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Innovative Approaches to Developing Pre-service Students’ Understanding and Competencies linked to the Revised National Safe Schools Framework

Key Participants
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On December 8th, 2010 the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed the Revision of the original 2003 version of the National Safe Schools Framework. The revised framework was then launched in Brisbane on March 18th, 2011 by the Commonwealth Minister for Schools, Peter Garrett. The overarching vision that is supported by the framework is that ‘All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing’. The first part of the framework outlines a set of nine key elements for the development and maintenance of a safe and supportive school. The accompanying extensive online Resource Manual provides support and direction for the implementation of these elements through the provision of a range of specific evidence-informed practices and an extensive literature review. The 2011 Revised Framework has added a strong focus on the importance of student wellbeing and also addresses evolving issues for Australian schools such as cybersafety, cyberbullying and covert bullying (e.g., Cross et al., 2009; McGrath, 2009). The framework has significant implications for the forthcoming National Professional Standards for Teaching and hence for pre-service teacher education. Graduating students will need not only to be familiar with the overall framework but also have the required competencies for incorporating it into their approaches to teaching and student welfare. This showcase identifies the key features of the framework that have particular relevance to teacher education and discusses effective strategies:

• For familiarising academic staff in pre-service teaching courses with the importance of the framework and its elements
• For supporting academic staff to address and embed the key elements of the framework in both general and specialist units using a range of innovative but evidence-informed teaching approaches based on the meta-analytic work of researchers such as Hattie (2009) and Marzano (2001).

Keywords: Safety Wellbeing Respectful Relationships