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5 May 2005

The Secretary  
Standing Committee Inquiry into Teacher Education  
House of Representatives  
Parliament House  
Canberra  
ACT 2600  
Australia

Dear Sir or Madam

**Re: Standing Committee Inquiry into Teacher Education**

Please find enclosed a submission by the Faculty of Education and Social Work at the University of Sydney to the Parliament of Australia – House of Representatives – Standing Committee Inquiry into Teacher Education.

I would be very willing to elaborate further on any of the points contained in this submission should this be requested by the Committee.

Yours sincerely

Derrick Armstrong  
Dean



## FACULTY OF EDUCATION AND SOCIAL WORK SUBMISSION

### PARLIAMENT OF AUSTRALIA – HOUSE OF REPRESENTATIVES - STANDING COMMITTEE INQUIRY INTO TEACHER EDUCATION

#### INTRODUCTION

The Faculty of Education and Social Work in the University of Sydney is currently one of the largest and most highly respected faculties of its kind in Australia. It is the only preservice teacher education provider that is joined with social work in the preparation of graduates with strong grounding in social and public policy. The Faculty focuses on innovative professional education of teachers and social workers, the study of education and social policy, the extension through research of knowledge in the fields of education and social work, and the provision of special services related to education, government and community agencies and policy makers. To achieve these ends, the Faculty commits to teaching its undergraduate and postgraduate students through courses that exemplify best teaching practices. It continues to maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching and social work both in Australia and internationally.

The Faculty regards innovative teaching and learning as central to all academic tasks including research, professional development and administration. Our students and the professional community of which we are a part acknowledge that the Faculty offers quality pedagogy, responsive to current needs and graduates teachers and social workers well prepared for their careers here and overseas. Pedagogy within the Faculty is closely linked with research so that course objectives not only reflect those social and cultural changes which influence educational policies and practices but also so that courses are underpinned by principles of best practice in teaching and learning.

This submission will concentrate on the teacher education programs within the Faculty. A comprehensive range of preservice and postgraduate teacher education degrees and certificates are offered:

#### *Undergraduate Programs*

Bachelor of Education (Primary Education)

Bachelor of Education (Human Movement and Health Education)

Bachelor of Education (Secondary Education: Aboriginal Education)

Combined Degrees: Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts

Bachelor of Education (Secondary Education: Science)/Bachelor of Science

Bachelor of Education (Secondary Education: Mathematics)/Bachelor of Science

Bachelor of Education (Secondary Education: Psychology)/Bachelor of Science

Bachelor of Education (Secondary Education: Psychology)/Bachelor of Arts

Bachelor of Education (Secondary Education: Design and Technology)

#### *Postgraduate Coursework Programs*

Bachelor of Teaching/Master of Teaching

Graduate Certificate in Educational Studies – with designations as for the Masters degree and with the addition of Aboriginal Education

Graduate Certificate in Teaching English as a Foreign Language

Graduate Diploma in Educational Studies  
 Graduate Diploma in Teaching English as a Foreign Language  
 Master of Education (designated areas):  
   Management and Human Resource Development  
   Information Technology in Education  
   Educational Psychology  
   Health Education  
   English and Literacies in Education  
   Research Methodology  
   Special Education  
   Teaching and Curriculum Studies  
   TESOL/Languages  
   Higher Education  
   International Education  
   Coach Education  
   Human Movement

*Research degrees*

Master of Philosophy  
 Doctor of Education  
 Doctor of Philosophy

It should be noted that with the introduction in 2000 of the Combined Bachelor Degree courses with the Faculties of Arts, Economics and Science the students' experience in their discipline areas has been enhanced. This has also allowed the Faculty to strengthen its links with those faculties associated with the courses.

Throughout our submission the term “preservice teacher education” is used in preference to “teacher training”. This reflects the Faculty’s philosophy and intentions to develop creative flexible scholar teachers who will be well equipped to meet the changing demands of the profession. ( See Graduate Attributes, Appendix 1).

**1. The criteria for selecting preservice teacher education courses**

Undergraduate students apply through UAC or through the Broadway Cadigal and TPC programs 2005. UAI’s are listed in section (2) below.

Postgraduate MTeach students are selected on the merit of their application. In the past all applicants were interviewed but diminishing resources now precludes this.

The NSW DET stipulates that post-graduate students must fulfil specified criteria in their first degree that together with the professional courses will equip them for the relevant Key Learning Areas (KLA’s) e.g. Primary applicants must complete 4/9 of their first degree across 3 Primary KLA’s

**2. Examine the extent to which teachers training course can attract high quality students, including students from diverse backgrounds and experiences.**

Attracting high quality students (assuming that UAI is a measure of quality) into the teaching profession is not the primary issue facing teacher education. The Faculty attracts students of high quality as the 2005 Undergraduate UAI’s indicate.

Degree/Program	2005 UAI
Educ (Prim)	86.40
Educ (Hum Mvt)	80.50
Educ /Arts	84.15

Educ Maths/Sci	81.35
Educ Sci/Sci	81.90
Educ/Arts-Psych	90.30
Educ/Sci-Psych	92.60

These UAIs are higher than those for Arts and Science at the University of Sydney. The Master of Teaching students all have a first degree and are selected on the merit of their application. Many Master of Teaching students are deliberately changing from higher profile careers in, for example, Engineering, Law and Medicine.

The Faculty continues to research the reasons why it attracts high quality students and why they are choosing to teach (Hughes and Manuel, in press). It has also developed and offers two University Developed Board Endorsed courses for gifted secondary students who are interested in studying Education courses at the University of Sydney. The courses were developed to assist students to make the transition from high school to university by providing them with opportunities to examine some of the issues in education (Scanlon, 2004).

Retaining early career teachers in the profession after the first few years of service is of greatest concern (Skilbeck and Connell, 2003, Ewing and Smith, 2003, Ewing, Manuel, Smith and Brock, 2004, Manuel and Brindley, 2003).

#### Students from Diverse Backgrounds and Experiences

The Faculty of Education and Social Work adheres to the University's non-discrimination policy regarding student admissions. It further supports students from disadvantaged backgrounds through the Cadigal program for Aboriginal and Torres Straight Islanders (three students in 2004) and Broadway scheme for students in the long-term or seriously disadvantaged (22 offers in 2003), and supportive of students with disabilities. The Faculty has a representative on the Board of Studies of the Sydney University Foundation Program and encourages flexible entry into the Faculty through this program. The Faculty also has flexible entry for mature age students.

The EFTSU data 1999-2003, demonstrates an increase in students from a wide variety of backgrounds. For example the load for students with disabilities was 19.1 in 1999 and rose to 33.5 in 2003. The NESB student load was 36.0 in 1999 and increased to 115.6 in 2003. The ATSI student load was 14.5 in 1999 and 19.1 in 2003. However, the gender balance has remained much the same: 1999: male/female 24.8/75.2; in 2002: 24.5/75.5.

#### First Year Support

The Faculty has developed and introduced the *English and Academic Skills Support Project* by appointing a lecturer to develop students' English and academic skills. As a result of preliminary evaluation of the project, all students enrolling in Education 101 in 2005 are required to complete a validated test of their reading and writing skills.

In addition the Education 1 coordinator has developed a mentoring program to support students making the academic and social transition to university. Second, third or fourth year student mentors support year one students and all find it a valuable preservice teaching experience.

#### Aboriginal Education

The Faculty offers, through the Koori Centre, the Bachelor of Education (Secondary: Aboriginal Education). The Faculty has undertaken an audit of all units of study in all degrees to review how they address Aboriginal issues. Close ties with the Koori Centre are maintained through the Director of the Centre's membership of the Faculty and through cross teaching of units of study by staff in the Faculty and in the Centre.

#### Faculty Pre-service Teacher Education Courses

The NSW Department of Education and Training, one of the major employers of Faculty graduates has mandated areas to be addressed in pre-service courses. Four of these areas address students from

diverse backgrounds:

- Teaching Students From Non-English Speaking Backgrounds
- Special Education
- Literacy Education
- Aboriginal Education

The Faculty reviewed its existing undergraduate and postgraduate pre-service teaching courses and found that these courses satisfactorily covered mandatory areas involving students from diverse backgrounds. The Undergraduate Studies committee is reviewing all units of study to address further the need to offer units that encourage and support diversity.

#### Language

The Faculty offers a wide range of community language curriculum units of study in its secondary courses. These units of study are designed to encourage students from diverse language and community backgrounds to enter preservice teacher education courses with us. The languages studied include Chinese, French, German, Indonesian, Italian, Japanese, Hebrew and Modern Greek. In 1993 the Faculty introduced EDUP 4046/4047 Special Course Primary Languages as a unit of study. The majority of students enrolled in this unit are of non-English speaking background.

#### Polynesian Students

The Faculty maintains a support program for Polynesian students and offers units of study in both undergraduate and postgraduate pre-service education courses to respond to their needs. These units of study involve students from the University of Sydney working with South Pacific resource staff and students from the Faculty's partnership regions and schools.

#### Cross-Cultural Courses

##### *EDUF3014: Cross Cultural Fieldwork in Education*

This unit encourages students to develop a comparative understanding of how different education systems work drawing on cultural and historical contexts. The unit encourages multicultural understandings concerning pedagogy and the contributions that can be made by all cultures to better educational praxis.

Cross cultural and diverse background issues are also explored in foundation studies such as, for example: EDUF 2006 the Social Foundations of Education; EDUF 3013 Anthropology and Education; EDUF 3124 International and Development Education; EDUF 1019 Human Development; EDUF 3021 Special Education: Inclusive Schooling; EDUH 4036 Cross cultural aspects of PE and Sport.

### **3. Attrition rates**

Faculty attrition rates during preservice teacher preparation are not high in comparison to other degrees. For example about 7.7% have withdrawn from the Bachelor of Education in 2005 and 14.5% from the MTeach by the HECS census date.

As noted above, the attrition problem is more acute during the first three years of teaching (although Australian data is not definitive it is commonly cited as 25-30%). Findings from survey and interview data of 200 of recent primary and secondary Master of Teaching and Bachelor of Education University of Sydney graduates (Ewing and Smith, 2003) indicates that they were generally satisfied with their preservice education. The majority felt that they were well prepared for the demands of teaching. Three areas were commonly nominated as needing further development in their beginning years: programming, classroom management and outcomes based education. Early career teachers felt that induction programs in schools did not address these issues adequately.

The majority of respondents from both MTeach and B.Ed cohorts (1997-2003) expressed disappointment in both the induction program and the lack of mentoring available during their beginning years in the profession. In addition, most support that was provided was of an informal nature. Those early career teachers who do not experience effective mentoring and induction programs are three times more likely to leave the profession in the first few years.

It would seem that there is insufficient funding available in school systems to allow time for quality mentoring to occur. Experienced teachers are expected to mentor in addition to sustaining already demanding roles, often without adequate professional development in this area. Funding for professional development together with adequate time release for both the beginning teacher and the mentor must be provided if beginning teachers are to be supported in continuing to develop their pedagogic understandings in the early years of their careers. This lack of mentoring and induction support may explain the relatively high number of early career teachers who leave the profession. Research to identify and further investigate why beginning teachers leave the profession is ongoing at the University of Sydney.

At the same time, many graduates expressed commitment to teaching and current satisfaction with their positions. It is interesting to note, however, that 40% of respondents expected not to be teaching within ten years. These findings are consistent with international and other Australian research and suggest that there may be a change in the structure of the teaching workforce. Graduates may indeed be planning to move long term into something more financially rewarding. Alternatively, they may intend to move between teaching and other employment. If commitment to teaching is going to be relatively short term, it will be necessary to develop strategies to continually replace these teachers. There will be significant policy and practical implications for systems, schools and tertiary institutions. Further detail is available if required.

#### **4. Criteria for selecting and rewarding Faculty members**

Staff selection criteria depend on the nature of the position. Those staff employed in the Faculty to be involved in the curriculum units within teacher education programs are required to have recent successful school experience alongside PhDs and research trajectories. Recently the Faculty has recruited a new Dean and Professors from England, Germany and Hong Kong to focus on particular areas to be developed in our programs.

There are several ways that Faculty members can be rewarded including;

##### \* Vice-Chancellor's Awards for Outstanding Teaching

The Vice-Chancellor makes up to five awards for Outstanding Teaching each year. The purpose of these awards is to promote, recognise and reward excellence in learning and teaching at the University of Sydney. For this purpose, 'teaching' includes all activities that contribute to coursework students' learning experiences and outcomes. A separate set of University awards is offered for excellence in service to students and excellence in research higher degree supervision.

The criteria for the Vice-Chancellor's Awards for Outstanding Teaching are modelled on those used for the Carrick Institute's Australian Awards for University Teaching. They incorporate an emphasis on the University's commitment to research-led teaching and evidence-based teaching practice, i.e. the linking of research and teaching and the use of evidence about effective university teaching to enhance student learning.

1. Interest and enthusiasm for undertaking teaching and for promoting student learning
2. Ability to organise teaching and curriculum materials in a way appropriate to a research-intensive university; in particular, in a way that arouses curiosity, stimulates independent learning, and develops critical thought
3. Ability to organise course material and to present it cogently and imaginatively
4. Command of the subject matter, including the incorporation in teaching of recent developments in the field of study and appropriate links between research and teaching

5. Innovation in the design and delivery of content and course materials
6. Participation in the effective and sympathetic guidance and advising of students
7. Provision of appropriate assessment, including the provision of worthwhile feedback to students on their learning
8. Ability to assist students from equity groups to participate and achieve success in their courses
9. Professional and systematic approach to teaching development
10. Participation in professional activities and research related to teaching

\* Faculty of Education and Social Work Excellence in Teaching Awards

The purpose of these awards is to recognise *the contribution made to teaching excellence* and/or *research-informed<sup>1</sup> teaching* by members of staff across the Faculty. Nominations for the awards are called for towards the end of each semester and awarded annually.

Nominations may be based on teaching or teaching-related activities in one or more units of study. The awards will be based on evidence, provided by students, peers and the nominee regarding undergraduate and/or postgraduate teaching.

All full time and part time Faculty staff are eligible for nomination. Individual and team nominations may be made. Previously successful nominees may proceed with a nomination if it is 4 or more years since they received their award.

The awards are open to 2 categories of nomination from individuals or teams:

- Student initiated nomination. This must be supported by signatures of 20% of unit of study participants or 20 students in a large unit of study and the signature of the relevant Program Director or a colleague familiar with the nominee's work. In small postgraduate classes of less than ten students, the whole group should agree to the nomination; and
- Peer initiated nomination. This must be supported by students and have the signature of the relevant Program Director as described in (1) above.

### Criteria

Nominees for the award will be assessed on the basis of evidence that supports their claims against the specified criteria. These criteria incorporate an emphasis on the University's commitment to research-informed teaching. The award will be made to Faculty members or teams judged to meet excellence in the following areas:

1. Unit of study planning and preparation that demonstrates thorough knowledge of content, current research and developments in the field. (It is accepted that some nominees may not have had the opportunity to provide significant input to the overall planning, particularly in the case of larger units).
2. Presentation of lectures, seminars, tutorials, fieldwork etc that optimise student learning and active participation. Practices should stimulate student curiosity and foster independent learning.
3. Authentic assessment strategies that directly relate to unit of study outcomes, provide constructive feedback to students in a manner that will foster individual competencies and build self-esteem.
4. Strategies for unit evaluation that enable the incorporation of student feedback in future planning and development.

**5. Educational philosophy underpinning preservice education courses, teaching methods, course structure and materials assessment and evaluation and assess the extent it is informed by research.**

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<sup>1</sup> Research-informed teaching refers to the "linking of research and teaching and the use of evidence about effective university teaching to enhance the student experience".

Staff in the Faculty believe that effective teaching goes well beyond checklists of expert behaviours, and is based on a practitioner's well-organised body of *professional knowledge* (Bromme & Tillema, 1995; Shulman, 1998) or *personal practical knowledge* (Connelly and Clandinin, 1995, Black and Halliwell, 2000; Meijer Zanting and Verloop, 2002). In addition to practical skills supporting the effective management of classrooms and instruction, it also includes the professional knowledge is more than merely the practical skills teachers need to effectively manage classrooms and instruction. It also includes the knowledge teachers use in making judgements and solving problems in the complex and uncertain conditions of the classroom.

As a basis for our work in teacher education the Faculty provides preservice teachers with rich learning experiences so that they understand relevant theoretical concepts, can appreciate how these concepts are applicable in designing and implementing tasks in schools and classrooms and can be used in the process of reflection.

The Faculty uses an inquiry, case based approach to its preservice education and social work courses. It emphasises that student teachers must be active, collaborative and reflective learners.

In all courses preservice teachers are encouraged to critically consider the nature and practice of education, in the context of ongoing social change and our ever-developing understanding of teaching and learning. The Faculty takes a holistic view of teacher education, so that there is a core set of units in all teacher education courses irrespective of whether the students are preparing to be primary or secondary teachers. In all undergraduate programs these include Education I, II and III and units in Literacy, Special Education and Technology. In the Bachelor of Teaching/Master of Teaching postgraduate students all undertake three core units of study collectively known as Study 1. A variety of modes of teaching and learning including the use of authentic case studies written by teachers are implemented in all the preservice teacher education courses in the Faculty. A variety of Evaluation and Assessment strategies are used in the Faculty's teacher education courses. In the last few years emphasis has been placed on the development of professional portfolios in readiness for the NSW Institute of Teaching graduate standards.

The merger in 2003 between the disciplines of education and social work has already had a very positive impact on both staff and students within the Faculty with joint courses for both preservice and inservice teachers and shared research underway.

## **6. Interactions and Relationships between preservice teacher education and other University faculty disciplines**

All preservice teacher education students study subjects outside the Faculty of Education and Social Work in the faculties of Arts, Science and/or Economics and Business. This is in line with the Faculty's belief that teachers should have broad understandings and continue to develop their own knowledge, skills and expertise in diverse areas.

e.g. B.Ed Primary students undertake at least two Arts, or Economics and Business semester length units of study. In addition, the Faculties of Education and Social Work and Science Foundations have developed and co-teach two semester length units of study specifically designed for B.Ed primary students. These units have been developed to provide students with the theoretical knowledge of the relevant scientific disciplines at the same time as assisting them to appreciate how young children may have developed different understandings of these concepts. There are similar units for Human Movement students. These foundation units provide the theoretical basis for preservice teachers' later work. Combined degree students complete two majors in Arts or Science (108 credit points) that complement the professional studies within the Faculty of Education and Social Work (132 credit points). All teacher education students have the opportunity to complete a major sequence outside the Faculty.



## **7. The preparation of primary and secondary teaching graduates in:**

### i) Literacy and Numeracy

All primary and secondary teaching graduates must complete successfully units of study in literacy and numeracy.

### ii) Vocational education is not offered by the Faculty.

### iii) Effective classroom management

Units of study in all preservice teacher education degrees address issues of effective classroom management. Students use cases written by classroom teachers to ensure they understand both policy and theoretical issues. They must develop a possible plan of action to address the issues raised, drawing on relevant experience and reading in the area. Each must also satisfactorily meet the criteria in this area during their professional experiences.

### iv) Information Technology units are mandatory for all primary and secondary student teachers.

Each unit of study outline must also integrate use of ICT. In addition in their fourth year of study in the combined degrees students develop and integrate ICT into a series of lessons during their professional experiences. A similar option is offered to B.Ed(Primary) students. In the BTeach/MTeach program, all students engage in online discussions and use online tools as part of Study 1.

### v) Bullying, working with disruptive students and dysfunctional families are all areas addressed in mandatory units of study.

The area of disruptive or challenging behaviour and bullying is addressed in core education subjects, and the required special education subject. Evaluations of student experiences in classrooms have indicated that this area continues to be a major source of concern. As a result, in 2006, special education subjects across undergraduate courses have been given a 50% increase in credit point weighting so that greater emphasis can be given to addressing issues and strategies catering for students with challenging and disruptive behaviours. This section of the subject will be developed in collaboration with colleagues involved in cutting edge research around this area (e.g., Professor Tim Lewis, University of Missouri, Visiting Research Fellow in the Faculty, in the area of positive behaviour supports, instructional behaviour management, school-wide approaches to managing behaviour).

The linking of education and social work two years ago at the University of Sydney provided a significant opportunity to address issues around how teachers and schools work with families. A number of initiatives have emerged, examining ways that social work and education students could work together to address and discuss issues of positive community engagement, social disadvantage, and working with families.

### vi) Children with special needs and/or disabilities

All students complete one semester long unit of study addressing issues, policy, and legislation concerning the education of students with disabilities, learning difficulties, behaviour and mental health disorders. During this unit of study, students address strategies and interventions that can be used and adjusted to meet the needs of these students. In this subject, students are required to spend at least 20 hours of voluntary time observing and participating in an educational environment that caters for a student with disability.

Primary education students complete a further subject addressing interventions that will assist them cater for students experiencing difficulties learning. This subject has been widely acknowledged for engaging university students in designing and implementing literacy and numeracy programs for children from local primary schools identified with learning difficulties (e.g., *Senate Inquiry into the Education of Students with Disabilities*). Children come onto campus, and work in the Children's Centre in intense session one on one with students in the Faculty. During this subject, students refine

their understanding of research-based literacy and numeracy interventions that have been shown to be effective with this group of children (e.g., Kilpatrick, Swafford, & Findell, 2001; Snow, Burns & Griffin, 1998; Swanson, 2005).

vii) Achieve accreditation

All students must complete a professional learning portfolio and demonstrate the graduate standards as developed by the NSW Institute of Teachers.

viii) Dealing with senior staff fellow teachers, school boards, education authorities, parents, community groups and related government departments.

A wide range of case studies allow both primary and secondary graduates to think about the issues involved in working with executive staff, colleague teachers, parents, community members and education authorities. Most also have relevant experiences in relating to a wide range of people during practicum. Nevertheless, many still report some hesitancy in this area early in their careers.

## **8. Examine the role and input of schools and their staff to the preparation of trainee teachers.**

Partnerships with schools are central to the preparation of our preservice teachers and the Faculty has excellent long term relationships with a range of state, Catholic and independent schools. Each degree program has an Advisory Board which includes all stakeholders and these meet regularly to consider course offerings.

The Faculty currently employs 28 teachers who make part-time contributions to curriculum units of study in all education degree programs.

In addition, the Faculty and NSWDET have two conjoint appointments. These two lecturers work half time in the Faculty and half time in the Sydney region. They are based at Georges River College. This partnership provides opportunities for first year students to examine the implications of some of the issues discussed in some of the university based education units (Sutherland, Scanlon and Sperring, 2005).

## **9. The appropriateness of the current split between primary and secondary education training**

The Faculty encourages its preservice teachers to see themselves as teachers first rather than teachers in a particular area of the K-12 continuum. In all programs there are common units of study for secondary and primary students. There has been long term recognition that the transition between primary and secondary Education may prove difficult for some young people. The development of middle schooling as a priority is now seen across all education sectors as vital to the well being of students. Faculty degree programs pay careful attention to the needs of middle school learners (learner centred, integrated, flexible curriculum focussed on the development of learner autonomy

## **10. The construction, delivery and resourcing of ongoing professional learning for teachers**

The Division of Professional Learning (DPL) was created by the Faculty in 2003 to reflect the important continuum of career long professional learning for teachers and social workers. The Division is pivotal to the Faculty's role in developing and promoting this ongoing professional learning. DPL's activities span:

- initial professional experiences for preservice teachers and field education experiences for social workers
- partnerships with schools, teachers, employers, systems and agencies
- partnerships with publishers, professional associations

- ongoing professional learning activities for experienced educators and social workers
- research and evaluation projects.

#### *Professional Development courses and programs*

The Division offers a range of professional development short courses, modules and seminars for experienced educators and social workers at a state, national and international level.

#### *Professional Experiences*

Professional experiences and field education experiences are vital components of the teacher education and social work courses in the Faculty of Education and Social Work. The professional experiences and placements offered range from more traditional field experiences to internships.

#### *Partnerships*

The Division nurtures a range of close working relationships with many schools, districts, employers and workplaces within which students are placed for observations, practice teaching, field education experiences and internships.

#### *Research and Evaluation Projects*

The Division tenders for research and evaluation projects and has worked closely with both NSWDET and CEO on the evaluation of a range of Australian Government Quality Teaching Projects over 2003-05. In addition many staff have worked with teachers in primary and secondary schools in developing and implementing quality teaching initiatives. Other consortiums of schools have self funded projects and engaged Faculty staff to work alongside them to enhance their professional learning.

#### *HSC Enrichment courses*

The Division coordinates short courses for students in Years 11 and 12 who are preparing for the New South Wales HSC examinations. These courses provide an opportunity for students to attend one or two-day lecture programs focused on crucial elements of the new HSC syllabus. Our presentations offer up-to-date information and current approaches.

#### *Short courses for International Scholars*

In conjunction with the Associate-Dean International Relations, the Division designs and organises short courses for visiting scholars and teachers from overseas institutions and schools. These courses are designed to meet the special needs of the overseas institution. Recent examples include:

- teaching and learning in higher education
- leadership and management in secondary schools
- designing research and postgraduate programs
- the principal as leader.

## **11. The adequacy of funding of teacher preservice education courses by university administrators**

While it is true that there are financial challenges for the faculty, these do not primarily derive from the University's distribution of DEST funding and other income.

The Commonwealth funding clusters (\$7,116 per EFTSU) appear, on the face of it, more generous than the band to which the discipline of education is allocated by the University under its own funding model which is now under review.

The University makes the faculty a campus allowance each year as a contribution to the cost of providing of professional experiences in education.

The two main concerns for funding of the preservice teacher education courses in this university are as follows:

Faculty has not received any of the federal government funding for professional experiences announced in the last budget. Professional experiences, while both mandatory and core to the success of preservice teacher education programs, are extremely expensive to run and are likely to become

more so in the near future owing to pressure to increase substantially the rates per hour paid to supervising teachers.

Secondly, the prohibition on charging top up HECS for teacher education courses resulting from the nomination of teaching as a priority area has restricted the Faculty's capacity to raise income and no adjustment has been made to the funding from DEST to compensate for this.

Shortfalls in funding, whether from DEST or by way of the income distribution model employed by the University, necessarily impact our capacity to deliver our programs at optimal level. Staff shortages in key areas, unfunded hours, casualisation, above policy workloads, reduced capacity to service professional experiences, reduced capacity to service postgraduate students, are all a consequence of reduction in funding.

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## **APPENDIX 1**

### **Faculty of Education and Social Work: Contextualised Graduate Attributes 31.10.03**

**Research and Inquiry.** *Graduates of the University will be able to create new knowledge and understanding through the process of research and inquiry.*

- be knowledgeable about and skilled in subject matter that is, central concepts, tools of inquiry, structure of the disciplines engaged in, and the links between these
- be able to demonstrate research-based knowledge of the pedagogies of the subject(s)
- be able to engage with and understand the nexus between practice, theory and research
- demonstrate sound, research-based knowledge through the use of critical judgment and thinking
- be able to generate new knowledge and critique the knowledge claimed by others.

**Information Literacy.** *Graduates of the University will be able to use information effectively in a range of contexts*

- recognise and determine information needs
- access and analyse pertinent information effectively and efficiently
- evaluate information and the credibility of its sources, and place it in context
- initiate and conduct research using relevant information sources such as archives, library databases, internet and other contemporary media sources.
- utilise retrieved information for the purposes of critical and creative thinking, and for application within professional fields
- understand the need for ethical, social, legal and cultural appropriateness of use of retrieved information
- recognise information literacy as a prerequisite for lifelong learning

**Personal and Intellectual Autonomy.** *Graduate of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.*

- demonstrate the capacity to develop, implement and evaluate programs or interventions
- be able to develop the capacity to critically analyse and reflect on professional practice and policy developments
- demonstrate knowledge of the professional standards and their impact on the professional life of a teacher/social worker
- engage in personal and collegial professional development to aid ongoing professional learning
- contribute to the development of the knowledge base of the professional community.
- act as a strong advocate for the profession/s and the public interest.

**Ethical, Social and Professional Understanding.** *Graduates of the University will hold personal values and beliefs consistent with their role as responsible members of local, national, international, and professional communities.*

- understand and respect for the diverse social, cultural, ethnic and religious contexts of professional practice
- demonstrate sound research-based knowledge of physical and intellectual growth and development
- acknowledge responsibility for personal values and their effect upon professional practice
- demonstrate a commitment to the role of teacher/social worker as a responsible and ethical practitioner
- recognise the interrelatedness of professional practice and policy.

**Communication.** *Graduates of the University will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.*

- communicate with confidence using oral, written and visual techniques, for the purposes of future learning and professional practice
- utilise sound communication skills to ensure appropriate interaction
- negotiate and relate to others from a diverse range of backgrounds and experiences
- collaborate with others in professional practice, with the capacity to be a team leader as well as an effective team member
- be an empathetic and reflective listener, especially within the professional environment.