



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

CELEBRATING 60 YEARS OF TEACHER EDUCATION

School of Education, The University of Newcastle



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WELCOME

I am pleased to participate in this important celebration marking 60 years of teacher education in the city of Newcastle. I invite all education alumni to take advantage of opportunities to remain connected to the School of Education and to make contact with old friends.

Teacher education has been a significant contributor to the success of the University. Newcastle has a national reputation for producing excellent graduates and for showing leadership and innovation in its teacher education programs. Academic staff members in education have won a considerable number of state and national teaching awards and some of the country's leading researchers in teacher education are located within the School.

I trust that you are proud of your association with education in Newcastle and invite you to become more closely connected with your colleagues, your mentors and your friends among the education alumni.

Professor Nicholas Saunders
Vice-Chancellor





A BRIEF HISTORY

Newcastle has played a part in teacher education almost from the city's foundation.

The early use of the pupil-teacher apprentice system and later the desirability of the selective high schools of Newcastle and Maitland as destinations for students attending practicum placements from other teachers' colleges saw the Hunter Region involved in teacher education in an informal way prior to the second world war.

The immediate post war period saw the establishment of a number of teachers' colleges in NSW. Against this background, Newcastle's involvement with teacher education was put on a more formal footing through the establishment of Newcastle Teachers' College which commenced in the grounds of Newcastle Technical High School in February 1949. The Foundation Principal, Griffith Duncan, who was to remain at the helm until the mid seventies, assembled the College staff and students on the 1st of March, 1949. The first day of classes, however, was problematic. Heavy rain had delayed the construction of teaching spaces, thus the students commenced their

studies with a two week placement in schools. The College was officially opened in March 1950.

The College grew steadily during its first years. It moved to premises in Union Street in 1951, and the diversity of courses and student numbers gradually expanded. Throughout the 1950s the College remained principally an institute for preparing teachers for work within primary schools in NSW. However by the late 1960s junior secondary areas had been added, and various specialisations became available such as geography, mathematics, industrial arts, and home economics. Additionally, there were now arrangements in place for University graduates to attend the College to complete a one year Diploma in Education course.

During the early seventies the college began its move to the Waratah campus. Beginning with the industrial arts section in 1971, the move was completed by March 1974. More significant were administrative changes in the structure of the College from a state controlled and funded Teachers' College to a federally funded "multi-purpose" College of Advanced Education. Likewise the

period of the late 1970s and early 1980s saw a transition from the Diploma model of pre-service education to a degree structure which saw Bachelor of Education specialisations in an increasing range of areas, including early childhood education, and postgraduate diplomas in areas such as special education and technical and further education. Three and four year degree models replaced the earlier Diploma of Teaching structures.

Similarly, the University itself had been active in the area of education. The first Professor of Education, Laurie Short, was appointed in 1968, and by the mid seventies the growing number of staff and students led to a successful application to the University for the establishment of a Faculty of Education. Professor John Biggs was appointed as the inaugural Dean of Education in 1976. The Faculty taught undergraduate courses within the Bachelor of Arts program, and developed an extensive range of postgraduate offerings including research higher degrees.

The 1980s was a period of great turmoil for tertiary education, and the teacher education programs in Newcastle were subject to the system-wide rationalisations and structural changes inherent at the time, culminating in the amalgamation

of the College and the University at the end of the decade. Despite these pressures both the University and College expanded their offerings; the University geographically to the Upper Hunter and Central Coast, and College through the development of distance education programs. The 1990s saw further major changes in the internal structure of the newly constituted Faculty of Education as the two previous institutions were fully integrated. The curriculum was also undergoing a major change. A new "double degree" structure was introduced in 1995, which saw teacher education students undertaking a four year program consisting of specialist studies in both education and specific content areas.

Thus, from humble beginnings, the School of Education now has pre-service programs running at Callaghan, Ourimbah, and Port Macquarie campuses, and offers an extensive range of postgraduate coursework, and research programs. It has established a reputation as a vibrant centre for teacher education and an important component of Newcastle life.

Greg Preston
Lecturer in Education



THE PIONEERS

Students who study together stay together. Many of us remain close to those with whom we completed a course of study, especially at the tertiary level. The first cohort to enrol at Newcastle Teachers' College is testimony to this phenomenon. This group, widely known as "the Pioneers," had an important role in setting the tone for teacher education in Newcastle.

Their special bond of friendship and connection has been built not only through their common experience in the earliest years of the College, but also through the numerous reunions and social functions they have held since completing their teacher education. However, all was not plain sailing when the group began, as Arthur Harris, one of the Pioneers, recalls:

"Temporary accommodation for the Newcastle College was to be in a building designed as the Manual Arts Department of what was to become Newcastle Boys' Technical High School in Chatham Road, Broadmeadow. Unfortunately on enrolment day, Tuesday, 2 March 1949, the building was not complete and the whole area was no more than a building site. As a result the students were dispersed to

schools for practice teaching to begin the following day. For some students, the vision of a college with manicured playing fields and convenient dormitories was shattered. Improvisation and initiative by both staff and students became a feature of their college experience which enabled them to survive on a meagre scholarship allowance while training and then as teachers where they had to cope with poor accommodation, oversized classes and lack of teaching material.

The majority of the 181 pioneer students came directly from a variety of public and private high schools in the Hunter Region. Others came from the North Coast, Central Coast and the Sydney area. A few accepted scholarships after work experience and a few were ex-servicemen.

The students came from diverse backgrounds and went on to work at different professional levels. Some rose to positions of power and influence, while others gained satisfaction from maintaining direct contact with pupils in classrooms.

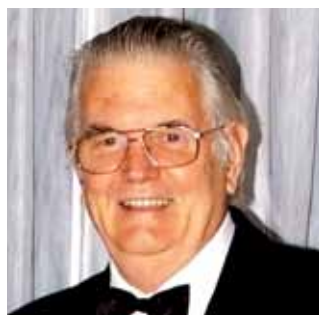
Unknowingly, as College students, they were establishing standards and traditions, which would enhance the name of the College, and its acceptance by the Newcastle community would encourage civic leaders to strive for the establishment of a University."

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REFLECTIONS



The first 20 years of formal teacher education in Newcastle were primarily characterised by two year pre-service preparation for primary and secondary teachers at "Newcastle Teachers' College" under the authority of the NSW Department of Education. The 1970s saw the College move to new purpose built facilities at Waratah West, adjacent to the recently established University where the main form of teacher education was through a one-year Diploma in Education. The 1970s also saw the transition to three year pre-service teacher education at the College and gradual gaining of independence from the Department via "Newcastle College of Advanced Education",

re-named in 1988 as "Hunter Institute of Higher Education" (HIHE). In 1989, HIHE and the extant University, together with the Newcastle Conservatorium of Music, amalgamated to form the new University of Newcastle (1989). Within a short period of time, teacher education from the former University and former HIHE merged to form a new and large Faculty of Education in the new University.

The 1980s were characterised by the development of four year degree programs and a wider offering of postgraduate diploma programs. During this time, teacher education at Newcastle developed innovations that won wide acclaim. Among these was formal recognition of pedagogy as a free-standing discipline, the successful negotiation and introduction of an internship, an action research project for final year degree students and an atypical practicum option for third year students, so allowing students to practise their teaching skills in atypical environments such as special schools or in a foreign country. Externally, teacher education at Newcastle was instrumental in helping to establish the NSW

Teacher Education Council and the Australian Council of Deans of Education, and has gone on to provide much of the leadership for these state and national bodies in the ensuing years.

In 1994, an external review of the Faculty of Education proposed that double degree programs should replace the traditional Bachelor of Education. These new degree programs have become the basis for a huge growth in teacher education at Newcastle, with it eventually becoming the single largest program in the entire University. We pay tribute to a glorious past while we look ahead towards a better world.

Dr Allan Taylor

Head of Teacher Education, 1983-1996

Retired Professor and Former Dean, Faculty of Education



My first consciousness of teacher education at Newcastle was in 1963 when, as a young high school student who had expressed some interest in teaching, my teacher proffered the view that Newcastle Teachers' College had a reputation for doing a particularly fine job. Little did I know then that, some decades later, I would be on the giving end of what by then was the Newcastle College of Advanced Education. I arrived in 1985 and have spent the past 25 years experiencing the transitions of Australian higher education and their influence on teacher education at Newcastle. By 1988, the College had become the Hunter Institute of Higher Education and, by 1989, a component part of the new University of Newcastle.

There, it merged with teacher education as it existed in the former University to comprise a potent unit combining professional training and research strength.

I found out many years after leaving school that my teacher, quoted above, had trained in Melbourne and had never actually been to Newcastle. He truly was speaking about a reputation that transcended parochialism. My own experiences at Newcastle have confirmed his judgment. Newcastle's reputation has been, and remains, one of combining best practice with innovation, never being afraid to set the standard and lead the field. It was one of the first teacher education units to take all of its programs, from early childhood to secondary, to degree status. It was the first

Images Left to Right:

1. In 1949, Griffith Hammond Duncan (1914 – 1988), O.B.E., M.A., B.Ed., F.A.C.E. opened Newcastle Teachers' College in the Manual Arts Room of what was to be part of Newcastle Technical High School, with 13 staff (pictured left) and 182 students. He retired in 1975 after watching its development from Teachers' College to Newcastle College of Advanced Education.
2. Newcastle Teachers' College students during a primary school visit.
3. Graduating student attends the Faculty of Education graduation ceremony.

unit in the country to implement the internship, now the industry standard, and the first to develop comprehensive double degrees across all programs, a feature now common in the sector. Just recently, we have taken the bold step to abandon altogether the one-year 'end-on' Diploma option and, from this year, provide only a two-year Masters option. While a market risk, we believe this honours Newcastle's traditional commitment to best practice and to be a leader rather than a follower in teacher education.

In research, we have staff members who are demonstrably leaders in their field and engaged in large-scale state and national programs. These and other members are regularly invited to present keynote

addresses at national and international conferences.

The reputation that my teacher had picked up on from the earliest days of teacher education at Newcastle has persisted and remains undiminished today. It would take more space and time than is available to name all those who have contributed to this reality. Let me simply say thank you to those present today, those who could not make it and those who have gone before us for the vision, dedication and passion that has been expended over these 60 years to build that reputation and maintain it.

Professor Terry Lovat

Former Dean of Education
Pro Vice-Chancellor
(Education and Arts)



REFLECTIONS



When I was appointed as a Lecturer in Education in 1973, the College had just changed its name to Newcastle Teachers' College – A College of Advanced Education. This was the final year of its existence in the CBD and a magnificent new building (now known as the Hunter Building) was in the final stages of construction at Waratah West, adjacent to the University. We moved into the new building in 1974 as the Newcastle College of Advanced Education (CAE). The CAE was declared a corporate college in October, 1974. It had its own governing council and began to diversify into other areas such as nursing, art and community welfare, although teacher education was still the major activity.

The College's name changed to the Hunter Institute of Higher Education (HIHE) in 1988.

Merging with the University and Conservatorium in 1989, a new amalgamated University of Newcastle was formed. As would be expected, amalgamation presented its own challenges, and it is a tribute to the staff and leadership of the new organisation that the merger resulted in a large, cohesive, and well-regarded Faculty (later School) of Education.

My six years as Dean and Head of School from 2002-7 were a pleasure and a privilege, and I believe that Newcastle can be very proud of its Education graduates, both in initial teacher education and in the research

and postgraduate areas. Teaching became a self-governing profession in 2004 with the establishment of the NSW Institute of Teachers. I see my appointment as Chair of the Institute as an indication of the respect that is held by the wider profession for teacher education at the University of Newcastle. Here's to the next 60 years!

Professor Phil Foreman
Former Dean of Education
Chair, NSW Institute of Teachers



The motto of the Newcastle Teachers' College crest, *Ad Meliorium Mundum*, "Towards a Better World", bore witness to the hopeful optimism of the age, soon after World War II. The College's two-year course trained women for infant schools, both sexes for primary schools, and men for small, one-teacher schools. The initial intake consisting of 180 students: 82 males and 98 females, gave the College a ranking second to Sydney, which had a first year intake of 307. The staff consisted of thirteen lecturers (including the principal), a librarian and a registrar.

The College operated within the Departmental tradition of being "in loco parentis." Students, most aged from 16 to 18 on entrance, were supervised, and accepted this without complaint. For instance, College lecturers always attended the students' dances and the College principal had a representative on the Students' Council (myself).

In 1950 a former pupil of Home Science High described College life in the school magazine: the buildings, the weekly visits to the demonstration school, practice teaching, student clubs, the weekly film show, the weekly dance ("the friendliest dance in Newcastle"), special occasions like the College Ball, the Athletics Carnival, Inter-Collegiate week, the holiday visit of a group of students to Mt Kosciusko, drama productions, musical comedy (Gilbert and Sullivan). "I seem to have given an impression of 'all play and no work', but we do work – on occasions. The work is of a completely different type from that done at school and, after the strenuous year spent doing the Leaving, is something of a rest cure."

Most students found their two college years amongst the most memorable of their lives. In the late 1930s Dr C. H. Currey, lecturer in history at Sydney Teachers' College, described lecturing at a teachers' college as "halfway to heaven". Contrasted with conditions in many government schools, College life under a reasonable principal and with carefully-selected students, would have warranted that description.

One additional item which makes the opening of the College at Newcastle memorable for me was that when I met Section 495 to give my first lecture on the history of western civilisation the girl who some 40 years later was to become my second wife was sitting in a desk in the front row.

Dr Alan Barcan

Lecturer, Newcastle Teachers' College, 1949-68, University of Newcastle, 1968-86

Images Left to Right:

1. Newcastle Teachers' College students preparing student newspaper
2. Newcastle Teachers' College music practice
3. Graduating students attend the Faculty of Education graduation ceremony

AWARDS FOR DISTINGUISHED ALUMNI



Virginia Chadwick attended Newcastle Technical College from 1971 until 1973 and completed a Bachelor of Arts and Diploma of Education at the University of Newcastle. She is recognised for her contributions to education reform in NSW, to State politics, and to conservation and the environment.

In NSW, Virginia Chadwick was the first female Minister for Education and the first female President of the NSW Legislative Council. During her career in politics, she also held portfolios as Minister for Family and Community Services, Minister for the Hunter, Minister for Women and Minister for Tourism. During her time in Education, Virginia implemented reforms associated with the Scott Report, the Carrick Report and the Excellence and Equity Report.

After retiring from politics, Virginia played a significant role, as Chairperson and CEO of the Great Barrier Reef Marine Park Authority, in achieving an increase in highly protected areas on the reef from 4.5 per cent to 33 per cent.

She has been honoured with an Order of Australia for service to conservation and the environment through management of the environmental, heritage and economic sustainability issues affecting the Great Barrier Reef, and to the New South Wales Parliament, particularly in the areas of child welfare and education.



John Doyle completed a Diploma of Teaching (Secondary English/History) in 1973 at Newcastle Teachers' College and a Bachelor of Arts (University of Newcastle) in 1978.

After teaching for seven years he resigned and began a career in the theatre.

Doyle's outstanding contribution to Australia's cultural scene, through theatre, radio and television was recognised with the granting of an honorary Doctorate of Letters from the University of Newcastle in 2001. He delivered the 2005 Andrew Olle Media Lecture. For the ABC he wrote the series 'Changi', the mini-series 'Marking Time', and his first play, 'The Pig Iron People', was produced by the Sydney Theatre Company in 2008. John has co-written two documentaries with Prof. Tim Flannery exploring Australia's inland and top end.

In 1986, John and Greig Pickhaver created the characters of Roy Slaven and HG Nelson who have appeared on various radio and television programs including This Sporting Life and The Dream.

John Doyle is the Patron of Spectrum Australia (ASPECT), an organization dedicated to the understanding and care of sufferers of autism.



Kevan Gosper was undertaking teacher training at Newcastle Teachers' College in 1952 at the peak of his athletics career and was given a recommendation from College Principal, Griffith Duncan, to complete his studies at Michigan State University, USA. He is recognised for his outstanding contribution to sports organisation and development in Australia and internationally.

Kevan Gosper is a former Commonwealth Games and National record holder over 400 metres and has won Olympic and Commonwealth Games medals.

He has served as a Vice President of the International Olympic Committee (IOC), was a Vice President of the Sydney Organising Committee for the Olympic Games (SOCOG) and Vice

Chairman of the Beijing 2008 Olympic Games IOC Co-ordination Commission.

In his business career he served as Chairman and CEO of Shell Australia and Director of Shell International Petroleum and in 1991 was awarded an honorary Doctorate of Science (Economics and Commerce) from the University of Newcastle.

Kevan was Inaugural Chairman of the Australian Institute of Sport. He has been honoured with the Order of Australia for service to the Community and International Sport, and has been similarly honoured by France, The Netherlands, Spain, Monaco and Senegal.



Kevan Gosper, Newcastle Teachers' College, Australia – 1951 (Source: flickr UoN cultural collections a8896v.83)



Cheryl Kernot completed a Bachelor of Arts (University of Newcastle) and Diploma of Education (Newcastle CAE). She is recognised for her outstanding contributions to politics and social change.

Cheryl had a distinguished political career as Leader of the Australian Democrats from 1993-1997 and a Labor Shadow Minister from 1998-2001. Her political portfolios included Indigenous Affairs, Treasury, Employment, and Women's Policy. She played a major role in the introduction of compulsory superannuation, Native Title, parental leave and social inclusion projects. As patron of the Australian

Women's Cricket Team from 1994-2000, Cheryl successfully worked to address the disparities in funding for women's cricket and she was also one of Australia's first female qualified cricket umpires.

Cheryl is now involved in projects to pioneer social investment, measure social impact and drive social innovation and currently holds the position of Director of Teaching and Learning at the Centre for Social Impact, based at the University of New South Wales.



THE TEACHER EDUCATION REVOLUTION: THEN AND NOW

When teacher education began in Newcastle 60 years ago it started in motion a history of innovation that continues today. Never resting on its laurels, teacher education at the University of Newcastle has consistently demonstrated a capacity for innovation; from internship models, double degrees, and retraining schemes, to a model

of Quality Teaching that has had strong endorsement from educational leaders and wide purchase on the profession.

With a national curriculum on the horizon, a digital revolution in full swing, and increasing pressure for the homogenisation of teacher preparation across the sector through the adoption of uniform professional standards and mandatory program requirements, locating what makes a teacher education program distinctive in 2009 is something of a new challenge. However, 60 years on, teacher education in the Hunter maintains distinction!

majority of our students still come from the Hunter, you should not be surprised to encounter students from as far away as Canada, The Philippines, Bhutan, and Africa. While many of our international graduates will return home after they complete their studies, many of our domestic alumni will find themselves pursuing teaching jobs in new homes in the United Kingdom, Europe and Asia. In response to the globalisation of the teaching profession, and in the interests of intercultural understanding, the contemporary curriculum of teacher education is increasingly cosmopolitan. Graduates of our current secondary programs will, for example, have not only developed the knowledge, skills and dispositions they need to teach the New South Wales curriculum – including an understanding of the issues facing Indigenous Australians – but will also find themselves examining the structure and operation of curricula from around the globe.

Embracing the digital revolution

If you studied as a teacher in the Hunter six decades ago, you did so without the array of digital technologies that are now commonplace. While technology as a distinct course of study may have been absent at the beginning of teacher education in Newcastle, today's graduate can expect to experience a program of study that will equip them with the flexibility they need to adapt to a rapidly changing social and technological environment. The blackboard, an icon of education, is today being augmented, and sometimes replaced, by the interactive whiteboard as the centrepiece of the contemporary classroom. Unlike our earliest alumni, students who finished the Higher School Certificate last year, and are commencing their initial teacher education this year, cannot remember a world without the Internet and mobile phones. While on-campus studies continue to be a large and significant part of their university experience, today's students have the opportunity to listen to podcast lectures on their ipods

COURSES OF STUDY

The courses of study to be followed by students are set out in detail in the following pages. Periods per week will be allocated to each subject according to the following scale:--

PERIODS PER WEEK

Subject.	First Year.	Second Year.		
	All Students.	General Primary.	Small School.	Infants.
Education	4	4	4	4
Art	...	2	2	2
Crafts and Needlework	2	2	2	0
English	4	4	4	4
Biology	2	2	2	2
Music	2	2	2	2
Mathematics	2	...	...	...
Geography	2	...	...	...
History	2	...	...	...
Social Studies	...	2	2	2
Physical Education	1	2	2	2
Hygiene	...	1	1	1
Option	3	3	3	3
Infants' Methods	...	...	...	2
Demonstrations	2	2	2	2
	26	26	26	26

In Second Year students will be regrouped in sections according to their preference in teaching appointment. There will be a section specially prepared for Small School work (men) and a section specially prepared for Infants School work (women, preferably with ability to play the piano.)

Expanded specialisations and the internationalisation of the curriculum

While the first pre-service teachers at Newcastle looked forward to studies that would prepare them for destinations in Primary classrooms (the majority of students), or small schools (men) and infants departments (women), today's students come from, and are prepared to teach, anywhere in the world! While the

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If you studied as a teacher in the Hunter six decades ago, you did so without the array of digital technologies that are now commonplace”



MASTER OF TEACHING ENROLMENT PATTERN

	Semester one	Semester two
Year one	EDUC6735 Learners, Learning & Teaching EDUC6741 Literacies, Language & Learning EDUC2101 Introduction to Specialist Studies EDUC6771 Quality Teaching in Secondary Classrooms	EDUC6751 Knowledge & Communication Technologies EDUC2xxx Specialist Studies A1 EDUC3xxx Specialist Studies A2 or A1 [2nd Area] EDUC6772 The Adolescent Learning Environment
Year two	EDUC4xxx Specialist Studies B1 EDUC4xxx Specialist Studies B2 or B1 [2nd Area] EDUC6xxx Elective [selected from MEd Studies] EDUC6773 The Reflective Secondary Teacher	EDUC6911 Schooling, Identity & Society EDUC6912 Aboriginal Education EDUC6740 Students with Diverse Needs EDUC6774 Inclusive Teaching Practice

and mp3 players; locate and read journal articles online, without leaving their lounge rooms; and interact with their classmates, tutors and lecturers through email and online discussion forums.

Continuous engagement with the profession

The teacher education programs at the University of Newcastle continue to build on strong partnerships with schools in New South Wales, particularly those in the Hunter and Central Coast regions. As an important part of their program of study, students

will have experienced a continuous engagement with the profession through participating in formal and informal professional experiences in and across a range of educational contexts and settings. If you're studying at the Central Coast campus, in addition to block placements, you'll enjoy the benefits of a LiNKs school, where you are placed for the duration of your degree. If you're studying on Callaghan campus, you'll not only experience a diverse range of professional experience placements, but have the opportunity to engage in

workplace learning through the *Teach Outreach* scheme, where you can volunteer your services to the profession as an assistant teacher, reading tutor, or learning support person in a host of other forms. The relationship between teacher education and the profession has never been stronger.

Today's teacher education graduate

Building on 60 years of highly effective teacher preparation, our contemporary teacher education programs aim to

develop graduates who are *inspirational teachers* with the capability to act professionally, ethically and effectively in their workplace destinations; *insightful scholars* with the capability to engage in rational enquiry into curriculum, policy and practice; and *innovative leaders* with the capability to play a constructive role in public discourse on and beyond education. Graduates of our initial teacher education programs will be able to seek employment as K-6 (Primary) or 7-12 (Secondary) teachers in and beyond the New South Wales (NSW) Government, Catholic, and Independent school sectors; and will be taught by academics from within the School of Education whose research is deepening understandings of curriculum, policy, pedagogy, assessment, literacy, learning, and leadership across the education sector. After 60 years, the future of teacher education at the University of Newcastle remains bright.



QUALITY TEACHING MATTERS

The Quality Teaching model forms an integral part of current teacher education programs at the University because research done by School of Education academics is showing that it works!

Five years ago, Associate Professor James Ladwig and Professor Jenny Gore began leading an ARC Linkage project (\$870,000) to examine the efficacy of the Quality Teaching model of pedagogy that they developed for the NSW DET and which has since been adopted by the ACT DET and others.

Quality Teaching focuses on the **intellectual quality** and **significance** of lessons and assignments and highlights the importance of a **quality learning environment**. The study sought to understand the relationships among Quality Teaching and student achievement, equity and teacher professional learning in NSW public schools.

From 2004 to 2007 the study, which also involved Dr Tom Griffiths and Dr Wendy Aмоса, tracked three cohorts of students, totalling some 2500 students from 36 primary and high schools selected to represent a diversity of school contexts. The study gathered approximately 21,000 student work samples, coded around 600 assessment tasks, and conducted more than 670 classroom observations. The study also included 3,500 teacher surveys and around 500 interviews. The project represented a major research endeavour for the NSW Department of Education and Training. Three of the key findings are:

Professional learning focused on pedagogy works

The study links professional learning experiences that explicitly focus on teaching, assessment and curriculum development to improved pedagogy. Additionally, there is strong evidence that the quality of teaching is related to the degree to which teachers believe they are responsible for and can make a difference to student learning.

Quality Teaching leads to higher achievement

Above and beyond students' background and prior achievement, the quality of pedagogy they experience produces significantly higher achievement. There is a strong

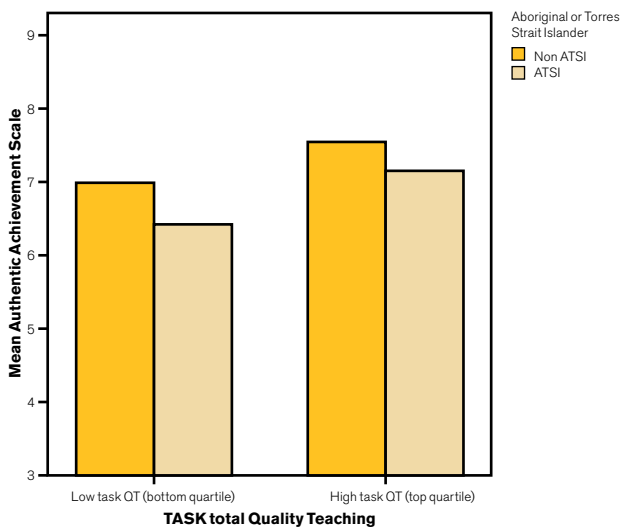
correlation between the quality of the assessment task a student receives and the quality of work that student produces.

Quality Teaching closes equity gaps

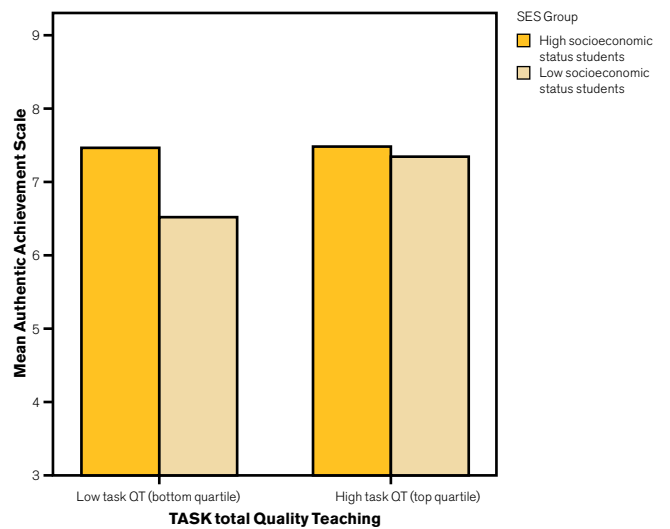
Better quality tasks result in substantial benefit for students from low socio-economic backgrounds and for Aboriginal students. Initial analyses, although not yet adjusted for prior achievement, show that tasks more highly aligned with Quality Teaching result in higher achievement for Aboriginal students and students from low socio-economic backgrounds than for all students who received lower quality tasks.



“ The study sought to understand the relationships among Quality Teaching and student achievement, equity and teacher professional learning in NSW public schools ”



Aboriginal and non-Aboriginal student achievement in relation to low and high quality tasks



Low and High SES student achievement in relation to low and high quality tasks

Amosa, W., Ladwig, J. G., Griffiths, T., & Gore, J. M. (2007). Equity effects of Quality Teaching: Closing the gap. Paper presented at the Australian Association for Research in Education Annual Conference.

RESEARCH TEACHING NEXUS



The close interface between research and teaching is a feature of our current teacher education programs. The scope of educational research being undertaken by staff in the School of Education is indicated from the following new grants announced in 2008.

Supporting children with autism

Michael Arthur-Kelly and other special education staff have been granted funding of \$500,000 from the NSW Minister for Ageing and Minister for Disability Services to further support professional training for early childhood intervention service providers and staff who assist children with autism.

Best start assessment

Peter Whiteman, Phil Foreman and Kerry Dally received funding from the NSW DET for a project titled: *Evaluation of the Best Start Kindergarten Assessment Process*.

Web impact

Greg Preston has funding from the Carrick Institute (administered by Macquarie University) for a project titled: *The Impact of Web-based Lecture Technologies on Current and Future Practice in Learning and Teaching*.

Green life

Allyson Holbrook, with Kevin Lyons, received funding from the Nursery and Garden Industry Australia for a project titled: *Investigation of Research into the Benefits of Green Life for Health, Well-Being and Sustainability*.

Healthy dads, healthy kids

Phil Morgan and David Lubans received a \$51,000 grant from the Hunter Medical Research Institute for: *The 'Healthy Dads, Healthy Kids' Project: Feasibility and Benefits of a Father-Focused Child Obesity Prevention Intervention*.

Girls in sport

David Lubans and Phil Morgan secured a DET tender as chief investigators with colleagues at the University of Wollongong for a 'girls in sport' intervention project.

Unlocking PhD success

Sid Bourke, Rob Cantwell, Jill Scevak and Allyson Holbrook won an ARC Discovery Grant (\$190,000), titled *Influences of metacognitive beliefs on success in PhD candidature*.

Pedagogical reform

Jenny Gore and Wendy Amosa won an ARC Linkage Grant (\$227,000) in association with the Parramatta Catholic Education Office, examining *Effective Implementation of Pedagogical Reform*. Lecturer Julie Bowe will play a major role in this project as it aligns closely with her PhD studies.

(Source UoN Teaching & Learning publications 2007 & 2008)



TEACHERS TEACHING WELL

Lecturer in health and physical education, Associate Professor Phil Morgan, has a passion and a flair for teaching. His ethos is to make teaching enjoyable and with this approach he helps to produce some of the best education graduates in the country.

Phil's commitment and talent have been recognised through seven teaching excellence awards including national awards from the prestigious Carrick Institute (now Australian Learning and Teaching Council) and the Australian Teacher Education Association's Teacher Educator of the Year Award.

One of the most important indicators of Associate Professor Morgan's success is the feedback from his students. On a five point rating scale from very poor to excellent, 536 out of 537 students from four different courses recently gave him five out of five.

Student ratings of their courses above 4.5 out of five are quite common in the School with an average of more than 20 percent of courses in this category each semester. This is an impressive result given that lecturers in Education are under the special scrutiny of students who are

knowledgeable about what it means to teach well. Several other lecturers in the School have also received teaching awards and honours at state or national level including David Palmer, Kath Grushka, Kathryn Holmes, Gavin Little, Jenny Gore and James Ladwig.

The high quality preparation of teachers is at the core of our endeavours as a School of Education.



TEACHING TODAY

Challenges come in many guises, particularly given the vast array of contexts in which new graduates are placed. Amy Brown's experience provides a vivid example. One aspect of thriving within the complexity of contemporary schools is the apparently simple challenge of pronouncing students' names correctly. This young teacher recognised this challenge as fundamental to mutual respect and good communication in her first classroom.

A year after her first teaching appointment to a primary school in South Western Sydney, Amy can now look back at what was definitely a culture shock.

"I looked at my class roll on the very first day and wondered how on earth I was going to pronounce these names", Amy says. "I soon learned that when there are three or four consonants in a row, you just pronounce each one as an individual syllable. It's another learning curve", she says.

Amy made a real effort to become informed about the cultures and expectations of the school and wider community, most of which are Arabic Muslims, Chinese, Vietnamese

and Islander children, a reflection of the many cultures that now make up modern Australia.

"The school is 92% Non English Speaking Background (NESB) which has a significant effect on my teaching style and communication. For the first lot of parent-teacher interviews of my career, I had interpreters for more than half of the interviews!"

Looking back over her first year of teaching, Amy had only positive things to say. "It's been a really interesting, exciting, educational and fun year. I've really had a ball. I get home every day completely exhausted and manage to spend the majority of my spare time sleeping, but it's absolutely worth it."

"To anyone studying teaching, I would highly recommend being thrown in the deep end as I have. I have had to learn so much on the run and it's proven to be well worth while", she says.

Amy values her education at the University of Newcastle. "It's only in retrospect that I can really see how so much of the theory we studied translates into practice. Thank you for the foundation on which my career is based."

Amy Brown
Bachelor of Education (2007)



SCHOOL OF EDUCATION 2009

As Dean of Education and Head of School, I am proud to be building on 60 years of teacher education in the Hunter region and on the School's fine reputation for the quality and comprehensiveness of its programs, its creative approach to teaching, and the success of its graduates.

The School of Education is currently the largest School in the University with more than 3500 students studying in teacher education programs, around 800 postgraduate students undertaking advanced study in Education, and more than 100 students completing Masters or Doctoral programs by research.

While many students study on campus, either at Callaghan, Ourimbah, Port Macquarie or North Rocks (through the Renwick Centre at the Royal Institute for Deaf and Blind Children), the School also delivers a number of its programs online with access to students in countries throughout the world. The School takes pride in its relationship with its many communities and especially the local schools of the Hunter, Central Coast and Mid-North coast regions.

Graduates from our teacher education programs are highly regarded with many targeted for employment before the completion of their studies. A significant number of students progress from undergraduate studies through to postgraduate study or research.

The School of Education is a vibrant and exciting community providing excellence in teaching, research and community engagement. My goal during my time as Dean of Education is to ensure that the School of Education is a great place in which to study and to work, characterised by social responsibility, intellectual rigour, creative energy, and warm and respectful relationships.

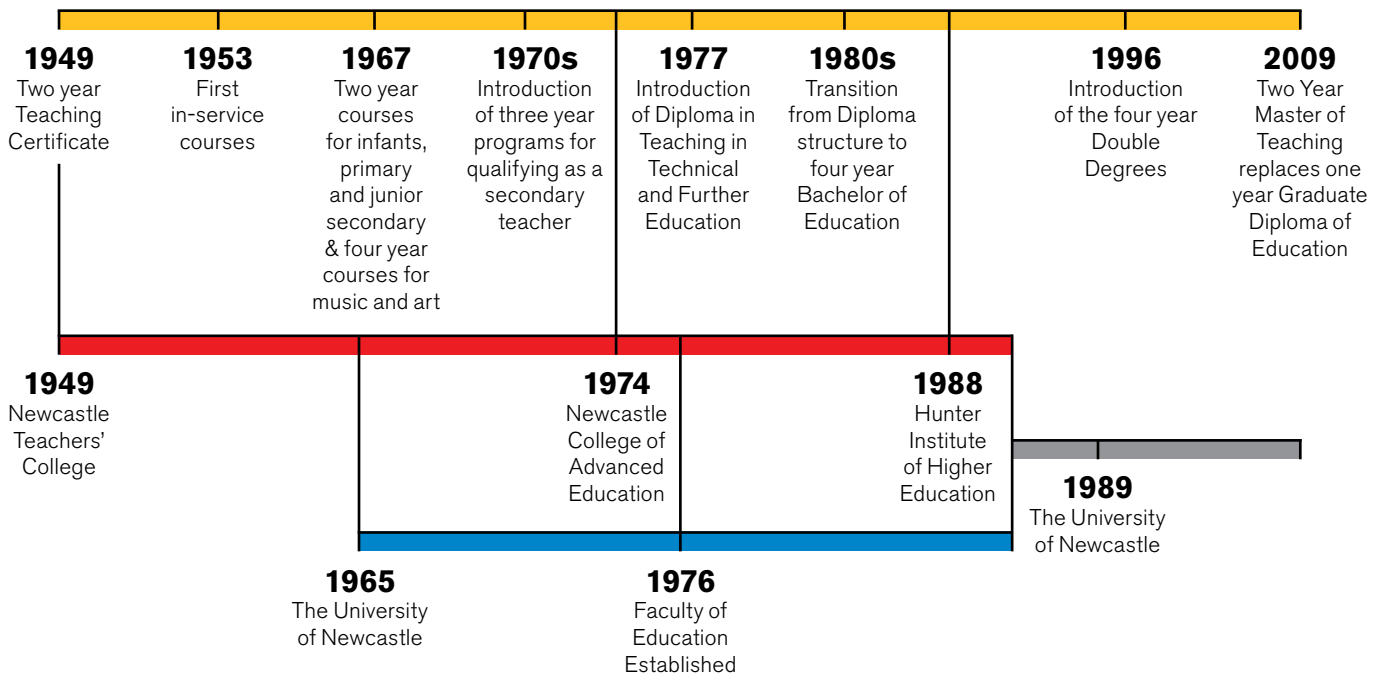
Professor Jenny Gore
Head of School and
Dean of Education

60 YEAR SNAPSHOT

DEANS OF EDUCATION AND PRINCIPALS OF THE COLLEGE

Years	College	University
1949-1975	Mr Griffith Duncan	
1976-1984	Dr Edward Richardson	
1976-79, 83, 84, 87		Professor John Biggs
1980-82, 85, 86		Professor Ron Laura
1985-1989	Dr Douglas Huxley	
1988, 1989		Emeritus Professor John Ramsland
1989-91		Professor Sid Bourke
1992-94		Associate Professor Jack Caldwell
1995		Professor Allan Taylor
1996-2001		Professor Terry Lovat
2001-2008		Professor Phil Foreman
2008-		Professor Jenny Gore

TIMELINE AND MILESTONES



The University of Newcastle

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University Library Cultural Collection
Kevin McDonald
Marie Cox
Greg Preston

School of Education

Hunter Building
The University of Newcastle
University Drive
Callaghan NSW 2308 Australia

T: +61 2 4921 6864
F: +61 2 4921 6987
W: www.newcastle.edu.au/school/education

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