

School of Education

Updated

ECU Launches
Transformational
Video Game



Teaching in the
Time of Corona

World's Languages
Silenced



Useful Tips:

Back to School Anxiety



From the Executive Dean

On behalf of the School of Education, I wish to acknowledge the teachers and educators for their resilience by continually prioritising learning in what will be remembered by history as an extraordinarily challenging year.



The collaboration between the Deans of Education in Western Australia, the Department of Education (Western Australia), Catholic Education Western Australia and the Association of Independent Schools of Western Australia achieved a remarkable outcome with pre-service teachers being deployed to schools to assist teachers and students in teaching and delivery near the start of Term 2. Pre-service teachers were formally recognised as being an asset to student learning and having the

capability to support teachers and schools with on-line delivery and engagement of students.

It is comforting to see how the wider community has a further appreciation and understanding of the role of educators and their importance in society in the education of young children, adolescents and young adults.

The School of Education extends its thanks to you for sharing your expertise and mentorship of our students during this term.

There have been 1430 ECU Pre-Service Teachers undertaking professional experience across 441 schools and early learning centres.

I wish you all the best with the remainder of Term 2 and a safe and very well-deserved July School break.

Professor Stephen Winn
Executive Dean
School of Education
Edith Cowan University



Pre-service Teachers can Assist Schools During COVID-19

With the COVID-19 pandemic beginning to flatten in most parts of Australia, now is the time to seriously consider how we best support teachers and students in schools for Term 2 and the rest of the year.

Our schools and teachers have been under intense pressure to reinvent the way lessons are delivered to students in a home environment, at school or in a blended mode. While media reports have focussed on changes to ATAR and schools being open or closed, there has been little attention given to a very real opportunity presented by the COVID-19 situation – namely, the contribution to schools that thousands of pre-service teachers (PSTs), or “teachers in training”, could do to assist in schools in the coming weeks and months.



This article was first published by *The Australian* and is available to read in full here.

Teaching in the Time of Corona

In any ordinary year, Australia's teachers would have spent their April holidays taking a quick breather from Term 1 and planning lessons for the upcoming autumn term. 2020 is, of course, no ordinary year.



On a global scale, COVID-19 has brought about the greatest disruption to the work of teachers ever seen in modern history.

UNESCO estimates approximately 90 per cent of all schools worldwide have now been temporarily closed in an effort to slow the spread of this pandemic, with around 63 million teachers impacted.

While classroom teachers have always been essential workers, never before has their work been considered such a vital frontline service, with teachers truly at the coalface amid a once-in-a-century crisis.

The global teaching workforce has been asked to pivot to the online teaching space almost overnight in response to the restrictions implemented to reduce the virus' spread. Many educators are now required to deliver remote or distance teaching, sometimes in addition to traditional face-to-face teaching.

More than 70,000 West Australian teachers have been trained at ECU's School of Education since its inception as the Claremont Teachers College in 1902. Thousands of ECU's education alumni will be among those teachers across WA and indeed the country who are affected by this crisis. The School of Education wishes to thank and encourage its alumni who are currently teaching during what will be remembered by history as an extraordinarily challenging era.

Teachers across all three sectors – Department of Education WA, Catholic Education WA and the Association of Independent Schools of WA (AISWA) have all

risen to the occasion, prioritising the continuity of their students' learning amid changing government edicts and despite having no certainty or control over the situation themselves.

Depending on the contextual circumstances of each WA school, this has, in some instances, required teachers to plan for three distinct teaching modes: face-to-face teaching; designing printed learning packages as part of remote or distance teaching; and implementing meaningful digital curriculum resources so students can learn at home via the Internet.

With remote teaching relying heavily on technology, many teachers have had to take crash courses in platforms such as Microsoft Teams, Zoom and WebEx to deliver classes to their students who remain at home.

This tremendous pivot and agility of WA's teachers is to be applauded and, once restrictions are lifted, should be duly celebrated.

The pivot to the virtual learning space has, however, highlighted the need for students from lower socio-economic backgrounds to have equal access to technology at home in order to receive the same quality of education as their peers.

While recent research, such as that from 2018's *Falling Through the Net* report, does suggest most West Australians can access the Internet, some WA students may have limited Internet data, intermittent connection or availability, or may need to share devices with their siblings or their parents who are now also working from home.

Some educators are concerned that the shift to remote teaching during COVID-19 may exacerbate the effects of social, economic and educational disadvantage.

Nonetheless, it has been heartening to see education sectors, commercial providers and universities unite to make digital resources as widely available as possible. Many have lifted paywall and password restrictions to make these resources truly open access, while the Department of Education Western Australia's Learning at Home Hub website provides parents across the state with resources to help their children learn from home.

Though it took the disruption of a global pandemic to spark these changes, they may provide useful ongoing benefits to the education space, long after the COVID-19 crisis is relegated to a historical footnote.

Indeed, with parents and carers now thrust into the role of supporting and coaching their children's education on a full-time basis, many are gaining new insights into the highly sophisticated role of educators and the important work done by classroom teachers.

Perhaps this may be another long-term benefit of an otherwise dreadful situation: a newfound and lasting respect for the teaching profession, and a deeper appreciation for the role teachers play in society.

Dr Julie Boston is the Academic Coordinator for Industry Engagement for the School of Education.



ECU Launches Video Game

to Help Adolescents Understand Bare Supermarket Shelves

This year has seen many Australians confronted by bare supermarket shelves and major restrictions on their grocery purchases for the first time in their lifetimes, as a result of the COVID-19 pandemic.

Many consumers, including young people, interpreted empty toilet paper shelves and limitations on staples like flour, pasta and rice with alarm, believing them to indicate genuine shortages of foods and other products as opposed to disruptions to the supply chain.

Now, a group of ECU researchers has developed a timely new educational video game aimed at helping adolescents make sense of how food production and the supply chain works.

Farm to Fork is a brand-new transformational video game aimed at students from Years 6 through 9, specifically developed as a free resource for educators in line with the school curriculum.

Children are our consumers of the future.

Newly released to the App Store, *Farm to Fork* has been designed to provide teachers and home schooling parents with an interactive and immersive tool with which to educate students about the health, economic, scientific and social realities of food production systems.

The game was developed by academics across ECU's Schools of Medical and Health Sciences,

Science, Education, and Arts and Humanities, in collaboration with school students and teachers.

Professor Amanda Devine from the ECU School of Medical and Health Sciences said transformational games are a strategy that has been shown to engage young people in their education.

"*Farm to Fork* helps young people understand the complexities of the food system, but also provides learning activities that show how simple changes can improve people's food choice that impact health outcomes for individuals, communities and the environment," she said.

"Children are our consumers of the future so ECU has released this game as a strategy to support better informed food choices for the health of all Australians and the planet."

Professor Devine added that the education goals of the game have been specifically aligned to the Curriculum in Science, Design and Technologies, Humanities and Social Sciences and Health and Physical Education, making it an ideal resource for educators.





"Teachers can access lesson plans to extend student learning from the game and to help them apply new knowledge to their everyday lives," she explained.

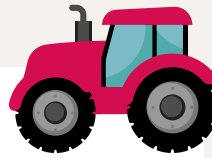
The game centres on the journey of a food commodity – the humble potato – from production to consumption (farm to fork), with levels and challenges to highlight learning outcomes at each stage.

Students will complete the game with an understanding that food supply chains are complex, learning that decisions at each stage can influence the nutritional quality, waste generated and economic viability of the product.

The research and development of *Farm to Fork* was funded by Healthway and Edith Cowan University, and is a collaborative project by researchers Ms Margaret Miller, Associate Professor Martin Masek, Dr Julie Boston, Dr Donna Barwood, Ms Sandy Smith, Mr Luke Kelly, Associate Professor Stuart Medley, Dr Jo Jung, Ms Jenny Hanna, and Professor Amanda Devine.

For more information, please contact Ms Margaret Miller, Senior Research Project Manager, at m.miller@ecu.edu.au.

FAQs



How can I download the *Farm to Fork* game?

Farm to Fork is available now as a free download from the **App Store**.



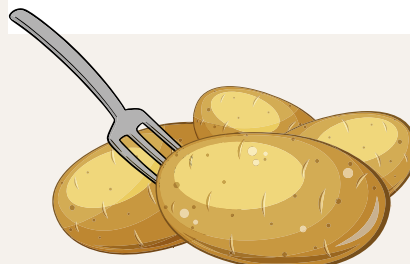
Which student cohorts is the game best suited to?

Farm to Fork has been designed and specifically mapped to the WA Curriculum for Year 7, 8 and 9. It may also be suitable in some Year 6 classrooms.

How can I incorporate *Farm to Fork* into my teaching?

A **free teaching resource booklet** and a **Power Point presentation on how to play the game** have been developed to support educators in introducing *Farm to Fork* into the classroom. Learning outcomes aligned to the WA and ACARA Curriculum areas of:

- Science;
- Design and Technologies;
- Humanities and Social Sciences; and
- Health and Physical Education.



What Does the Future Look Like for Teachers?

School of Education Executive Dean Professor Stephen Winn recently spoke on ABC Radio Perth with journalist Jessica Strutt about the role of the teaching profession during the COVID-19 pandemic.

Strutt points out the often thankless nature of roles like nursing and teaching and how the pandemic highlighted the essential role of workers in these sectors.

Professor Winn commented on the dynamic environment that new graduates are entering into, and how vital it is for pre-service teachers to meet certain requirements as their specific set of skills will be crucial to delivering education in the future.

Professor Winn also outlined how pre-service teachers can be a real asset for schools during this time, assisting teachers with online delivery and other functions.

The full audio of the interview can be accessed **here** via ABC Radio Perth.

Professor Stephen Winn is Executive Dean of the School of Education at Edith Cowan University.



World's Languages Silenced by COVID-19 Pandemic

As COVID-19 brings the world to a standstill, I have reflected upon its global impact long after the rules of self-isolation and social distancing have been lifted and the stocks of hand sanitisers and toilet paper have been replenished.

Globally, the COVID-19 death toll of 380,000 (at date of writing) has seen a demise of generations. Generations who remembered and/or lived through China's Northern Expedition, Italy becoming a republic, women gaining equal suffrage to men, the Great Depression, the events of World War II, Sir Charles Kingsford Smith and the Francoist dictatorship.

What effect is this death toll having on the history, cultures and languages of the world?

A language is a method of written, spoken or gestural communication particular to a country or community. Research has documented that many of the world's 7,000 languages are at risk of extinction especially in the regions of Asia, Africa, North America, South America and Australia.

UNESCO predicts that half of the world's languages will be lost by the end of the 21st Century. Many of the UNESCO categorised endangered languages are

spoken in the countries which are experiencing the highest death tolls to date: Italy, The United States, Spain, France, the United Kingdom and China.

Scientists estimate that one language is lost every 14 days. If they are right, potentially the world has already lost 7 languages in the three months of the COVID-19 pandemic.

Prior to the standardisation of languages, people spoke a native language or a regional dialect – a subset of the main language which is particular to a region or group. These, together with the more formalised standard language are entwined within the historical and cultural fabric of a country and its people.

Whilst sound in theory, standardisation began to remove any sense of 'regionality' and signs of individuality between people. However, to speak one's native language or dialect is a birthright and COVID-19 can potentially take that birthright away from people.

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Scientists estimate that one language is lost every 14 days.

According to UNESCO, in The United States *Comanche* is severely endangered; *Lombard* in Italy, *Asturian* in Spain and *Gascon* in France are definitely endangered, and *Manchu* in China is critically endangered. *Cornish*, a southern English dialect is also endangered.

This list is not exhaustive. Many more languages and dialects within these and other countries are endangered and at significant risk to succumbing to this pandemic. In Australia, of the 250 traditional indigenous languages once spoken, only 100 are spoken by older generations, with only 13 of these currently being learned by children and only 40 of the 800 indigenous dialects survive.

Whilst it is important for governments to support and fund research interventions which will assist in preserving our endangered global languages what cannot be overlooked is the important role the generations lost to COVID-19 play in maintaining them.

For example, over 10 years, Italy has seen an increased interest in younger generations wanting to learn their regional dialects thus displaying a renewed sense of '*campanalismo*' – a connectedness symbolised by local pride and a sense of belonging.

And how are they learning the language? Some via apps, others in regional schools but the majority are learning them through their interactions with their elders, their *nonni* (grandparents) and *bisnonni* (great-grandparents) through such activities as conversations, telling stories, cooking and singing.

This is where my question is answered. COVID-19 will have a significant effect on the history, cultures and languages of the world as it is systematically removing the rich resources

needed in maintaining these endangered native languages and dialects – the older generations.

Personally, I can attest that the maintenance of my *Vastese* dialect has become increasingly difficult since the passing of my *Nonna*. As more of her generation pass, I am left with less opportunities to practice it. If this is happening to me, what it is going to be like for the millions of people across the globe who speak a native language or dialect? They will have their birthright or '*campanalismo*' eroded away each time another elder of the community dies as a result of this pandemic.

Unlike superannuation funds, economies and businesses, generations cannot be rebuilt and languages which are lost cannot be relearned because they are unique, and they define people.

Rather than complain that the world is in lockdown, we should congratulate the governments, and in particular that of Western Australia, for putting in place hard borders. This is not only keeping the population safe, but it is also protecting the Indigenous languages of our state.

So, while we are forced to slow down and reflect upon who we are as people and as a community, I encourage you to help the global community and learn a language – whether it be a standard language or dialect – as both need protecting.

Dr Annamaria Paolino is a Lecturer in the School of Education.

... languages which are lost cannot be relearned ... they are unique, and they define people.

Leaders in Literacy: Dr Margaret Merga

In this 2019 episode of the Teacher Staffroom podcast, ECU School of Education Senior Lecturer Dr Margaret Merga spoke briefly with Dominique Russell about building a supportive reading culture within schools.

Dr Merga's remarks were drawn from her recently-published paper which set out to get a clearer picture of what can enhance or limit a school reading culture. The final report looks at the results of interview data from teacher librarians at 30 Western Australian schools.

Dr Merga had this to say about the research topic:

"So what we really want is to have schools where the fostering of a reading culture is seen as something of importance beyond the library, beyond the English classroom, where all of the staff and the leadership are really focused on promoting that kind of a culture. And even beyond the school – bringing in parents, engaging parents and guardians in also promoting within a home context."

The full episode audio is available **here** via *Teacher Magazine*.

Dr Margaret Merga is a Senior Lecturer at the School of Education.



Vulnerable students left behind by online schools

Despite intense preparations currently underway at schools to roll out online instruction there are real concerns that some students will be left behind.

Teachers and school leaders are working long hours, trying their best to serve their students and their community and in some areas a truly collaborative approach is taking hold.

Many are showing entrepreneurial spirit and creativity, and the social media universe is awash in ideas and resources.

Good online learning needs more than equipment

Some schools may well have the infrastructure and their students and teachers may well be digitally aware. They may have access to the resources to move to online education but a vast array of these groups do not.

A lot of schools, students and teachers, especially those in lower socio-economic areas, are not so well equipped nor do they have access to both the resources and the knowledge of how to use these tools.

Hopefully, in the coming weeks, those schools struggling to support online learning will find workarounds for students without access to technology.

Regardless of the preparation, some schools, some teachers and a lot of students are just not going to be able to participate in online or remote learning.



Research suggests that online schooling has a significant negative impact on both course persistence and achievement.

One study, conducted in the US where some 200,000 students are enrolled in online schools and fully online schools operate in 26 states, found that full-time virtual schools are not a good fit for many children. They found challenges in maintaining student engagement being inherent in online instruction, in part because of the limited student-teacher contact time.

If schools specifically designed to teach coursework online – frequently with huge sums of money and time invested in research and planning – can't make it work, it seems unlikely that parents and teachers googling resources will.

What about our marginalised students?

It is vital that arrangements are made to ensure continuity of learning for vulnerable children and those with additional needs.

Schools will be dealing with students facing traumatic situations, from financial stress, to domestic violence and grieving the loss of loved ones because of the virus.

As marginalised students already find it difficult to access counselling and support, the impact on students' stress levels if they can't access school materials like their peers or students at other schools is also something to be considered.

For schools that rolled out online instruction in the final weeks of term one, students and teachers were reinforcing online the concepts they had already learned face-to-face.

The big challenge will come in term two and beyond, when students – who have vastly different levels

of access to technology and at home support – will be asked to grasp new concepts and new technologies.

There's more to school than curriculum

Also, important to remember is that schools are not just factories that mechanically troll through curriculum. Schools support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning. They engage practices that can help educators respond to individual variability, address adversity, and support resilience to enable all children to learn.

During this period of worldwide quarantine, and educators' attempts to ensure the continuity of learning for all learners, this interrelationship of developmental processes is even more pronounced.

The goal should not be to try to re-create face-to-face classrooms and schools, which is impossible to do, but instead to maintain the wellbeing of all in our community.

Most schools will discover they need to be adaptive and fast-thinking in order to ensure that learning continues.

Perhaps the question is not so much about the continuity of learning but what the learning should be during this time.

Teachers will do their utmost to ensure equity of education for all but education is a profoundly relational thing – that's the challenge.

Dr Helen Egeberg is Master of Teaching Coordinator (Secondary Education) in the School of Education.

ECU Researchers Helping Teens Stay Active During Isolation

Staying fit and healthy during times of isolation is now even easier thanks to a new free resource developed by ECU sport researchers.

ECU School of Education's Dr Joe Scott and School of Medical and Health Sciences Professor Ken Nosaka have designed an instructional full-body daily exercise program perfect for adolescents to maintain their health and fitness.

Dr Scott said the program was developed in response to the long periods of isolation caused by the COVID-19 pandemic, and could be used as a resource by Health and Physical Education teachers, parents, or even teens themselves.

"School teachers and parents have been in need of simple ways to engage adolescents in physical activity, so we designed this instructional exercise program for adolescents that can be done anywhere, anytime, with no equipment," he said.

Prior to the COVID restrictions, research indicated that only 10.3% of young people in Australia were completing the recommended 60 minutes of moderate to vigorous physical activity (MVPA) daily.

Alarming, only one in 50 (1.9%) young people were completing both the recommended 60 minutes of MVPA per day and the three days of muscle strengthening activity per week.

Dr Scott said the new isolation and social distancing regulations taking place nationally since March restricted many opportunities for adolescents to engage in physical activity and have potentially exacerbated this health issue further.

"All sporting facilities – including organised sports, ovals, parks and outdoor equipment – were closed, as well as pools and many beaches, preventing involvement in water activities," he said.

Even with some restrictions now cautiously beginning to lift in various jurisdictions as of June, Dr Scott said the pandemic had only highlighted an existing problem.

Professor Nosaka said he hoped the program would be used by teachers and parents to not just ameliorate decreased physical activities during the COVID-19 isolation period but, more broadly, to improve young people's levels of MVPA across the country.

"I do hope that the video will be viewed by many people – it can assist children to do exercise on a regular basis," he said.

The video has also been shared internationally to provide an additional resource to support

teachers around the world where schools are still closed as a result of COVID-19.

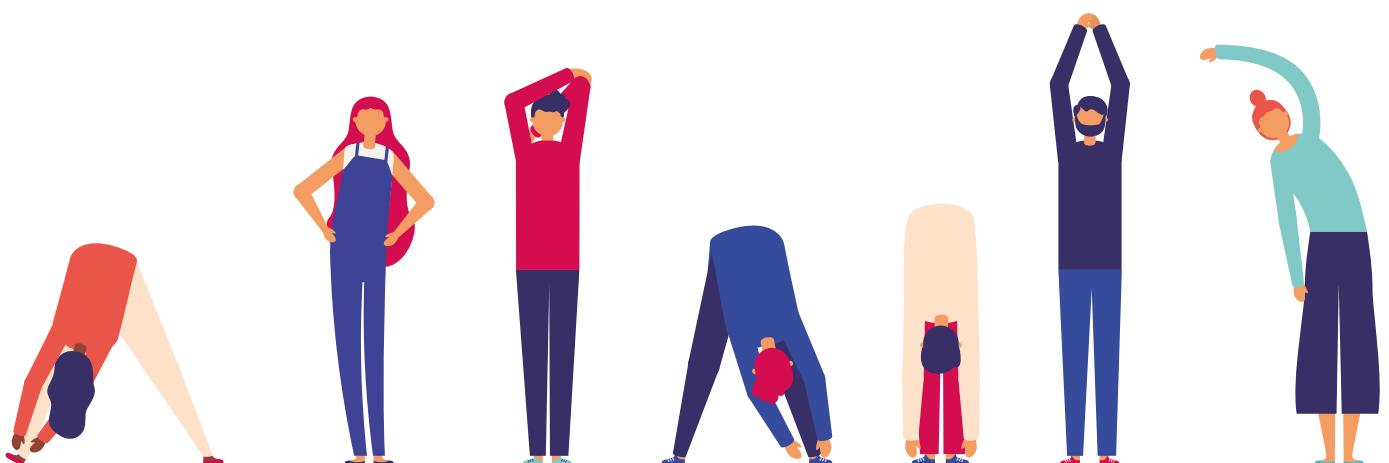
Dr Scott said the resource was developed in consultation with exercise physiologists, teachers and parents and drew on his and Professor Nosaka's industry expertise to design the most appropriate and safe muscle strengthening program for adolescents.

"All exercises in the program are safe and modifiable, so the program can be completed by adolescents at any age or fitness level," he said.

The resource is available for educators for free here.



Dr Joe Scott is a Lecturer in Health and Physical Education in the School of Education. **Professor Ken Nosaka** is Director of Exercise and Sports Science in the School of Medical and Health Sciences.



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7 tips to help kids feeling anxious about going back to school

As COVID-19 lockdown measures are lifted, some children may experience social anxiety about the prospect of returning to school.

People with **social anxiety** may fear embarrassment or the expectation to perform in social situations, or worry exceedingly about **people judging them poorly**.

In certain situations, people with **anxiety** may find their heart beats quicker as adrenalin is released into their blood stream, more oxygen flows to the blood and brain, and even digestion may slow down.

These are helpful responses if you need to run away or fight danger. But social situations are generally not life threatening, and these physical symptoms can interfere with socialising.

People with social anxiety may fear looking silly, being judged, laughed at or being the focus of attention. For anyone, such experiences might be unwelcome but for those with social anxiety they pose an **unacceptable threat**.

Social anxiety in Australian children

One Australian **report** found that about 6.9% of children and adolescents surveyed have a diagnosed anxiety disorder, 4.3% experience separation anxiety and 2.3% a social phobia.

Social phobia (social anxiety) is more common in adolescents,

whereas separation anxiety (intense anxiety over leaving caregivers, such as parents) is more prevalent in children.

These figures only account for those who have a diagnosis of anxiety. They do not include undiagnosed young people who experience high stress in social situations.

Any recent prolonged absence from school may have increased social anxiety, as avoiding what you fear can make **your fear become greater**.

This is because you do not get to learn that the thing you fear is actually safe. Your beliefs about the threat go unchallenged.



7 strategies to help overcome social anxiety

So what can children do to overcome anxiety as they return to school? Here are some useful tips.



Anxiety can also increase through what psychologists call reduced **tolerance**. The more children withdraw from the situations that cause them fear, the less tolerance they have for those situations.

Anxiety can affect education

The educational cost for students with anxiety is considerable.

The **research** shows students with poor mental health can be between seven to 11 months behind in year 3, and 1.5 – 2.8 years behind by year 9.

That's because these students experience more absences from school, poorer connection to school, lower levels of belonging and less engagement with schoolwork.

Dr Mandie Shean is a Lecturer in the School of Education.

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Read the original article.

What we think is truth is often revealed as untrue when we face our fears. There is joy in social situations. Keep turning up to them.

- 1.** Deal with some of the physical symptoms. It is hard to think if your body is stressed. Use calming strategies like mindfulness or breathing exercises. **Slowing your breathing** can reduce symptoms of anxiety, depression, anger and confusion. Useful apps to help you control your breathing include **Smiling Mind** (iOS and Android) or **Breathing Bubbles** (Android only).
- 2.** Anxiety increases while using **avoidance techniques** such as avoiding eye contact, not raising your hand to answer a question or not attending school. So the most effective way to deal with social anxiety might be to face it. Allow your child to have small experiences of social success – give their opinion to one person, start a conversation with someone they know – so they can learn to feel safe in these social situations.
- 3.** Fear and anxiety are normal and **benefit us** by helping us to respond efficiently to danger. Rather than read your body as under threat, think about the changes as helpful. Your body is preparing you for action.
- 4.** While avoiding your fears is not the answer, being fully exposed to them is not the answer either. Providing overwhelming social experiences may lead to overwhelming fear and failure, and may make anxiety sufferers less likely to try again – or at all. Start small and build their courage.
- 5.** Supportive listening and counselling are less effective than facing your fears because these approaches can accommodate the fears. While you want to support your child by providing them with comfort and encouragement – ensure you also encourage them to face the fears that cause the anxiety.
- 6.** You cannot promise negative things won't happen. It is possible you will be embarrassed or be judged. Rather than trying to avoid these events, try reframing them. Remember that we all experience negative social feedback, and this does not make you silly or of less value. It makes you normal. Or, rather than seeing it as embarrassing, maybe it can be funny.
- 7.** Remember it is the "perception" that something is a threat – not the reality. Reasoning with your child to help them see your perspective may not change theirs. This reality only changes with positive real experiences.

Micro:bits Bring Big Wins to Teachers and Students Alike

A new digital technologies initiative is delivering not just educational outcomes for students but professional development for classroom teachers – and even job opportunities for ECU pre-service teachers.

As part of the ECU technologies curriculum, School of Education academic Ms Natalie Kidd and her pre-service teachers have connected with regional and remote schools to deliver immersion sessions on the BBC Micro:bit, an open-source hardware used to teach coding.

At Bunbury Primary School, Ms Kidd and fourth-year Bachelor of Education (Primary) student Jacob French conducted a series of lessons on Micro:bits to primary students while classroom teachers observed.

Ms Kidd said this was a different approach to traditional professional development.

"The classroom teachers observed the lesson being conducted and

how the technology could be used in situ," she explained.

"The students also had a great time – this was their first experience with the Micro:bits and they had so much fun making a digital Rock-Paper-Scissors game, digital name badges and sending messages to each other."

Ms Kidd said that offering the digital technologies education didn't just benefit primary school students, but also helped equip ECU's pre-service teachers to be well-prepared for teaching new digital technologies in the school environment.

First-year ECU Master of Teaching (Primary) student Jenna Gilmour said the digital technologies component of her degree

introduced her to technologies used in schools and drove her to apply what she had learnt in a real school setting.

Ms Gilmour spent time at Dawul Remote Community School in the Kimberley region of Western Australia, offering a similar immersion experience to what was offered in Bunbury.

"The students were familiar with the technology and the teachers observed me create new activities for classroom technologies such as ozobots, Makey Makeys and Edison Robots," Ms Gilmour said.

"My time at Dawul encouraged my passion for teaching technology and allowed me to use my skills in a classroom."

Ms Kidd said the immersion workshop had been a highly rewarding experience for ECU's pre-service teachers – leading to employment and valuable internship opportunities.

"Jacob has since secured a position at the school as an Education Assistant, leading technologies, while Jenna has landed a Summer Intensive Scholarship with [ECU academic] Associate Professor Lorraine Hammond," she said.

"These technologies have been a platform to engage with and support schools within regional and remote communities and showcase the quality of our pre-service teachers."



From left to right: Megan Hawkins (upper primary), Rebecca Bailey (Principal), Jenna Gilmour (MT ECU Student), Sam Tohl (ECU Perth grad, lower primary), Cassandra Wilson (2019 Western Australian Education Assistant of the Year).

Ms Natalie Kidd is the South West Year Coordinator and Lecturer at the School of Education.

Student

SHOWCASE

These photographs depict some outstanding examples of the works completed by ECU's pre-service Design and Technology teachers.



Nautical mirror, by Ultann Floyd



Parquetry bedside table, by Mefail Alitovski



Hand-made ceramic teapots. Animal pot – Rachel Kelly, blue teapot – Michael Ayres, red/white teapot – Kellie Seidel

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