



University of  
South Australia

# Celebrating Cultural Diversity (CCD) Program

**Program Information Guide for:**

International Pre-Service Teachers &

Site Coordinators

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# 2017

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## Introduction

The Celebrating Cultural Diversity (CCD) Program is part of the inclusive commitment to all students studying in the School of Education at the University of South Australia. In Australia, professional experience placements form a significant component of a pre-service teacher's (PST) study programme. In principle, it is the professional experience that enables PSTs to apply and test concepts they have learnt in the university in a real life educational context.

However, for many PSTs, the assessed professional experience practicum can be rewarding, as well as stressful and challenging. There are challenges that PSTs have to learn from their individual experiences (such as behaviour management issues of students, the lack of respect for PSTs, and problems with communicating their mentor teachers etc). These challenges are further intensified for international PSTs because of their cultural and language differences, previous education experiences, limited understanding of Australian teaching and learning styles and the various curricula used in early years, primary and secondary settings.

The CCD program aims to support international PSTs through on-campus workshops designed to build support networks, provide knowledge about the Australian educational context and landscape, and to share the experiences of international PSTs who have successfully studied at UniSA. The most beneficial component of the CCD program is the unique opportunity to engage in site visits in children's centres, kindergartens, primary schools or secondary schools without the pressure or added stress of being assessed. These site visits allow international PSTs to see first-hand what an Australian educational setting looks like, and to learn from teachers, staff and children about what is expected of PSTs on their professional experience placements.

## Contacts

If you have any questions or concerns please contact Dr Hannah Soong (Primary & ECE), Martyn Mills-Bayne (ECE), or Dr Ruth Geer (Secondary).

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## Your CCD team

	Dr Hannah Soong is a lecturer in curriculum, pedagogy, and assessment in the School of Education. Her research interests lie in the sociological study of international pre-service teacher becoming migrant teachers in Australia.
	Martyn Mills-Bayne is a lecturer in early childhood education in the School of Education. His research interests lie in the use of dialogue to foster young children's empathic reasoning in the early years of school.
	Dr Ruth Geer is a lecturer in teacher education in the School of Education. Her research interests are in the development of effective online pedagogies and design, interactivity and cognition in online spaces, and the use of digital and mobile technologies to engage learners and thus enhance their learning.
	Bill Lucas is a lecturer in teacher education in the School of Education. His research interests are in the areas of social justice pedagogies and leadership in the teaching field.
	Rebecca Reid-Nguyen is a lecturer and year level coordinator in the School of Education. Prior to teaching at UniSA, she worked in DECD school leadership as a primary school principal.
	Victoria Whittington is Associate Head of the School of Education. Her focuses are Teaching and Learning, and Policy and International. Her research interests are in children developing in context intellectually, socially and emotionally, as well as the influence of culture in early childhood education.

## CCD Schedule

2 March	9 March	16 March	23 March - 5 May	22 June
On-campus Workshop 1: Introduction to Australian education settings	On-campus Workshop 2: Expectations of teachers in Australia	On-campus Workshop 3: Being successful in your professional experience placements	4 site visits negotiated between students and site coordinators <ul style="list-style-type: none"> <li>• 1<sup>st</sup> visit (23 March)</li> <li>• 3 visits negotiated with sites</li> </ul>	On-campus Workshop: debrief and celebration

## On-campus workshops

The on-campus workshops are designed to help students to form relationships with other international PSTs who are studying in their programs, as well as other students from different programs with similar concerns and experiences. The focus for each workshop is detailed below. The first three workshops are held on consecutive Thursdays between 1-3pm in G1-52 on Magill Campus, with the final debrief and celebration workshop held at the end of Study Period 2.

### *Workshop 1 (2 March):*

- Introduction to CCD and meeting CCD team
- What to expect in Australian cultural/educational contexts
- Learn about sites visits and benefits for engagement

### *Workshop 2 (9 March):*

- Details about sites and transport guides
- Observation and questioning
- Opening your 'Cultural School Bag'

### *Workshop 3: (16 March):*

- Preparing for site visits
- Being Confident and Competent learners
- Getting the most out of the CCD experience

## Site Visits

In the CCD Program you have the unique opportunity to experience an informal and non-assessed series of site visits at a children's centre, kindergarten, primary school, or secondary school (depending on your program focus). Each site visit will involve you observing the overall context of an Australian educational site, interacting with educators and children, helping with daily routines and practices where possible, and learning about the experience of being an educator in Australia.

The first site visit is scheduled for Thursday 23 March. The other 3 site visits are to be completed between then and the end of Week 8 of Study Period 2 (Friday 5 May). These three visits are to be negotiated between students and their site coordinators and should not impact on attendance for any other required university activities such as lectures, tutorials, or professional experience placements.

## Journal

An important skill to develop as an educator is to critically reflect on your own practice and learning. You will be required to write one page of reflections after each site visit, responding to these guiding ideas:

<p><b>Visit 1:</b></p> <ul style="list-style-type: none"><li>• The first thing I learned...</li><li>• Questions I asked on the first day...</li></ul>	<p><b>Visit 2:</b></p> <ul style="list-style-type: none"><li>• What I learned today...</li><li>• What teacher/children did today...</li><li>• Questions I asked today...</li></ul>
<p><b>Visit 3:</b></p> <ul style="list-style-type: none"><li>• What I learned today...</li><li>• What teacher/children did today...</li><li>• Questions I asked today...</li></ul>	<p><b>Visit 4:</b></p> <ul style="list-style-type: none"><li>• What I learned during my site visits...</li><li>• The most important things I learned about children...</li><li>• The most important things I learned about teachers...</li><li>• Questions that I still have about teaching...</li></ul>

## Expectations

While the CCD Program is not compulsory, students are expected to attend each on-campus workshop and site visit. Data has indicated that students who take the opportunities presented by CCD develop skills and knowledge for success in assessed professional experience placements that follow. Many past students have been invited back to their sites to do volunteer work, or paid employment. It is your best interests to take the opportunities that the CCD Program presents. Students will be required to act in a professional manner and follow the expectations of the site coordinator. Confidentiality and respectful interactions with educators, children, and families is expected as you are representing the University of South Australia.

To protect children in South Australia, all educational sites such as children's centres, kindergartens, and schools require staff, volunteers and visitors to follow strict requirements when attending their sites. All PSTs must have their Criminal History Screening document from DCSI, and have completed the 7 hour Responding to Abuse and Neglect training prior to attending site visits for the CCD program. These documents will need to be shown to site coordinators on the first visit.

The CCD team looks forward to working with you in 2017 and supporting you in your initial experiences in becoming an educator at UniSA.