Learning and Teaching
Year in Review 2015
In the Faculty of Education, quality learning and teaching are at the heart of our endeavours and our students and their needs are at the centre of our course design and delivery. We orientate ourselves and our programs around the principles of excellence, autonomy, scholarship, self-inquiry and creativity.

For more information about our nationally accredited teacher education courses and postgraduate programs, please visit our website: utas.edu.au/education
Welcome

We are delighted to present the Faculty of Education Learning and Teaching Year in Review, 2015. It has been an exciting, rewarding and innovative year for learning and teaching and community engagement.

Quality in learning and teaching, collaborative partnerships and innovation are at the core of our education values. To deliver on our commitment to these core values we integrate the best of the past research and its application with current theory and practice.

Our academics have been the recipients of numerous University-based and national learning and teaching awards and grants. A variety of outreach initiatives have connected the Faculty with the broader community and a number of professional learning opportunities have seen our Faculty academics working collaboratively with teachers across Tasmania, nationally, and internationally. Our pre-service teachers have also benefited from developments within the Faculty, with the opening of an innovative, new learning space and the creative application of theory to practice in coursework units.

The activities highlighted in this report demonstrate the Faculty of Education’s commitment to excellence in teacher education, empowering our students, colleagues and community to create engaging, diverse and innovative educational experiences.

Learning and teaching are at the heart of our endeavours and our students and their needs are at the centre of our course design and delivery.
Learning and Teaching: Innovations, Collaborations and Conversations

Education Provocations Symposiums

The Education Provocations symposiums sought to unsettle some common assumptions about literacy and numeracy by posing the question, ‘What does it mean to be literate and numerate in contemporary society?’ Our ‘provocateurs’ presented key findings from their research and encouraged the audience to think differently about current learning and teaching issues in education. Dr Damon Thomas, Lecturer in English Education, presented NAPLAN: What’s really at stake? With a focus on the persuasive writing aspect of the tests, Damon argued that the best way to prepare students for NAPLAN is to teach the curriculum. Damon’s presentation sparked lively discussion at both events, in Burnie (in June) and Hobart (in September).

At the Burnie symposium, Dr Tracey Muir and Dr Jill Wells presented Love Maths? Why Not? examining current mathematical practices and the messages these convey about what it is to be numerate. Dr Angela Thomas presented Texts, subjectivities and resistance and highlighted how being literate includes the ability to understand and critique how texts reflect ideologies. Angela’s research shows that girls are resisting the messages posed by traditional texts, such as fairy tales, but are their teachers?

In Hobart, Associate Professor Helen Chick, examined what numeracy is and discussed the nature of mathematical learning and whether current classroom teaching practice is adequate for contemporary maths needs, posing the provocation Is numeracy enough? Dr Joanne Jones presented Cultural Literacy and the Late-Modern Self discussing the importance of cultural literacy, and the imperative of cultivating cultural literacies in twenty-first century classrooms. She also described the benefits experienced by literate and linguistically engaged individuals, such as engaging culturally and critically with an immeasurably complex society. utas.edu.au/education/learning-and-teaching/education-provocations

Education Forum - What’s RIGHT with Education in Tasmania?

As part of the Faculty of Education’s Welcome Home Week celebrations, a forum was held to discuss What’s RIGHT with Education in Tasmania? The discussion was led by three past Deans of Education, Dr Geoffrey Haward, Emeritus Professor Bill Mulford, Emeritus Professor Ian Hay and the current Dean, Professor John Williamson. The engaging discussion highlighted many of the positive aspects of education including stories of inspiring teachers and the power of education to transform lives. A recording of the forum can be viewed on the Faculty of Education website. www.utas.edu.au/education/news/news-items/2015/august/education-forum-whats-right-with-education-in-tasmania

Active Work Laboratory

Earlier this year Dr Scott Pedersen, Lecturer in Motor Behaviour, opened the University of Tasmania Active Work Laboratory (UTAWS) as a learning space to educate students and staff about the need to keep moving throughout the day. Sedentary behaviour, most commonly caused by prolonged bouts of sitting, has been found to contribute to poor health. Thus, when you enter the Active Work Lab you will notice the wide variety of “hot desks” designed to instigate movement while performing typical sedentary tasks such as computer work. This popular campus attraction has been used by students and staff members to work on a variety of projects, deliver tutorial sessions, and as a general academic meeting space. So walk (or run, or skip!) on over to the lab and try out a treadmill desk, a bike desk, or even a standing desk on a wobble board. To learn more about the Active Work Lab visit: utas.edu.au/education/utawl

Science Fair

Dr Donna Satterthwait, Lecturer in Science Education, and Mr Bruce Duncan, Practitioner/Lecturer in Mathematics and Science, put together an excellent Science Fair extravaganza involving 600 primary school students from the Hobart area. With the assistance of several Master of Teaching pre-service teachers, they facilitated a series of hands-on science exploration activities that allowed the young students a chance to discover key scientific principles, and the pre-service teachers an opportunity to develop their teaching skills. The Activity Centre was abuzz with excitement as groups of students from the 12 schools made their way around a variety of stations. There were humming tubes, melting snowmen, racing rockets and bursting balloons; the chemistry of blackness, the language of touch, the nature of CO2 and some fun with catapults, providing valuable experiences in science for students and pre-service teachers alike! The annual event has been running for many years and, for many schools, is a must-do event on their learning calendars.
Pathways to Teaching

New pathways into teaching degrees have been developed following recommendations outlined in a new report, *Aboriginal Education Workers in Tasmania Becoming Teachers*. Funded by the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI), the report highlighted that the underrepresentation of Aboriginal people enrolled in teaching degrees was partly due to limited pathways into teaching. The authors of the report, Dr Mary O’Dowd and Associate Professor Karen Swabey (Faculty of Education) and Clair Andersen (Aboriginal Higher Education Advisor) and Lauren Gower (Tasmanian Institute of Learning and Teaching) have welcomed the Faculty of Education’s creation of new pathways into teaching programs via the two-year Associate Degree (Education Support). The Associate Degree (Education Support) enables people to commence their teacher education training and then transition into a Bachelor of Education degree. Several new scholarships are also now available to encourage Aboriginal people to consider teaching as a career.

Real-Life Examples for the Development of “School-Ready” Teachers

Classroom management skills are some of the most fundamental but challenging skills to develop. As one of the core units in the Bachelor of Education courses, the unit ESH202 Planning for Positive Behaviour, explores the theoretical and practical issues concerned with establishing and maintaining positive classroom environments. Pre-service teachers in this unit discuss the preventative, corrective and supportive strategies required to enable students to participate fully in educational opportunities. The ESH202 Planning for Positive Behaviour teaching team recognises that the profession needs teachers who know how to put theories into practice and employs a variety of activities - such as case studies, role plays, and video clips of classroom scenarios - to introduce pre-service teachers to real-life examples in school contexts. Teaching in this unit is closely linked to Professional Experience, creating opportunities for pre-service teachers to reflect on their own performances and to examine other strategies that would suite their teaching styles. These experiences are provided with the aim of enhancing their readiness for future employment in schools or childcare centres. Dr Frances Fan, Unit Coordinator, was awarded a Teaching Merit Certificate for the design and delivery of this unit. The unit teaching team also includes, Mrs Michelle Hinds, Mr Ross Belbin, and Ms Katia Duff.

Improvisations and Unexpected Outcomes in the Global Countryside

Professor Michael Corbett, Professor of Teacher Education in Rural & Regional or On-line Education, gave a keynote address entitled *Improvisations and Unexpected Outcomes in the Global Countryside*, at the conference day of Acadia University’s Summer Institute which is held annually in Nova Scotia, Canada. The Summer Institute brings together more than 200 Canadian teachers who are working to complete master’s level degrees in curriculum studies, leadership, counselling and inclusive education. Professor Corbett’s address looked at improvisation as a metaphor for thinking about curriculum and pedagogy. This idea draws on a critique of Canadian educational discourse that presents the more rural Atlantic Canadian region as under-performers in the national context based on raw standardized test scores. Given the economic and social challenges of this region, he argued that educational performance is actually remarkably strong. Professor Corbett drew on research from his forthcoming book to be published by Routledge in early 2016, which focuses on seeking out an improvised *thirdspace* in between structured knowledge and constructed knowledge. Improvisation, Professor Corbett argued is both a way to think about learning as an active, open-ended accomplishment, and as a way of understanding rural communities as repositories of valuable and unique funds of knowledge rather than as places of deficit.

It has been an exciting, rewarding and innovative year for learning and teaching and community engagement.
Community Engagement

Pathways to Peace

Pathways to Peace, a street art project, was developed for the inaugural Community Festival for Peace in Launceston. The project involved students in Grades 1 and 5 at Glen Dhu Primary School creating a ‘paste-up’ of images linked to the themes of the Festival. It was curated by teachers, Ms Alison Jales and Ms Debra Spangaro, both Global Education practitioners, in collaboration with staff from the Faculty of Education Global Education Program, Associate Professor Marion Myhill, Dr Greg Ashman and Dr Megan Short.

Paste-ups are a form of street art that involve pasting images on walls – in this sense they are ephemeral as the paper eventually disintegrates over time. They can be very effective in the use of line, colour and text in creating a large image or series of images. The graphic quality of street art is arresting and can create unexpected moments of beauty and reflection in unexpected places. Passers-by may be surprised by images that encourage them to reflect on issues or ideas.

The students were encouraged to think about what peace means for themselves, their class, their family, their community, their country and their world. In pairs, (Grade 1 and Grade 5 students were ‘buddied’ up) they wrote about peace and then illustrated their ideas. Cass, a street artist from Melbourne, worked with the class to provide the practical art guidance and support and taught the students how to create paste-ups.

On a frosty July morning, the students worked with Cass and their teachers to paste their images onto a wall in Ingles Lane, behind the Quadrant Mall in Launceston.

The finished project is aesthetically striking and highlights the imaginative and thoughtful ways in which students can express ideas visually. Many students took their families to look at the paste-up and it was a wonderful collaborative experience and a source of pride for the students and the school.

This project will be included in the Global Education Program postgraduate unit ESG731 Teaching and Learning with a Global Perspective and the undergraduate unit ESH371 Thinking Globally, as a case study for Peace Education.
Books in Homes Programme

The Books in Homes Programme encourages a love of reading from an early age by increasing young children’s access to books and reading at home. Through a University of Tasmania Community Engagement Grant, the Faculty of Education introduced this programme to Tasmania by supporting 84 children in three pilot schools - Rokeby Primary, Havenview Primary and Ravenswood Primary. The children were invited to choose 9 books which they kept as part of their personal library to enjoy with their families at home. The initiative aims to address some of the state’s current literacy issues by empowering children to choose books they enjoy and providing the opportunity to share their love of reading with their families. Students were presented with their books at special book-giving assemblies and parents and families were invited to attend. The Faculty of Education, as champions of the programme, hopes to encourage its take-up and development by local businesses and interested organisations to more schools and children in 2016. This project is led by Dr Damon Thomas, Lecturer in English Education, Dr Belinda Hopwood, Lecturer in English and Curriculum and Pedagogy, Dr Peter Brett, Lecturer in Society & Environment Curriculum and Ms Natalie Edwards, Community Partnerships & Regional Development.

Volunteer Reading Programme

The Volunteer Reading programme is designed to enhance adolescent students’ reading ability and engagement and was launched in terms two and three of this year. The programme, led by Dr Belinda Hopwood, Lecturer in English and Curriculum and Pedagogy, involved pre-service secondary English specialist teachers participating as volunteer reading tutors in a southern Tasmanian secondary school. Pre-service teachers volunteered their time for one hour a week, engaging in reading sessions and reading activities with adolescents who had been identified as needing additional assistance in reading. With research evidence suggesting that many adolescents experience significant declines in their reading achievement and engagement as they progress through school (Hopwood, Hay & Dyment, 2014), it was hoped that additional reading support would promote reading engagement and confidence beyond the primary school years. Preliminary findings have revealed that additional one-on-one or small group reading sessions with a reading tutor can enhance adolescents’ motivation and self-efficacy in reading. In addition, it was also found that by participating as a volunteer reading tutor, pre-service teachers were able to develop their pedagogical content knowledge for the teaching of reading.

Music and Visual Arts Community Engagement

Dr Bill Baker, Lecturer in Drama, Visual Arts and Music, facilitated workshops for Newstead College students undertaking the Certificate II in Community Services (Childcare). The students visited the Music and Visual Arts Education spaces for half day sessions to learn how to involve children (aged birth to 5) in play through music and visual arts. The students explored play-based pedagogies through activities such as djembe, singing, dancing and music. In Visual Arts they explored drawing on the right side of the brain known as ‘blind contour drawing’ and then explored 3D art making with magic clay.
Dyslexia Professional Learning Sessions

Tasmanian Government figures have shown illiteracy as an intergenerational problem, substantiated in a Report by the Australian Bureau of Statistics (ABS) 2011-2012. This Report confirms half of all Tasmanians aged 15 to 74 are ‘functionally illiterate’, and more than half are ‘functionally innumerate.’ Further research suggests that at least 10 per cent of the population of Tasmania is dyslexic. Putting this into context, the zero to 12 years age group represents approximately 15 per cent of Tasmania’s total population (ABS, 2011). This translates to at least 7,412 Tasmanian children, under the age of 12 years (the critical time for identification and intervention) whose needs are largely unrecognised. In response to these statistics, Dr Judith Hudson (University of Tasmania Adjunct Associate) and Ms Dorothy Walker (University of Tasmania PhD candidate and literacy specialist) offered one-day professional learning sessions for educators. Multidisciplinary participants attended sessions across the state including in-service teachers, school psychologists, speech therapists and allied professionals, all of whom work with children with learning disabilities (LD). The workshops covered: the definition of dyslexia; causal models of dyslexia (looking at the evidence); the psychosocial and secondary impact of dyslexia; speech and language pathology and dyslexia; and literacy teaching and dyslexia - a ‘hands on’ practical session. The workshop design provided information from three different perspectives; firstly the theory behind dyslexia and what this means for students and teachers; secondly how speech therapists can be an additional support for teachers and students, and thirdly demonstrated practical multisensory learning activities. Interestingly, the features of the dyslexic pupil profiles outlined at the workshops, were familiar to those who attended, but not necessarily as being identifiers of students with dyslexia. Rather, the profiles were familiar to the participants as indicating a more familiar general LD. Due to the success of these initial workshops and in response to the identified needs of some of the participants, the Faculty of Education developed a postgraduate unit entitled Educating Students with Dyslexia and Learning Difficulties. Further workshop sessions are planned across the state which will offer strategies to implement structured multisensory, explicit, phonic-based language programmes.

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Department of Education Workplace Renewal Programs

The Faculty of Education has been running two intensive Graduate Certificates in Education as part of a workplace renewal program for the State Government Department of Education. These programs have been designed to provide additional content knowledge and pedagogical approaches for high school teachers who are teaching out of area. The science education program - taught by Dr Donna Satterthwait, Dr John Kenny, and Professor Bruce Waldrip - and the mathematics education program - taught by Associate Professor Helen Chick and Dr Robyn Reaburn - were offered over ten weeks during school term 3. The participants were released from teaching during the term and undertook a number of face-to-face classes as well as on-line learning. Teachers came from all over the state and were highly engaged in their respective programs. There were significant gains in their expertise and clear evidence of development of effective teaching practices which they intend to implement on their return to the classroom in school term 4.

Mathematics Professional Learning Programs

Several Faculty of Education members have been involved in running a series of professional learning programs in aspects of mathematics for the Department of Education’s Professional Learning Institute. These multi-day programs, designed and run by members of the Faculty’s mathematics team, Professor Kim Beswick, Associate Professor Helen Chick, Dr Tracey Muir, Dr Robyn Reaburn and Dr Jill Wells, were offered to primary and secondary teachers across the state. A two day program in place value and decimal numeration was offered in Campbell Town, and a similar program, focusing on early algebra and structural number activities, was offered in both Launceston and Hobart. A longer program on the mathematical “big idea” of proportional reasoning was delivered to secondary mathematics teachers in Campbell Town. The success of these programs means that it is likely a suite of similar professional learning opportunities will be offered to teachers next year.

The Revenant Past: Literature, Gothic, Place – English Teaching Symposium at Port Arthur World Heritage Site

A two day English teaching symposium about knowledge, authenticity, experience and history of place in literature was held at Port Arthur World Heritage Site, in November 2014. Presenters from the Faculty of Education included Dr Angela Thomas, Senior Lecturer in English Education, Dr Jo Jones, Lecturer in English Education and Dr Peter Brett Lecturer in Society and Environment Curriculum along with colleagues from the Faculty of Arts, Reading Australia, Tasmanian Association for the Teaching of English (TATE) and Port Arthur Historic Sites. The symposium focussed on direct links to a number of aspects of the Australian Curriculum, particularly the approaches of the English “literature” strand: historical study of the origins, authorship, readership and reception of texts; and exploration of the relationships between historical, cultural and literary traditions. It also focussed on cross-curriculum priorities, Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability. Forty Tasmanian secondary school teachers, some of whom are completing their Master of Education at the University of Tasmania, participated in the symposium.

The activities highlighted in this report demonstrate commitment to excellence in teacher education, empowering our students, colleagues and community to create engaging, diverse and innovative educational experiences.
Professional Experience

Professional Experience is an integral part of preparing for a profession in education. It is a core requirement of our teaching degrees and helps link theoretical studies to practice. Each year, pre-service teachers in the Bachelor of Education and Master of Teaching programs undertake professional experience in schools or childcare centres as part of their studies. The Faculty of Education is proud to partner with a number of schools within Tasmania and interstate to enable pre-service teachers to complete their professional experience placements. Thank you to the schools and colleague teachers for supporting pre-service teachers, this practical experience is invaluable to their development as teachers.

Mentoring Partnership with the Australian Association for Special Education (AASE)

Dr Chris Rayner, Lecturer in Inclusive Education, facilitates a mentoring program with the Australian Association for Special Education (AASE). Each year 10 pre-service teachers are paired with a teaching mentor (in a Tasmanian Government school) who has demonstrated exemplary inclusive educational practice. The pre-service teachers also receive one year AASE membership and access to professional learning and publications. Additionally, AASE funds one pre-service teacher and their mentor to attend the national AASE conference. The pre-service teachers involved in this mentoring program are undertaking the unit Inclusive Practices in Education Settings, and it is invaluable for connecting their university studies with their teaching practice.

Developing a TESOL Partnership with TasTAFE and the Adult Migrant English Program (AMEP)

Dr Paul Kebble, TESOL Program Coordinator, facilitated a curriculum refresh of the Faculty of Education’s suite of TESOL (Teaching English to Speakers of Other Languages) education units. In consultation with Mr Greg Corfield and Ms Jennifer Williamson, of TasTAFE Launceston, the postgraduate unit ESH723 TESOL Practicum was redesigned to better align with the TESOL industry’s professional requirements for practicum. Ms Kate Elliott, TasTAFE Educational Manager in Hobart will facilitate Faculty of Education TESOL students to engage in learning, teaching and classroom observations to fulfil their practicum requirements. Dr Paul Kebble will organise and provide professional development (PD) sessions for English language teachers employed by TAFE, AMEP, and the University of Tasmania’s English Language Centre (ELC) and other institutions in the community that may be interested. Paul and Dr Andy Bown, Lecturer in Languages, delivered the first TESOL PD sessions on Critical Literacy Skills in TESOL at TasTAFE Launceston, in September. The next session is being organised in consultation with Dr Rob Andrew (Adjunct Lecturer, University of Tasmania) and will focus on phonics in TESOL. The Faculty of Education is delighted to participate in this partnership with the TESOL community.

Networking Opportunities for Languages Students

A partnership between the Modern Language Teachers Association of Tasmania (MLTAT) and Faculty of Education Master of Teaching provides networking and professional development opportunities for pre-service teachers who are specialising in secondary Languages education. MLTAT is the peak state Languages body with affiliations to the national body as well as state single language organisations and is responsible for supporting Languages teachers in all sectors and levels of education. As a result of this partnership, pre-service teachers have had access to professional learning activities organised by the association, such as, Ready, Set, Go – a nationally supported and developed program for Languages teachers to become familiar with the Australian Curriculum; professional learning sessions organised by the Southern Branch with topics designed around the concerns of beginning teachers; and links to specific language organisations and the development of networks with members of those associations. Dr Greg Ashman, Lecturer in Languages Education.

Quality in learning and teaching, collaborative partnerships and innovation are at the core of our education values.
Learning and Teaching Awards and Grants

The Faculty of Education congratulates the following staff who have been recognised for their outstanding contributions to learning and teaching.

Office of Learning and Teaching (OLT) Citation Award
Jill Downing, Lecturer in in Education (Vocational and Adult Education) and Academic Online Developer, received a national citation award for leading the development of innovative VET teacher education programs using applied learning design in online environments and partnerships that build pathways between education sectors. Responding to the needs of a diverse cohort of in-service VET teachers, Jill developed an applied learning design that ensures strong connections between theory and practice and a direct relevance and connection to their own teaching contexts. She has fostered partnerships with employers and industry to ensure teachers collegially network and collaborate on learning projects that will positively impact their teaching practice.

Office of Learning and Teaching (OLT) Innovation and Development Grant
Dr Andrew Fluck, Senior Lecturer in Information Technology Education, and originator of the USB e-exam concept, is a core partner in the multi-institution project, Transforming exams across Australia: processes and platform for e-exams in high stakes, supervised environments, led by the University of Queensland. The project aims to address a national gap in the pedagogical sophistication of high stakes supervised assessments by developing guidelines for students, educators and administrators to effectively prepare and undertake e-exams and building an e-exam platform for supervised, bring-your-own-device settings.

University of Tasmania Citation for Outstanding Contribution to Student Learning
Dr Daren Pullen, PhD Candidate and Tutor in Education, won an iAward for her interactive children’s literacy app, Billy Possum’s Interactive Comprehension. The app was specifically designed for Primary School children with difficulties in reading comprehension and embeds face-to-face reading comprehension and pedagogical strategies shown to assist with integrating information from text. Students practise strategies within the app to create an independent and self-paced learning environment.

University of Tasmania Teaching Development Grant
The Faculty of Education team of, Mr Chris Zehntner, Associate Professor Karen Sivabey and Dr Jen McMahon along with Professor Dawn Penney from Monash University, received a Teaching Development Grant worth $5000 in Category D, Scholarship of Teaching and Learning (SoTL). The team’s project, Using instantaneous and dynamic video feedback to develop reflective skills and advance pedagogical practice in Health and Physical Education (HPE) teacher education programs, aims to investigate how effective video feedback is on teacher demonstrations of performance and how the process of instant and repeated reflection might affect student understanding of, and quality of pre-service teachers’ pedagogical approach.

Teaching Merit Certificates
The University of Tasmania awards Teaching Merit Certificates (TMC) to academic staff in recognition of their valuable contributions to student learning, either individually or in teams. TMC applicants demonstrate evidence of their good teaching practice and professional learning for a particular theme or focus area.

Individual Awards
Mrs Jillian Brandsema, Lecturer in Design and Technology; Associate Professor Helen Chick, Associate Professor in Mathematics Education; Dr Janet Dyment, Senior Lecturer, Curriculum and Pedagogy; Dr Kathryn Edgeworth, Lecturer in Humanities and Social Sciences; Dr Frances Fan, Lecturer in Early Childhood Education; Dr Christine Gardner, University Associate; Mrs Michelle Hinds, Practitioner/ Lecturer in Curriculum and Pedagogy; Dr Belinda Hopwood, Lecturer in English and Curriculum and Pedagogy; Mrs Sun Hee (Sunny) Jang, PhD Candidate and Tutor in Digital Technologies; Dr John Kertesz, Lecturer in Applied Learning; Dr Mary O’Dowd, Senior Lecturer, Cultural Awareness: Aboriginal and Torres Strait Islander Studies; Ms Linda Page, Arts Education (Drama) Tutor; Kira Patterson, Lecturer in Health Pedagogy; Dr Robyn Reaburn, Lecturer in Mathematics Education; Dr Bronwyn Reynolds, Senior Lecturer in Early Childhood Education; Dr Angela Thomas, Senior Lecturer in English Education; Dr Damon Thomas, Lecturer in English Education; Mr Jeff Thomas, PhD Candidate and Tutor in Education; Ms Dorothy Walker, Lecturer in Curriculum and Pedagogy; Dr Jill Wells, Lecturer in Mathematics Education; Mrs Wendy Wilson, Lecturer and Practitioner in Curriculum and Pedagogy.

Team Awards
Faculty of Education English team (Launceston)
Dr Angela Thomas, Dr Damon Thomas, Mrs Wendy Wilson – Team environment for significant outcomes
Faculty of Education Design and Technology (ESH270) team
Mr Chris Zehntner (Unit Coordinator), Ms Sheridan Emery, Ms Di Nailon, Ms Dorothy Walker, Mr Ross Bellbin – Pedagogical approach and professional content knowledge
FURTHER INFORMATION

If you would like further information about any of the projects listed or would like to start a conversation about a new partnership or project with the Faculty of Education, we would love to hear from you.

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