

# PROFESSOR SUSAN LEDGER



Head of School – Dean of Education,  
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Surabaya, June 6th, 2023

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# ACKNOWLEDGEMENT OF COUNTRY

Dillumun Dancers

Tahlia West Bachelor of Aerospace Engineering

Kadina Barker Bachelor of Social Work





# University of Newcastle NSW



# SCHOOL OF EDUCATION

## OUR AIM

Become Australia's leading School of Education for equity, excellence, health and technologies in preparation of teachers, leaders, and scholars.

Address critical issues facing education by partnering with others in educational research of global significance and impact.

Define ourselves as national leaders in understanding Indigenous cultures of learning and producing the next generation of indigenous teachers, scholars, and leaders.





# SCHOOL OF EDUCATION

## OUR PILLARS

### PILLARS

Centre for  
Active Living  
& Learning

*Physical Ed*  
*Health Ed*  
*Wellbeing*

**CALL**

*Technologies*  
*Pedagogies*  
*Curriculum*

**PEd & Ed  
TECH**

Teachers &  
Teaching  
Research Centre

*Quality Teaching*  
*Model Policy &  
Practices*  
*Philosophy*

**TTRC**

*Indigenous*  
*Special*  
*Inclusive*  
*Gender*  
SORTIE  
*Refugee*  
TESOL/LOTE

**Learning Sciences**

1

**Teaching**

## Whole Person Approach to Education



Through employing

- **Mixed Reality Learning Environments**
- **Quality Teaching Model**
- **Active Living and Learning**
- **Special & Inclusive Education**
- **Mathematics**
- **TESOL & Languages**
- **International Experiences**



## Active Living and Learning

[Research](#)[Our People](#)[News](#)[Contact us](#)

## Active Living and Learning

The Centre for Active Living and Learning (CALL) at the University of Newcastle is a multi-disciplinary research centre comprised of 20 researchers (and 45+ HDR students) with expertise in physical activity, fitness, sport, public health and mental health.

The focus of the centre is on improving the health and wellbeing of the community through the promotion of active lifestyles that include increased physical activity and decreased time spent sitting and on screens. The Centre has three interrelated research themes that address the population settings the team works in including Community, Families and Schools.

## Research themes



### Community

[Read more >](#)

### Families

[Read more >](#)

### Schools

[Read more >](#)

# Supporting your QTR journey

Whether you've just heard about QTR or you're already deeply involved, we can support your QTR journey.

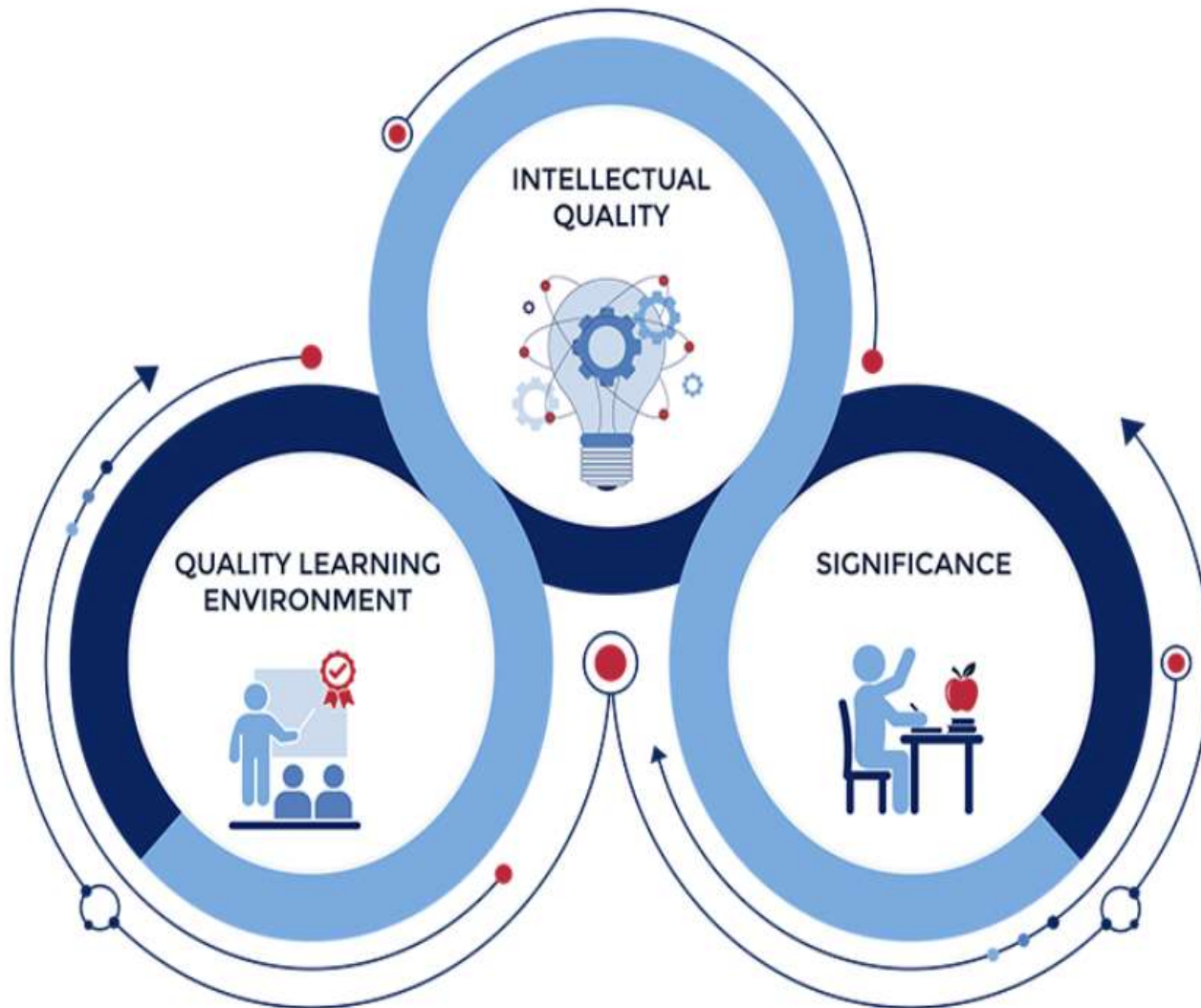
## New to QTR? >

You've come to the right place. Here are some helpful links to discover more about QTR:

- [What is the QT Model?](#) and [What is QTR?](#)
- [Our Research](#) (includes two-page summaries of key research findings)
- [Members' Area](#) (Sign up to become a member and access loads of resources)
- [News](#) (includes case studies of schools that have undertaken QTR)



# Quality Teaching Model & Rounds



The Quality Teaching Model can be used to plan, observe, analyse and discuss classroom and assessment practice, focused on three dimensions:

- **Intellectual Quality** - pedagogy focused on deep understanding of important, substantive concepts, skills and ideas
- **Quality Learning Environment** - pedagogy that creates classrooms where students and teachers work productively and are clearly focused on learning
- **Significance** - pedagogy that helps make learning meaningful and important to students.

# • Quality Teaching Model

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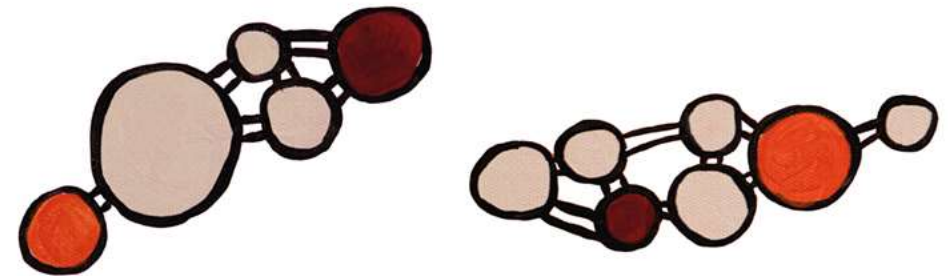
Intellectual Quality	Quality Learning Environment	Significance
Deep knowledge	Explicit quality criteria	Background knowledge
Deep understanding	Engagement*	Cultural knowledge
Problematic knowledge	High expectations	Knowledge integration
Higher-order thinking	Social support*	Inclusivity*
Metalanguage	Students' self-regulation*	Connectedness
Substantive communication	Student direction	Narrative

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# Preparing future teachers

## *Technologies as a diagnostic and reflective practice tool*

1. **SimTeach** [*Mursion* mixed reality synchronous environment]
2. **SimSchool** [AI asynchronous gaming platform]
3. **SimCAVE** [360 shared immersive room]





Overview & Instructions

Resources

Teaching Sims v

☰ Class 1: Class 1

🟢 Class 2: Class 2

🟢 Class 3: Class 3

🟢 Class 4: Class 4

🟢 Class 5: Class 5

Observations

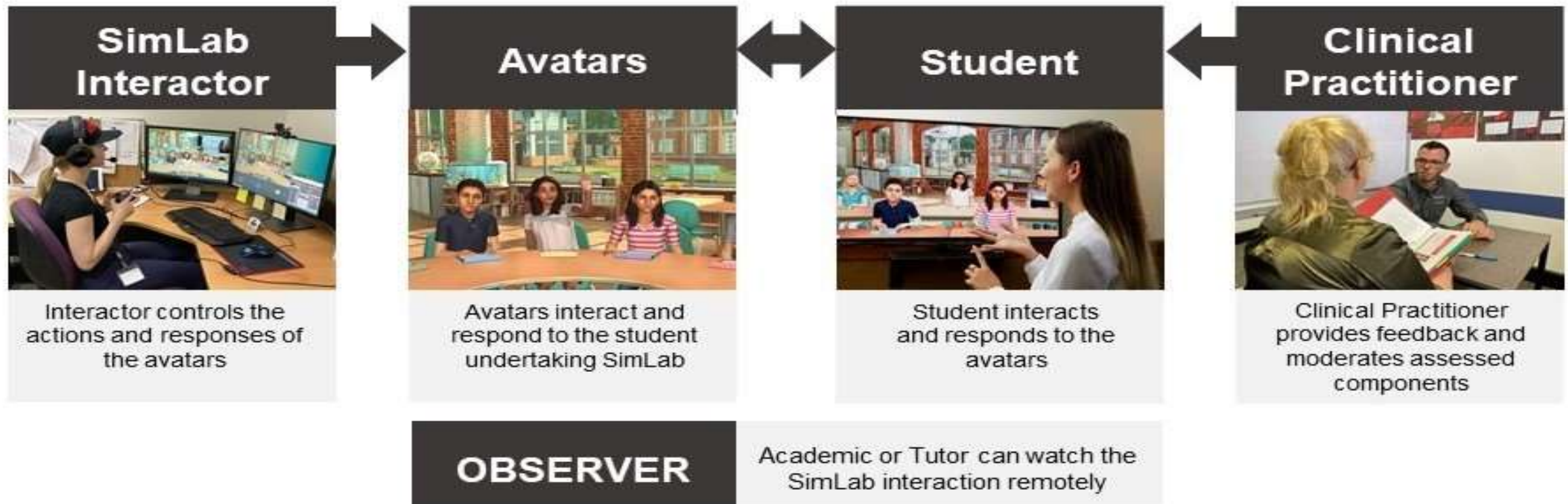
## Teaching Sims

Admin Feature: Open Sim AI Dashboard

👤 Profile 🗑️ Teach 🗨️ Talk 📊 Progress 📅 Logs

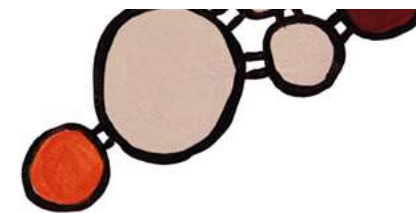
RESTART 00:00:00 PAUSE SUBMIT

# 1. Simteach (Mursion): How it works



Ledger & Fischetti (2020) Microteaching 2.0: Technology as the Classroom. *Australian Journal of Teacher Education*, 36 (1).

DOI: <https://doi.org/10.14742/ajet.4561>

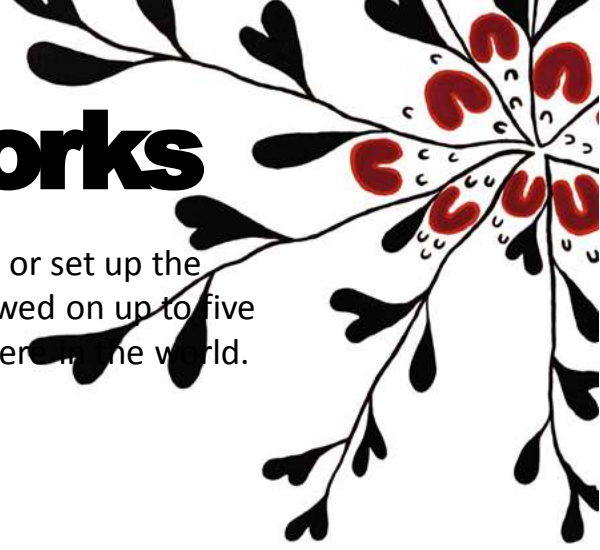






### 3. SimCAVE: How it works

Teachers can create their own 360° video content, access it from YouTube VR or set up the Immersive Learning Space where traditional 2D content is presented and viewed on up to five Epson projectors. Teachers can also access Google Maps for field trips anywhere in the world. (KNOX Grammar)



Shared VR: 360° Immersive experiential learning environment

Placing students into virtual classroom and school contexts.

Shared experiences – Rural, Remote, SSP, multicultural, school & community experiential

<https://www.igloovision.com>





A great teacher can change lives and truly impact the communities in which they live. Through our education degrees you'll learn more than just how to teach – you'll gain the skills needed to empower future generations and inspire young minds.



Early childhood education



Primary education



Secondary education



Special education



Education leadership

- [Aboriginal Education, Policies and Issues](#)
- [Advanced Literacy Studies](#)
- [Becoming a Teacher: Primary and Early Childhood Context](#)
- [Educational Psychology: Learners and the Learning Process](#)
- [Elementary Mathematics](#)
- [Foundation Studies in K-6 PDHPE](#)
- [Foundation of Creative Arts for Early Childhood and Primary Teachers](#)
- [Foundations of Language - Primary and Early Childhood contexts](#)
- [Foundations of Science and Technology](#)
- [Inclusive and Special Education](#)
- [K-6 Creative Arts](#)
- [K-6 Curriculum Contexts: Integration and Inclusion](#)

- [K-6 Literacy 1](#)
- [K-6 Literacy 2](#)
- [K-6 Numeracy](#)
- [K-6 PDHPE](#)
- [K-6 Pedagogies](#)
- [K-6 Science and Technology](#)
- [K-6 Society and Environment](#)
- [Pedagogies of Numeracy from Birth to 12 Years](#)
- [Quality Teaching and Student Learning K-6](#)
- [Quality Teaching, Equity and Diversity K-6](#)
- [Schooling, Identity and Society](#)
- [The Australian Experience](#)
- [The Future of Teaching and Learning](#)

# Special & Inclusive Education

## Specialisations

In addition to the core courses students will be required to select an area of specialisation in which they will undertake a combination of compulsory and directed courses to support their learning. All specialisations within the program are accredited with the Department of Education. Students can select to specialise in one of the following four areas:

1. **Deaf Studies and Deaf Education** - this specialisation will equip you with skills to support children and young people who are deaf or hard of hearing in early intervention programs or in specialised units or facilities. Qualified teachers will be prepared to take the role of a teacher of the deaf.
2. **Early Childhood** - this specialisation explores contemporary issues in early childhood prevention and intervention including working collaboratively with families and other professionals to support young children's learning, socialisation and communication.
3. **Emotional Disturbance/Behavioural Problems** - this specialisation explores how to assess, program and intervene in behaviour problems, and master the teaching methods and techniques to educate students with emotional or behaviour problems.
4. **General Special Education** - this specialisation diversifies and deepens your understanding across a range of areas including education of students with learning difficulties and behaviour problems and understanding developmental disabilities.

If you are a Teacher at a Victorian Government school you may be eligible for the Inclusive Education Scholarship. For more information about eligibility and how to complete an application, visit the [Department of Education and Training website](#).

Interested in studying Special and Inclusive Education?

Next Thursday 8 June at 6pm, Carl Leonard is hosting a webinar where those who tune in will learn about our postgraduate program.

<https://www.newcastle.edu.au/events/future-students/master-of-special-and-inclusive-education-webinar>



# SCHOOL OF EDUCATION

## NEW INITIATIVES

- Mathsretraining program
- Mid-Career transition to teaching
- GradDip+
- In school 1st year as SLSO
- 12month internships in final year
- Rural and Remote placements
- DoE funding Special Education
- Quality Teaching Model and QTR Rounds
- HPE High Intensity Training
- Dads and Daughters



2

**Research**

## Research of Significance for the profession

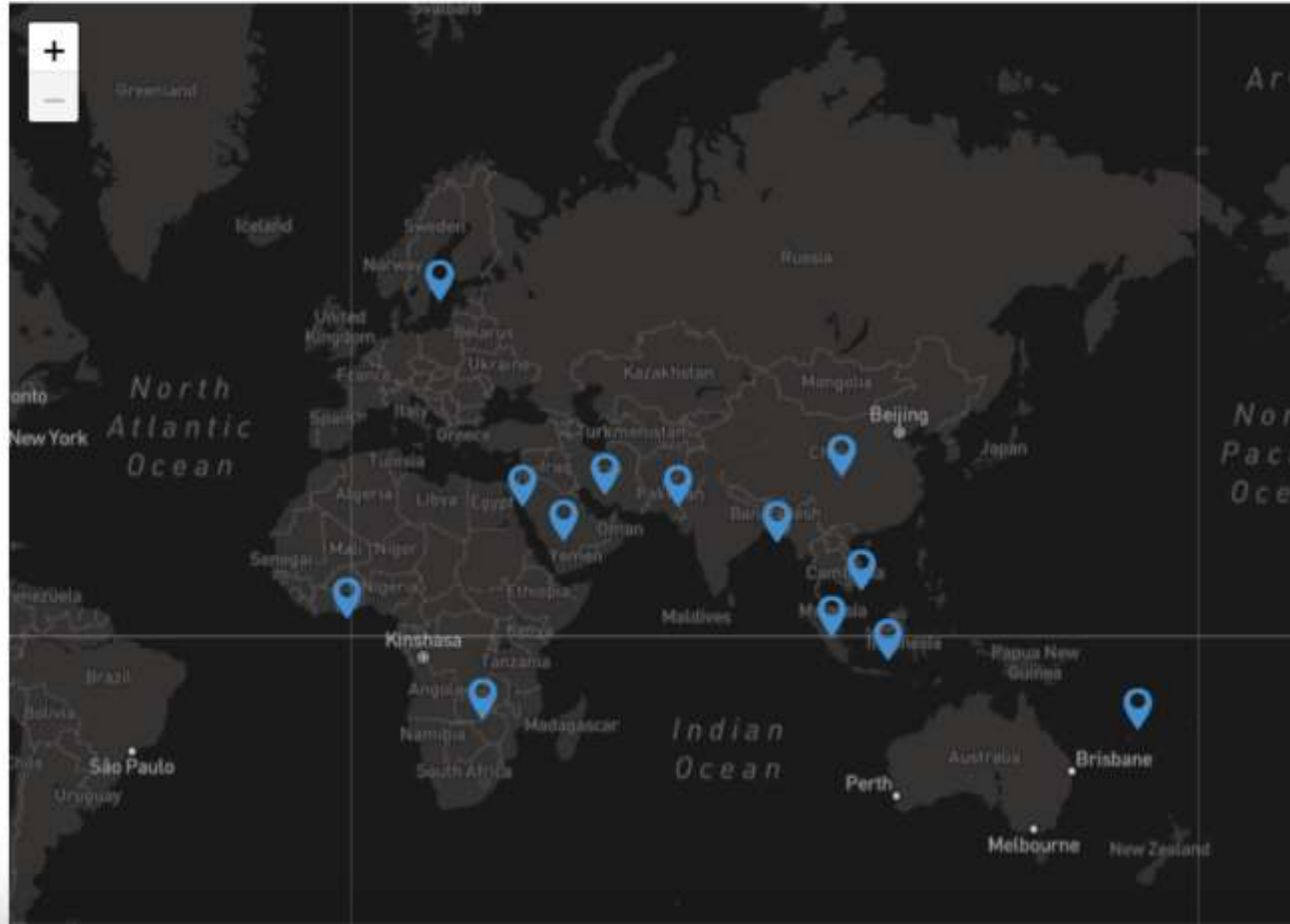
I am studying [X<sub>topic</sub>] because I want to find out [Y<sub>question</sub>] in order to better understand [Z<sub>significance</sub>] so that [A<sub>issue</sub>] might be [B<sub>impact</sub>].



## Snapshot of current research

Our current PhD and MPhil candidates in the School of Education are researching areas such as:

- > Physical activity and nutrition
- > Teachers and teaching
- > Research training and adaptive knowledge
- > Equity and education
- > Curriculum and pedagogical innovation
- > Comparative and international education
- > Early childhood education and care
- > Special and inclusive education



## Models of Higher Degree by Research supervision

Our School utilises a range of supervisory models from personalised mentoring through to innovative cohort models that include school-based groups and multi-school networks. Higher degree students work on their projects in collaboration with University supervisors who provide expert coaching in your journey to produce new knowledge that impacts policy or practice.

## Costs for Higher Degree by Research programs

Australian postgraduate research (Higher Degree by Research) students do not currently incur tuition fees or a HECS debt. International students, see our [costs section](#).

## Who can apply

Applications are assessed on a case-by-case basis. Honours and Masters degrees aren't essential to commence a Higher Degree by Research program for those with relevant experience.

If you're unsure about your eligibility, submit the [Expression of Interest form](#) which will be reviewed by the Deputy Head of School (Research).

Applicants whose first language is not English are required to demonstrate meeting the University's [English proficiency policy](#).

## How to apply

### Step One - School of Education expression of interest

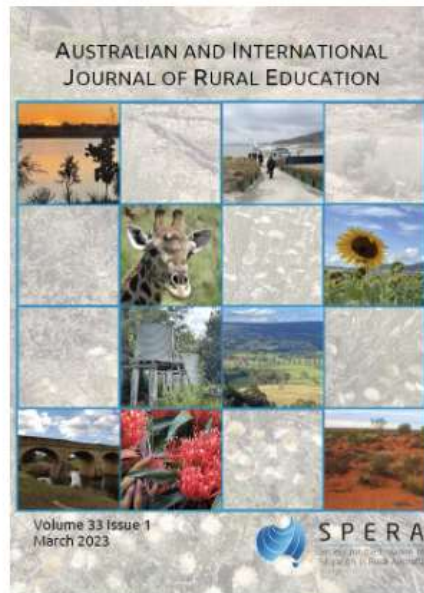
To enable the School of Education to determine your eligibility for one of our HDR programs and identify a potential supervisor, please complete the [expression of interest form](#) and [email it to the school](#).

Please allow at least two weeks for a response.

[Home](#) / [Archives](#) /

Vol. 33 No. 1 (2023): Celebration, Attraction and Retention of a Regional and Rural Workforce

## Vol. 33 No. 1 (2023): Celebration, Attraction and Retention of a Regional and Rural Workforce



**Published: 23-03-2023**

3

**Service/  
Engagement**



## Social Pillar



## Environment Pillar



## Economic Pillar



## Law and Governance Pillar



## Infographic 4.1. Overview: Four OECD Scenarios for the Future of Schooling

<b>OECD Scenarios for the Future of Schooling</b>	 <b>Goals and functions</b>	 <b>Organisation and structures</b>	 <b>The teaching workforce</b>	 <b>Governance and geopolitics</b>	 <b>Challenges for public authorities</b>
 <b>Scenario 1</b> <b>Schooling extended</b>	<p>Schools are key actors in socialisation, qualification, care and credentialing.</p>	<p>Educational monopolies retain all traditional functions of schooling systems.</p>	<p>Teachers in monopolies, with potential new economies of scale and division of tasks.</p>	<p>Strong role for traditional administration and emphasis on international collaboration.</p>	<p>Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.</p>
 <b>Scenario 2</b> <b>Education outsourced</b>	<p>Fragmentation of demand with self-reliant “clients” looking for flexible services.</p>	<p>Diversification of structures: multiple organisational forms available to individuals.</p>	<p>Diversity of roles and status operating within and outside of schools.</p>	<p>Schooling systems as players in a wider (local, national, global) education market.</p>	<p>Supporting access and quality, fixing “market failures”. Competing with other providers and ensuring information flows.</p>
 <b>Scenario 3</b> <b>Schools as learning hubs</b>	<p>Flexible schooling arrangements permit greater personalisation and community involvement.</p>	<p>Schools as hubs function to organise multiple configurations of local-global resources.</p>	<p>Professional teachers as nodes of wider networks of flexible expertise.</p>	<p>Strong focus on local decisions. Self-organising units in diverse partnerships.</p>	<p>Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.</p>
 <b>Scenario 4</b> <b>Learn-as-you-go</b>	<p>Traditional goals and functions of schooling are overwritten by technology.</p>	<p>Dismantling of schooling as a social institution.</p>	<p>Open market of “prosumers” with a central role for communities of practice (local, national, global).</p>	<p>(Global) governance of data and digital technologies becomes key.</p>	<p>Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.</p>

# Ecosystem of Teaching

Teacher Shortages

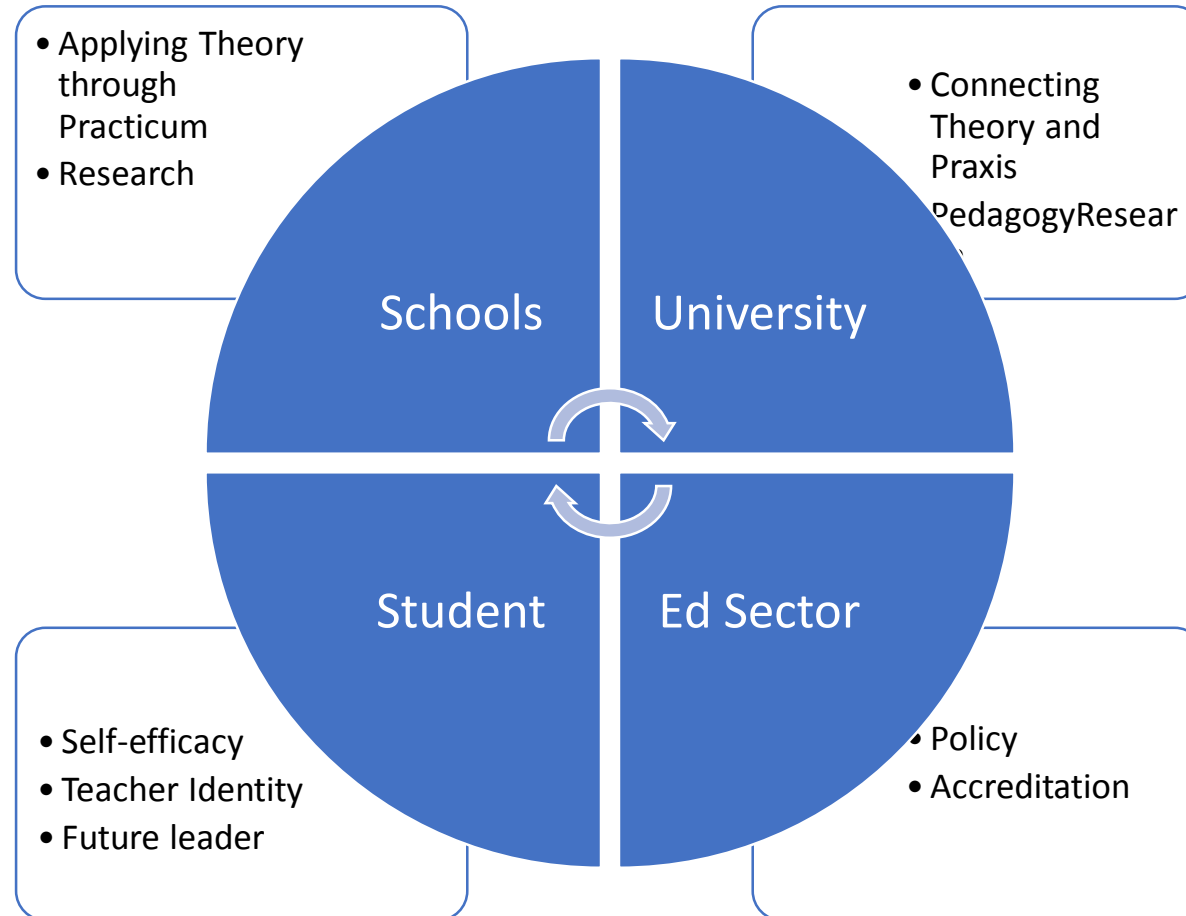
Fewer choosing teaching

Public Scrutiny

Childrens' Behaviour

Rise in mental health diagnosis

Policy & Practice misalignment





4

# UoN & UNESA Partnership

# Partnership Potentialities

## Students

- Exchange – courses or semesters
- Scholarships
- Simulations – simschool, sim teach and simcave.

## Staff

- Exchange & Visiting scholars
- Scholarships - Masters/PhD
- Joint supervision
- Joint research & publications
- Joint or combined degrees
- Short course opportunities SDGs
- Adjunct positions

**THANK**  
**YOU**

