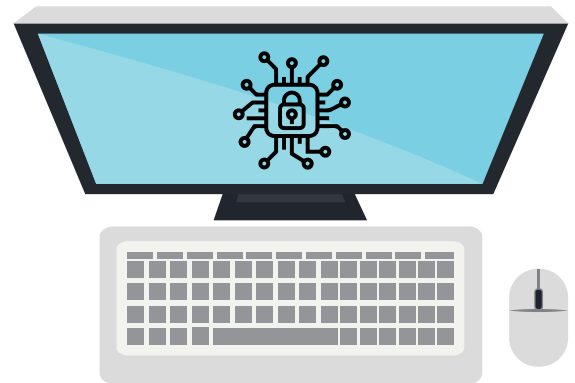
schools, revealing that streaming was much more prominent in Western Australia than in Queensland; increased as students got older; and was more commonly used in Mathematics and English than in Science and HASS. These findings suggest practices of streaming students might reflect mistaken beliefs that it supports students' overall literacy and numeracy achievement.



"A Systematic Review of K-12 Cybersecurity Education Around the World," in *IEEE Access*, vol. 12, pp. 59726–59738, 2024.

Ibrahim, M. McKee, L. F. Sikos and N. F. Johnson.
<https://doi.org/10.1109/ACCESS.2024.3393425>

This article explores international perspectives and approaches to the teaching of cybersecurity within primary and secondary schools. This review of literature identifies cybersecurity topics and competencies that are covered and highlights notable K-12 cyber-education initiatives from Canada, Japan, USA, Singapore, and the UK. However, it is evident cybersecurity is not being systematically taught and implemented within K-12 international curricula.



Vulnerable reading practices for ecosocial justice in environmental education. *Environmental Education Research*, 1–16.



Nociti, K., & Blaise, M. (2024).
<https://doi.org/10.1080/13504622.2024.2349274>

Schools play a critical role in responding to environmental and sustainability matters. Current research highlights that these issues are usually addressed by focussing on positive outcomes for either people or environments.

Acknowledging the interconnectedness of social and ecological sustainability, this paper demonstrates how the practice of vulnerable reading can be used by teachers as a tool for thinking differently about how schools can address sustainability in ecosocially just ways.



Mothers, social capital and children's physical literacy journeys in rural Australia. *Sport, Education and Society*, 1–16.



McCreery, K., Penney, D., & Jeanes, R. (2024).
<https://doi.org/10.1080/13573322.2024.2353248>

Parents play a central role in enabling children to develop the confidence, competence, knowledge and understanding that can sustain engagement in physical activity and sport throughout their lives. The narratives generated in this research highlight that parents also differ in the social resources, relations and networks that they are able to access and draw on to facilitate opportunities for their children's physical literacy development. Set in Western Australia's wheatbelt region, this study directs attention to the diversity of contemporary rural

populations and the challenges that some parents, and particularly mothers, experience in seeking to navigate social and sport structures in rural communities. Informal sport is identified as a potentially important avenue via which to counter inequities, build social capital and progress children's physical literacy.



The benefits of a literacy and numeracy service-learning program for Pre-Service Teachers: A partnership approach. *Issues in Educational Research*, 34(2), 419–435.

Boston, J., Johnson, N. (2024).
<https://www.iier.org.au/iier34/boston-abs.html>

The Partners in Literacy and Numeracy Western Australia (PLaN WA) program was implemented within a School of Education in 2019 to complement initial teacher education offerings. In forming a mutually beneficial service-learning program, schools received support from Pre-Service Teachers to assist both primary and secondary students with their literacy and/or numeracy. Findings from two focus group interviews and pre- (n = 130) and post-surveys (n = 54) found that pre-service teachers benefited from the low-stakes, voluntary, non-assessed experiences and claimed to move towards being more confident in achieving the graduate career stage of the Australian Professional Standards for Teachers. While we anticipated pre-service teachers would gain more confidence in their own literacy and/or numeracy and in teaching aspects of these, instead, pre-service teachers gained overall confidence to teach from program participation.



PLaN
Partners in Literacy
and Numeracy



Supporting nutrition education in low socioeconomic schools in Western Australia. *Issues in Educational Research*, 34(1), 58–76.



Hill, S., Miller, M., Devine, A., Genoni, A., Wenden, E. & Byrne, M. (2024).
<http://www.iier.org.au/iier34/hill.pdf>

As teachers we often wonder how we are going to fit everything into a curriculum that seems to be getting more and more crowded. For health curriculum, and specifically school-based nutrition education, many teachers report being both time-poor and under prepared to deliver quality nutrition education in their schools. School-based nutrition education (NE) has an important role in promoting healthy eating habits and helping prevent chronic diseases – particularly among disadvantaged

children and youth who are more likely to experience poor diet quality. This study investigated the impact of nutrition education sessions on Years 3-12 students facilitated by a hunger relief charity (external provider) for low socioeconomic schools that access a school breakfast program. Overall, the results showed a significant increases in student knowledge and improved attitude toward healthy eating after the sessions and teachers felt more confident and more motivated to include nutrition education in their teaching programs. A win-win for all concerned!

ECU School of Education Launches State-of-the-Art Teaching Demonstration Facility at South West Campus



Dr Julie Boston, Director, Partnerships and Engagement and Ms Chloe Hill, Lecturer, School of Education.

The School of Education has recently unveiled its cutting-edge early childhood and primary teaching demonstration facility at ECU South West campus.

This innovative teaching demonstration facility is located in building 5 at ECU's South West campus. This state-of-the-art teaching and learning space is designed to provide Pre-Service Teachers with essential practical skills and confidence to thrive in today's diverse educational settings.

This new demonstration classroom offers Pre-Service Teachers the chance to practice teaching in an environment that mirrors a modern early childhood/primary classroom.



The space has been architecturally designed to provide the opportunity for early childhood and primary Pre-Service Teachers to work with students from local schools. This new learning environment is designed to increase engagement and provide opportunities for practical application of classroom set-up to meet the dynamic and changing requirements of the space throughout the school year, within the University context, and better prepare Pre-service Teachers for their professional experience placements.

By bridging the gap between the University and local schools, the demonstration classroom fosters collaboration between Pre-Service Teachers and small groups of school students, simulating real classroom experiences and building a strong sense of community.

Beyond educating future teachers, this facility underscores ECU's dedication to pioneering research that will enhance the education sector in the South West region.

Calling for those who work with people under 25-years-old!

The Commissioner for Children and Young People, Jacqueline McGowan-Jones, a member of the School of Education's Advisory Board, has recently released a new survey about the voting age and if young people should vote at the age of 16.

We are helping reach as many children and young people as possible to have their say, please share this information with your networks!

➔ **For more information, [connect to the survey](#) or [scan the QR code](#).**

Class resources for HASS and ATAR teachers are also available via the link.



Troubled by Trauma: Becoming Trauma-informed.

Dr Kay Ayre, Senior Lecturer, School of Education.



We cannot change the past but with understanding, care and connection we can help to mend the fractures in the life of the child affected by trauma.

Children and young people troubled by trauma are in classrooms across Australia. Traumatic events come in many different forms, e.g., COVID 19, war, displacement, natural disasters, abuse and neglect, severe injury, illness and domestic and family violence. The experience and the impact are different for every person. Experts explain that trauma is not an event itself, but rather a response to a stressful experience in which a person's ability to cope is dramatically undermined.

Children and young people troubled by trauma are often labelled as disruptive, defiant, and poor learners. In truth, however, they are often deeply hurt, afraid, and misunderstood. With one in four children and young people experiencing a potentially traumatising event in their lifetime (Cummings et al., 2017), it is imperative that educators understand the possible impact of trauma on a child's wellbeing, behaviour and ability to learn.

A recent Australian study, [The Australian Child Maltreatment Study \(2023\)](#), highlighted the extremely concerning prevalence of child maltreatment (that is abuse and neglect) across ages 16-65+ finding that one in four Australians had experienced three in five types of maltreatment (physical abuse, sexual abuse, exposure to domestic violence, emotional abuse, neglect) in childhood before the age of 18. Exposure to domestic violence (39.6%) was the most common type of maltreatment with (62.2%) of the Australian population having experienced at least one type of child maltreatment. Trauma as a result of maltreatment is known as complex trauma and is insidious in our population.

“Children living with trauma are brave, courageous and resilient. School days are often a struggle. Just being at school is testament to their fortitude”.
(Ayre & Krishnamoorthy, 2020, p. 260)

From our research in a primary school in Alice Springs which explored teacher understandings of trauma and the use of trauma responsive pedagogies, we found relationships matter most when helping the child troubled by trauma learn and thrive focussing upon establishing quality relationships built on trust and felt safety (Ayre et al., 2022). Our findings also indicated that professional learning in trauma-informed positive behaviour support successfully increased educators' knowledge and understanding of trauma and trauma-driven challenging behaviour (Ayre et al., 2022; Schimke et al., 2022). In addition, the implementation of trauma responsive pedagogy contributed to reduced incidences of disruption to teaching and learning.

From trauma-informed to trauma-responsive

From our research came the 5Cs framework to guide responding in a trauma-informed way:

- **Care:** Care before curriculum
- **Calm:** Regulate before you reason
- **Connect:** Reach before you teach
- **Coach:** Inform before you instruct
- **Collaborate:** Consult before you commit

Trauma changes everything! Children and young people troubled by trauma, need safety, love and positive regard from an adult who cares deeply about them. Often, that adult is an educator. Given their prolonged daily contact with children and young people, educators are in a position to be instrumental in helping the child living with trauma to feel safe, secure, and able to trust, and this allows them to begin to heal. Becoming trauma-informed is a keystone step in making a difference.

It only takes ONE adult to make ALL THE DIFFERENCE.

Becoming trauma-informed means educators and practitioners have the knowledge and understanding of what trauma is, the impact of trauma and adversity on child development, the brain, social emotional wellbeing and child or young person's ability to successfully negotiate and function within early childhood education and care settings or schools that are trauma-responsive learning environments.

NEW!!! Graduate Certificate in Trauma-informed Care

With the critical need to provide opportunity for teachers and other practitioners in education to build their knowledge, understanding, and skills in supporting children and young people affected by trauma, I have created a new Graduate Certificate in Trauma-informed Care in Education, which launched for the first time this year.



The four units are as follows:

- **EDU6470** Understanding Trauma in Schools and Early Learning Settings
- **EDU6475** Trauma-driven Behaviour in Schools and Early Learning Settings
- **EDU6480** Trauma Responsive Schooling
- **EDU6485** Supporting Trauma-impacted Children and Families

Becoming trauma-informed means walking beside the child or young person living with trauma providing the best and most effective support possible to help them survive, heal and flourish. [Learn more here](#) or via scanning the QR code.



New TAFE Pathway to help early childhood educators study at ECU



Professor Caroline Mansfield, Executive Dean, School of Education.

Diploma of Early Childhood Education and Care NMTAFE graduates are being offered a new pathway directly into university thanks to a new partnership with ECU. The aim is not only to increase the number of early childhood educators in WA, but provide them with the opportunity for a higher level of learning and more advanced experience.

Edith Cowan University (ECU) and North Metropolitan TAFE (NMTAFE) are offering Diploma of Early Childhood Education and Care graduates a direct pathway into university thanks to a new agreement which is aimed at preparing more highly qualified early childhood educators in Western Australia.

“Eligible students who graduate from NMTAFE can enrol in ECU’s Bachelor of Education (Early Childhood Studies) course with up to 5-unit credits under their belt, which can reduce the duration of their university study by up to 6 months,” ECU School of Education Executive Dean Caroline Mansfield explained.

“We know there is a need not only for more early childhood educators across the state, but also a desire for educators with a higher level of learning and more advanced experience.”

Eligible students can enrol in a range of ECS units that will both challenge their thinking and deepen their understanding of quality early childhood teaching and practice.

NMTAFE graduates interested in advancing their studies at ECU will also, for the first time in 2025, be able to enrol in ECU’s new study unit Wellbeing for Early Childhood Educators and Children.

“Our nationally accredited course is designed to prepare early childhood educators who are competent and ready to work in a range of schools and early learning centres,” Professor Mansfield said.

Associate Dean (Early Childhood Studies) Associate Professor Gill Kirk added “ECU has created and nurtured over 1000 partnerships with schools and early learning

settings enabling students to gain the real-world experiences they need to thrive in diverse settings, both public and private, metropolitan, regional and remote.

Their engagement with course content and experience in workplace settings equips them with the knowledge and skills to connect with children, families and communities in ways that promote children’s quality learning and development.”

Taking the extra step into higher education

North Metropolitan TAFE’s General Manager Training Services Darren Channell said, “This agreement aligns with NMTAFE’s offer to its students and graduates to ‘Be More,’ looking beyond course completion and their first job, to career advancement and beyond.

Early Childhood Education and Care workers now require an education focus, in addition to the care focus of previous years. We welcome this opportunity to partner with ECU to bring progress and development to the West Australian Early Childhood Education space, and higher education opportunities to our graduates.”

NMTAFE graduates interested in studying a Bachelor of Education (Early Childhood) at ECU can [Register their Interest via our website](#) or find more information via scanning the QR Code.



This article is republished from [The ECU Newsroom](#). Read the original article [here](#).



Credit: Krakenimages/shutterstock.com

Voices from the Outback: Empowering Pre-Service Teachers seeking experiences in Regional, Rural and Remote locations.



Professor Narelle Lemon, Vice Chancellor Professoriate Research Fellow and Mrs Marnie Harris, Lecturer, School of Education.

Teachers Supporting Teachers Podcast was born during the pandemic to cultivate connection and support, has launched its ninth series. This thought-provoking series explores the rewards and complexities of pre-service teachers' professional experiences (or prac as it is sometimes called) in regional, rural and remote areas.

Podcasts are a powerful medium for storytelling, especially on series subjects. Hearing each participant's voice fosters connection and humanises their lived experiences. Listeners resonate, relate, reflect, and respond both cognitively and emotionally, fostering growth and understanding.

This series aimed to facilitate meaningful discussions and insights for pre-service and current teachers navigating diverse educational environments. "I have goosebumps as I think about the richness of these stories we have captured. The pure energy from each episode is incredible, I'm so humbled that we can share these stories in this way," Professor Lemon explained.

Podcast guests came from varied backgrounds, including a current Pre-Service Teacher in her final year of a Bachelor of Education (Primary) degree, a recent graduate making his mark in the remote educational space and three inspiring principals from the Kimberley who offered unique perspectives and valuable advice to make the Pre-Service Teacher and new graduate experience both rewarding and educational.

Additionally, we connect with a colleague who facilitates international remote placements. Each guest shares insights into the why, the impact, community, and wellbeing. The six-part series also delves into the world of international education featuring an expert sharing experiences and strategies for fostering global relationships and cultural awareness for pre-service teachers. "Hearing the stories, insights and advice from our podcast guests was truly inspiring. I look forward to applying these learnings to strengthen our pre-service teacher program at ECU and enhance collaboration with industry partners," Marnie Harris said.

Through in-depth interviews and reflective discussions, the series examines the multifaceted nature of teaching in diverse landscapes, offering a vital resource for educators and those interested in the field. Professor Narelle Lemon, is the producer and creator of *Teachers Supporting Teachers Podcast*. Marnie Harris, co-host of Series 9, is the Primary Professional Experience Coordinator (South West) in the School of Education, Edith Cowan University.

This article is republished from **The ECU Newsroom**.
Read the original article [here](#).

➔ **Head to Teachers Supporting Teachers**
and listen via your favourite
podcast platform.



Left to right: Mr Eliot Money, Principal of Derby District High School; Mrs Esther Kerr, Principal of Kimberley School Of The Air; Mr Paul Jefferies, Principal of Looma RCS; Mrs Marnie Harris, ECU; and Professor Narelle Lemon, ECU.

Trapdoor Spiders Unlikely Heroes in a Heated World



Dr Leanda Mason, Vice-Chancellor Research Fellow, School of Education.

Dr Leanda Mason has recently been appointed to the position of Vice-Chancellor Research Fellow for the School of Education at Edith Cowan University, aligned with the Centre for People, Place and Planet.

Their research is based on incorporating Equity, Diversity, Inclusion, and Justice into Ecological practices. Collaborating with comics and textile artist Eav Brennan, they have developed a unique comic storytelling project that vividly illustrates their research on the impacts of fire ecology on urban trapdoor spiders. Based off research on impact of fire on trapdoor spiders beginning after an arson attack in Kings Park in late October 2023, this comic translates complex scientific concepts into engaging visual narratives, making it a valuable resource for schools.

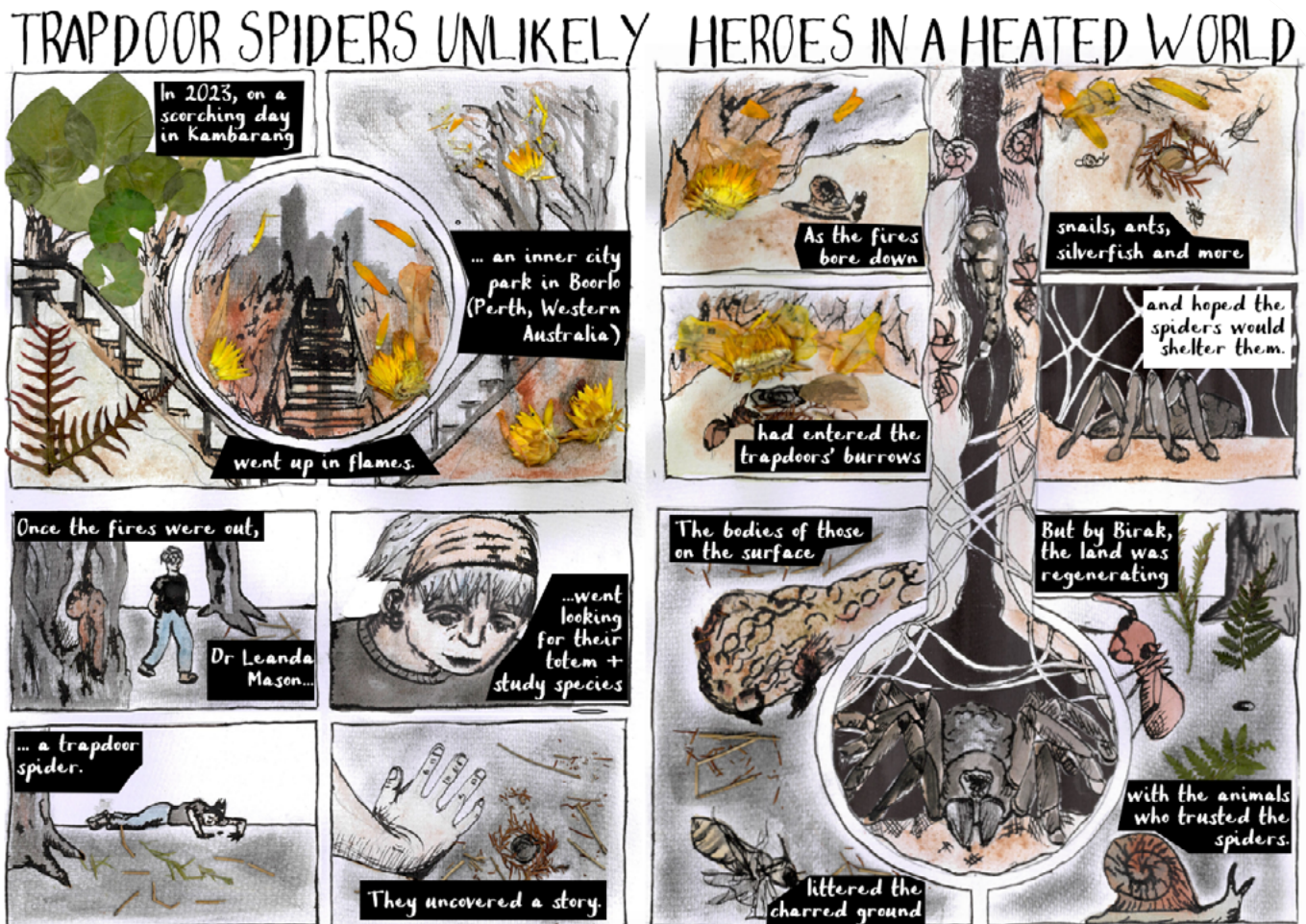
By integrating art and science, such comics may captivate students' interest, providing an enjoyable yet educational experience that can be incorporated into various curricula. Teachers can utilise such comics to introduce topics such as ecology, fire management, Indigenous ways of doing, and biodiversity in an accessible manner. For example, early learning centres may focus on the vivid imagery and storytelling reading the text aloud to offer an excellent way to foster curiosity and a love for nature among young

children. Then, following Eav's technique of incorporating nature into her work by using pressed flowers and dirt in the comics, young children may be able to create their own stories using land around them.

Education alumni and staff can also benefit from this project by using it as a tool for community outreach and engagement, showcasing the importance of urban biodiversity and conservation efforts. This project exemplifies how scientific research can be effectively communicated to a broader audience, inspiring the next generation of environmentalists and scientists.

Boorda Djinang Bandang Babin (See you later friends).

➔ If you think you might be interested in doing a Masters by Research or PhD that is transdisciplinary and place based, visit our [website](#) or scan the QR code.



Little Aussie Bugs: Supporting health literacy in the early years



Dr Amelia Ruscoe, Lecturer, School of Education and Dr Ruth Wallace, Senior Lecturer, School of Medical and Health Sciences.

A cross-disciplinary team of nutritionists, early years educators, health promotion experts, illustrators and literacy experts have developed new education materials that target building healthy habits during the pre-school years. Quality children’s literature designed to support dialogic book talk with children aged two to four years are the central components of the program. Early engagement with simple interactive narratives is known to be effective for supporting young children’s oral language competence, enabling socio-emotional growth and regulation; considered necessary for the emergence of literacy and language skills.

E-books are also available, as are downloadable resources to support learning activities that aim to build healthy habits. An online professional learning module has also been developed for educators, focusing on how to use the resources to their best advantage and engage with dialogic reading to maximise the important health literacy messages being delivered.

There are four Little Aussie Bugs books available (as print and e-books):

- When we are hungry
- When we are sick
- My healthy tummy
- My healthy teeth

These resources have been piloted with Early Childhood Education and Care (ECEC) services Australia-wide and have been well-received, with educators noting they gave them “the confidence to educate children about health living and healthy ways”. Order your resource pack today and start to build children’s health literacy for a happy and healthy future!



➔ Order your resource pack via the button below, our [website](#) or by scanning the QR code.



The Little Aussie Bugs story books feature inclusive characters based on well-loved and well-known Australian animals that appeal to young children. Also included are characters that depict the germs we encounter on a day-to-day basis: ‘healthy bugs’ that promote, for example, gut health, and their counterparts the ‘ugly bugs’ – who are detrimental to health and may cause sickness or disease.

Enhancing Teacher Education: A look at the Australian Journal of Teacher Education’s impact and reach

The Australian Journal of Teacher Education (AJTE) is an open access and freely available scholarly journal published by Edith Cowan University aimed at enhancing the quality of teacher education. Since its first issue in 2007, AJTE has focused on advancing the understanding and practice of teacher education.

AJTE provides educators, researchers, and policymakers valuable insights and practical solutions to enhance the quality of teacher education locally and globally. It is widely read and respected in the academic and educational communities.

The journal features peer reviewed articles that cover a wide range of topics, including, but not limited to: curriculum development; education policy; teacher professional development; and the social and political challenges facing education today.

➔ If you are interested, you can access the AJTE journal via our [website](#) or by scanning the QR code.



New paid work placement provides relief for ECU Pre-Service Teachers



Associate Professor Paula Mildenhall, Associate Dean (Teaching and Learning), School of Education.

ECU Bachelor of Education students can participate in a paid work experience program being trialled thanks to a partnership with the Anglican Schools Commission (ASC). It's aimed at providing valuable real-world experience for future teachers, while offering some financial relief.

Edith Cowan University (ECU) Bachelor of Education students are now able to participate in a paid work experience program being trialled thanks to a partnership with the Anglican Schools Commission (ASC). Eight ECU Early Childhood Studies and Secondary Education teaching students are already taking part in the Professional Immersion Program for Educators (PIPE), accepting paid teaching experience in classrooms one day a week at six different ASC schools across Perth and Western Australia.

"We know Australian teaching students can be negatively financially affected by having to undertake unpaid professional experience placements during their degrees, so this trial with the ASC is a new measure to ease the financial challenges Western Australian teaching students often experience when studying to become a teacher," ECU Associate Dean Teaching and Learning, Associate Professor Paula Mildenhall explained.

PIPE offers the paid work experience as an education assistant, under the guidance of a mentor teacher, outside of the formal professional experience placement. "It is a program designed to support our future teachers to be classroom ready and enhance our programs," Associate Professor Mildenhall said.

"Moreover, pre-service teachers gain experience with the support and guidance of a mentor, while earning an income that can assist in supporting the completion of their studies."

ASC Chief Executive Officer, The Reverend Peter Laurence OAM said, "Our partnership with Edith Cowan University through the PIPE Program provides experienced

and engaging mentorship to future teachers, whilst developing high-calibre, quality educators."

Get into the PIPE

- Pre-service teachers interested in taking part in PIPE must:
- be at least 18 years old
- have started a Bachelor of Education at ECU
- possess current Working With Children Check and National Police clearance
- display a willingness to embrace the Anglican values and identity of their school community

About the Anglican Schools Commission

The ASC currently have 12 schools in Western Australia, three in Victoria and one in New South Wales, providing Pre-Kindergarten to Year 12 education for more than 16,500 students. The organisation's vision is to nurture and educate young people via a growing system of low-fee Anglican schools providing quality, inclusive Christian education.

ASC Director of Teaching and Learning, Kathryn Paul said, "We are excited about this innovative tripartite agreement which strengthens the relationship between Edith Cowan University, ASC schools and our future teachers."

Pre-service teachers interested in applying can do so by emailing hr@ascschools.edu.au.

This article is republished from **The ECU Newsroom**. Read the original article [here](#).



Vale William (Bill) Lingard

13/11/1936 - 12/05/2024



As a dual graduate from our School of Education, Bill has a very special place in the history of the university as a member of the first student cohort to go through Graylands Teachers College.

Bill will also be remembered fondly by our staff and alumni communities from his time teaching and in establishing the original alumni association for the School of Education. We recognise Bill for the tremendous impact he made.

On behalf of the entire ECU community and everyone here who had the pleasure of knowing Bill, may he rest in peace.

Twilight Seminar: White Pages, No Colour Faces: The Lack of Culturally Responsive Curriculum and Its Impact on Students Served in Special Education in K-12 Schools by visiting scholar Associate Professor Christopher J. Cormier

Despite the symbolic victories of many schools adopting mission statements on diversity, equity, and inclusion, the reality remains stark. The lack of culturally responsive pedagogy in K-12 schools is a pressing issue that needs our immediate attention.

Students can easily overlook the accomplishments of people who share their identities or the importance of their own communities throughout their educational careers. This problem intersects with special education in two ways: First, culturally responsive pedagogy can potentially prevent the misclassification of students of colour as requiring special education services. Second, once assigned to special education, students are even less likely to receive culturally responsive curricula than in general education classrooms.

This seminar will discuss:

- The goals of cultural responsiveness in schools beyond lip service.
- How lack of culturally responsive instruction (e.g., white pages) leads to under performance.
- How a more inclusive curriculum can benefit students in special education and the entire student population, this seminar offers a hopeful perspective on the future of education.

Further Information

Registrations and light refreshments will be served in the building 17 foyer at 3.30pm. For any queries please contact the Partnership and Engagement team via educationengagement@ecu.edu.au.



When

Tuesday 3 September 2024
4.00pm - 5.30pm

Location

Edith Cowan University
Mount Lawley Campus
Building 17 Room 17.103
2 Bradford Street, Mount Lawley, 6050, WA.

Cost

\$10.00

Register online or via scanning the QR Code

Facilitator

Associate Professor
Christopher J. Cormier



Register Online

Twilight Seminar: Elevating Your Educational Practice with High-Quality Scholarship of Teaching and Learning (SoTL) presented by Professor Sharon Fraser

This seminar is designed for education professionals eager to deepen their understanding of the core elements that define the Scholarship of Teaching and Learning (SoTL). This seminar will highlight what distinguishes exemplary SoTL and underscore the importance of institutional and educator engagement in this vital field. Through detailed examples of successful projects, Dr Fraser will illustrate how high-quality SoTL can be advanced and supported to achieve impactful outcomes.

Key areas covered:

- Defining high-quality SoTL: Key characteristics and standards
- The importance of SoTL: Benefits for institutions, educators, and students.
- Case studies: Successful SoTL projects and their impact
- Navigating challenges: Overcoming common obstacles in SoTL initiatives

This session will provide valuable insights and practical guidance for anyone interested in enhancing their teaching practice through the principles of SoTL. Don't miss this opportunity to learn, share, and be inspired by the potential of high-quality SoTL to transform education.

Further Information

Registrations and light refreshments will be served in the building 17 foyer at 3.30pm. For any queries please contact educationengagement@ecu.edu.au.



When

Thursday 12 September 2024
4.00pm - 5.30pm

Location

Edith Cowan University
Mount Lawley Campus
Building 17 Room 17.103
2 Bradford Street, Mount Lawley, 6050, WA.

Cost

\$10.00

Register online or via scanning the QR Code

Facilitator

Professor Sharon
Fraser



Register Online

Twilight Seminar Informal Sport: Developing lifelong learners and participants in schools and communities



Professor Dawn Penney, Vice Chancellor’s Professorial Research Fellow, School of Education.

Informal sport – offering people the flexibility to play sport their way, at low or no cost, with friends, family and community – is a major area of growth for sport participation in Australia and internationally. It also delivers important health and social benefits for individuals and the communities they are a part of. The popularity of informal sport presents a challenge and opportunity for schools - to support their students and community members to develop the skills and confidence to be lifelong learners and participants in sport, and contributors to healthy active communities.

Professor Dawn Penney, from the Sport, Health and Education Research Community at Edith Cowan University, will introduce learning for informal sports as a fresh focus for Health and Physical Education (HPE) and whole-school approaches to promote physical activity, sport and wellbeing. Findings from a multi-institution Australian Research Council research project provide the stimulus for examining why and how to put informal sports at the centre of the curriculum and extra-curricula provision of physical activity and sport in schools.

The seminar is relevant for Health and Physical Education or sports specialists, generalist primary teachers, school principals, community sports leaders and coaches working with schools and young people.

Further Information

Registrations and light refreshments will be served at 3.30pm. For any queries please contact educationengagement@ecu.edu.au.



When

Tuesday 17 September 2024
4.00pm - 5.30pm

Location

Edith Cowan University
South West Campus
Building 6 Room 6.101
585 Robertson Drive,
Bunbury, WA, 6230.

Cost

\$10.00

Register online or via scanning the QR Code



[Register Online](#)

SHORT COURSES



Fully Online

Understanding Childhood Trauma: An introduction for educators

Trauma-affected children can be found in any classroom and any school. In fact, one in four children experience a traumatic event before they turn three years old (Child, J. 2017). Trauma impacts development, behaviour and learning.

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

Cost

- \$199 to undertake the course which includes all reading materials, case studies, and online activities.
- A 10% discount is offered to ECU alumni and for multiple bookings from the same organisation.



[Register Online](#)



Fully Online

Trauma and Development: Understanding the impact for educators

Children and adolescents who live in adverse circumstances where there is neglect, abuse, or violence live in a state of hypervigilance and with toxic stress from experiencing ongoing, traumatic events. Toxic stress sabotages development and wellbeing – the brain and the body struggle to function effectively, the consequences of which can be far reaching. This short course looks at the impact of adversity and toxic stress on development, focussing on the brain. Educators will build their knowledge and understanding of children and adolescents whose development has been interrupted by toxic stress and trauma.

Cost

- \$199 to undertake the course which includes all reading materials, case studies, and online activities.
- A 10% discount is offered to ECU alumni and for multiple bookings from the same organisation.



[Register Online](#)

Our professional learning programs have been designed with teachers in mind. The programs are delivered by qualified and experienced ECU educators with high level content and pedagogical knowledge and reflect adult learning principles. These courses are embedded in evidence-based teaching practices and are responsive to the cultural backgrounds and contextual circumstances of the participating teachers.

For more information and to register, view our current short courses [here](#) or scan the QR codes below.



Fully Online

Trauma and Behaviour: Reflecting and responding for educators

Behaviour is communication. Behaviour for the child or young person living with trauma is often an expression of their struggle to cope. This may include struggling to cope with managing big emotions, struggling to cope with learning and struggling with being with others. Trauma means days are full of struggles and feelings of fear. This short course aims to build your understanding of children and young people's trauma-driven behaviour and your knowledge of evidence-based strategies so you can more confidently and effectively, guide and support their development of self-regulation and behaviour competencies.

Cost

- **\$199** to undertake the course which includes all reading materials, case studies, and online activities.
- A 10% discount is offered to ECU alumni and for multiple bookings from the same organisation.



Register Online



Fully Online

Trauma and Learning: Meeting complex support needs for educators

Early childhood learning environments and school environments can be a struggle for the child or young person living with trauma. Struggling to think, pay attention, remember, play with others, trust and form friendships with peers and adults, every day can be exhausting and overwhelming for these children who often struggle to cope. In this short course you will explore trauma-responsive pedagogy to promote positive interactions and assist children and young people affected by trauma to achieve better learning outcomes. Teaching troubled children and young people is difficult and can take its toll therefore attention to educator wellbeing and self-care is introduced.

Cost

- **\$199** to undertake the course which includes all reading materials, case studies, and online activities.
- A 10% discount is offered to ECU alumni and for multiple bookings from the same organisation.



Register Online



Fully Online

Trauma and Vulnerable Children: Helping them heal for educators

In this short course you will be introduced to children and young people living with family violence, refugee and asylum seeker experiences, children in out of home care, children living in poverty, and children impacted by the collective trauma histories of their families and communities. By the very nature of these specific experiences, it can be argued that these children and young people are vulnerable and are highly likely to be living with trauma. You will gain insight into the needs of these children and young people who have endured complex vulnerabilities, with the unique child, positive relationships, and a strengths-based approach at the heart of practice.

Cost

- **\$199** to undertake the course which includes all reading materials, case studies, and online activities.
- A 10% discount is offered to ECU alumni and for multiple bookings from the same organisation.



Register Online



Semester Two 2024 Dates

Day 1: Saturday 17 August
Day 2: Saturday 7 September
Day 3: Saturday 2 November

Face-to-Face

The Science of Reading: Translating research to classroom practice

Have you ever wondered how the human brain translates these squiggles and dots on a page into sounds and spoken words? Part of what we know is that learning to read is a complex neurological process that humans have taken thousands of years to figure out. Despite this, we expect children to achieve this in the first few years of school. This three-day course is designed to bridge the gap between research and practice and make explicit how evidence-based models of reading have determined the essential components required for the human brain to efficiently build a reading circuit and for a brain to learn to automatically recognise words.

Cost

- **\$998** including GST (course includes all reading materials, case studies, morning tea and lunch).
- A 10% discount is offered to ECU alumni and for multiple bookings from the same organisation.



Register Online

Future Research & Career Pathway



Keryn Cooper

Master of Education by Research

Can you introduce yourself and tell us about your background and academic journey?

I have been teaching secondary school art for decades, starting my teaching career at Mukinbudin District High School after graduating with a Bachelor of Education from ECU. For the last 18 years, I have been a Head of Art at St Mary's Anglican Girls' School.

During this time, I have continued my art practice, had an exhibition at Mundaring Arts Centre, participated in group exhibitions and am represented in the City of Joondalup and private collections. I began with a Masters Degree (Coursework) but soon wanted to tailor my studies to research in creative art education. One of the challenges of teaching is that it is all-consuming, and I wish I had started sooner.

Why did you choose ECU to do your MBr degree?

I chose ECU first because of its strong tradition in education, specifically in the Visual Arts and teaching. Second, I was inspired by LEARN (Learning Environments Applied Research Network) and its reputation in national and international research in innovative learning environments. The network brings together leaders in education, industry and government to investigate and improve built learning environments. I was intrigued by this field and felt sure it would suit my passion for promoting creativity in education, so I sought out Associate Professor Julia Morris to undertake a research project.

Thirdly, undertaking research has been beneficial in recent years in my role leading colleagues in the design of eight new studios in the Creative Arts and Design Centre at St Mary's. I became acutely aware of the importance of understanding the relationship between pedagogy, creativity and the learning space, and this made me reflect on the many things teachers juggle daily in delivering quality education for their students. The knowledge acquired from my studies has practical application in spatial design in traditional and innovative classrooms for all subject areas.

What have you enjoyed the most?

I have enjoyed nurturing my curiosity for learning and finding a practical application for my research in teaching. Reading the body of literature around a subject, recognising what you don't know, then going on a journey, applying the research process, and then discovering something new that may contribute to the body of knowledge from a teacher's perspective is empowering. I have acquired an appreciation for Csikszentmihalyi's theory of flow, which is experienced in creative pursuits when your lesson is successful or when persisting through the challenges of thesis writing and is necessary for happiness and wellbeing. I appreciate that the knowledge acquired from my studies has practical application and that a teacher-led approach can meet the needs of the school context.

What is the focus of your thesis, and how do you think it will contribute to your field?

My mixed-method study focuses on the relationship between creativity, learning spaces and the pedagogies of secondary school visual art and design teachers. The title represents a gap in the research: Can environments facilitate creative learning? A preliminary spatial investigation into mapping creative pedagogies. The study has collected teachers' perspectives on what they consider to be the most important attributes in designing a learning space to facilitate creative learning and explores the range of methods that can be used to map how teachers use space. It aims to contribute to the field by building teachers' agency to use space as a pedagogical tool, to understand how teachers' use of space influences creative learning, and what methods can be used to effectively understand teachers' use of spaces as part of their practice. It also focuses on an under-researched area in learning environments, which is discipline-specific use of space in secondary schools.

What will you do after your MBr? And why?

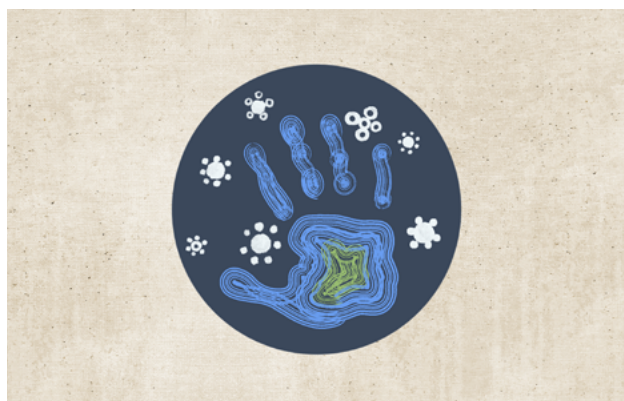
I want to continue in the field of teacher-led research, and look at the intersection between creativity, wellbeing and learning spaces, with a focus on students. The creative arts space can provide students with a relaxed and safe zone; consulting with them will provide valuable insights into the design of social community spaces to enhance their well-being. Recently, in teaching, I have observed a need for extending opportunities to promote well-being through creative activities in extra-curricular contexts and allowing students access to studios outside of lesson time. In future, considering the social, psychological and material aspects of planned and unplanned spaces may contribute to improving wellbeing in schools.

What advice would you give to other HDR students?

Studying for a master's in research is inspiring, challenging and is vital for school-based improvement. I encourage teachers to contribute their knowledge to professional development through exploring research. Teachers are constantly responding to changes in education, and research can address this need. They are well-positioned to share their experiences and fill the research gaps so that they can contribute their perspectives to improve the educational outcomes of the students they teach.

Introducing the Centre for People, Place, and Planet

Professor Mindy Blaise, Director, Centre for People, Place and Planet and
Dr Leanda Mason, Vice-Chancellor Research Fellow, School of Education.



What is the Centre for People, Place and Planet?

Professor Mindy Blaise, Director of the Centre for People, Place and Planet (CPPP), explains that it is a strategic and transdisciplinary research centre within Edith Cowan University. “We have members across a wide range of different disciplines and schools here at ECU, including the School of Education; School of Science; School of Arts and Humanities; School of Medical and Health Sciences; School of Business and Law; and the Western Australian Academy of Performing Arts (WAAPA). The Centre’s research is interested in reconnecting people, ecosystems and placed based knowledge for planetary health and wellbeing” says Mindy. Importantly, what sets the CPPP apart is, “Our research is either Indigenous informed, Indigenous led or Indigenous co-led; all of our research is transdisciplinary, that is really what makes the CPPP distinctive. It’s about thinking with Indigenous knowledges in careful, thoughtful and relational ways, and about being responsible in how we work together, with communities, and with any shared knowledge” offers Mindy.

What does transdisciplinary mean?

“That’s a good question because it’s more than an interdisciplinary stance. Transdisciplinarity is more than just bringing different disciplines together and thinking together, it’s creating opportunities for something else to emerge, it’s about new ideas and new practices, thinking within, across and beyond disciplinary boundaries” Mindy states.

What do you find fascinating about the work that the CPPP is doing?

“I think what’s unique about the centre is that we all come together from all of these different disciplines, but of course there are threads of similar values. I think for education, there’s this enormous potential for us to look towards what other disciplines might offer” says Mindy.

Dr Leanda Mason, Vice-Chancellor’s Research Fellow for the CPPP, explained, “We all have very similar ideologies in the CPPP; it is a safe space for peoples to have their voices heard, which I think is incredibly important for representing diverse voices.

One of our values that stands out for us within this centre is, we are creative and courageous”.

“We grow together by intertwining all the disciplinary knowledge and viewpoints. What’s important at the CPPP is our process, and it is about the process of doing work; it’s not really as much about the product; it’s the process we’re going through. I think it’s a commitment to relations, having better relations with each other, having better relations with different communities, having better relations with Land and with Place and with ecological worlds, because that’s what our end goal is, learning how to live well together” added Mindy.

What impact do you think that the Centre for People, Place and Planet will have on society?

“Helping schools and teachers to reconsider and rethink how they do place-based and environmental education with children in ways that shift the current focus” says Mindy. “Focusing on the relations children and schools share with the land and difficult histories. It is about that process, practising or doing things differently in enacting different worlds, as you are thinking differently, reading differently and walking differently, that’s the impact and what makes the change” Leanda said.

Mindy states, “It is about transforming those human-environment relations, it is not about the human having all the wisdom and being the head honcho and it is not about the human always managing and trying to save environments. But it is reconfiguring that relation so that the human isn’t the most important, so, the impact is about transforming relations”.

Leanda further added, “An ecosystem is stable; however, if something happens to it, then it’s more resilient if there is more diversity within; it is the same with human societies, and definitely something I think could be transformative and have a huge impact on the world.”

Research initiatives that educators should keep an eye on:

- The Ediths
- Expanding weather literacies through meteorological art-science collaborations.
- Children Co-designing Cities for the Anthropocene.
- EDJI Ecology (Equity, Diversity, Justice and Inclusion).
- Beneath the Surface: digging into Trapdoor spider stories.
- Intergenerational Cultural Transfer of Indigenous Knowledges.
- Soil doing as pedagogy: cultivating an emergent curriculum.
- LinkedIn – a future blog about Anti Colonial Feminist Ways.

➔ If you are interested in completing a Higher Degree by Research with the CPPP, then you can learn more via our [website](#) or contact us at CPPP@ecu.edu.au.



Centre for People,
Place & Planet
STRATEGIC RESEARCH CENTRE



Being grateful for the crumbs

Empathy, stress and vulnerability experienced by teaching-mothers in the performing arts in Australian schools

Christina Gray




Motherhood is neither valued nor supported by leadership in secondary schools. Australian schools have alarming teacher shortages and teacher attrition. Supporting teacher mothers to return to the profession they both love and excel in should be a key priority of education policy.

Leadership has no empathy for us. We're like a thorn in their side.


Admin say they support me and my well-being is important but it feels like lip-service.

I don't want to sacrifice my career but I have to take what I can get.


We've worked so hard to get to where we are, and we love our jobs.




Contribution
Teacher-mothers make a vital contribution to the profession.




Inequity
Expectations of performing arts teachers is not conducive to emotional or financial wellbeing of teacher-mothers.



Leadership
School leadership and culture marginalise teacher-mothers, leading to burnout, guilt, and teacher attrition.



Cost
High teacher attrition has tremendous cost for education systems.



72%
of Australian teachers are female (ABS, 2020).



50%
of teachers leave the profession within the first five years.



Resource Crisis
Teacher shortages in Australian schools is at crisis level (DET, 2022; Eacott, 2023).



➔ If you are interested, you can access the paper via our website or by scanning the QR code.



ECU School of Education alumni take out top honours

ECU is proud to extend heartfelt congratulations to three School of Education alumni who are making exceptional contributions to the field of arts and culture, youth, and community.

Edith Cowan University (ECU) alumni topped the State's honour role at the 2024 Western Australian of the Year Awards.

This year marked the 51st anniversary of the Awards, a special event that acknowledges and celebrates extraordinary community members who have made outstanding contributions to the State of WA. ECU is proud to extend heartfelt congratulations to three School of Education alumni who are making exceptional contributions to the field of arts and culture, youth, and community.

Nicolette Beard graduated from ECU with a Graduate Diploma of Education (Primary) in 2018. She was announced as this year's winner of the Youth Award, which celebrates excellence in leadership, mentoring or artistic pursuits at a state, national or international level amongst 18- to 30-year-olds. Nicolette is the Co-Founder of We Are Womxn, an evidence based, trauma informed organisation providing young people with education on consent, healthy relationships, and mental wellbeing.

We Are Womxn believes in fostering positive change by equipping people with the tools they need to navigate the complexities of relationships and sexual health. Their programs are carefully curated to provide a safe and inclusive space for all people to engage in open discussions and address the specific needs and challenges they encounter. Nicolette said that receiving the award was a significant milestone for both herself and the organisation.

"It was a great opportunity to highlight the impactful work that We Are Womxn is engaged in and raise awareness about our efforts in gender-based violence prevention," she said.

"The recognition our organisation received validates the importance and necessity of our work, and I am incredibly grateful for this acknowledgment.

"I aspire for our organisation to continue expanding, evolving, and diversifying into various industries. Such education is crucial for individuals of all genders and ages, and achieving a national, and perhaps even international, reach with our work would be a huge objective for us."

Mitchell Messer graduated from ECU with a Diploma in Teaching (Primary) in 1982. He was awarded the Community Award at the 2024 Western Australian of the Year Awards. A stalwart advocate for the Cystic Fibrosis (CF) community for over 40 years, Mitch draws upon personal experience after losing two brothers to the condition. His advocacy journey began as a teenager, recognising the disconnect between researchers and the CF community, prompting his mission to improve research processes with a focus on community needs. As President of Cystic Fibrosis WA, Mitch initiated impactful initiatives based on community feedback,



leading to the establishment of home support services that are still in operation today. In his current role as a Community Involvement Coordinator at Telethon Kids Institute, he bridges the gap between researchers and the community, mentoring and facilitating collaboration to translate research into meaningful improvements.

Mitch said that he feels humble and excited to have won the Community Award. "I believe the Award is recognition for not only my work but those I have worked with," he said.

"I also believe that this is recognition for the communities that I have advocated for and used my voice to promote community and consumer inclusion.

"I hope to be able to continue to advocate for those who do not have a voice and to ensure that services and systems take into account the users they are designed to serve rather than have the providers as the focus, as many are today."

Caroline Wood AM graduated from ECU with a Graduate Diploma of Education (Primary) in 1984. She was awarded this year's Arts & Culture Award, which celebrates excellence in the development, promotion and profiling of arts and culture disciplines in the State. Caroline is the co-founder and CEO of the Centre for Stories. The Centre has pioneered a safe and inclusive space for underrepresented and marginalised communities to share their narratives through written and oral story telling.

Recognising the exclusion of diverse writers from the competitive publishing world, Caroline established the Centre to provide inclusive support and mentoring opportunities for emerging writers from minority backgrounds. Beyond the Centre for Stories, Caroline has contributed significantly to the WA arts scene through various projects, including co-founding Margaret River Press and Australian Short Story Festival. A current board member of Creative Australia, she has also served on the boards of Amnesty International and the Small Publishers Network, demonstrating her ongoing commitment to diversity and cultural representation in the community.

This article is republished from the [ECU Newsroom](#).
Read the original article [here](#).

Explore our Education Postgraduate courses here



Call to action for teachers

Convey high expectations for learning by showing your students that you are interested in them, proud of them, and that you believe in them.

‘That teacher really likes me’

Student-teacher interactions that communicate high expectations by developing caring relationships

Olivia Johnston, Helen Wildy, and Jennifer Shand



Research Aim

This study generated substantive grounded theory about how students experience their teachers’ expectations of them.

Key takeaways for teachers

- 1 High expectations can be communicated by teachers through interactions that show regard, interest, and investment in students.
- 2 Teachers can generate positive expectation effects when they develop caring relationships.
- 3 Show your students that you are interested in them. Take time to ‘just have a chat’ - talk with them about their lives and interests.
- 4 Listen to your students and ask them questions. They will want to listen to you too.
- 5 Show your students that you are proud of them and that you believe in them. They will feel respected and they will “respect back.”

This research was funded by an Australian government Research Training Program Scholarship

➔ If you are interested, you can access the paper via our [website](#) or by scanning the QR code.



Student

SHOWCASE

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



Laura Ward
Ceramic Bust



Jelena Vujacich
Ceramic Wave Bowl



Amy McGuire
Ceramic Turtle Teapot



Min McDonald
Ceramic Bowl



Taryn Miller
Ceramic Vase



John Gilmore
Ceramic Trinket Box




Declan Russell
Ceramic Vase



Faith Chambers
Ceramic Trinket Box



Selene Oosthuizen
Ceramic Teapot

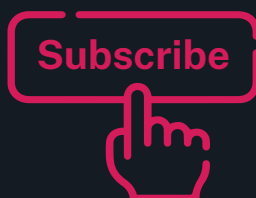


ECU is committed to reconciliation and recognises the traditional custodians of the land upon which its campuses stand and their connection to this land. We acknowledge and offer our respect to Aboriginal and Torres Strait Islander Elders and Aboriginal and Torres Strait Islander people past, present and emerging.



Send us your Feedback

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