

**YOU TO THE
POWER OF *us*
IS A CAMPUS
BUILT FOR
COLLABORATION**

CAREERS ADVISERS AND TEACHERS DAY

(YOU) *us*

*When your potential is multiplied
by a university built for collaboration,
anything can be achieved.*

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University

Transforming the next generation of teachers

PROFESSOR MARY RYAN
HEAD OF DEPARTMENT, EDUCATIONAL STUDIES



Our vision

Our Department will be recognized as the provider of choice for teachers in the early childhood and school sectors, delivering research informed programs, access to specialized disciplinary studies, and excellent graduate outcomes. Our goal of preparing reflexive, resilient and inspiring teachers will be enhanced by an internationally recognized program of impactful research with children, families, communities and educators. Expert pedagogy and learning design are priorities to position us as leading partners in professional and ongoing education.

Our 5Rs Framework

Developing and supporting teachers who are...

- ✓ Resilient
- ✓ Reflexive
- ✓ Responsive
- ✓ Ready to learn
- ✓ Research engaged





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Our programs

New Undergraduate Programs (2019)

- Bachelor of Teaching (Birth to 5) (Early Childhood Education)
- Bachelor of Arts with the degree of Bachelor of Education (Primary) with a Major in Early Childhood Teaching
 - English or STEM specialisation
- Bachelor of Arts with the degree of Bachelor of Education (Primary)
 - English or STEM specialisation for all students
 - NESAs high level specialisation in Maths and Technology or Science and Technology
- Bachelor of Arts - Psychology with the degree of Bachelor of Education (Primary)
 - English or STEM specialisation
- Bachelor of Arts with the degree of Bachelor of Education (Secondary)
 - Teaching areas: English, Mathematics, Science, History, Languages, Economics & Business Studies and Geography
- Bachelor of Science with the degree of Bachelor of Education (Secondary)
 - Teaching areas: Mathematics, Science

Notes on entry requirements

- Because of our double degree structure we don't require students to achieve a Band 5 result in three subjects including English for entry
- ATAR 75 (adjustment factors available)
- Must pass LANTITE to be registered as a teacher (support provided)
- Non-academic entry – new requirement
 - On enrolment students complete a questionnaire related to the inherent requirements for teaching (no personal statement)
 - New opportunities for Situational Judgement Tests including through Virtual Reality

Specialisations and disciplinary expertise

- Development of strong disciplinary expertise is a feature of our programs
- Deep specialisations (NESA accredited) consist of six semester-long units of study in either Mathematics or Science & Technology, including discipline specific content units, methodology and curriculum units, and a specialist professional experience placement.
- Access to active and high profile researchers in areas such as early childhood, special and inclusive education, STEM, literacy and language, curriculum, resilience and emotional wellbeing, digital literacies, leadership

A New Model of Professional Experience

Engagement with the profession starts early and is built up across the program for strong transition into the profession

- Early visits to classroom contexts: Early childhood, Primary, Secondary
- Professional Experience begins in Year 2
- ePortfolio is a feature across the course to document evidence
- Opportunities for overseas and remote placements
 - India, Malaysia, Mexico
 - Broken Hill

Professional engagement

- Deep relationships with Hub and Partner schools and Centres that enable ongoing engagement with teachers and classrooms
- Mia Mia, MUSEC, RIDBC on-site
- Conference program in Year 4: Transitions to the Profession
- Access to ongoing professional learning through our new Academy for Continuing Professional Development in Education – launching at the end of this month
- MyScience





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Opportunities for reflection and feedback during professional experience through an online video platform

Teacher TV: Teaching teams app and TCH PLUS platform



Tch Recorder App to easily upload videos from your smartphone or tablet.



Online community space for sharing with other teachers.



Notate and provide feedback and comments using our unique, timestamp-enabled video tools.

Transitioning Between Activities

Originally uploaded on July 21, 2017 by Monica I
Lord of the Files: Year 10



00:58 Monica I

"sort of" - this language makes me appear uncertain about the point I'm making. More assertive, confident language when engaging student's in discussion would be more effective here I believe.

Ron I

I didn't pick up "sort of" but I agree it is not the best expression to use. why are students not looking at you while you speak to them? how can you check if these people are indeed listening?

Monica C

Perhaps by asking more questions, and calling on students to think and share their ideas about how they would be able to apply this knowledge in future activities. This would reinforce the relevance. By calling on specific students (or perhaps getting them to write these ideas down as we go) I would be able to monitor that they are actively listening.

We have conducted two research studies which have demonstrated the effectiveness of this model (Cavanagh, 2017 and a second paper in preparation)

The 2017 trial

MAIN FINDINGS

Targeted feedback

The video annotations “*were quite short, it forced you to get to the point and be concise and really say things in a succinct manner*” (ST) and “*a lot more concise than I’ve previously been used to*” (ST)

This type of feedback is a lot more fine-grained and thorough than from lessons on all previous pracs (TES)

You can comment without offending anyone - the objective part of the video means you’re commenting on the clip, not the person (TS)

Shifting focus

Initially she [TES] was just going through her extremely well planned lesson and not altering that, but later on she was listening to their [students’] responses more and changing the lessons, you know, she was able to reflect on the spot. Whereas before, it was always in retrospect. (ST)

I recorded a couple and purposely uploaded my poorer ones to critique the feedback (TES)

Triad sharing

It was incredibly useful to receive regular feedback from additional perspectives which offered more insights into ways to improve (TES)

Developing professional digital competencies

Sample projects

- **Building Digital Competence in Literacy Education for Students:** Applying a Community of Practice model to support student use of Program Builder to develop better literacy units.
- **Measurement in STEM:** Using mobile apps for making, analysing and reporting on various measurements made in scientific investigations
- **Using Flexible Synchronous Online Learning in ITE Units:** Supporting real time interaction by students studying at a distance using Adobe Connect





Thank you

ANY QUESTIONS?