

My submission is BRIEF (on purpose) and is underpinned by my own research and teaching in the primary sector in schools since 1993 and at two universities for 15 years:

MY RESEARCH:

My PhD: Learning to engage students in learning during professional experience (Nicoll, 2019)

Peer reviewed journal publications

- Mah, K., Chutiyami, M., Zhang, L., & Nicoll, S. (2020). Online teaching self-efficacy during COVID-19: changes, its associated factors and moderators. *Education and Information Technologies*.
- Kolber, S., Nicoll, S., McGraw, K., Gaube, N. & Heggert, K. (2020). Leveraging social media and scholarly discussion for educator empowerment. *Australia Journal of Teacher Education*. (under review, submitted 21/11/2020)
- Woodcock, S. & Nicoll, S. (2020). Teachers' beliefs in inclusive education and the attributional responses towards students with and without specific learning disabilities, *Learning Disabilities Research & Practice* (under review, submitted 4/12/2020)
- Nicoll, S. (2020). Making a difference to professional experience: Giving and getting back. The portrait of Anna. *Mentoring & Tutoring: Partnership in Learning*, Routledge, Taylor & Francis (under review, submitted, 2/4/2021)

Professional journals/ magazine

- Kolber, S., Heggart, K. & Nicoll, S. (2021). Edureading: Teachers engaging with research online, *Teacher Magazine*. https://www.teachermagazine.com/au_en/articles/edureading-teachers-engaging-with-research-online
- STEM|ED Magazine (Launch date 13/2/2021). Edition 1 (13/2/2021), Edition 2 (April 2021), Edition 3 (12/6/2021) <https://www.stemedmagazine.com/>
- Rawling, S. (2005, July). Using technology in a visual arts program for stage 3 students. *Australian Quality Teachers Program (AQTP)*, 1 (My former name was Rawling)

OVERVIEW of TRENDS:

When researching for my masters then my PhD I could see actions by organisations in areas like policy and “ten-year visionary plans” from the OECD and the Department of Education, Skills & Employment (DESE) and NSW NESA become crafted into “goals” with set measurable targets. The examples which come to mind for Australia are our national education declarations like the Melbourne Declaration (2008), most recently the Alice Springs Declaration- Mparntwe (2019), Close the Gap in Education (2010, 2020) and Advancing women in STEM (DESE, 2020). These visions ultimately shape the work of teachers and educators as part of a “teach to the masses education” ethos and approach. This approach follows a 20th first century way of leadership where decisions are made at the top with extraordinarily little consultation down the line. This top-down approach to management would most likely continue into the twenty-first century in areas like policy and we teachers are expected to just accept this ideology. This compliance was expected in 2007 and it seems to be the case today in 2021. To decide if “measurable targets” are achieved it is assumed there must be a quantitative or empirical way to test these successes. Tests in Education to help keep these targets on track include Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS, 2019) and the Programme for International Student Assessment (PISA) as initiated by the OECD since the year 2000. The subject areas in focus are Literacy, Mathematics and Science (ACER, 2018; 2007). In Australia, by 2009 this agenda this has transpired into what is called NAPLAN and the rise of a national website MySchool to report on schools (Polesel, Rice & Dulfer, 2014), communities, the work of teachers and what students are achieving “academically”. When reporting on performance, what often occurs is a level of interest on the “effect” and how we can improve for the future. An example as noted on Myschools websites, a digital option reporting on schools focusing upon literacy and numeracy and

schools SES is noted as part of approaches with funding. This comes down to the “capacity to contribute percentage [by parents]”, which in turn affects the amount of base per-student funding that the school attracts from the Commonwealth under the Australian Education Act 2013 (the Act). (page 1). This makes me mindful of areas like who is sharing this information? For what purpose? For what gain? Is it helping us?

Trends in areas like an increased call for evidence-based practice, often coined as quantitative data, technology and economic rationalism or neo-liberalism (Beare, 2003, Ritzer, 2009, 2007, 1993) are noteworthy. Each has an impact upon the education of pre-service teachers in areas like course work and professional experience programs.

Across professions, nations are calling for the “knowledge worker” (Okkonen, Vuori, Helander & Ziemba, 2018) and the role of teachers in this is paramount. Sort after skills have been noted by the DESE (2020) in areas like the digital sector such as a call for digital fluency, being able to analyse data and consider be able to support ideas on user experience. For example, the rise of podcasts and other platforms like Tik Tok come to mind. We have known for quite some time a capacity to be a divergent (Copley, 2006) and a creativity-oriented thinker (Drake, 2003) are required in all industries and skills such as the seven cross curriculum capabilities (ACARA, 2020) underpin many ideas in primary school. For example: two of the seven align with what industry wants:

- Information and Communication Technology Capability
- Critical & Creative Thinking

My own teaching online since 2007 has seen me have success with engaging students. I have been able to engage students and differentiate. I am succeeding with engaging preservice teachers online.

THE EXAMPLE OF STEM:

I am mindful we help PSTs understand the importance of planting seeds in the primary school is essential and often what happens in primary school influences long term active citizenship, for example ideas on employment. Hence, STEM and girls is an excellent example. The DESE (2019) reports employment for the remainder of the 21st century will see jobs in STEM become key. Yet, despite the appeals of employment, money and job growth, females only account for 17% of STEM qualified professions suggesting a growing divide. Researchers also note STEM career opportunities (Kirkwood, 2017) note for Australia incomes are predicted to grow the most in these fields. It is also noted girls in primary school start to shy away from STEM oriented subjects in particular Maths and Technology for many reasons such this is for boys. This has real implications for subject choice in high school and study beyond formal schooling such as engineering in university.

We can conclude understanding the complex policy, political and media landscape to educate and inculcate ITE / PSTs to our profession is crucial and very few would disagree with the fact that quality teacher education is important for any nations success into the 21st century beyond sheer economics and employability. Active citizenship as noted by the Alice Springs Declaration- Mparntwe (2019) emphasises social factors and this would suggest these are just as important. The call for twenty-first century skills does raise questions over how a course should be designed when we consider preservice teachers personal technology skills.

My proposal (in brief) is as follows:

“ No more boring #essays for #primary pre-service teachers at University”

Dr Sandy has an 8 point pedagogy action research plan. This includes teaching online!

They are informed by the recommendations from my PhD and my own research and teaching since.

The action research project is called “Uni is for Me” To see an earlier example please refer to “School is for Me” (Haelser and Munns, 2006).

If interested I am seeking funding for this research project. I would like to not conduct this study from an employee for a university. Instead, I wish to be employed outside of a university. She wishes for this to be truly independent. I need to feed myself! I need to be employed so I can meet my own expenses. I have already been in discussions with [REDACTED] from the University of Newcastle and Excelsia College in Sydney. Both are interested.

Benefits:

- My ideas are cost effective and will help Universities balance their books #budget
 - I seek to help lecturers reduce their workload and support the #welfare of academics
 - I seek to #engage students in learning at University (QUILTS)
- (not change content)

We all win!

Email: [REDACTED]

#diveinmentality
#goforit"

#elections2021
#moreresearch
#teachers
#education
#elementary
#creativity
#innovationineducation
#digitalclassroom
#onlineclasses
#empowerment
#digital
#digitalthreads