LEARNING AND TEACHING

The School of Education Learning and Teaching team marked 2019 with high levels of engagement with students and their support, both academically and from the perspective of wellbeing.

We provided influential processes to deal with administrative challenges presented to the School.

Our administrative team of academics and professional staff worked collegially to strengthen support for students, provide accurate, transparent and robust policies for reporting achievement and establishing our guiding principles for practice, both as a school and as practitioners in education.

Among our key achievements were retention activities, which included events for social interaction, as well as processes which focussed on identifying and helping those students in need of support.

Staff in program leadership, course coordinators and professional staff worked proactively in establishing a 'Students at Risk' strategy, so as to identify and support those students who, for whatever reason, have not been able to fully engage with their studies.

Our strategy has been to meet 'in camera' session for a few minutes prior to our regular Learning and Teaching Committee meetings to report the names of students for follow up, by a program director, learning leader or by Arts student engagement staff. This not only models the pastoral care of teachers, it proved very effective in keeping students enrolled, succeeding, and progressing at the University, and has been applauded by Faculty of Arts leadership.

2019 also heralded the creation of vision and mission statements for eLearning, Indigenous Education, and the School of Education Learning and Teaching Committee: the latter was 'borrowed' by other schools and disciplines in the Faculty of Arts for their own mission statements.

As a school, our focus has been on producing excellent professionals in education. The Guiding Principles Learning and Teaching strategy, created in consultation with School of Education staff, is considered an exemplar of best practice for others.

Another exemplar was the creation of a grade audit process in response to a need to ensure accuracy in publishing of student results. The School of Education grade audit document was used as a model for the creation of other audit processes in other schools and disciplines. As a School of Education, is was gratifying to note that we could contribute to our, and other, faculties in such positive and affirming ways.

Mid-year intake

2019 was the first full mid-year intake of students across the Master of Education, the Bachelor of Teaching (with the Bachelor of Arts) and the Master of Teaching – an exacting administrative process. The intake proved highly successful and has enriched our student load considerably.

Awards

2019 was a highly challenging and successful year for our staff and students, many of whom were rewarded for their outstanding contributions to the university and the profession of teaching.

These included:

- Dr Walter Barbieri, who received a Commendation for the Enhancement and Innovation of Student Learning for 'Effective and innovative use of learning technologies.'

- School of Education Participant-Leaders of Communities of Practice and Development Programs for the University of Adelaide: Dr John Willison, Assoc Prof Edward Palmer; Dr Linda Westphalen

- Professor Faye McCallum: the Australian Council of Educational Leaders (ACEL) South Australian Branch, Dr Alby Jones Gold Medal May 2019 - awarded to a South Australian educator whose influence and contribution to the study and practice of educational leadership is assessed as most outstanding at the state level and whose significant contribution to education is recognised at the national level.

Student Awards

- PH Routley Award - Jessica Fuller and Emma Mustaca.

- Esther Burns Scholarship - Andrew Ayliffe
- Education SA award presented 26 October at World Teachers Day event for outstanding academic achievement throughout the degree - Nia O'Loughlin

Photo: Minister for Education Mr John Gardner, Professor Faye McCallum & Ms Nia O'Loughlin

- Credit Union SA for excellence in academic performance and professional practice - Maria Blackmore
- Anthony Patten Master of Education Award - Ms Tania Zebian

Curriculum awards

- Business Studies - Lauren Fleming
- SA English Teachers' Association - Emma Carbone (Senior English), Olivia Wienert (English)
- Geography Teachers Association SA - Jordan Barnett
- History Teachers Association SA - Brittany Blunt (Senior History), Jayce Golding (History)
- eLearning and ePortfolio Prize - Brittany Blunt
- SA Teachers of English to Speakers of Other Languages - Lisa Khun
- Modern Language Teachers Association SA
- Modern Language Teachers Association SA - Michael Martin-Harris
- Mathematics Association South Australia - Mitchell Browne (Senior Maths), Gabrielle Weldon (Maths)
- Australian Society for Music Education - Austin Maddern
- SA Science Teachers Association - Isabella Cansdell (Science), Michael Browne (Physics), Isabella Cansdell (Biology), Angela Joy (Chemistry), Stacey Mathews (Chemistry) Chelsea Freeman (Psychology)

Placement Mentor Awards

- 1st Year PE Inspiration - *Edwardstown Primary School* - Morgan Scottney Turbill
- 1st Year PE Knowledge - *Valley View Secondary School* - Sandra Barazin
- 1st Year PE Role-Model - *Hawthorn Primary School* - Charmaine Faccio
- 1st Year PE Support - *Seaview High School* - Sandy Pass
- 1st Year PE Team Award - North Adelaide Senior College
- Regional School Mentor - *Murray Bridge High School* - Danika Mortimer
- Secondary School Mentor Inspiration - *Rostrevor College* - Peter Steel
- Secondary School Mentor Knowledge - *Rostrevor College* - Peter Steel
- Secondary School Mentor Role Model - *Norwood Morialta High School* - Sarah Creeper

Secondary School Mentor Support - *Parafield Gardens High School* - Marcus Bird

GRADUATIONS SEPTEMBER 2019: CONGRATULATIONS