

1. Would you describe your engagement with schools as authentic, collaborative, useful and/or effective? Please provide reasons in your response.

The School of Education's engagement with schools is authentic, collaborative, useful and effective, and this is achieved in a number of ways through:

- Placement models
- School Partnerships
- Research and Development Projects.

Examples are presented below.

### **Placement Models**

School placement models are devised to ensure the experience of pre-service teachers is matched to their level of readiness and to create benefits for schools wherever possible. The professional experience components of education degrees allow pre-service teachers to work closely with school students in authentic ways, to provide them with more one-to-one supported learning. The School of Education encourages schools to provide a range of experiences that enable pre-service teachers to learn about students and to work with them in a collaborative and supportive manner. In the early stages of initial teacher education courses pre-service teachers focus on learning about students and how to develop and manage productive learning environments. As pre-service teachers work through their program they are required to become more independent and to take greater personal and professional responsibility for managing learning in classrooms.

All placements are undertaken with mentoring support from classroom teachers. Some placements (e.g. typically 2<sup>nd</sup> year of a 4 year undergraduate program, and in the Master of Teaching) are taken as a continuous part-time placements to enable pre-service teachers to get to know students and classroom learning over a substantial period of time. Full time block placements are an important component of all programs to ensure pre-service teachers are able to sustain relationships and learning with the students they teach. Deakin's initial teacher education programs also include an internship, which is taken after the required days for registration to teach have been completed. Internships are offered as part of the final year of the 4-year Bachelor courses and in the Master of Teaching degree. Internees are placed in schools for a term ( typically 10 weeks) of continuous full-time placement. Internships provide schools with additional, unpaid, support for classes as the internees are deemed to be ready to teach independently and participate as a supernumerary member of the teaching team in schools.

Assessment requirements for the internships include analysis of authentic teaching examples. The School of Education at Deakin university has led the development of Authentic Teaching Assessments (ATAs) in Australia. This work was given a positive review by Queensland College of Teachers in the report: "An investigation of best practice in evidence-based assessment within pre-service teacher education programs and other professions". More information about the ATA developed by Deakin is available at:

<http://www.deakin.edu.au/arts-ed/education/professional-experience/guidelines-and-procedures/deakin-authentic-teacher-assessment-ata.php>

### **School Partnerships**

There are many existing examples, where Deakin's school placement models reflect partnerships with schools that are authentic, collaborative and useful. Examples for Geelong, Melbourne and Warrnambool can be provided where education students placements bring further capacities to

school improvement agendas. One such case-study at Northern Bay College in Geelong which was consolidated as a School Centre for Teaching Excellence. This can be viewed at: <http://www.deakin.edu.au/arts-ed/education/news/12-scte.php>

## Research and Development Projects

The School of Education at Deakin University conducts a large number of projects in partnership with schools, the Department of Education and Early Childhood Development, Catholic Education and other industry partners, through the Centre for Research in Educational Futures and Innovations (CREFI) and the Centre for Professional Partnerships in Education (CPPE). The attached list (Appendix 1) of recent and current research and tendered project illustrates the commitment of the School to engaging in partnerships that contribute to continuous improvements to all aspects of schooling including early childhood, primary, secondary as well as VET/VCAL, and transition to higher education.

2.0 Please also describe your engagement with regional schools.

As indicated in the two attached maps (Appendices 1 and 2) the School of Education at Deakin places pre-service teachers in schools across most of Victoria, and in all Australian States and Territories. The School also engages students in international placements, conducts an off-shore Master of Education in The United Arab Emirates and has partnerships for Masters of TESOL in Indonesia and China.

The School is active in sourcing funds to support a range of activities that engage with the rural sector. Examples include:

- Deakin University's Global Experience Program, which provides funds for placements in remote aboriginal communities. For example, a project called **Building relationships with Indigenous communities** in has been conducted for the past three years Cape York. In this project 4<sup>th</sup> year Deakin students work with students in the Kids Living Safer Lives (KLSL) program. Four Deakin students from this program have been asked to be mentors to young recreation officers in the community of Kowanyama, in January 2013 with the aim of enhancing their leadership and teaching skills and to prepare them to lead programs for children.
- Deakin University's Participation and Partnerships Program (DUPPP program), funded through the Higher Education Participation and Partnerships Program (HEPPP) has been used by the School to research and develop partnerships with school communities to improve pathways for students from disadvantaged communities into higher education. These projects engage staff and pre-service teaching students. For example:
  - **Evaluating a University-School Partnership to Build Young People's Aspiration for Higher Education:** This research project in Geelong aims to better understand and improve an existing school partnership and raise the aspirations of school students for further education.
  - Warrnambool projects funded under this model:
    - **u.life Mentoring Program:** which engages Year 9 students from a Warrnambool secondary school with university campus activities
    - **Widening Horizons Mentoring Program:** which aims to strengthen the educational aspirations of young parents enrolled in VCAL units at a regional TAFE, and to help support access to higher education, through mentoring and other activities.

- **Although not a rural project, the DUPPP funded Arts-Based Pedagogies in Public Spaces in Dandenong** is developing a range of new arts-based activities involving Deakin students working with and mentoring low SES secondary students at schools in Dandenong.
- **Music in Schools Project.** Funded by the Warrnambool Charitable Trusts and Deakin University in 2012 as a collaborative partnership between Deakin music educators, specialist music practitioner educators, members from Victorian Opera with teachers from Warrnambool and district schools. The project supported schools and community partnerships with a music professional development program for generalist and specialist primary teachers in regional and rural South Western Victoria.
- The School has actively embraced Deakin University's commitment to access and equity and sought funds to develop new pathways to university for regional students, particularly those who are first in family to attend university. For example:
  - **The Associate Degree of Arts, Business and Sciences** which is taught at both the Warrnambool and Wairn Ponds campuses and which provides access to degree programs in Education, Arts, Business and Science.
  - **Deakin at your doorstep for the Bachelor of Early Childhood Education degree** is offered with Rural and Regional Partnerships Funding from the Victorian Government. The School has successfully formed partnerships with **Chisholm** (Rosebud & Dandenong), **SuniTAFE** (Swan Hill) and **SW TAFE** (Portland) to offer the BECE degree in regional locations using **Deakin at Your Doorstep (D@YD) technology** and located tutors.
  - **Teach Next** - which has been funded by DEEWR, is offered by the School in Victoria and Western Australian to provide teacher preparation for hard to staff positions in schools.

Staff also engage directly with regional schools to provide professional support to teachers. Examples of current projects include:

- **Supporting educational achievement and aspiration through 'real' science in a Warrnambool Primary School.**
- **Researching iPads with teachers in a Warrnambool Primary School**
- **In-service programs for teachers** e.g. **Appy Hour**" which was conducted with 60 Primary, Secondary and Special School teachers, speech therapists from the Warrnambool district in the interactive classroom at the Deakin campus to use iPads in a networking opportunity to share ideas and information about educational apps.

2. What action are you taking to ensure that primary and secondary teachers have literacy and numeracy skills that meet with community and employer expectations?

Literacy and numeracy are core components of pre-service teacher education programs.

Literacy and numeracy requirements are met through the following procedures:

At **Selection** and all applications are screened to ensure they meet entry requirements – which includes consideration for English and Mathematics. Non standards entrants, such as those entering through the Associate Degree program are required to complete Mathematics and English requirements. The STAT test was used in 2013 to screen direct applicants to the BECE degree.

**Course requirements** – all courses are currently accredited by the Victorian Institute of Teaching, which meet both selection and course content requirements for literacy and numeracy. Assessment requirements for all course components must be completed at a minimum of a pass level.

**University support programs for literacy** provides individual tutorial support for students to improve literacy skills. The university has several mechanisms in place to support student learning. Programs at Deakin are available through “Ask and See” and the Division of Student Life provides Study assistant for both postgraduate and undergraduate students via their Language and Learning Advisers. Literacy tutors work closely with first year programs to ensure students with literacy needs are identified and given assistance early in their program. Tutorial support and consultations are free to students.

3. Please respond to the Productivity Commission's conclusion that extending the pre-teacher training program to two years should not be mandated, especially given the costs, uncertain benefits, and the impact on supply. [Cited in AMSI, Submission 11, p. 13]

There are two issues that need to be considered:

- The design and delivery of programs
- The staffing needed to integrate both theoretical and practical components of teaching scholarship

#### **The design and delivery of the programs**

As indicated in the ALTC funded project report prepared by Ure (2009)\*, one year pre-service Graduate Diploma programs did not provide adequate professional preparation of pre-service teachers. There was inadequate time for candidates to develop a depth of understanding of how Education theory and evidence is used to inform teaching practice. The programs tended to provide only short placements of 2-4 weeks. This did not give pre-service candidates the time they needed to get to know the students they were teaching or to see how curriculum could be developed to meet their needs. These models were poorly serviced by the university sector due to lack of funds to support academic staff visits to work in schools with pre-service teachers and mentors to have professional discussions about teaching and learning and the context in which this was being developed (i.e. the Socratic element of learning). Moreover the school teachers were focused on the needs of their classes. While they were paid the daily supervision payment (approx \$25 per day) they did not have time release or the academic expertise to guide pre-service teachers' deeper learning about theory- or evidence-informed practice. Relevant to this, the Australian Institute of Teaching and School Leadership have announce the) release a set of four training modules for supervising teachers on April 18 this year.

\*Ure C, Gough A, Newton R (2010) Practicum partnerships: Exploring models of practicum organisation in Teacher Education for a standards-based profession, The

#### **2.0 The staffing needed to integrate both theoretical and practical components of teaching scholarship.**

**Time is needed for academic staff and school supervisors/mentors to work together and with the pre-service teachers.**

My experience with 1-, 1.5- and 2-year pre-service post graduate programs in three universities over the past 5 years, which have all addressed the problem described for

the 1-year Graduate Diploma programs above, indicate that the quality of learning for teaching is both time and expertise dependent.

E.g. 1. The Master of Teaching – that was developed and implemented under my leadership as the Associate Dean (teacher Education) at the University of Melbourne. This program was taught as an intensive postgraduate diploma of 1.5 years of academic study in a calendar year. Placements were conducted throughout the year as a 2-day per week and a 5-week block placement in each semester. This pattern provided more days experience than required for course accreditation and registration. The program had considerable additional funding for the practicum component that provided additional staff to work with the pre-service teachers and their school mentors. The additional staffing for practicum amounted to a 0.5 EFT Teaching Fellow who was an experienced school teacher who worked with a cohort of approximately 25 pre-service teachers in a group of schools (typically 4-6 schools) along with an 0.2 EFT Clinical Specialist, who was an academic staff member who worked with the Teaching Fellow and same group of students. Teaching Fellows and Clinical Specialists attended professional development sessions at the university. The additional staffing required to deliver this program was 0.7 EFT for every group of 25 pre-service teachers. Interestingly, this equated to the funding band level for nursing (i.e. approximately \$1850 per student place). The additional funding for this program was provided through a combination of university, state and federal government support. The current funding model for teacher education does not provide sufficient funding for all universities to adopt this model of support for placements.

E.g. 2. The Residency program at Edith Cowan University, which was funded through the WA Department of Education to provide an intensive school-based teacher education program. This was a 1-year Graduate Diploma program that placed pre-service teacher cohorts (approximately 6 pre-service teachers per cohort ) in schools that were engaged in school improvement agendas. The placement pattern was a continuous 2-day per week placement with an additional 4 or 5 week placement in each semester. Additional funding provided release for a School Site Director within each school to coordinate the pre-service teacher cohort and to attend professional development days at the university. The mentors were paid 2-hours per week additional payment to provide 1:1 supervision meetings with their pre-service teacher and released to attend professional development sessions at the university. Again this program was only possible with the additional funding and cannot continue to be offered.

E.g. 3 The 1-year Graduate Diploma of Applied Learning at Deakin University which is supported with partnerships funding through the Victorian Department of Education and Early Childhood Development and which is run in a similar manner to the Residency program described above. Like the previous two examples, this program will be discontinued in 2014 due to lack of support funding and due to the AITSL requirement for 2 year pre-service teacher education

In addition to these examples I also attended the summer school of the Teach UK program in Canterbury England and oversaw the initial stages of the implementation of Teach for Australia at Melbourne University. Both programs provide initial intensive preparation of six week's duration prior to the pre-service candidates taking on a 0.8 teaching responsibility. In these programs the pre-service teachers are selected through rigorous processes including interview, teaching commences early and there is extensive support throughout the program. Although the programs are 2-year in duration the UK

model provides for a Post Graduate Certificate of Education and Newly Qualified Registration for teaching at the end of the first year and a Master of Teaching with full registration for at the end of the second year.

The points of note are:

1-year programs that are implemented with existing funding arrangements do not provide adequate preparation for teaching.

1-year and 1.5-year programs, such as the Residency Graduate Diploma of Applied Learning and Master of Teaching, that have additional funding to support enriched and more extensive placement programs that are supported by genuine school-university partnerships with time and expertise to support the integration of theory and practice of teaching are excellent models of teacher preparation.

2-year school-based programs or a 2-year accreditation process with intensive school experience with strong academic support provide excellent models of postgraduate teacher education. Scope for a step-wise achievement of a Graduate Diploma and Master of Teaching, in the manner outlined for the Teach UK model should be further explored. Consideration could be given to the option of the second year being a paid year.

The other point that needs to be acknowledged is the new AITSL standards for course accreditation require only 60 days of placement for a 2 year post graduate program. This requirement, particularly with the current base funding for teacher education does not provide universities or schools with the staffing resources they need to implement programs with time and expertise to guide pre-service teachers in how to use theory and evidence to inform their teaching.

4. The committee heard from the previous witness that mathematics is not required as a pre-requisite for many primary teaching courses, even though most primary school teachers will teach mathematics. Can you comment on whether you believe that senior high school mathematics should be a pre-requisite subject? [AMSI, Submission 11, p. 14].

In Victoria, senior high school mathematics has been required by VIT and continues to be required in the new AITSL course accreditation standards. Mathematical and literacy competence are required by teachers. Alternative entry pathways into teaching such as through an Associate Degree/Diploma program also need to meet these requirements. Teacher Educators need to be accountable for the literacy and numeracy competencies of teacher graduates and be in a position to ensure that standards are met within programs, where entrants do not meet requirements. This is consistent with the AITSL requirements for course accreditation (refer to course accreditation requirements Standards 3.1 and 3.2). In addition, it needs to be recognised that all schools (primary and secondary) should have access mathematical specialists who understand how to assess students mathematical learning needs and capabilities. The Research and Mapping for MCEECDYA Report (Ure and Gray, 2012) found that low ICSEA schools that had made a difference to student learning outcomes in literacy and numeracy had employed a whole of school approach to monitoring learning. The schools in this project reported that teachers needed specialist support to track student learning in these areas and to help them plan relevant learning experiences. The point here is that the breadth of what schools and teachers deliver requires high level competence of all teachers and high level specialist support for whole of school planning and monitoring of student learning.

The Research and Mapping for MCEECDYA Project report is available at:

5. How much of an impact do infrastructure deficiencies have on the ability of teachers to teach? Can you provide any examples?  
I cannot comment fully on this however –we need teachers to have access to equipment and support staffing. Further to the comment regarding question 4 above – The MCEECDYA mapping project describe the variability and the breadth of the needs of students in Australian schools. Successful schools responded to student needs through the development of what we called “ a synergy of initiatives”. Resources and staffing beyond the school core budget were accessed by these schools to support their initiatives. i.e. core funding was insufficient.  
Staff at Deakin who specialise in science and mathematics teaching are aware that many schools are limited in the resources available to support teaching in these areas.
6. How would you like to see teacher practical training improved? What impediments are there to making these improvements? [Submission 22, p. 10]  
As indicated in the response to question 3 – the most effective way of improving teacher preparation is to improve resources for universities and schools to provide quality partnerships to support the development of links between theory and practice in teaching. Effective teaching is built through teacher discipline knowledge + teacher pedagogical knowledge + practical know-how that includes how to structure learning that is accessible and engaging for all learners. Learning to teach is a human science and as such requires time to learn, observe, practice and collect evidence to evaluate student learning. The learning context is both theoretical and practical. At present schools and universities have very limited resources/funding to enable them to work together effectively. As described in the response to question 3, models of teacher education that are able to provide academically and professionally supported placements are available, however they are not affordable within the Education funding band.
7. Do you believe that increased school autonomy should be accompanied by the employment of school business managers, to ensure that principals can focus on teaching and learning? [Submission 22, p. 12]  
Yes, as indicated in the submission from the School, schools need access to qualified business manager support. Managing the financial and educational needs of a school requires business acumen – there are concerning cases where schools have folded due to financial issues.
8. How many of the academics in the School of Education have teaching experience? [Submission 22, p. 15]  
Over 90% of the academics in the School of Education at Deakin have school teaching experience.
9. Other witnesses have mentioned a study being conducted by Deakin University, and funded by the Commonwealth into the Longitudinal Teacher Education Workforce Study. When is this study expected to be completed? Will the results be made publically available? [Australian Council of Deans of Education, Submission 57, p. 8].

The final report is scheduled to be completed June 2013. The IP for the contract is vested in DWEER, which will have the final say on whether the report is to be made publicly available.

10. The committee has heard that a large proportion of teachers in their first years of teaching work as casuals or on fixed-term contracts. One cause of this was said to be the need to hold positions for those on maternity or other leave. Do you consider this to be the predominant cause of the widespread use of casuals and contracts? Are there other causes that you can elaborate on?

Reliable data are needed to clarify this – however an AEU report on this issue suggests that contracts are used as an alternative mode of employment to help manage school budgets and future planning issues, especially changes in enrolment numbers. A level of contract staffing in a school is needed to cover leave positions as indicated. Contracts reduce conditions for teachers through reduced entitlement to leave and payment over long holiday periods. There is widespread acceptance among principals that contracts allow them to test out new graduates before they offer them ongoing employment. This is one reason why internships are relatively well accepted by schools.

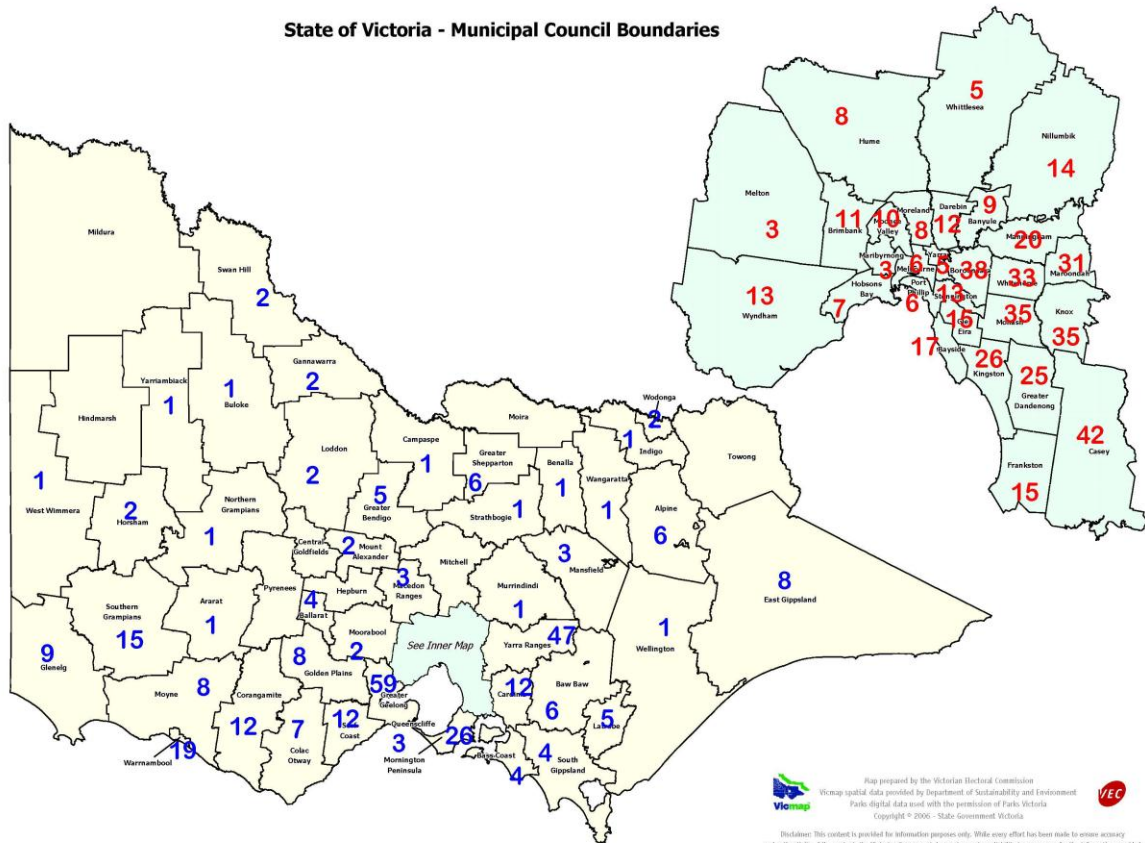




# Appendix 1

Deakin School Placements – school only i.e. does not include Early Childhood placements

State of Victoria - Municipal Council Boundaries

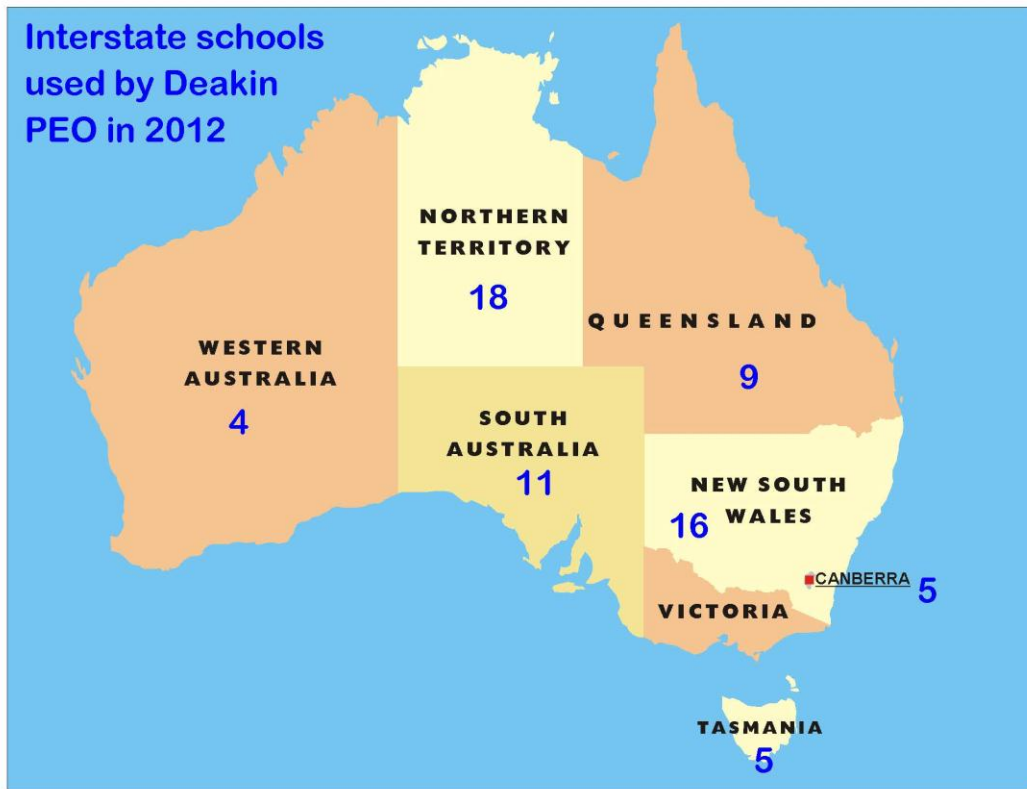


Map prepared by the Victorian Electoral Commission  
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# Appendix 2

Deakin School Placements 2012 (not including Early Childhood)



# Appendix 3

## 2012 commencing ARC Projects

- **Enhancing the quality of science learning through a representation-intensive pedagogy**, Prof RW Tytler; Prof V R Prain, A/Prof Garry F Hoban; A/Prof P Aubusson, Dr P J Hubber; Dr G D Chittleborough
- **Doing Diversity: Intercultural understanding in primary and secondary schools**, Prof C Halse, Prof F Mansouri, A/Prof C A Arrowsmith, A/Prof J Moss, Dr R E Arber, Dr N Denson, Dr N Priest, Dr R S Webster
- **Capacitating student aspirations in classrooms and communities in a high poverty region**, Dr L Zipin, Prof M Brennan, Prof T Gale, Dr S Sellar
- **Innovative partnerships for youth engagement in education and work**, Prof K Starr, Dr D Blake will be part of a team with a project located at University of Melbourne with Prof. J Polesel; Prof J Keating, Mr D Gallagher, Mr D Michaels.

## ARC Discovery commencing 2013

- **Social justice dispositions informing teachers' pedagogy in advantaged and disadvantaged secondary schools**, Prof T Gale, Dr R Cross, Dr C Mills

## Other

- **Higher Education Participation and Partnerships Program (HEPPP) Mentoring Students in Year 9 Access Express** Dr K Hutchison, Prof J Blackmore
- **\Projects**
- **Primary science specialists professional learning program** Drs C Campbell, G Chittleborough, P Hubber, R Tytler, W, Jobling, J Cripps Clarke, L Barraza, S Herbert, K Chealuck
- **Teach Next: Intakes I and II national recruitment and delivery of employment-based teacher education program** Dr D Blake, Ms M Lacey, Dr B Humphrey, Mr B Plant, Mrs C Wilde (PM). Funding organisation: Department of Education, Employment and Workplace Relations
- **Longitudinal Teacher Workforce Main Study** Professors D Mayer, B Doecke, R Bates, A/Prof J Moss, A Kostogriz, B Walker-Gibbs, Drs S North, P Ho, J Kline, Mrs P Hodder (RA), Funding organisation: Department of Education, Employment and Workplace Relations
- **Short course highlights:**
- **Consolidation of Integration Aide Course, Warrnambool** (14 participants)
- **Integration Aide, Burwood** (80+ participants); **Geelong** (40+ participants)
- **Successful pilot of Intensive Interaction: Theory to Practice** (13 participants)

Literacy:

Mathematics

Science

- Constructing Representations in Science Pedagogy (CRISP) Project. An ARC project with a focus on enhancing the quality of science learning in secondary schools through a representation construction pedagogy.
- Switched on Secondary Science Professional Learning (SOSSPL) Project. A DEECD funded project that produced and delivered a 3 day professional learning program to 300+ secondary science teachers across Victoria. The evaluation of the program indicated high praise from the participating teachers in terms of the quality of the professional learning resources and expertise of the facilitators, most of whom were from the Deakin team.

Dimensions of reasoning about socio-scientific sustainability issues project. The purpose of this successful research project was to explore how reasoning about socio scientific issues may depend on the context of the participants, in this case Australian and French pre-service secondary science teachers discussing issues that include Australian and French controversies

School-based pedagogies and partnerships in primary science teacher Education coordinated by L Hobbs C Campbell , G Chittleborough and S Herbert with OLT Teaching Grant funding

LOTE/TESOL?

- MEdTESOL and GradCertEd TESOL have been identified by DEECD as the key courses in increasing the quality of EAL/D teaching in Victoria. These courses attract in-service teachers on DEECD scholarships.
- The DEECD has offered 20 scholarships for qualified teachers to do a postgraduate course in LOTE in next five years. Deakin is one of the nominated universities.

Deakin was chosen to do an evaluation project for Languages Education at Victorian schools.

- Eg: Music in Schools Program @ Warrnambool – Jenny Grenfell and Fiona Phillips

A list of recent and current projects includes

A Allard (completed 2012) Improving the quality of teacher education through 'Project Evidence', an ALTC funded project conducted by A Allard in collaboration with staff at Monash and Griffith Universities and the University of South Australia. The project developed a website with activities and resources to assist supervising/mentor teachers, teacher educators and preservice teachers to use the National Standards for Graduate Teachers for assessing and supporting preservice teachers during practicum. The site can now be accessed at: <http://teacherevidence.net>

- A M Morrissey, B Doig and E Rouse (2013) **Early Years Education in the Primary Years Programme (PYP)**.



- C Campbell and G Chittleborough (2013) **Science Literacy in the International Baccalaureate Primary Years Programme (PYP): NAP-SL**
- Russell Tytler and Peter Hubber (2013) ***The role of representation in learning science*** which is based on work undertaken in their ARC discovery project and has been co-authored with other members of the project team.

Anne Cloonan on the launch of the report ***Collaborative Literacy Learning Communities (CLLC): Case studies*** at the Catholic Leadership Centre last evening

Trevor Gale and colleagues Shaun Rawolle, Andrew Skourdoumbis, Emma Charles, Piper Rodd, Stephen Parker with Steve Hodge from, Univ of Ballarat, were successful in winning a DIISTRE National VET Equity Advisory Council bid. This project will investigate the impact for disadvantaged learners of TAFE Institutes and other VET providers delivering bachelor and associate degree qualifications.

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