



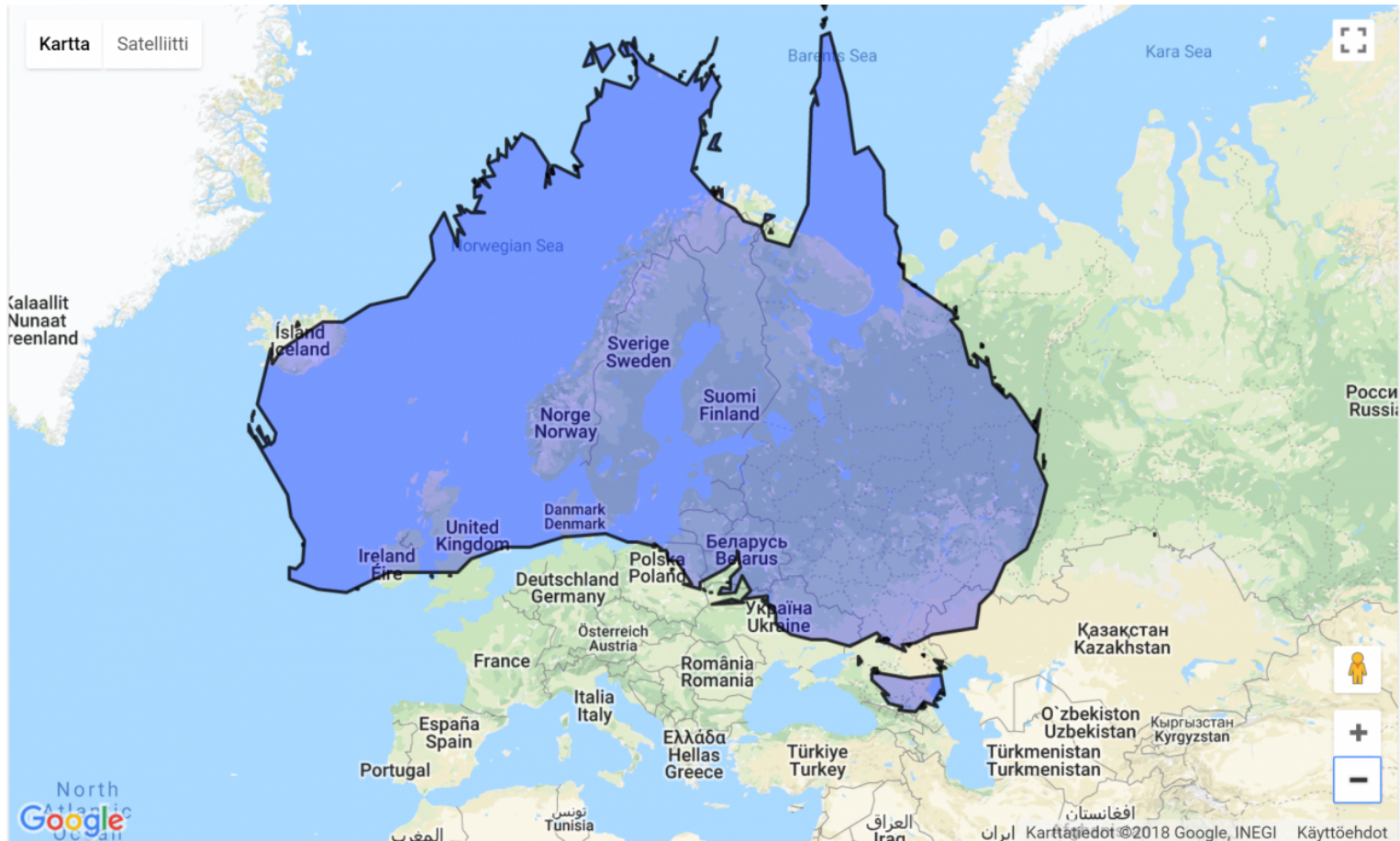
Charles Sturt
University

From thinking about what I bring to University study, to showing I'm ready to join the profession

Embedded ePortfolio in a Bachelor of
Education (Early Childhood & Primary)

Jennifer Munday: Albury Wodonga Campus

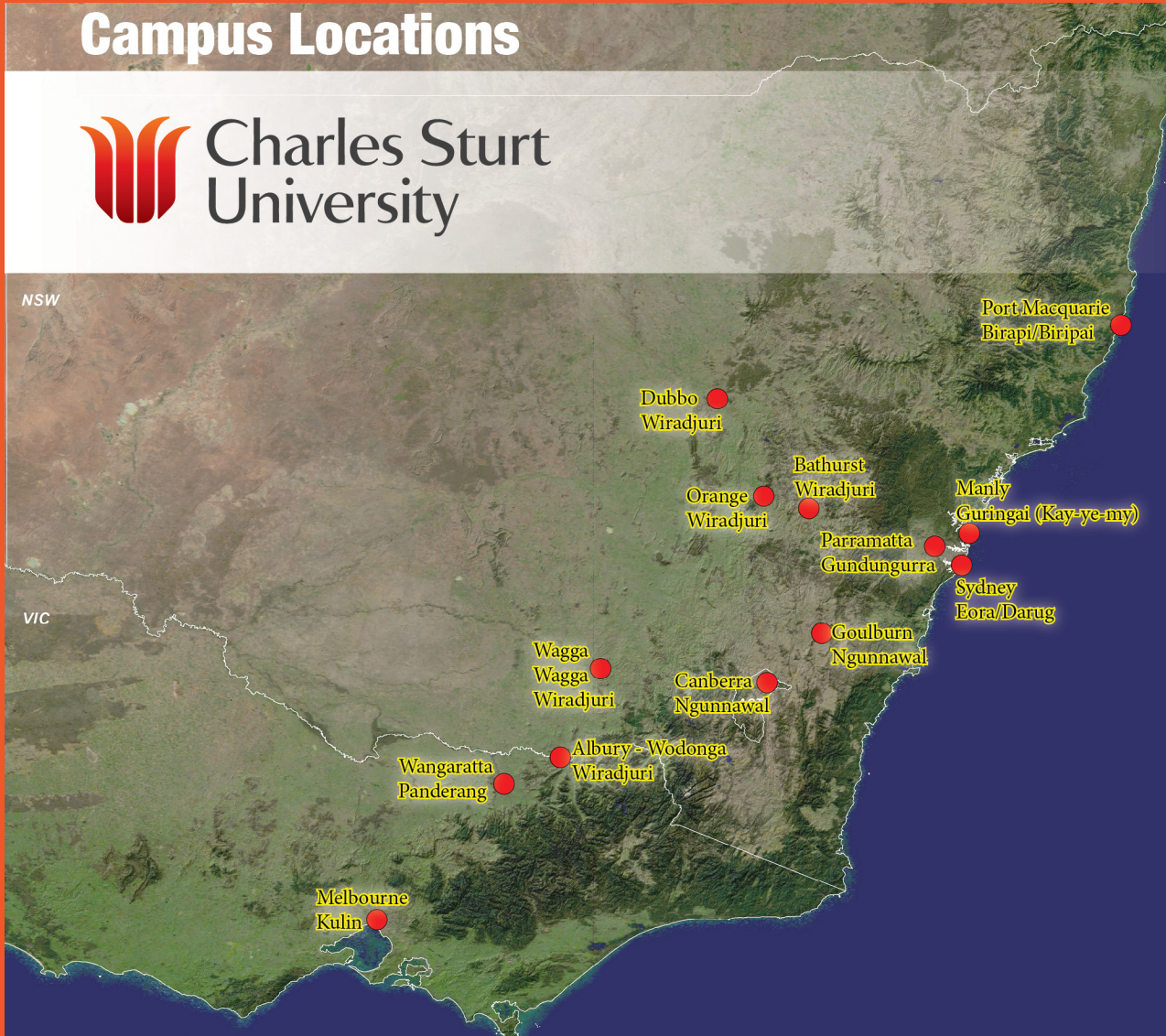
Australia: down under – compared with other countries



<https://www.edunation.co/studyinfinland/blog/comparing-australia-finland-2/>

Charles Sturt University: Australia

Campus Locations



Charles Sturt at a glance

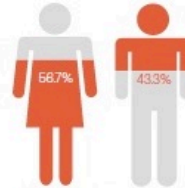
2018

Graduates
 **9534**

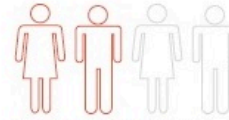
2116 
Full-time equivalent staff



Students by region
Regional and remote 16,308
Metropolitan 16,198
— Overseas 11,072 —

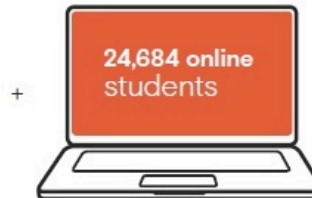



Female: 24,717
Male: 18,902



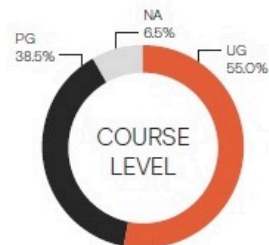
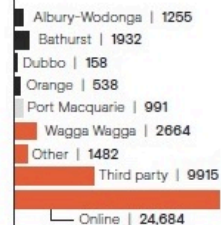
Equity groups
2.6% Indigenous
17.1% Low socioeconomic
status (SES)

 **18,935**
on-campus
students



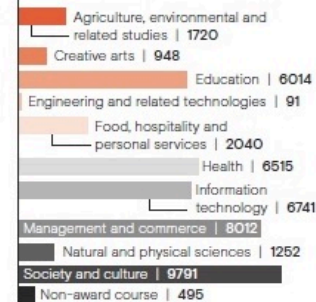
= 
43,619 current
students

Students by campus



Undergraduate 23,979
Postgraduate 16,799
Non-award 2841

Courses by career area



Schools of Education (and Teacher Education)



The School of Education is located on the [Albury-Wodonga](#), [Wagga Wagga](#) and [Port Macquarie](#) campuses of Charles Sturt University and has an innovative approach to education. The School has a reputation, one with new ideas in online, flexible and distance education, along with its long history in providing high quality on-campus and blended undergraduate and post graduate education degrees.

Bachelor of Education (Early Childhood and Primary) - 2020

Year	Professional Experience		Early Childhood	Primary			Early Childhood & Primary	Education
Year 1 30	EPT124 Play and Learning (8 embedded days in EC setting)		EED110 Child Development: The Early Years	LIT101 Language and Text		MTH100 Foundation Mathematics		
Year 1 60	EPT140 Professional Experience: Birth – 2 Year Olds (15 days)		EML106 Everyday Language and Literacies: Learning and Practice	LIT114 Literature, Culture & Society		MTH110 The Discipline of Mathematics		
Year 1 90	EEB106 Community Cultural Education Program – 24 Hours📖							IKC101 Indigenous Australian Cultures, Histories and Contemporary Realities 📖
Year 2 30			EMM106 Mathematical & Scientific Learning in the Early Years	EHR219 Primary Health and Physical Education		SCI102 Experiencing Science	EMA117 The Creative Arts: The Creative Process	
Year 2 60	EPT122 Professional Experience 2: Early Childhood Programs: 3-5 Year Olds - 20 days	EPT127 English Curriculum: Pedagogies in the Early Years of Learning (8 embedded days K-2)	EEB207 Leading Healthy and Safe Environments in EC	ENM101 People and the Environment 📖			EED216 Child Development: The Primary Years	
Year 2 90			EED101 Historical and Social Contexts of Early Childhood Education 📖					
Year 3 30	EPT340 Professional Experience 3-6 (20 Days Primary)	EPT341 Positive Classroom Climates (6 embedded days)		EMM209 Mathematics: Content and pedagogy	EMS207 Science & Technology Curriculum Studies	EMH205 HSIE: Teaching about People, Places & the Past		
Year 3 60				EML306 English Curriculum: Pedagogies in the Primary Years		EMR207 PDHPE Curriculum & Pedagogy	ESS306 Programming, Teaching & Learning in Inclusive Setting	EED307 Planning for Diverse Learners
Year 3 90							EMA410 Assessing Creative Arts 📖	
Year 4 30	EPT446 Analysing Learning: The Early Years (25 Days EC)		EEB314 Leadership in Early Childhood 📖	EMM410 Mathematics in the Primary Years	EML447 OR EMS407 Highly Effective Teaching: Primary English Highly Effective Teaching: Primary STEM			EEB206 Pedagogies of Practice for Social Justice
Year 4 60	EPT452 Assessment and Reporting: The Primary Years (K-2) (30 Days Primary)							EMT411 Using ICT with Children 📖

ePortfolio

“The absolute essentials of ePortfolios are purpose, reflection, and communication.”
(Hartnell-Young, 2006, p.125)

Selection guidelines:



What non academic capabilities are important for initial teacher education students?

The key capabilities associated with successful teaching identified in the research are:

- motivation to teach
- strong interpersonal and communication skills
- willingness to learn
- resilience
- self-efficacy
- conscientiousness
- organisational and planning skills.



Australian Professional Standards for Teachers



DOMAINS OF TEACHING	STANDARDS	FOCUS AREAS AND STANDARD DESCRIPTORS
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it	Refer to the Standard at each career stage
Professional Practice	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning	
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community	

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Background

An ePortfolio designed for use over several years of study can give students a set of practices that enable the creator and viewer to witness growth and development.

The learning process undertaken during the ePortfolio development shows that a student will transition from archive to self portrait...

Use of visual image

A key component of the embedded ePortfolio is the use of a visual image graduands choose to explain their development from 1st year student to preservice teacher.

The image . . . represents myself on my educational journey. The bottom of the image where I am lying represents my four years of university, that I am looking back on. The road ahead represents my future career, a long road into unknown territory. (Charles Sturt University student, 2015)

(Munday, Rowley & Polly, 2017)



Within a showcase ePortfolio, this student was able to make a very strong statement to a prospective employer regarding her positive attributes and her accumulated expertise:



I believe I am an intellectually capable, culturally sensitive, compassionate, and contemporary teacher. I am a teacher who strongly values communities, a team player, and I understand the contribution I can make to add to the cultural capital of communities beyond direct teaching. (Charles Sturt University student, 2015)

Photograph by Stephanie Clark



Note. Image provided in a final year ePortfolio using metaphor and symbols to illustrate readiness for the profession of teaching.

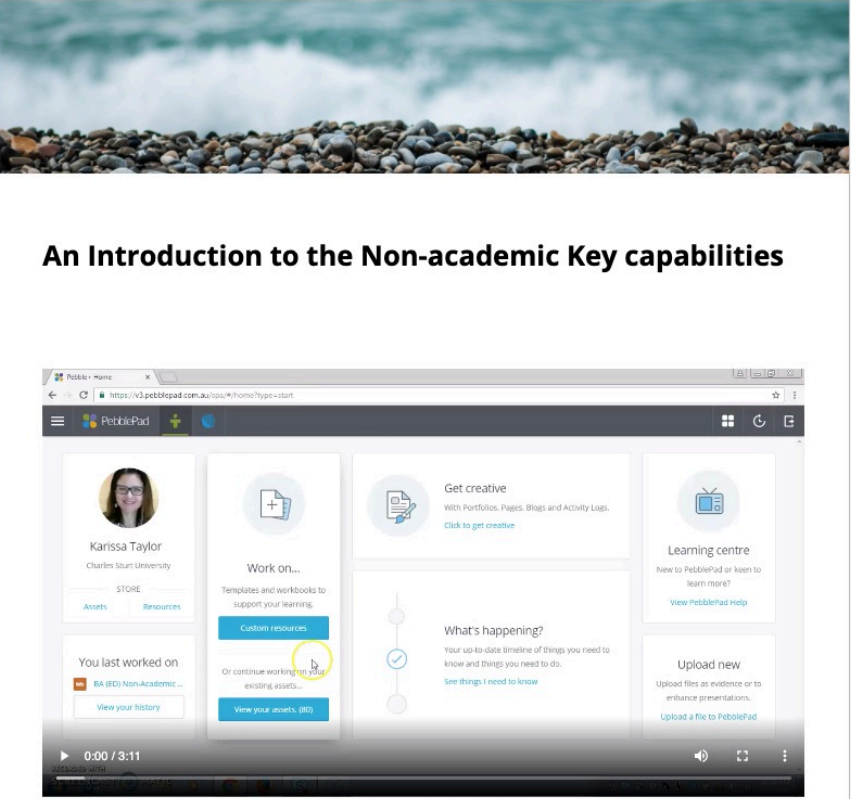
1st year – What do I bring?

As students enter the Bachelor of Education, Early Childhood and Primary degree program at Charles Sturt University, they begin their ePortfolio with a task that requires them to find or create images of themselves as future educators and then to discuss the images; the images may be literal, metaphoric, or symbolic.





ng this Workbook Uploading Images About Me Motivation to Teach Strong interpersonal and co... Willingness to learn Resilience Se



An Introduction to the Non-academic Key capabilities

This screencast will provide you with a short introduction to the workbook





Charles Sturt
University

ePortfolio
Introduction

Early Childhood and Primary Education

My name is Brooke Dovern and I am currently studying a Bachelor of Education (Early Childhood and Primary) at Charles Sturt University on the Dubbo campus.

On completion of this course I hope to obtain a job with the focus on educating future generations and helping children to love and excel in their early childhood and primary education experiences.

This portfolio is committed to displaying my professional learning and growth as a becoming teacher. Take a look through the following pages to find evidence including artifacts and documents of my growth and development made throughout my prior-university experiences as well as my first semester at Charles Sturt University.



Teaching Philosophy

teacher to understand that some children may be more inexperienced in an academic or physical subject when compared to another student.

I also believe that children are taught right from wrong from a young age and as they mature their physical and mental abilities to distinguish between right and wrong increases. Vygotsky (1978; cited in McDevitt, et al., 2013) argued that social interaction is necessary for cognitive development (McDevitt et al., 2013). Bronfenbrenner (1979; cited in McDevitt et al., 2013) suggests that children's communication and interaction with parents and other family members exert a bi-directional influence on each other (Fenton & Elwick, 2016, slide 15). My understanding is that children's interactions with others in different settings and environments will help improve their development in relation to their processes of perception, memory, judgement and reasoning.





1: A copy of one of my Professional Experience Goals, in which one of my goals focused on Standard 5

18



- 1: A copy of one of my Professional Experience Goals, in which one of my goals focused on Standard 5
- 2: On practical I constantly marked students work on the spot and gave immediate feedback on work samples, which I have included examples of students work in mathematics, grammar and literacy.
- 3: A copy of a maths test that I created, based upon the content I had taught the students throughout the week in maths.
- 4: I assessed the data from the maths tests, and documented and recorded students marks on a student class list
- 5: A copy of my supervising teachers feedback sheet on this maths lesson that I had planned to contain a test
- 6: A copy of the comments from my supervising teacher in my final report about my ability to assess student learning in the classroom



This has been fully evidenced and contains **12 linked assets.**

Added: Wednesday, 13 February 2019 09:34:17



Reflection

This achievement is important for myself as an upcoming teacher, as it is imperative that teachers provide authentic and meaningful ways to assess student learning and development. We must have necessary knowledge of students learning strengths and capabilities to provide appropriate ways to assess their development, as classrooms are diverse. Implementation of effective assessment strategies demonstrates whether or not learning goals and outcomes are being met, and what action that needs to be taken to ensure all students achieve appropriate educational outcomes. Assessment provides the foundations of future planning, and can help a teachers evaluation and reflection on how the lesson went, and their teaching strategies. I have developed sufficient knowledge of the different types of assessment; diagnostic, summative and formative, and their strengths and weaknesses in the classroom. I feel it is important to have a balance of the types and forms of assessment strategies used in the classroom, to stimulate motivation from children and to attempt to cater for all learning needs. As an upcoming Graduate teacher it is important that I demonstrate the knowledge and skills of the Australian Institute for Teaching and School Leadership Teaching Standards, as I will need to provide examples of how I have considered, demonstrated and achieved each of the Graduate level of standards when I complete my degree. Thus participation in my Professional Experience, has provided me with adequate knowledge of Standard 5, providing opportunities for me to understand and implement assessment on students development, and the resources teachers can use to differentiate the assessment process, to cater for diverse learning needs.

The image in the banner was found at this site: <http://ryersonstudentaffairs.com/wp-content/uploads/2014/03/assessment-wordle3.jpg>



Save record as ...

Australian Professional Teaching Standard 2.3 copy

About This Achievement


Standard 2 involves knowing the content and how to teach it. Specifically, standard 2.3 is about curriculum, assessment and reporting. It involves, using curriculum, assessment and reporting to design learning sequences and lesson plans.

I had a professional experience at Albury Preschool commencing in May 2018 for four weeks, working with three different classes, two of which were aged 4-5 and one aged 3-4. I worked with my supervising teacher to create a sequence in my group time activities, while basing them off the growing interests on the children in each group. I also created and planned for the indoor classroom activities, with the assistance of my supervising teacher in the each class.

Supporting Evidence

The Early Years Learning Framework is a curriculum document that I based my planning and reflections around. The EYLF states that early childhood educators should provide children with rich learning experiences that remain open ended and follow children's interests, this is something I tried to accomplish.

In the "Archer Train Ob" it is shown that I had based the activity off his interests in trains. This interest was reflected in an observation of another activity I created, using large boxes to construct in an open ended manner. The interest in trains was



Australian Professional Standards for Teachers

My in-depth description, evidence and reflection relating to achieving each of the Australian Professional Standards for Teachers.

Graduate Outcomes

There are 2 assets in this collection.

DISPLAY RESULTS BY MODIFIED DATE (NEWEST FIRST) ▾



Australian Professional Standard for Teachers 2

Last modified 07:12 on 14-Nov-2018




Australian Professional Standard for Teachers 1


Last modified 16:12 on 13-Nov-2018



In their final year, the pre-service teachers are asked again to find or create images to reflect pending professional selves. The pre-professional students give this activity much thought, and contrasts are made to the initial images discussed several years earlier, with marked changes in outlook and learning.


Professional Experience Portfolio





During my first year I selected the picture 'The Evolution of Man' by Octavio Ocampo (<http://www.wikiart.org/en/octavio-ocampo/the-evolution-of>) to represent myself as a developing teacher. I felt that my journey as a beginning teacher would be an evolution of knowledge and development, not dissimilar to the Evolution of Man from Homo Sapien.

As a graduate teacher, the image of what teaching means to me has evolved past considering only myself to revolve around the significance of the students that come into my classroom. The image I have selected to reflect myself as a graduate teacher is one that I took during my final primary practicum in a small community school in Queensland. The student's happy faces and the sense of togetherness that I interpret from this image reflects the importance of relationships in education in children's futures. I now truly recognise the importance of a teacher's role in a student's life and future, and will now focus on that rather than focusing on how this journey will benefit myself.



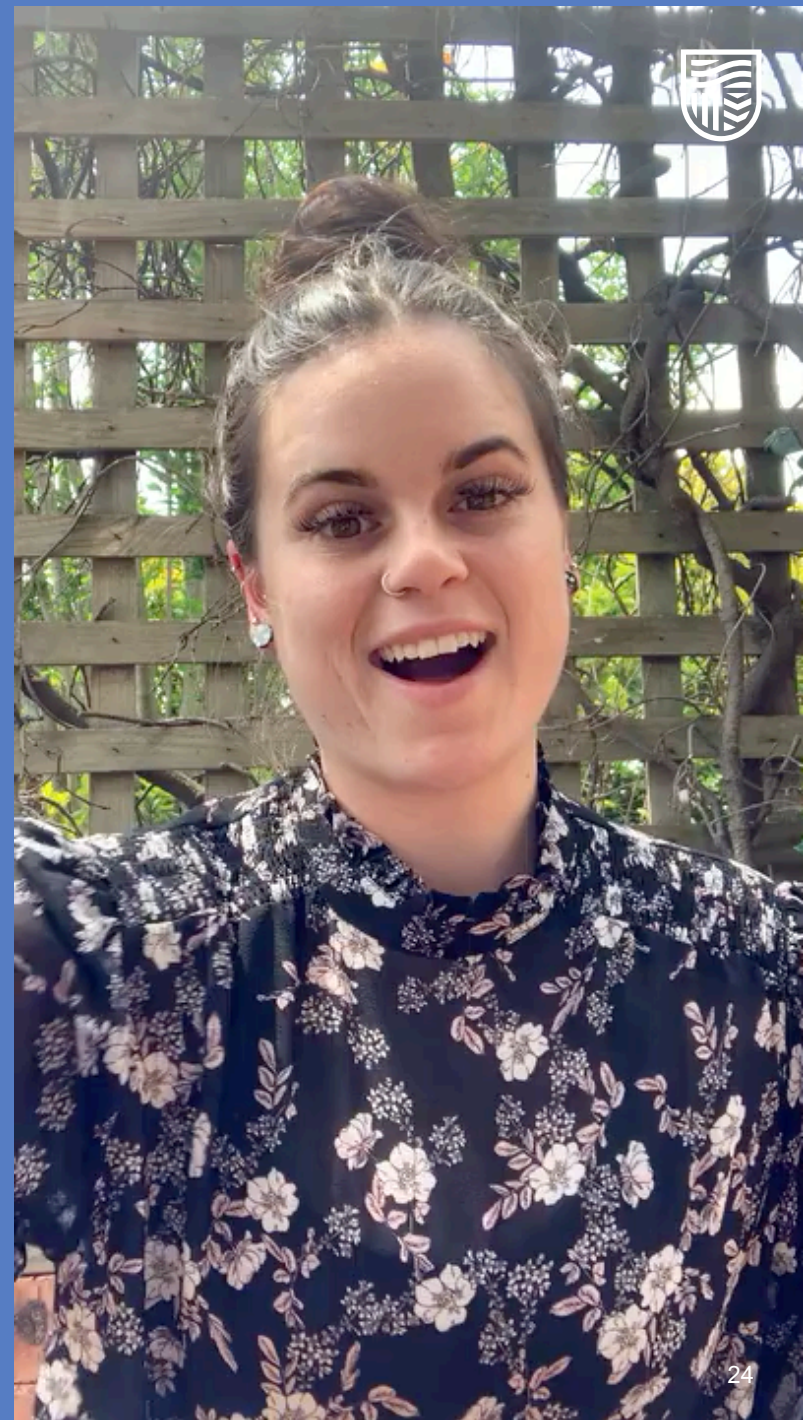


Non Academic Skills

The key capabilities associated with successful teaching.

Motivation to Teach

Throughout my own education journey, I was let down by ineffective teachers repeatedly. I was unchallenged, undervalued, and ignored, and this experience has moulded me into an individual who is patient, committed, and dedicated. These personality traits are, ironically, ideal for the teaching profession. I am committed to building all student's self-perceptions to a point that they know that they are capable of anything that they set their minds to. I will dedicate myself to all students in my care, and I will remain patient and ready to teach any student who is unwilling to engage until trust is established.



As students look to their future selves through the lens of pre-professionals, they are more likely to visualize themselves as competent in a range of skills.

ePortfolio development encourages students' "sense of self" through a process of skills-uptake such as organisation, collecting and classifying of evidence; utilization of tools and reflection on, and in, discipline specific knowledge, learning and tasks; higher order thinking such as synthesis and evaluation of learning.



It is interesting to look back the image I created of 'myself as a teacher' in my 1st year and how I have grown so much from there. From creating an image using cut up paper and glue to an actual picture of me in a classroom teaching... what a great and interesting journey it has been! I do still agree with the original image of me as a teacher, as I believe us as teachers do hold the tools to encourage every student to blossom like a flower. It just depends on using the most appropriately suited strategies for each child as an individual. I learnt so much from all of the staff at the school of my final professional experience, that I will utilise for the rest of my teaching career.

Image of 'me as a teacher' from 1st year



Through the last 4 years of my degree I have learnt so much and developed an understanding of myself as a professional, but also myself as an individual. I have climbed the mountain, journeyed for 4 years through some really difficult times, faced numerous setbacks and thought about giving up more times than I count, but here I am, at the top of the mountain looking back over all of my hard work and ready to face the new challenges that will come my way. I am ready to use the knowledge and lessons I have learnt on my journey to guide me in future expeditions. On to the next mountain !!!!!



In my first year I chose this image as I saw teaching as having to be open-minded to a lot of elements. I believed that having an open-mind you are able to navigate through teaching with all the new information that they will learn and support they have from others.



After completing my placements and learning, I still stand by my image from my first year as you do need to be open to new ideas and information. I have decided that over the last 4 years an image of waves is a better metaphor that represents my teaching. A wave represents going with the flow, I have learnt this over the years as you can plan a lot for your day, week or term but there are so many disruptions throughout the teaching year. If you get too caught up in the small details and expect the lesson or learning experience you have planned to go perfect, that is when you will burn out or not cope with the situation. Schools and centres have planned and spontaneous events that may occur, including NAPLAN and musica viva. The day may be disrupted as the students/children may not cooperate or the interest of the day may have changed. I have learnt over the course of my last professional placements the school environment may disrupt your day, like a power outage, stressing about the situation can cause there to be an issue, so it is important to change your plans or think outside the box.

Reference List:



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Munday, J. & Rowley, J. 2019. Art and Identity: Secondary Students Discovering a 'Sense of Self' Through Creating Artworks and Webpages. *ab-Original: Journal of Indigenous Studies and First Peoples' and First Nations' Cultures*, Vol. 3, No. 1: 1-23. Pennsylvania State University.

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Thank you