
The Parliament of the Commonwealth of Australia

Top of the Class

Report on the inquiry into teacher education

House of Representatives
Standing Committee on Education and Vocational Training

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Foreword

Teacher education is undeniably important to the social and economic well-being of Australia. Research has established that the quality of teaching is the most important factor influencing student achievement. Therefore, better quality teacher education, including on-going professional development, has the potential to improve the effectiveness of the entire school system. Investment in teacher education can increase the academic performance of students, reduce the need for remedial programs and mitigate the negative social and economic consequences of educational under-achievement.

Our findings are the most recent in a succession of reports on teacher education. In seeking to make an original contribution where so many have preceded us, the committee has stepped back to look at the whole system from a national perspective, asking who has responsibility for which elements of teacher education; and whether the current system is the most effective way to ensure that we prepare sufficient numbers of high-quality teachers. The committee's aim was to make a number of practical and achievable recommendations that would address the most pressing and long-standing issues in teacher education.

The result is a road map for change to achieve and maintain excellence in teacher education into the future. It necessarily rebalances some of the responsibilities between the levels of government and assigns responsibility for some important functions, such as the dissemination of educational research into teaching practice, where responsibility has been diffuse.

It is important to state that the teacher education system is not in crisis. It currently serves Australia very well but could do better. The committee's recommendations suggest improvements at every stage of teacher education such as by seeking to strengthen its research base, fund better teacher education programs and develop practicum partnerships. We suggest how the transition from teacher education student to classroom teacher can be improved. Each recommendation is worthwhile as a stand-alone measure but, together, the recommendations comprise a powerful reform package.

I thank my fellow committee members for their diligence and bipartisan commitment to producing a report in the interests of Australian students and teachers. I also acknowledge the support the Department of Education, Science and Training has provided to the inquiry in responding to our many requests for information but, above all, I want to thank the many people and organisations who gave their time to prepare submissions and appear as witnesses before the committee. This report is a testament to their commitment to teacher education.

Mr Luke Hartsuyker MP
Chair



Membership of the Committee

Chair Mr Luke Hartsuyker MP

Deputy Chair Mr Rod Sawford MP

Members Mr Kerry Bartlett MP

Mr Michael Ferguson MP

Ms Sharon Bird MP

Mr Stuart Henry MP

Ms Ann Corcoran MP

Ms Kirsten Livermore MP

Mr David Fawcett MP

Mrs Louise Markus MP

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Terms of reference

To inquire into and report on the scope, suitability, organisation, resourcing and delivery of teacher training courses in Australia's public and private universities. To examine the preparedness of graduates to meet the current and future demands of teaching in Australia's schools.

Specifically, the Inquiry should:

1. Examine and assess the criteria for selecting students for teacher training courses.
2. Examine the extent to which teacher training courses can attract high quality students, including students from diverse backgrounds and experiences.
3. Examine attrition rates from teaching courses and reasons for that attrition.
4. Examine and assess the criteria for selecting and rewarding education faculty members.
5. Examine the educational philosophy underpinning the teacher training courses (including the teaching methods used, course structure and materials, and methods for assessment and evaluation) and assess the extent to which it is informed by research.
6. Examine the interaction and relationships between teacher training courses and other university faculty disciplines.
7. Examine the preparation of primary and secondary teaching graduates to:
 - (i) teach literacy and numeracy;
 - (ii) teach vocational education courses;
 - (iii) effectively manage classrooms;
 - (iv) successfully use information technology;
 - (v) deal with bullying and disruptive students and dysfunctional families;
 - (vi) deal with children with special needs and/or disabilities;
 - (vii) achieve accreditation; and

- (viii) deal with senior staff, fellow teachers, school boards, education authorities, parents, community groups and other related government departments.
- 8. Examine the role and input of schools and their staff to the preparation of trainee teachers.
- 9. Investigate the appropriateness of the current split between primary and secondary education training.
- 10. Examine the construction, delivery and resourcing of ongoing professional learning for teachers already in the workforce.
- 11. Examine the adequacy of the funding of teacher training courses by university administrations.

The Inquiry should make reference to current research, to developments and practices from other countries as well as to the practices of other professions in preparing and training people to enter their profession.



List of abbreviations

AARE	Australian Association for Research in Education
ACDE	Australian Council of Deans of Education
ACER	Australian Council for Educational Research
AESOC	Australian Education Systems Officials Committee
AEU	Australian Education Union
AFTRAA	Australasian Forum of Teacher Registration and Accreditation Authorities
AGQTP	Australian Government Quality Teacher Programme
AIEW	Aboriginal and Islander Education Workers
ARC	Australian Research Council
AUQA	Australian Universities Quality Agency
BIITE	Batchelor Institute of Indigenous Tertiary Education
CGS	Commonwealth Grants Scheme
DEET	Department of Employment, Education and Training
DEST	Department of Education, Science and Training
EAG	Expert Advisory Group
EFTSL	Equivalent Full-Time Student Load
ENTER	Equivalent National Tertiary Entrance Rank
HECS	Higher Education Contribution Scheme
ICT	Information and Communication Technology

IGS	Institutional Grant Scheme
LOTE	Language other than English
MATES	Male Teacher Support
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MOU	Memorandum of Understanding
NCATE	National Council for Accreditation of Teacher Education
NHMRC	National Health and Medical Research Council
NIQTSL	National Institute for Quality Teaching and School Leadership
OECD	Organisation for Economic Cooperation and Development
RATEP	Remote Area Teacher Education Program
RFM	Relative Funding Model
RQF	Research Quality Framework
RTS	Research Training Scheme
SDA	Sex Discrimination Act
SES	Socio-Economic Status
TEAC	Teacher Education Accreditation Council
TEI	Teacher Education Institutions
TEMT	Teacher Education Mathematics Test
TER	Tertiary Entrance Rank (SA)
VET	Vocational Education and Training



List of recommendations

A sound research base for teacher education

Recommendation 1

The committee recommends that the Australian Government commission a comprehensive longitudinal study into the effectiveness of different models of teacher education across Australia. The longitudinal study should follow cohorts of students from selection into courses, through pre-service preparation, the first five years of service and through their careers.

Recommendation 2

The committee recommends that the Australian Government establishes a specific Educational Research Fund to be distributed on a similar model to the National Health and Medical Research Council.

A national system of teacher education

Recommendation 3

The committee recommends that the Australian Government continue to support the work of Teaching Australia in developing a national system of accreditation. The establishment of a high quality system will take some time and the cooperation of state and territory registration authorities. The Australian Government should ensure that sufficient resources are committed to allow for the time needed to reach agreement. Once the national system of accreditation has been established, the Australian Government should require universities in receipt of Commonwealth funding to have their teacher education courses accredited by the national accreditation body.

Entry to teacher education

Recommendation 4

The committee recommends that:

- (a) the Australian Government establish a Teacher Education Diversity Fund of \$20 million per annum for universities to access, possibly in partnership with other bodies, to develop and implement innovative programs in order to increase the number of applicants and entrants to teacher education from under-represented groups;
- (b) the granting of funding from the Teacher Education Diversity Fund for programs targeting disadvantaged groups be conditional on the use of diagnostic testing of students with a view to identifying their individual needs so that they can be provided with the support necessary to succeed; and
- (c) the Australian Government monitors closely the impact of the Teacher Education Diversity Fund on the enrolment of students from under-represented groups in teacher education across Australia.

Recommendation 5

The committee recommends that the Australian Government, in making its final decision on the allocation of teacher education places, should align the allocation of places across the teacher education system to meet the teacher shortages identified during the consultations on workforce priorities.

Practicum and partnerships in teacher education

Recommendation 6

The committee recommends that the Australian Government establish a National Teacher Education Partnership Fund, for the purpose of establishing collaborative approaches to practicum, research, induction and professional development, which should distribute up to \$20 million per annum for three years with subsequent funding levels being determined on the basis of the first three years' achievements.

Induction to the teaching profession

Recommendation 7

The committee believes that the Teacher Induction Scheme administered by the General Teaching Council for Scotland in partnership with the

Scottish Executive Education Department be the model of induction that should be followed in Australia.

The committee recognises that, at this point in time, there are a range of impediments to an immediate adoption of this model of induction, in particular, the mismatch between the number of teacher education graduates and vacancies in the teaching workforce. However, with the goal of developing a National Teacher Induction Program modelled on the Scottish Teacher Induction Scheme, the committee recommends that the Australian Government should lead by:

1) investing a sum equivalent to 10 per cent of a beginning teacher's salary towards the cost of a twelve month induction program for that teacher. The funds should be provided to interested employing authorities or schools for each beginning teacher for whom they provide an induction program that meets the following criteria:

- a year long structured induction program (not necessarily spent at one school and extended for beginning teachers employed on a part-time basis);
- a 20 per cent reduction in a beginning teacher's face-to-face teaching load to enable time to undertake professional development, reflection, observing other classes and meeting with mentors;
- the allocation of a mentor who would be trained for the role, who would be given appropriate time to perform the role and who could expect to receive recognition for undertaking the role; and
- access to a structured and tailored program of professional development.

The Australian Government would expect a co-contribution by participating employing authorities and beginning teachers.

The program should be implemented at the start of the school year in 2008 and reviewed at the end of 2013.

2) ensuring that there is a close match between the number of teacher education places that the Australian Government funds in teacher education courses and specific teaching workforce needs.

Supporting career-long, on-going professional learning

Recommendation 8

The committee recommends that the Australian Government:

- works through MCEETYA to encourage all registration authorities to require participation in on-going professional learning as a condition for the renewal of registration;
- encourages education authorities to work with registration authorities and teacher education providers to develop processes for recognising the value of on-going professional learning linked to higher levels of registration and provides some funding to assist in developing these processes; and
- works through MCEETYA to encourage employing authorities to recognise higher levels of registration in salary structures.

Recommendation 9

The committee recommends that the Australian Government supports Teaching Australia's proposal to conduct a feasibility study into the establishment of a National Clearing House for Education Research. Should the study find that a National Clearing House for Educational Research would be of substantial value, then the Australian Government should fund its establishment. The value of the National Clearing House for Educational Research would depend on a number of factors including how aware teachers are of it. The level of funding should be sufficient to allow for input from stakeholders into its development as well as for the promotion of its use in informal and formal on-going professional learning.

Funding of teacher education

Recommendation 10

The committee recommends, in order to provide greater transparency and accountability, that universities be required to acquit CGS funds against each funding cluster by providing a table of expenditure corresponding to the table in the funding agreement that sets out the initial allocation of funds.

Recommendation 11

The committee recommends that the Australian Government:

- (a) commission an evaluation of the impact on teacher education courses of fixing the student contribution rate at 2004 levels (indexed) to determine whether this measure, as part of its strategy of identifying education as a National Priority Area, has met its stated objective of responding "to current and emerging national needs, such as shortages in

particular areas of the labour market, and the education of students from low income backgrounds and indigenous students”;

(b) from 2008, increase the Commonwealth Contribution Amount for an Equivalent Full-Time Student Load in the Education cluster from \$7,251 to \$9,037, the same level as that applying to the Foreign Languages, Visual and Performing Arts cluster; and

(c) review the mechanism for determining the level of funding that the Australian Government contributes towards student places in different disciplines and develop an alternative mechanism which more accurately reflects the real costs of delivering those places.

Recommendation 12

The committee recommends that the Australian Government:

a) commission an examination of the cost of providing practicum and increase the amount of the loading for practicum to fully reflect its costs;

b) calculate the amount of funding for the practicum component on the basis of the quantum of placement rather than taught load; and

c) pay the practicum component separately to universities and require them to acquit it separately as part of their financial reporting requirements.



Executive summary

Introduction

Ensuring high quality teacher education is a first and critical step in delivering high quality teaching in schools, particularly in a time when the role of teachers is becoming increasingly complex and demanding.

In the last twenty years, there have been many inquiries into teacher education or related issues. Although some of the recommendations have led to substantial changes in teacher education, and others have incrementally contributed to developments, there are still on-going concerns about the quality of teacher preparation. Some of these concerns are expressed in the responses of beginning teachers and principals in surveys on the adequacy of their preparation and selection. The attrition rate of beginning teachers also suggests that there are inadequacies in either the quality of initial teacher preparation or in the level of support provided to beginning teachers in the induction period.

The persistence of problems in teacher education can be attributed to the following factors:

- the current distribution of responsibilities in teacher education which results in a fragmented approach to teacher education;
- inadequate funding for educational research and for mechanisms to ensure that teacher education and teaching is research evidenced-based;
- a lack of investment in building the partnerships that would help bridge the gap between theory and practice, particularly for practicum;
- inadequate funding of teacher education, particularly for practicum; and
- a failure of policies involving teacher education to reflect that teacher education does not finish at graduation from an initial teacher education course but continues through induction into the profession as a beginning teacher through to established, advanced and leadership stages.

The Australian Government, through its investment of over \$300 million dollars a year for units of study in education and its Australian Government Quality Teacher Program, already makes a substantial commitment to teacher education. It is therefore appropriate that the Australian Government takes a leading role in shaping teacher education in the future. All of the committee's recommendations are directed to the Australian Government.

How effective is teacher education?

Most data available on the effectiveness of teacher education courses is based on surveys of recent graduates, teachers and principals. While the data are useful, they are not sufficient to fully inform policy and practice in teacher education.

A good measure of the effectiveness of teacher education courses is the quality of the graduates teaching in real school settings. While some work has been done to develop instruments for assessing this, more is needed, particularly given the role that the assessment of graduates should play in the accreditation of teacher education courses. In recent years, the Australian Council of Educational Research has conducted some substantial studies into the effectiveness of different teacher education courses and the committee strongly encourages continued work in this area.

It is imperative that steps are taken to establish what is meant by quality teacher education outcomes and to identify the approaches that best deliver them. Research should be undertaken to assess the impact on the quality of teacher education of a range of factors including:

- the background and characteristics of students and of teacher educators;
- selection processes;
- course length, course location and course structures;
- course content and delivery modes;
- course assessment and evaluation of procedures;
- the nature and length of professional experience;
- the nature and strength of partnerships between different stakeholders; and
- the nature of induction processes.

A longitudinal study should be established to assess the effectiveness of different models of teacher education across Australia. The longitudinal study should follow cohorts of students from selection into courses, through pre-service preparation and into the first five years of teaching. While the first goal of a longitudinal study would be to enable the informed consideration of the

effectiveness of pre-service teacher education, continuing the collection of data throughout the careers of teachers would allow for the investigation, in the future, of a range of other questions including the effectiveness of on-going professional learning.

The committee is concerned that neither current funding levels nor mechanisms for research and research distribution are sufficient to ensure that teacher education, teaching and policy development are as evidence-based as they should be. There is a need to increase the funding available to support high quality research in education. Higher investment in educational research is likely to be offset by later savings on remedial measures. The Australian Government should establish a specific Educational Research Fund modelled on the National Health Ministerial Research Council.

A national system of teacher education

In recent years, in an effort to ensure high quality teacher education and teaching, there has been much work done in different jurisdictions on the development of national professional standards for teaching and the establishment of processes for the registration of teachers and the accreditation of courses. Integrating the work that is being done in this area into a national system of teacher education would provide the structure for a nationally coherent approach to teacher education.

Despite efforts by the Ministerial Council on Education, Employment, Training and Youth Affairs and Australian Forum of Teacher Registration and Accreditation Authority to promote consistency in the development and application of national professional standards for teaching, particularly in registration processes, progress is still uneven across Australia.

The assessment of graduates against professional standards for teaching should be central to the processes for the registration of teachers and the accreditation of teacher education courses. Rather than each jurisdiction developing its own standards against a national framework, a common set of national professional standards for teaching should be developed to be used by all jurisdictions for the registration of teachers and the accreditation of courses. All key stakeholders should be involved in developing these standards.

The accreditation of teacher education courses by a national body would provide for greater consistency and rigour, facilitate the portability of teaching qualifications and significantly reduce the duplication of effort. There is value in having a single national process for the accreditation of teacher education courses in the long term. The funding of a national accreditation process by the Australian Government would encourage universities to seek accreditation of their courses by the national accreditation body.

A national system of teacher education comprising two parallel processes for the registration of teachers and the accreditation of teacher education courses, based on professional standards for teaching, would allow for diversity and innovation in teacher education courses whilst ensuring that quality is consistently high throughout Australia.

The committee has recommended that the Australian Government should continue to support Teaching Australia to develop a national system of accreditation and it should provide sufficient resources to allow time for all parties to reach agreement. Once the national system of accreditation has been established, the Australian Government should require universities in receipt of Commonwealth funding to have their teacher education courses accredited by the national accreditation body.

Entry to teacher education courses

A number of reports in recent years have focussed on the need to develop strategies to attract more people to take up teaching in areas of shortage and to increase the diversity of entrants coming into teacher education. In examining issues concerning the entrants to teacher education, the committee has focused on the on-going debate on selection processes.

There are significant costs for universities in using processes such as interviews, structured references, written applications, portfolios, etc, in selecting students. Many universities claim that there is no evidence that more comprehensive selection processes are better predictors of the success of applicants as students or as teachers. The longitudinal study recommended would eventually provide evidence to inform future policy and practice in this area.

A second issue is whether there should be a minimum academic score for entry into teacher education courses. There is considerable variation in Equivalent National Tertiary Entrance Rank scores for teacher education courses across the country and, in a system in which the ENTER score is determined by the demand for places, there is concern about how low the ENTER score falls when demand for places is low. However, attention should be focussed on the capabilities graduates have at the end of their courses rather than at the beginning. Such an approach is also more consistent with initiatives to diversity pathways into teaching and to encourage the entry of a broader range of people into teacher education courses.

Students entering teacher education courses should undergo diagnostic testing of their literacy and numeracy skills. On the basis of the results, teacher education programs should provide assistance to students to ensure they develop literacy and numeracy skills to the required level. As part of the course accreditation process, accreditation authorities should establish that all students who will

graduate with a qualification in education will have demonstrated that they have high level literacy and numeracy skills.

Concerns were expressed that teacher education students do not reflect fully the diversity of the Australian population and that more effective measures are needed to attract more people from a wider variety of backgrounds to teaching. The committee has recommended a fund to enable universities to do more to reach out into communities and down into schools, to attract and encourage more people from under-represented groups – indigenous, male, rural/remote/isolated, non-English speaking background and low socio-economic status entrants – to apply for places in teacher education, and, if necessary, provide them additional support enabling them to succeed.

Given current and projected teacher shortages in some subject and geographic areas, there should be a closer match between teacher workforce needs and the allocation of teacher education places. The committee has recommended that the Australian Government, in making its final decision on the allocation of teacher education places, should align the allocation of places across the teacher education system to meet the teacher shortages identified during its consultations on workforce priorities.

Practicum and partnerships

Practicum is a critically important part of teacher education courses and is consistently valued highly by student teachers. Notwithstanding its importance, and the number of recommendations that have been made in past reports about the need to improve practicum, problems continue. The problems include: the shortage of practicum placements; the weak link between practicum and the theoretical components of courses; the variable quality of supervision; the inadequacy of funding for practicum; and the difficulty of ensuring that students have an opportunity to undertake practicum in rural and remote areas.

Many of the problems are a result of the fragmented distribution of responsibilities in teacher education. Universities, as providers of teacher education courses, are obliged to offer practicum as part of their courses, but there is no corresponding obligation on schools or employing authorities, the main employers of graduates, to ensure that placements are available.

Problems in securing practicum placements are likely to continue until all stakeholders develop a stronger sense of shared responsibility for preparing the next generation of teachers. The Australian Government should encourage a more collaborative approach to teacher education and better partnerships would provide a mechanism to achieve this.

The committee has recommended that the Australian Government establish a National Teacher Education Partnership Fund for the purpose of establishing collaborative approaches to practicum, research, induction and professional development. The fund would distribute up to \$20 million per annum for three years with subsequent funding levels to be determined on the basis of the first three years' achievements.

Induction to the teaching profession

Since at least the early 1980s, successive reports on teacher education have called for more attention to the induction of new teachers into the profession. The reports have consistently called for beginning teachers to be given a reduced teaching load; to be assigned to appropriate schools and classes; and to be provided with a mentor who would support them in their first year of teaching. Recommendations have also called for those teachers acting as mentors to be given appropriate preparation for the role and to receive appropriate recognition for assuming the responsibility.

Education systems and schools are endeavouring to improve induction processes, particularly by recognising the importance of mentors. However, beginning teachers need opportunities to take on teaching duties that are appropriate for their level of experience and in environments that will enable them to consolidate what they have learned in pre-service teacher education courses. Adequately addressing the needs of beginning teachers will require systemic changes and a partnership approach by the major stakeholders.

The Teacher Induction Scheme administered by the General Teaching Council for Scotland should be adopted in Australia. There are a range of impediments to its immediate adoption, in particular, the mismatch between the number of teacher education graduates and vacancies in the teaching workforce. However, with the goal of developing a National Teacher Induction Program modelled on the Scottish Teacher Induction Scheme, the committee has recommended that the Australian Government should lead by:

- (1) investing a sum equivalent to 10% of a beginning teacher's salary towards the cost of a twelve month induction program for that teacher. The funds should be provided to interested employing authorities or schools for each beginning teacher for whom they provide an induction program that meets the following criteria:
 - a year long structured induction program (not necessarily spent at one school and extended for beginning teachers employed on a part-time basis);

-
- a twenty per cent reduction in a beginning teacher's face-to-face teaching load to enable time to undertake professional development, reflection, observing other classes and meeting with mentors;
 - the allocation of a mentor who would be trained for the role, who would be given appropriate time to perform the role and who could expect to receive recognition for undertaking the role; and
 - access to a structured and tailored program of professional development; and
- (2) ensuring that there is a close match between the number of teacher education places that the Australian Government funds in teacher education courses and specific teaching workforce needs.

To support the induction scheme the Australian Government should expect a co-contribution by participating employing authorities and beginning teachers.

On-going professional learning

Teachers must continue learning throughout their careers in response to social changes, technological developments and developments in the knowledge base of pedagogy and the field in which they teach. On-going professional learning is a shared responsibility with employing authorities, schools, principals and teachers all having a role.

As professionals, teachers should be expected to commit to on-going professional learning and this should be formalised by being made a requirement for the renewal of registration. Some jurisdictions have already introduced this requirement while others are moving towards it. Participation in significant on-going professional development should be recognised as one of the ways to achieve higher levels of registration.

The committee has recommended that the Australian Government: work through the Ministerial Council on Education, Employment Training and Youth Affairs to encourage all registration authorities to require participation in on-going professional learning as a condition for the renewal of registration; encourage education authorities to work with registration authorities and teacher education providers to develop processes for recognising the value of on-going professional learning linked to higher levels of registration and provide funding to assist in developing these processes; and work through the Ministerial Council on Education, Employment Training and Youth Affairs to encourage employing authorities to recognise higher levels of registration.

In undertaking professional learning and incorporating that learning into practice, teachers are also generating new knowledge. There is a dynamic relationship between teaching, on-going professional learning and research.

Much of the educational research that is being done in Australia does not easily find its way into teaching practice. The committee strongly supports Teaching Australia's intention to develop a mechanism for making research more accessible by establishing a National Clearing House for Educational Research. Improving access to current relevant research would enrich the formal and informal on-going professional learning opportunities available to teachers. A National Clearing House for Educational Research would benefit all teachers but has the potential to be particularly beneficial for teachers in rural and remote locations. There is also the potential for research available through the proposed National Clearing House for Educational Research to contribute to the development of on-line professional learning modules.

Funding of teacher education

Claims were made in the course of this inquiry that education funding was being used by university administrations to cross-subsidise other areas. The evidence on this issue was mixed. While the committee considers that universities should retain the flexibility in determining the distribution of funds allocated to them, there should be greater transparency in the system.

Teacher education is an expensive undertaking largely because of the need for programs to offer significant opportunities for professional school experience. Funding for teacher education is generally considered to be inadequate. Concerns about the level of funding for teacher education centred around three themes: the cost of teacher education being underestimated by various funding regimes; the impact of teacher education being identified as a National Priority Area and the inadequacy of funding for practicum. Funding for teacher education needs to be substantially increased and the committee has recommended a package of measures to achieve this.

First, the committee has recommended that universities be required to acquit Commonwealth Grants Scheme funds against each funding cluster by providing a table of expenditure corresponding to the table in the funding agreements showing the initial allocation of funds.

Second, the committee has recommended that the Australian Government commission an examination of the real cost of providing practicum and then increase the amount of the loading for practicum to fully reflect its costs.

Third, the committee has recommended that the Australian Government commission an evaluation of the impact on teacher education courses of fixing the

student contribution rate at 2004 levels (indexed) to determine whether this measure, as part of its strategy of identifying education as a National Priority Area, has met its stated objective of responding “to current and emerging national needs, such as shortages in particular areas of the labour market, and the education of students from low income backgrounds and indigenous students”; that from 2008, it increase the Commonwealth Contribution Amount for an EFTSL in the Education cluster to the same level as that applying to the Foreign Languages, Visual and Performing Arts cluster; and that it review the mechanism for determining the level of funding that it contributes towards student places in different disciplines and develops an alternative mechanism which more accurately reflects the real costs of delivering those places.

Introduction

- 1.1 Teaching is a highly complex profession. The demands on teachers are diverse and often intense and appear to be continually growing in response to expansions in the knowledge base, technological developments and changes in society. Providing high quality teacher education that equips teachers well to meet these demands is a fundamental step in providing for quality schooling.
- 1.2 Australia's teachers are acknowledged as achieving excellent learning outcomes in schools and Australian students perform well when compared against international benchmarks with students from other, similar economies.¹ Teacher education courses must share some part of the credit for these results. However, it is of concern that a "small but significant number of students, often from remote parts of the country"², still struggle to achieve the desired levels. Australia must continue to do all it can to strengthen all the components that contribute to quality schooling, including teacher education.
- 1.3 In February 2005, the Minister for Education referred to the committee an inquiry into teacher education, with wide-ranging terms of reference.

Aim and scope of the report

- 1.4 Many inquiries in the last 25 years have examined teacher education. To some extent this simply reflects the need for teacher education to keep

1 Teaching Australia, *Submission No. 168*, p. 2.

2 Teaching Australia, *Submission No. 168*, p. 2.

pace with the changes in schooling and in society. However, many of the issues reappear in inquiry after inquiry suggesting that recommendations have not been taken up or have not been implemented or were simply not the right answer to problems identified. This has led to a degree of frustration in the educational community as evident in the following comments, typical of many received.³

...we feel somewhat dismayed that yet another inquiry is being conducted into teacher education when so many important findings and recommendations from the numerous inquiries held over the past two decades are yet to be implemented by Government. We do not expect that findings from this Inquiry will vary significantly from information about teacher education which has already been collected.⁴

- 1.5 In the committee's view the persistence of problems in teacher education can be attributed to the following factors:
- the current distribution of responsibilities in teacher education which results in a fragmented and compartmentalised approach to teacher education;
 - inadequate funding for educational research and for mechanisms to ensure that teacher education and teaching is research evidenced-based;
 - a lack of investment in building the partnerships that would help bridge the gap between theory and practice most noticeable in practicum arrangements;
 - inadequate funding of teacher education, particularly for practicum; and
 - a failure of policies involving teacher education to reflect that teacher education does not finish at graduation from an initial teacher education course but continues through induction into the profession as a beginning teacher through to established, advanced and leadership stages.
- 1.6 The previous reports which examined teacher education contain dozens of recommendations. In this report, the committee has been determined to set concise and clear directions for strengthening teacher education in

3 See, for example: Australian Council of Deans of Education, *Submission No. 31*, pp. 1 & 8; The Board of Teacher Registration, Queensland, *Submission No. 37*, p. 1; Queensland Government, *Submission No. 42*, p. 2; Australian Teacher Education Association, *Submission No. 46*, pp. 4-5; Australian Education Union, *Submission No. 51*, p. 1; School of Education, University of Ballarat, *Submission No. 55*, p. 2.

4 The Board of Teacher Registration, Queensland, *Submission No. 37*, p. 1.

Australia. The breadth of the terms of reference also demanded that the committee concentrate in its report on the main areas of concern rather than attending to every issue raised during the inquiry. The committee has also sought to avoid duplicating the considerable efforts of recent inquiries such as the review undertaken by the Committee for the Review of Teaching and Teacher Education.⁵

- 1.7 The committee has made a small number of large scale recommendations which will, if implemented, have a substantial impact across all aspects of teacher education. The committee's recommendations, if implemented, would ensure that teacher education has a sound research evidence base; that it meets high standards that are determined by all stakeholders yet retains the vitality, diversity and innovativeness that is necessary if it is to remain relevant; that it is resourced properly; that it is delivered by means of strong and authentic partnerships, and that it is career-long. While the committee's recommendations are all addressed to the Australian Government, effective implementation will require the collaboration of all stakeholders and their acceptance that teacher education is a shared responsibility.

Conduct of the inquiry

- 1.8 The inquiry was advertised in *The Australian* on 23 February and 9 March 2005. The committee wrote to the relevant Commonwealth Ministers and to state and territory governments. In addition, the committee wrote to over 320 educational organisations, education research bodies and relevant associations inviting them to make a submission.
- 1.9 The committee received 195 submissions from 170 parties. These submissions are listed in Appendix A. The committee received 122 exhibits to the inquiry, which were provided as attachments to written submissions, offered during public hearings or sent to the committee by other parties. These are listed in Appendix B.
- 1.10 The committee held public hearings across Australia in Canberra, ACT; Sydney and Wollongong, NSW; Batchelor and Darwin, NT; Noosa and Brisbane, Qld; Adelaide, SA; Hobart and Launceston, Tas; Geelong and Melbourne, Vic; and Perth, WA. In total, over 446 witnesses appeared before the committee in the course of the inquiry. Details of the hearings and witnesses who appeared are in Appendix C.

5 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future, Advancing Innovation, Science, Technology and Mathematics – Main Report*, Canberra, 2003.

- 1.11 At the public hearings and forums combined, 1,533 pages of evidence were recorded by *Hansard*. The transcript of evidence taken at public hearings and forums, and copies of all written submissions, are available for inspection from the Committee Office of the House of Representatives, the National Library of Australia or on the inquiry website:
<http://www.aph.gov.au/house/committee/evt/index.htm>
- 1.12 The committee is very grateful for the support that it has received during the course of this inquiry. Universities, teacher educators, educational researchers and professional associations have shared their knowledge and insights and given their time and hospitality. The committee appreciates their generosity.

A sound research base for teacher education

How effective is teacher education?

- 2.1 Schools are increasingly complex institutions expected to meet multiple goals and to respond to shifting social and political agendas. To make schools effective, to create the kind of enabling and flexible environments in which students can flourish, teachers themselves should be the product of a first rate teacher education experience.
- 2.2 The committee has been impressed by the dedication and professionalism of the teacher educators, recent graduates, teachers, principals and students that it has met in the course of this inquiry. There is clearly much of high quality in teacher education courses in Australia and many excellent individual initiatives. However, recent research from the Australian Council for Educational Research (ACER) indicates that there is significant variation in the quality of teacher education courses across providers.¹
- 2.3 From the committee's perspective there is simply not a sufficiently rich body of research evidence to enable it to come to any firm conclusions about the overall quality of teacher education in Australia. There is not even agreement on what quality in teacher education means. Much of the data that is available is based on the perceptions of recent graduates, teachers and principals as reported in answers to questionnaires. While

1 L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, p. 2.

this data is useful and should form part of the evidence about the effectiveness of teacher education, in the committee's view it is not on its own sufficiently robust to inform either course reviews or policy development. The submission that resulted from the Hobart Forum on Teacher Education expressed a similar view:

Despite the work of individual researchers, universities, the ACER, professional bodies, and occasional reviews and inquiries, our knowledge of the effectiveness and impact of different forms and elements of teacher education is not as strong as it needs to be for sound policy making. Major efforts are being made in the USA to revitalise teacher education through a series of national studies, reports and organisational structures, together with a renewed research drive. These reflect deep concern about the need to justify practices in teacher education through better knowledge of how they result in higher quality teaching and better learning by students in schools. ²

2.4 The lack of evidence on the effectiveness of different approaches to teacher education was described by another organisation as follows:

While research has demonstrated that the quality of student learning in schools directly and significantly reflects the quality of the classroom teacher, we have limited research evidence to draw on to determine how best to prepare teachers. The numerous recommendations for improved partnerships between schools and universities, more practicum, alternative pathways for career change graduates etc, that have been presented in recent reviews of teacher education have not been grounded in research with supporting evidence. ...There is a dearth of contemporary reliable evidence about the impact of teacher education on, for example: teacher performance in schools; student learning outcomes; and, various aspects of school and community functions. The extent to which the organisation and content of teacher education courses is informed by research has not been seriously tested in Australia. Much of the effort is sporadic, local, largely about perceptions, and with very little reference to the outcomes for either the graduates as they enter the profession, or for the students they teach. By international standards the funding for research in this critical area is seriously lacking. The research needed to elucidate critical factors in teacher education can only be generated if academic staff

2 Hobart Forum on Teacher Education, *Submission No. 171*, p. 7.

have the time and resources to support them as active researchers.³

- 2.5 Assessing the effectiveness of teacher education courses should be high on the agenda of course providers, and teacher registration and course accreditation authorities. Thorough assessment of teacher education courses will demand the development of tools and processes for evaluating the quality of graduates' teaching in real school settings. The committee is encouraged by recent research by ACER which goes some way towards providing instruments that will allow for a more systematic and thorough evaluation of the quality of teacher education courses.⁴ It also notes ACER's current involvement in a cross-national study of how different countries educate people to become teachers and the outcomes of teacher education programs with a focus on teachers of mathematics and science.⁵ The committee strongly encourages continued work in these areas.

Does the data on the quality of teacher education suggest a cause for concern?

- 2.6 Recent surveys of beginning teachers and/or supervisors and principals present a mixed picture of the effectiveness of teacher education programs. For instance, in a recent survey of beginning teachers by the Australian Education Union (AEU), 38% of respondents were satisfied with their pre-service education, 40% of respondents rated it as preparing them 'well' or 'very well' for the reality of teaching and 22% rated it as 'poor' or 'very poor'.⁶
- 2.7 Similarly, in a study on the transition of beginning teachers into professional life, beginning teachers and their supervisors were asked for a general assessment of how well teacher education courses prepare beginning teachers for their first year of teaching. The results indicated that 29.6% of supervisors and 44.6% of teachers felt that teachers were prepared 'well' or 'very well'; 45.2% of supervisors and 36.1% of teachers felt teachers were prepared 'adequately'; and 25.3% of supervisors and

3 The Faculty of Education, University of Melbourne, *Submission No. 62*, pp. 2-3.

4 L. Ingvarson, A. Beavis & E. Kleinhenz, *Factors affecting the impact of teacher education courses on teacher preparedness*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, April 2005; L. Ingvarson, A. Beavis, C. Danielson, L. Ellis & A. Elliott, *An Evaluation of the Bachelor of Learning Management at Central Queensland University*, DEST, Canberra, 2005. (*Exhibit No. 69*)

5 <http://www.acer.edu.au/research/projects/TEDS.html>

6 <http://www.aeufederal.org.au/Publications/Btsurvey06.html>

19.3% of teachers felt teachers were 'not very well' or were 'poorly' prepared.⁷

- 2.8 Figures from a recent survey of new teachers in Queensland, undertaken as part of an evaluation of the Bachelor of Learning Management at Central Queensland University, indicated that 20-40% of beginning teachers felt ill-prepared across a range of dimensions. While the principals surveyed as part of the study generally believed that the teachers had been prepared satisfactorily for their first year of teaching, "there was concern that preparation was less than adequate for some teachers in specific areas of professional knowledge and professional practice. In only eight of the 58 items did over 40% of principals believe teachers had been well prepared. On no measure did more than half the principals feel that teacher education courses had prepared graduates well."⁸ Even a very circumspect reading of the figures suggests that while there may not be a crisis in teacher education, there is room for improvement.
- 2.9 In other survey data⁹, a number of issues in teacher education are consistently identified as areas of concern, including:
- aspects of the school-based professional experience components of courses;
 - the weakness of the link between 'theory' and 'practice';
 - the perceived lack of relevance of some of the theoretical components of courses; and
 - the capacity of beginning teachers to deal adequately with classroom management issues, to perform assessment and reporting tasks and to communicate with parents.
- 2.10 The attrition rate in the early years of teaching also raises questions about the effectiveness of teacher education programs.

7 Department of Education, Science and Training, *An Ethic of Care: Effective Programmes for Beginning Teachers*, 2002, p. 17.

8 L. Ingvarson, A. Beavis, C. Danielson, L. Ellis & A. Elliott, *An Evaluation of the Bachelor of Learning Management at Central Queensland University*, DEST, Canberra, 2005, pp. 53 & 74. (Exhibit No. 69)

9 See, for example: *Submission No. 50; Submission No. 50.1; Exhibit No. 57; Exhibit No. 69;* L. Ingvarson, A. Beavis, & E. Kleinhenz, *Teacher education courses in Victoria: Perceptions of their effectiveness and factors affecting their impact*, August 2004; Department of Education, Science and Training, *An Ethic of Care: Effective Programmes for Beginning Teachers*, 2002; Australian Education Union, *National Beginning Teacher Survey Results 2006*.

It is well established in the Western world that between 25% and 40% of all newly-recruited teachers resign or burnout in their first three to five years of teaching.¹⁰

- 2.11 The review, *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics* estimated that up to 25% of teachers may leave the profession within five years.¹¹ In the recent survey of beginning teachers by the Australian Education Union, 45.6% of respondents did not see themselves teaching in 10 years time.¹² Although the high attrition rate of beginning teachers is of concern, there is insufficient data to determine the extent to which it arises from inadequacies in the quality of preparation provided by pre-service teacher education courses, the lack of support provided to beginning teachers during the induction phase, or other factors. The lack of data in this area reinforces the need for teacher education to be placed on a more solid research evidence-based footing.
- 2.12 It is imperative that steps are taken to establish what is meant by quality teacher education outcomes and to identify the approaches that best deliver them. Research is needed to assess the impact on the quality of teacher education of a range of factors including:
- the backgrounds and characteristics of students and teacher educators;
 - selection processes;
 - course length, course location and course structures;
 - course content and delivery modes;
 - course assessment procedures;
 - the nature and length of professional experience;
 - the nature and strength of partnerships between stakeholders; and
 - the nature of induction processes.
- 2.13 The initial step should be a longitudinal study to assess the effectiveness of different models of teacher education across Australia. The longitudinal study should follow cohorts of students from selection into courses, through pre-service preparation and into the first five years of teaching. While the immediate goal of a longitudinal study would be to enable the

10 R. Ewing & D. Smith, 'Retaining quality beginning teachers in the profession', *English Teaching: Practice and Critique*, (Vol. 2, No.1), May 2003, p. 15.

11 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future: Advancing Innovation, Science, Technology and Mathematics - Main Report*, DEST, Canberra, 2003, p. 87.

12 www.aeufederal.org.au/Publications/Btsurvey06.html

informed consideration of the effectiveness of pre-service teacher education, continuing the collection of data through the careers of teachers would allow for the investigation, in the future, of a whole range of other questions including the effectiveness of on-going professional learning.

- 2.14 Longitudinal studies, while challenging and expensive, are absolutely critical to the future improvement of teacher education in Australia. Given the existing level of investment by the Australian Government in teacher education in universities¹³, an investment in a longitudinal study is imperative

Recommendation 1

The committee recommends that the Australian Government commission a comprehensive longitudinal study into the effectiveness of different models of teacher education across Australia. The longitudinal study should follow cohorts of students from selection into courses, through pre-service preparation, the first five years of service and through their careers.

How adequate is the level of funding for educational research?

- 2.15 A number of submissions raised concerns about the adequacy of the level of funding for educational research and the difficulty of gaining funding for some areas of applied research.
- 2.16 Funding in Australia for higher education research and research training operates as a dual support system comprising peer reviewed competitive schemes and performance-based block operating funding schemes.¹⁴

Block operating funding schemes

- 2.17 Funding to higher education for research block funding schemes administered by the Department of Education, Science and Training (DEST) in 2005 amounted to almost \$1.2 billion dollars. The schemes can be divided into two broad groupings: the first group comprises grants to support research capability – the Institutional Grant Scheme (IGS) and the Research Infrastructure Block Grants (RIBG) Scheme; the second includes

13 In 2005, the Australian Government provided around \$329 million in funding for units of study in the field of education. (Not all students taking these units would be preparing to be teachers).

14 Department of Education, Science and Training, p. 1. (*Exhibit No. 118*).

grants to support research training – the Research Training Scheme (RTS) and the Australian Postgraduate Awards Scheme. A fifth scheme, the Regional Protection Scheme (RPS), operates to offset losses from the RTS and IGS suffered by designated regional providers.

- 2.18 The Committee is unable to establish the proportion of these funds that support research into teaching and education. Universities determine the internal distribution of the block funding that they receive from the Australian Government across their disciplines but report to the Australian Government at the block level.
- 2.19 In May 2004, the Prime Minister announced that the Australian Government would establish Quality and Accessibility Frameworks for publicly funded research. In December 2005, the Expert Advisory Group (EAG) released its final advice on the preferred Research Quality Framework (RQF) model.
- 2.20 The overall objective of the RQF is to develop a mechanism for broadly assessing research quality and its impact in a way that will be relevant across the full breadth of research organisations in receipt of public funding. Initially the model will apply to research block funding distribution for universities. In the longer term it may also apply to other key publicly-funded research agencies.
- 2.21 Fundamental to the model is the importance of review by peers and qualified end-users. There will be twelve Expert Assessment Panels based on research fields, courses and discipline codes. The configuration of codes has been designed to provide an appropriate balance between discipline coverage and a fair distribution of workload for assessors.
- 2.22 While the RQF was broadly welcomed by universities that appeared before the committee during this inquiry, there were some concerns that education would be disadvantaged because there would not be a specific expert panel to assess applications in the field of education.

Prof Riordan UTS – There is pressure on us from the universities to employ research-active staff who can compete in the RQF and get ARC grants, not necessarily only people from diverse social backgrounds or even expert practitioners... I do think looking at that RQF and setting up different guidelines or quality criteria for education research would have the impact of allowing us to really broaden out our staff recruitment and the types of resources we could access to do the things that we want to do.

Prof Reid – I second that. That ACDE mentioned a similar thing in their submission. If we were to have a panel for education as one of the RQF panels or a recommendation from your review that

such a panel were to be set up, I think that would make a big difference in both the research capability and the leadership in education... The research that school systems want is research into addressing immediate problems in practice... RQF requires you to make arguments around impact, but you would then structure those arguments on impact around how this has led to a direct intervention in practice in one school in one state. Without a separate education panel, people on those panels then compare that to engineering, science or medicine, where you have global impact and it does not rate.¹⁵

- 2.23 The committee notes that in the EAG's final advice on the preferred RQF model, education shares an expert panel with social sciences and politics. Specifically the discipline and sub-discipline areas under the purview of this expert panel are: Education studies; Curriculum studies; Professional development of teachers; Other education; Political science; Policy and administration; Other policy and political science; Sociology; Social work; Anthropology, Human geography and Demography.¹⁶ The committee is satisfied that the discipline mix in which education is grouped should not give rise to the concerns expressed to the committee in this inquiry.

Peer reviewed competitive schemes

- 2.24 The major peer reviewed competitive schemes are administered by the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC).
- 2.25 There was a perception expressed in some submissions that it is difficult to get competitive grant funding for educational research, particularly for research which is applied rather than experimental in nature.¹⁷

I applied to one ARC several years ago and they criticised a literature review. They said, "It is only a one-page literature review." I said, "But that is because there is no literature here. I want to produce some literature." But the reviewers just saw it and said, "This is inadequate," because they are coming from a different framework. It is very easy to say, "There's all this psychological information we have got about motivation and I

15 *Transcript of Evidence*, 8 March 2006, pp. 42-43.

16 Department of Education, Science and Training, *Research Quality Framework: Assessing the quality and impact of research in Australia, Final Advice on the Preferred RQF Model*, December 2005, p. 10.

17 See, for example: University of Wollongong, *Transcript of Evidence*, 4 April 2006, p. 34; University of Queensland, *Transcript of Evidence*, 7 July 2005, p. 44; Australian Association for Research in Education, *Submission No. 104*, p. 4.

want to fill in another bit of a picture,” and you get educational research funding. You get educational research funding for doing work on improving statistical methods. That will not help people in the classroom. What helps people in the classroom are the kinds of stories which we can produce about teaching and which we can then put out there in a public workplace amongst the profession. The ARC – the one which did not give me any funding at all – said, “How do we communicate teachers’ stories amongst themselves?” Most principles of practice involve one-liners that we then illustrate with stories...¹⁸

2.26 According to the Australian Association for Research in Education (AARE):

In contrast with other fields, there is a dearth of national competitive research schemes in education. The only education-specific schemes, among the hundreds on the Australian Competitive Grants Register (http://www.jcu.edu.au/office/research_office/assist/ncg.html) are the NCVER (research in vocational education and training) and relatively small literacy and numeracy schemes managed within the DEST Schools Group. This limits the overall production of educational research, and especially limits larger scale, mission-oriented research that is not tightly controlled by funding bodies (such as school authorities). It is this kind of research that may make a significant contribution to the research base of teacher education. A significant gap remains for high quality, larger scale research into teacher education... This includes longitudinal research. It also includes high quality quantitative *and* qualitative research, contributing breadth and depth respectively to understandings in the field and which together will provide the necessary evidence to inform action and policy.¹⁹

2.27 Most ARC funding to the various discipline areas is provided under the Discovery Projects Scheme and the Linkages Projects Scheme with distribution of funding in 2005 as shown in the following tables.

18 Dr David Tripp, *Transcript of Evidence*, 25 October 2005, p. 34.

19 Australian Association for Research in Education, *Submission No. 104*, pp. 3-4.

Table 1 Discovery Projects, new by Research Fields, Courses and Disciplines for Classification (RFCD), 2005

RFCD	Applied (no.)	Funded (no.)	Funding (Year 1) (\$)	Funding (Total) (\$)
Agricultural, veterinary and environmental sciences	55	13	1 674 000	5 427 000
Architecture, urban environment and building	29	5	489 455	1 296 797
Behavioural and cognitive sciences	175	60	4 105 086	12 423 448
Biological sciences	519	155	16 378 866	48 790 384
Chemical sciences	233	74	9 798 428	30 391 872
Commerce, management, tourism and services	85	21	1 356 016	3 587 513
Earth sciences	188	60	6 648 764	19 164 007
Economics	77	36	2 460 726	7 077 010
Education	95	21	1 605 000	4 448 000
Engineering and technology	520	161	17 774 665	53 083 191
History and archaeology	129	54	3 826 603	11 674 970
Information, computing and communication sciences	246	64	5 445 255	15 261 312
Journalism, librarianship and curatorial studies	16	6	423 214	1 636 194
Language and culture	138	44	3 029 685	8 871 777
Law, justice and law enforcement	72	23	1 581 869	4 753 176
Mathematical sciences	135	50	4 569 664	14 255 411
Medical and health sciences	137	45	3 902 582	10 699 398
Philosophy and religion	63	19	1 096 708	4 107 793
Physical sciences	211	60	7 023 478	22 100 404
Policy and political science	78	24	1 640 621	4 282 530
Studies in human society	148	46	3 584 402	10 862 214
The arts	65	14	1 113 189	3 347 246
Total	3 414	1 055	99 528 276	297 541 647

Source: Australian Research Council Annual Report 2004-2005

Table 2 Linkage Projects, new by RFCD, 2005

RFCD	Applied (no.)	Funded (no.)	Funding (Year 1 ¹) (\$)	Funding (Total ²) (\$)
Agricultural, veterinary and environmental sciences	108	48	3 805 163	11 676 577
Architecture, urban environment and building	29	9	758 740	2 274 454
Behavioural and cognitive sciences	24	12	1 037 187	3 205 314
Biological sciences	106	52	4 394 822	13 741 014
Chemical sciences	46	25	2 624 229	8 074 017
Commerce, management, tourism and services	59	33	1 968 672	5 693 120
Earth sciences	30	17	1 439 552	4 924 170
Economics	19	10	591 268	1 603 968
Education	56	22	1 538 381	4 726 182
Engineering and technology	191	85	7 536 728	23 318 541
History and archaeology	15	10	621 900	2 203 113
Information, computing and communication sciences	83	36	2 514 315	8 058 397
Journalism, librarianship and curatorial studies	11	3	394 522	1 133 482
Language and culture	17	7	426 079	1 092 912
Law, justice and law enforcement	29	15	1 113 328	3 305 007
Mathematical sciences	10	6	430 672	1 242 003
Medical and health sciences	98	49	3 254 679	9 707 520
Philosophy and religion	5	2	189 804	776 141
Physical sciences	8	6	497 920	1 684 561
Policy and political science	17	5	500 777	1 335 042
Social Sciences, Humanities and arts - general	1	0	0	0
Studies in human society	66	29	1 706 988	4 783 356
The arts	20	7	538 664	1 357 511
Total	1 048	488	37 884 390	115 916 402

¹ Year 1 (2005 for LP grants awarded in Round 1; 2005-06 for LP grants awarded in Round 2)

² Total (2005 to 2010)

Source: Australian Research Council Annual Report 2004-2005

2.28 The Australian Council of Deans of Education (ACDE) pointed out that “of the successful 2005 Australian Research Council (ARC) discovery grants, just 21 of 1,051 were in the field of education.”²⁰ While this is true, the committee notes that the success rate for education applications was not significantly lower than that for most other disciplines. The committee also notes that a number of disciplines received less funding than education for both discovery and linkages project funding. Of more concern is that an area as important as education receives proportionally no more funding than a number of areas that arguably have less social

impact. Yet the quality of education underpins developments in all areas including the two other major areas of national significance — health and science. Both health and science have significant alternative sources of research funding; the NHMRC (the base funding for which was increased in the 2006-07 budget to over \$700 million per annum by 2009-2010), through initiatives such as the CSIRO Collaborative Research Program, and also through partnerships with industry. The committee acknowledges that other discipline areas in receipt of ARC funding also need to have access to funds for research and it is not suggesting that the ARC processes of funding or allocation methods should change. Rather, serious consideration should be given to adequately funding education research in its own right.

- 2.29 The AARE suggested that a national competitive grants scheme, such as the Education Research and Development Committee (ERDC) that operated from the mid 1970s to 1981, be established to support large scale, high quality research into teacher education.²¹ The ACDE identified a need for a specific allocation of public research funds for education and suggested that Teaching Australia (formerly NIQTSL) could have a role in promoting educational research.

The ACDE has previously argued that the NIQTSL could be an important national body in promoting educational research. Presently, research productivity is held to be very uneven between institutions, and research activities are seen to be distributed poorly. These problems could be addressed by the Institute allocating research funds on a distributed model, similar to the ARC and the National Health and Medical Research Council (NHMRC).²²

- 2.30 Although in the course of this inquiry, a number of universities described in some detail their engagement in research and their efforts to embed the results of this research into their undergraduate and post-graduate teacher education programs, the committee was surprised and concerned to discover how little research has been undertaken into the effectiveness of different models of teacher education. This gap in the knowledge base in teacher education needs to be addressed. Quality teaching, the ultimate goal of teacher education, demands also that it is evidence-based. The committee is concerned that neither current funding levels nor mechanisms for research and research distribution are sufficient to ensure that teacher education, teaching and policy development are as evidence-based as they should be.

21 Australian Association for Research in Education, *Submission No. 104*, p. 5.

22 Australian Council of Deans of Education, *Submission No. 31*, p. 42.

One of the issues is that there has never been money for systematic evaluation. You can put in applications until you are blue in the face, There is not a specific education bucket of money; you have to go into the same bucket of money. Most areas have their own industry areas as well, and it used to be the case that each education department would have a large research branch. When I joined the curriculum research branch in 1979 there were 400 people in it. Those branches do not exist anymore, so there is no parallel. The department of primary industries will have a group or the rural area will have a group or the NHMRC will deal with medical and health related issues. There is not a parallel body for education.²³

- 2.31 The committee recognises that there is a need to increase the funding available to support high quality research in education and that investing in educational research will result in significant cost savings later on remedial measures.

Recommendation 2

The committee recommends that the Australian Government establishes a specific Educational Research Fund to be distributed on a similar model to the National Health and Medical Research Council.

- 2.32 In its submission to the inquiry, Teaching Australia noted that “by comparison with many other professions, for example the health professions, there is very little investment in Australia in developing our knowledge about the nature of the work involved in successful teaching practices – the pedagogical knowledge and skill that is the basis of highly successful student learning.”²⁴ Teaching Australia intends to explore the option of establishing a National Centre for Pedagogy. Functions of the proposed centre would include research into the nature of teaching and learning and the effectiveness of particular teaching strategies.²⁵ In relation to this proposal, the committee notes that although the ARC has funded 19 Australian Research Centres of Excellence, they are nearly all in areas that might be described as ‘hard’ sciences. The only exception to this is one funded in the last round of applications in Humanities and Creative Arts at the University of Queensland.²⁶ Similarly, no application from the education discipline for funding under the ARC Research Networks

23 Prof. Marie Brennan, Australian Council of Deans of Education, *Transcript of Evidence*, 13 October 2005, p. 11.

24 Teaching Australia, *Submission No. 168*, p. 11.

25 Teaching Australia, *Submission No. 168*, p. 11.

26 Australian Research Council Annual Report 2004-05, pp. 4, 37-38.

program has received funding. The National Centre for Pedagogy proposed by Teaching Australia could fulfil a comparable role to the ARC Centres of Excellence and also perform something of a lighthouse function for the profession.

A national system of teacher education

Introduction

- 3.1 Teacher quality is on the agenda across the world. As part of their efforts to promote quality schooling, most jurisdictions in Australia have moved towards establishing processes of teacher registration and formal or informal processes of accreditation of teacher education courses. These developments are of major significance to teacher education.
- 3.2 The accreditation of teacher education courses, the registration of teachers and the development and implementation of professional standards for teaching are all important ways of providing assurance that teacher education courses are of a high quality. They have the potential to significantly contribute to the renewal and improvement of teacher education courses. They should also raise the status of the profession and increase community confidence in it.
- 3.3 Schooling in Australia would be better served by a more nationally integrated system. Registration as a teacher or accreditation of a teacher education course should ensure certain identifiable outcomes irrespective of the route taken to achieve those outcomes or the location. In the committee's view, much would be gained by integrating teacher registration and the accreditation of teacher education courses into a national system of teacher education.

Professional standards for teaching

- 3.4 The use of terms such as standards often arouses concern that there is an intention to standardise, in the sense of making everything the same. The committee wishes to make clear that in promoting standards it is not promoting a single model of teacher education or a national teacher education curriculum. On the contrary, standards, accompanied by well constructed means of assessing the degree to which they have been met (the outcomes), can provide for great flexibility, innovation and diversity.
- 3.5 In describing what teachers believe and know, what they understand, what they are able to do and what they value, professional standards for teaching articulate the complexity of teachers' work and assure the community of their competence. Standards are of value to teachers, employing authorities, governments, students and parents. Standards guide all involved in educating teachers during their initial preparation and beyond; standards act as benchmarks against which the effectiveness of teacher education courses and the performance of teachers can be assessed; standards provide guidance for the allocation of resources; standards support induction and mentoring processes; standards help teachers shape their on-going professional learning and guide education systems in the provision of on-going learning opportunities and materials.
- 3.6 Many jurisdictions in Australia have, or are in the process of developing, professional standards for teaching. Professional associations in the fields of English, Maths and Science have also developed standards for their subject areas. Teaching Australia has also undertaken work towards the development of standards for advanced teaching and standards for school leadership.
- 3.7 At the national level, the value of standards has been recognised by the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA), which, as part of its efforts towards the achievement of the National Goals for Schooling in the 21st century, established a Teacher Quality and Educational Leadership Taskforce. The Taskforce proposed and developed a National Framework for Professional Standards for Teaching. State and Territory Federal Education Ministers endorsed the Framework in 2003.
- 3.8 MCEETYA's National Framework for Professional Standards for Teaching identifies four stages or career dimensions of teachers as they undertake their teaching career: graduation, competence, accomplishment and leadership. The framework also identifies four professional elements of teachers' work: professional knowledge, professional practice,

professional values and professional relationships.¹ The descriptions that are attached to both the dimensions and the elements are broad and generic, reinforcing the fact that the framework is not a set of standards but rather is designed to assist the development of standards.

- 3.9 Having endorsed the standards framework in 2003, MCEETYA agreed that the next step was to nationally align professional entry standards or graduate level standards.² In May 2006 MCEETYA's Improving Teacher Quality and School Leadership Capacity Working Group, advised AESOC³ that "all State/Territory employers and registration/accreditation bodies have been asked for a report on progress in aligning their requirements for employment and or registration of graduate teachers with the National Framework for Professional Standards for Teaching". An overview report was scheduled to be provided to AESOC at the end of 2006.⁴

Registration of teachers and accreditation of teacher education courses

- 3.10 While Queensland and South Australia have required teachers to be registered since the 1970s, it is only in recent years that other jurisdictions have established regulatory authorities and mandatory regulatory regimes.⁵ Most jurisdictions have two levels of registration – provisional registration for graduates and full registration for teachers who have demonstrated sufficient satisfactory teaching experience in schools.
- 3.11 With the development of professional standards for teaching, jurisdictions are increasingly moving towards tying the full registration of teachers to a requirement that they demonstrate that they have met the professional standards for teaching at competence level (the terminology may vary). Registration requirements for provisional registration typically require applicants to provide evidence of having successfully completed a teacher education course that has been approved or endorsed by the registration authority.

1 MCEETYA, *A national framework for professional standards for teaching*, Curriculum Corporation, Melbourne, 2003, pp. 3 & 11.

2 MCEETYA, *A national framework for professional standards for teaching*, Curriculum Corporation, Melbourne, 2003, p. 1.

3 Australian Education Systems Officials Committee, MCEETYA.

4 Department of Education, Science and Training, *Supplementary Submission No. 59.2*, p. 2.

5 M. McMeniman, *Review of the Powers and Functions of the Board of Teacher Registration*; p. 23. (Exhibit No. 36)

3.12 Accreditation is an endorsement that a teacher education program produces graduates who can meet provisional registration standards. “The primary function of accreditation is to assure the public that graduates from specific programs are professionally qualified and competent. By doing so, accreditation can help to raise professional status and drive quality improvements within the pre-service sector.”⁶ The Review outlines the degree to which processes for the implementation of accreditation of teacher education courses in Australia have been established as follows:

There are a variety of state-based processes in operation and /or under development or review and no nationally mandated requirement for accreditation of teacher education programs...

Since the mid 1960s, there have been calls at both the federal and state levels for the introduction of pre-service teacher education course accreditation. Today, nearly half a century later, just three states have legislation requiring formal approval or accreditation of teacher education programs and only two states Queensland and Victoria have implemented formal processes of course review and approval. New South Wales is in the process of fine-tuning entry standards for teaching and linked formal processes for approving teacher education programs. Legislation in South Australia, Western Australia, Tasmania and the Northern Territory implies that teacher education course accreditation or approval is required, but does not specifically mandate formal accreditation of teacher education courses by the respective registration authorities. Rather, it requires teacher education authorities to ‘confer’, ‘cooperate’, ‘collaborate’ and/or ‘liaise’ in developing teacher education programs. In Tasmania, the legislation indicates that teachers must have completed an ‘approved course related to teacher training’. Essentially, most states require teacher education programs to be ‘endorsed’ or ‘approved’ rather than ‘accredited’. In South Australia for example the teacher registration authority confers with institutions about initial teacher education courses to confirm that certain criteria, such as core subjects and minimum days of professional experience, are met. Processes for course approval and endorsement are currently being developed in Western Australia

6 L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, p. 2.

and the Northern Territory. To date there is no teacher registration or teacher education course approval legislation in the ACT.⁷

The use of professional teaching standards in registration and accreditation processes

- 3.13 The committee strongly supports the use of professional standards for teaching in the processes for both the registration of teachers and the accreditation of teacher education courses.

Linking standards to registration

- 3.14 Linking professional teaching standards to the process of registering teachers provides clarity and direction to people becoming, preparing, supporting or assessing teachers.
- 3.15 Linking professional standards to the teacher registration process at different levels supports teacher education at each of its different stages:
- linking graduate or entry standards to the granting of provisional registration provides clear goals for the design of teacher education programs;
 - linking standards of professional competence to full registration guides beginning teachers, their mentors, principals, and employing authorities on what must be achieved in order to gain full registration and therefore helps to identify the type of professional development that beginning teachers need to undertake; and
 - linking standards of professional accomplishment and professional leadership to registration at higher levels provides encouragement and reward for teachers' participation in on-going professional learning and engagement in roles that help prepare the next generation of teachers or that deepen the knowledge base of teaching and learning.
- 3.16 One review of teacher education accreditation, noted that “while there is a wide agreement that teacher education programs should be embraced within some sort of regulatory accreditation framework, the ways in which this should happen, and the links between registration and accreditation are less well defined”.⁸

7 L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, pp. 5-6.

8 L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, p. 9.

- 3.17 There are significant differences in the extent to which states and territories have developed professional standards for teaching. Not only are there differences in both the amount of detail that is being incorporated into the standards and the number of levels of standards being developed, there are also significant differences in the degree to which they are being applied to registration processes.⁹

Linking standards to accreditation

- 3.18 Just as the linking of professional teaching standards to the registration process strengthens the registration process, so should the linking of standards to the accreditation of teacher education courses strengthen the accreditation process. Standards have value not only in informing the design of teacher education courses but also in acting as a benchmark for accreditation bodies to use in assessing how well teacher education courses are preparing their students.
- 3.19 DEST informed the committee that, “in terms of incorporating standards in the ‘accrediting’ of teacher education courses, most jurisdictions maintain a list of ‘approved courses’ in their state or territory. The approval criteria are not necessarily directly linked to graduate of entry level standards so much as to minimum hours and required subjects. The link between the accreditation of teacher training courses and the registration of teachers varies across jurisdictions. In most cases, the extent, if any, to which teacher professional standards informs the course accreditation process is not clear.”¹⁰ Only in Queensland and Victoria are the course accreditation processes clearly articulated with teacher registration and standards.¹¹
- 3.20 The committee notes that under the new policy and processes for approving the initial teacher education programs in New South Wales, courses will be approved on the basis that they meet the Graduate Teacher Standards of the NSW Institute of Teachers.¹²

Efforts to achieve national consistency

- 3.21 The committee recognises that efforts are being made, by both MCEETYA and the Australasian Forum of Teacher Registration and Accreditation

9 For a more comprehensive account of developments in each jurisdiction, see L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, pp. 12-24.

10 Department of Education, Science and Training, *Submission No. 59.2*, p. 3.

11 L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, p. 9.

12 <http://www.nswteachers.nsw.edu.au>

Authorities (AFTRAA) to promote and achieve greater national consistency and collaboration. The terms of reference for MCEETYA's Improving Teacher Quality and School Leadership Capacity Working Group provide for it to assure the quality of teachers and teaching by ensuring that nationally consistent standards for graduate teachers are developed and embedded in requirements for teaching in all Australian schools. Similarly, many of AFTRAA's terms of reference endorsed by MCEETYA in May 2005 concern standards, and registration and accreditation processes.

AFTRAA will consider areas of national importance and common responsibility to member organisations, in particular:

- Pre-service teacher education accreditation;
- Teacher registration and accreditation (including qualifications, criminal history records checking, etc.);
- Professional standards;
- Continuous professional development or learning;
- Professional disciplinary matters; and
- Matters concerning both the Commonwealth and Trans-Tasman Mutual Recognition legislation.

Within these areas of national responsibility, AFTRAA may:

- Facilitate collaboration and, where appropriate, coordination in the development and promotion of professional standards and professional learning for the teaching profession within the Commonwealth of Australia and its States and Territories;
- Provide a means whereby senior officers and chairs of teacher registration and accreditation authorities may:
 - ⇒ Counsel together on matters of concern;
 - ⇒ Formulate and forward to appropriate authorities advice on relevant matters including those of national concern;
 - ⇒ Collect and disseminate information on matters of collective interest;
 - ⇒ Effectively evaluate any activities undertaken;
- Identify common and agreed issues and planning priorities through consideration of the problems and needs of teacher registration and accreditation authorities, their relations with other educational institutions, with governments, and with the community;
- Be an advocate for and promote the teacher registration, accreditation and/or certification functions and collaborate on issues of national importance affecting those functions;
- Promote by study and discussion the effectiveness and efficiency of teacher registration and accreditation authorities;

- Consult and liaise with relevant educational bodies in Australia and overseas in the interest of promoting and further developing teacher quality through registration, accreditation and certification arrangements;
- Collect, compile, disseminate and distribute amongst members, information of common concern and information which will assist in the management and further development of teacher registration, accreditation and certification in particular and which affects or could affect teacher registration and accreditation;
- Facilitate improved national consistency, and where agreed, collaboration in the regulation and promotion of the teaching profession;
- Advise MCEETYA through AESOC or other relevant MCEETYA groups on the above matters or on any other matters referred by AESOC or MCEETYA; and
- Undertake any specific tasks requested by MCEETYA or AESOC.¹³

A national standards-based system of teacher education

- 3.22 It is of some concern to the committee that despite the level of activity, there is a considerable gap between those jurisdictions which have made significant advances in developing processes of registration and accreditation, particularly in terms of embedding standards into these processes, and those that are at a very early stage in the process of developing standards. The committee is concerned by the lack of consistency and also by the duplication of effort and resources. From a national perspective, we are still a long way from where parents, students, schools and systems in any jurisdiction can be assured that the pre-service preparation of a teacher, wherever it has occurred, will have met certain agreed standards. We are even further from the situation where a teacher can be confident that his or her efforts in one jurisdiction to upgrade qualifications, undertake professional development or participate in preparing the next generation of teachers will be recognised in another.
- 3.23 In the committee's view, it is in the national interest that the resources applied to developing and implementing professional standards for teaching, processes for the registration of teachers and processes for the accreditation of teacher education courses are used efficiently and effectively.

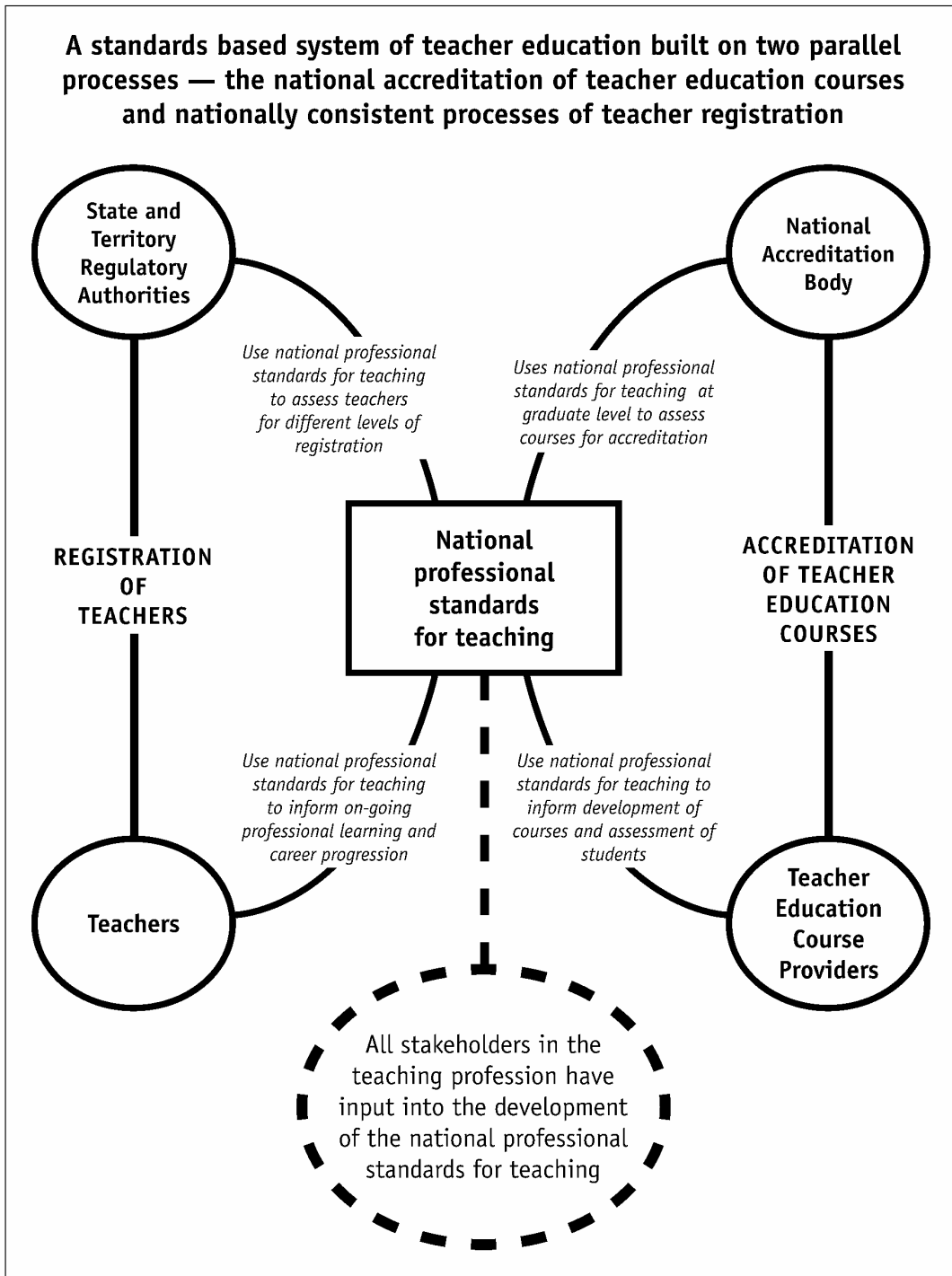
13 Department of Education, Science and Training, *Submission No. 59.2*, pp. 1-2.

- 3.24 As stated, schooling in Australia would be better served by a more nationally integrated system. Registration as a teacher or accreditation of a teacher education course should ensure certain identifiable outcomes irrespective of the route taken to achieve those outcomes or the location. In the committee's view, much would be gained by integrating teacher registration and the accreditation of teacher education courses into a national system of teacher education.

The committee's proposal

- 3.25 In the national system of teacher education proposed by the committee, the state registration authorities would retain responsibility for registering teachers at the various levels of registration. The proposed national system would enable the individual jurisdictions to devote their resources to fully developing and implementing processes for assessing and registering teachers at different levels of registration and for rewarding and recognising teachers' efforts in on-going professional learning as well as in taking on supervisory and mentoring roles. The accreditation of teacher education courses would be the responsibility of a national accreditation body. Both the processes for registering teachers and accrediting courses would use the national professional standards for teaching at graduate level. The state and territory registration bodies (and AFTRAA) and the national accreditation body would need to work in cooperation and, in particular, collaborate on the development of these standards. Developing the national professional standards for teaching at graduate level should be one of the initial steps towards developing a national system of teacher education. The accreditation of teacher education courses would be the responsibility of a national teacher education accreditation body. The proposal is represented diagrammatically in Figure 1.
- 3.26 The remainder of this chapter will focus on the development and implementation of a system of national accreditation of teacher education courses.

Figure 1 Standards-based Registration of Teachers and Accreditation of Courses



National accreditation of teacher education courses

Why national accreditation?

- 3.27 As discussed earlier in this chapter, course accreditation is a key quality assurance mechanism. The committee therefore considers that it is in the public interest for all teacher education courses to undergo an accreditation process of consistent rigour. While some jurisdictions have well-developed accreditation processes, others have not yet started or are only in the very early stages. The varying rate at which accreditation is being implemented around the nation is not the committee's only concern. The models of accreditation that are being adopted are not of equal rigour. National accreditation which builds on the best model that is currently available will ensure that all jurisdictions have access to the benefits of sound accreditation processes.
- 3.28 The operational aspects of accreditation are often delegated to a panel comprising members drawn from the profession. With national accreditation, the panels would be comprised of representatives from a number of jurisdictions. There is an opportunity for shared learning across jurisdictions in national accreditation that should not be missed.
- 3.29 Far from promoting a single model of teacher education, national accreditation, in providing a robust mechanism for ensuring quality, allows for and can even encourage greater diversity and innovation.
- 3.30 National accreditation could dovetail neatly with the work undertaken by the Australian Universities Quality Agency (AUQA)¹⁴, the agency established by MCEETYA in 2000 to promote, audit and report on quality assurance in Australian higher education. AUQA investigates the extent to which institutions are achieving their missions and objectives, and assesses each institution's quality assurance arrangements in the key areas of teaching and learning, research and management as well as its success in maintaining standards consistent with quality frameworks for university education in Australia. In reporting on the degree to which universities meet their own internally defined mission and objectives, AUQA's role is quite distinct from the accreditation role of agencies which

14 Australian Council of Deans of Education, *Transcript of Evidence*, 13 October 2005, p. 4.

hold “courses to account against external standards for graduate knowledge and program quality”.¹⁵

- 3.31 National accreditation would facilitate alignment with international developments such as the Bologna Process, a process whereby 45 countries across Europe are working to harmonise their higher education systems and structures. Alignment with some of the Bologna actions may well benefit the profession through improving the portability of qualifications and facilitating students’ access to opportunities to undertake part of their study overseas. National accreditation will facilitate generally the establishment of international mutual recognition arrangements.

Views of stakeholders on national accreditation

- 3.32 The committee heard a range views on the value of the national accreditation of teacher education programs. Some jurisdictions were against the notion, unconvinced of its value, while others preferred a federation model.
- 3.33 In its submission to the inquiry, the Board of Teacher Registration, Queensland (now called the Queensland College of Teachers) stated, “We firmly believe that accreditation of teacher education programs is a matter for individual states and territories and can see little if any value in additional layers of regulation”.¹⁶
- 3.34 In giving evidence to the committee, the Victorian Institute of Teaching referred to its own capacity to influence teacher education programs because “of the fact that , ultimately, if the courses are not approved by us, the graduates for those courses cannot enter the profession”. It queried the capacity that a national body may have in this respect. It suggested that “if we can construct a national framework, it is possible for the jurisdictions to work within a national framework to achieve some higher degree of national consistency and alignment without necessarily having to place all that work in a national entity”.¹⁷
- 3.35 The Teachers Registration Board of South Australia indicated a preference for a federation model, where jurisdictions worked together to achieve a

15 L. Ingvarson, A. Elliott, E. Kleinhenz & P. McKenzie, *Teacher education accreditation: A review of national and international trends and practices*, Teaching Australia, Canberra, 2006, p. 11.

16 Board of Teacher Registration, Queensland (now the Queensland College of Education) *Submission No. 37*, p. 4.

17 Victorian Institute of Teaching, *Transcript of Evidence*, 10 February 2006, pp. 5-6.

consistency and uniformity but retained their 'state originality', rather than a national model.¹⁸

- 3.36 Some stakeholders were more supportive of a national approach. The NSW Institute of Teachers supported "a national vehicle or set of processes for the accreditation of teacher education courses provided that it took into account the requirements and interests of states, schools and mechanisms."¹⁹
- 3.37 Significantly, the Australian Council of Deans of Education gave strong support for the notion of national accreditation, pointing out many of its advantages.

ACDE have been very supportive from the beginning of the notion of national accreditation. We believe that the time has come to break down any old state and territory boundaries around accreditation, given the movement of population and the statistics as to the much more mobile profession that we have. Indeed... I believe that it actually needs to be even bigger than that and that we need national accreditation that is in tune with those of major provinces overseas, like the United States, with the NCATE and TEAC processes there, and the UK – the places where our teachers in fact do move to regularly and indeed where teacher training has the potential to become an international part of an enterprise in the future.

My own view – and I have had this conversation with the MCEETYA groups responsible for the intersections of the state, territory and federal areas – is that the various institutes that are being set up at the moment around the states and territories do very well the job of individual teacher registration. They are employing body kinds of overseeing groups. Some of that obviously touches on the business of accreditation. Indeed, if we do not separate the business of genuine higher education quality assurance from the business of individual teacher registration and all the very real concerns there – child protection acts and those sorts of things – the business of teacher education, the accreditation issue, tends to end up serving the registration issue. So it is a way in which I think we can use the federal system quite well to say that states and territories do the employment and that they need to look to the registration issue but that we need a national accreditation process that takes that – the needs of

18 Teachers Registration Board of South Australia, *Transcript of Evidence*, 29 September 2005, pp. 4-5.

19 New South Wales Institute of Teachers, *Transcript of Evidence*, 8 March 2006, p. 64.

employers – into account but has a bigger vision about higher education quality assurance, making sure that we have the best internationalised programs in any place.²⁰

- 3.38 While noting the reservations of the registration bodies in some of the jurisdictions, the committee does not consider that they outweigh the value of having national accreditation.
- 3.39 The challenge of introducing national accreditation for teacher education courses is to ensure that all stakeholders have input into the development of the model and representation on the national accreditation body.
- 3.40 A national system of accreditation should be at least as rigorous as the best State or Territory accreditation process currently in operation. Although there would be nothing to prevent individual jurisdictions from maintaining their own processes as an additional layer of regulation should they consider it necessary. Consideration could also be given to the national accreditation body being able to delegate its role to a State or Territory accreditation body provided that it used the national standards and assessment procedures as the basis of its accreditation of courses.

A national teacher accreditation body

- 3.41 A key component of the national system of teacher education proposed by the committee should be the accreditation of teacher education courses by a national agency.
- 3.42 The Hobart Forum on Teacher Education submitted that members of professions such as engineering, law and medicine, accountancy and others “have a major role in determining entry standards, performance expectation, accountability requirements and continuing registration to practice”. “The teaching profession,” it stated “requires no less”. It suggested that an appropriate national authority, equivalent in standing to the Australian Medical Council, is needed to bring together the varied interests and to ensure a strong voice for the profession, teacher educators included.²¹
- 3.43 In giving evidence to the committee, Dr Ingvarson also noted the effectiveness of the Australian Medical Council’s model of national accreditation.

It increases the cross-fertilisation of ideas across the states when you have assessors and accrediting panels coming from interstate to look at teacher education programs. You get much more cross-

20 Australian Council of Deans of Education, *Transcript of Evidence*, 13 October 2006, p. 4.

21 Hobart Forum on Teacher Education, *Submission No. 171*, p. 4.

fertilisation of ideas. The model there that would be very effective is the Australian Medical Council. That was set up in 1985. The state ministers of health got together and the state medical practitioners boards got together and agreed to set up that body nationally to carry out the accreditation function. That took it outside the state. It was a much more independent body and, as I say, there were many more opportunities for comparisons across the country and cross-fertilisation of ideas.²²

- 3.44 Teaching Australia has a strong interest in national accreditation and has started developing a national system for the accreditation of teacher preparation programs. As part of its work in this area, Teaching Australia commissioned ACER to undertake a review of national and international trends and practices in teacher education accreditation. On the basis of this review, it developed a consultation paper outlining its propositions for the establishment of an Australia-wide accreditation system.²³ The paper has been distributed and consultations with key stakeholders are underway.
- 3.45 The system that Teaching Australia is proposing would be voluntary and take into account and complement existing state-based course approval arrangements.²⁴ The committee is aware that there are some excellent national accreditation systems in other professions and in other countries where accreditation by the national body is voluntary. The highly regarded course accreditation system run by the National Council for Accreditation of Teacher Education (NCATE) in the United States is one such example.
- 3.46 Teaching Australia is well placed to host a national accreditation system. However, while there are examples of successful voluntary accreditation arrangements, the committee considers that a mandatory approach would be more effective in delivering the benefits of a national accreditation system. Ultimately, teacher education courses in receipt of Commonwealth funding should be required to be accredited by the national teacher education accreditation body.
- 3.47 It is critical that the processes involved in consulting with stakeholders, establishing and implementing national accreditation build on the culture of collaboration that is already evident in individual jurisdictions and in organisations such as AFTRAA and the ACDE. It is also critical that these and other significant stakeholders have the opportunity to be represented on the national accreditation body.

22 Dr Lawrence Ingvarson, *Transcript of Evidence*, 7 June 2005, p. 19.

23 Teaching Australia, *Australia-Wide accreditation of programs for the professional preparation of teachers*, Canberra, 2006. (Exhibit No. 115)

24 Teaching Australia, *Submission No. 168*, p. 4.

- 3.48 A key task in establishing national accreditation will be the development of national professional standards for teaching at graduate or entry level and also standards for teacher education programs. The latter may specify aspects of program provision including the qualifications of staff, the nature and extent of professional experience, and methods of selecting students. Another key task will be the establishment of rigorous accreditation processes that effectively assess how well courses are preparing students to meet the national professional teaching standards at graduate level.
- 3.49 There is much to be gained from the national accreditation of teacher education courses provided it is based on well developed standards and rigorous processes of assessment and that it involves the profession in advisory and consultation roles. Achieving this will require the allocation of a level of resources that is commensurate with the importance of the task and a long term commitment.

Recommendation 3

The committee recommends that the Australian Government continue to support the work of Teaching Australia in developing a national system of accreditation. The establishment of a high quality system will take some time and the cooperation of state and territory registration authorities. The Australian Government should ensure that sufficient resources are committed to allow for the time needed to reach agreement. Once the national system of accreditation has been established, the Australian Government should require universities in receipt of Commonwealth funding to have their teacher education courses accredited by the national accreditation body.

Entry to teacher education

- 4.1 A number of major reports in recent years have focused on the intake of students into teacher education courses.¹ These reports have explored in detail questions about whether we are attracting enough people into teacher education, whether we are attracting the most suitable people for teacher education and the appropriateness of our selection processes.
- 4.2 In the course of this inquiry the committee has also gathered evidence on these issues, particularly in relation to the need to diversify the teaching workforce so that it reflects more closely the diversity of the Australian population and the need to attract more teachers to both geographic and subject areas where there is a shortage. The data that it has gathered reinforces the trends described in previous reports.
- 4.3 Matters canvassed in previous reports include:
- the use of scholarships, repayment of HECS loans and other incentives to attract teachers to geographic and subject areas of shortage and hard-to-staff schools;
 - the improvement of career paths and salary structures for teachers in order to attract more people into the profession and retain them;

1 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004; Department of Education, Science and Training, *Attracting, Developing and Retaining Effective Teachers: Australian Country Background - Main Report and Update*, M. Skillbeck & H. Connell, 2004 (*Exhibit No.51*); Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future, Advancing Innovation, Science, Technology and Mathematics - Main Report*, DEST, Canberra, 2003; Department of Education, Science and Training, *Attitudes to Teaching as a Career: A Synthesis of Attitudinal Research*, Canberra, 2006. http://www.dest.gov.au/sectors/research_sector/publications_resources/profiles/attitudes_teaching_as_career.htm

- the provision of alternative entry paths to increase the diversity of entrants coming into teacher education;
- the encouragement of career-changers through fast-tracking arrangements and other initiatives designed to facilitate their transition into teaching;
- the provision of better career guidance;
- the improvement of induction and counselling in beginning years;
- the creation of more flexible school environments; and
- the promotion of the profession.

4.4 The Australian Government is already clearly aware of the nature of the challenges facing initial and on-going teacher education including the following that specifically relate to workforce planning:

- career incentives to retain high performing teachers;
- better management of the link between teacher education enrolments and areas of need;
- increasing the diversity of the teaching profession in order to better reflect the contemporary diversity of Australian society;
- the need for better data collection; and
- new models for entry to teacher education courses to encourage mature age and career change entry.²

4.5 Given the breadth of the terms of reference for this inquiry, it has not been possible for the committee to undertake an assessment of the extent to which the various stakeholders have developed and implemented effective strategies in response to these challenges and opportunities. MCEETYA's 2004 report on supply and demand for primary and secondary teachers outlines a number of initiatives in place to attract and retain teachers.³ Some strategies are listed in DEST's recent report on attitudes to teaching as a career.⁴ DEST also provided the committee with details on some of the scholarships and other strategies in place in

2 Department of Education, Science and Training, *Submission No. 59*, p. x.

3 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004.

4 Department of Education, Science and Training, *Attitudes to teaching as a career; A synthesis of attitudinal research*, Canberra, 2006.
http://www.dest.gov.au/sectors/research_sector/publications_resources/profiles/attitudes_teaching_as_career.htm

different jurisdictions to attract and retain teachers particularly in rural and regional schools. (See Appendix E).

- 4.6 The committee is broadly supportive of the recommendations made in previous reports and of the initiatives that have been drawn to its attention.
- 4.7 In this report, the committee will focus its attention on the following key issues concerning the entrants into teacher education:
- the need to ensure that the teaching workforce reflects the diversity of the Australian population;
 - selection criteria for entry into teacher education courses;
 - minimum academic scores for entry;
 - minimum requirements in terms of literacy and numeracy skills; and
 - workforce planning.

Diversity

- 4.8 According to researchers Skilbeck and Connell,

...teaching does not seem to be drawing fully on the multi-ethnic/multi-cultural diversity of Australia... [the] conventional image of teaching [is] as largely a lower middle class, Anglo-Celtic profession, feminine in the primary and lower secondary years and some subject areas (humanities and languages) and masculine in upper secondary years, some subject areas (science, mathematics) and senior leadership positions in schools. Teaching is in danger of being stereotyped through these features of the teaching force. Selection should draw upon the rich cultural diversity of Australian society.⁵

- 4.9 Increasing the diversity of the current teacher education student population to better reflect the contemporary diversity of Australian society is a creditable objective.⁶ The importance of diversity and the need for it to be reflected in the teacher education student make-up was asserted by many contributors to this inquiry.⁷

5 Connell Skilbeck International Education Research and Consultancy, *Submission No. 24*, p. 5.

6 Department of Education, Science and Training, *Submission No. 59*, pp. x & 36.

7 Mr Andrew Ius, Victorian Institute of Teaching, *Transcript of Evidence*, 10 February 2006, p. 12; University of Newcastle, *Submission No. 98*, p. 3; University of Queensland, *Submission No. 147*, p. 3.

- 4.10 Australia's universities have a more diverse population than universities in many other countries,⁸ and numerous universities maintained that their teacher education courses attracted quite a diverse group of students.⁹ However, both the Northern Territory and Tasmania reported that they are currently unable to recruit the required numbers of graduates from diverse cultural backgrounds to provide a teaching workforce representative of the general community.¹⁰

Indigenous entrants

- 4.11 According to the Review of Teaching and Teacher Education:

Prospective Indigenous teachers need to be attracted to the profession in greater numbers. Such teachers serve as role models, infuse a broader range of cultural perspectives into schools, and bring a capacity for closer rapport and identification with students from Indigenous backgrounds.¹¹

- 4.12 Australia-wide, the proportion of Indigenous students enrolled in initial teacher education is approximately 2%,¹² just below the 2001 estimate that 2.4% of the Australian population identify as an Indigenous Australian.¹³ However, the success and retention rates for Indigenous students fall well below average,¹⁴ and the proportion of Indigenous people in the Australian teaching workforce is much lower than the proportion of

- 8 Department of Education, Science and Training, 2004, as quoted, Western Australian Council of State School Organisations Inc, *Submission No. 35*, p. 5.
- 9 University of Newcastle, *Submission No. 98*, p. 3; University of Sydney, *Submission No. 133*, p. 3; Deakin University, *Submission No. 60*, pp. 2-3; University of South Australia, *Submission No. 40*, p. 2; Prof. Vaughan Prain, La Trobe University, *Transcript of Evidence*, 7 June 2005, p. 44; Prof. Ure, University of Melbourne, *Transcript of Evidence*, 7 June 2005, p. 78; University of Ballarat, *Submission No. 55*, p. 2; Australian Technology Network of Universities, *Submission No. 66*, pp. 3-4; Griffith University, *Submission No. 70*, p. 4; University of Queensland, *Submission No. 147*, p. 3; Prof. Toni Reid, Charles Sturt University, *Transcript of Evidence*, 8 March 2006, p. 49; Monash University, *Submission No. 105*, pp 2-4; University of Adelaide, *Submission No. 114*, p. 2; Dr Faye McCallum, University of South Australia, *Transcript of Evidence*, 28 September 2005, p. 32; University of Wollongong, *Submission No. 136*, pp. 3-4; Queensland University of Technology, *Submission No. 72.1*, pp. 4-6; University of Southern Queensland, *Submission No.146*, p. 2; Curtin University of Technology, *Submission No. 158*, pp. 4-5; Murdoch University, *Submission No. 159*, p. 2; Flinders University, *Submission No. 126*, p. 3.
- 10 Northern Territory Government, *Submission No. 124*, p. 1; Tasmanian Government, *Submission No. 127*, p. 10.
- 11 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future: Advancing Innovation, Science, Technology and Mathematics – Agenda for Action*, DEST, Canberra, 2003, p. 21.
- 12 Department of Education, Science and Training, p. 1. (*Exhibit No. 119*)
- 13 AESOC Senior Officials Working Party on Indigenous Education, *Australian Directions in Indigenous Education 2005-2008*, 2005, p. 3.
- 14 Department of Education, Science and Training, pp. 2-3. (*Exhibit No. 119*)

Indigenous people in the Australian population. In 2004, approximately 0.7% of all teachers in Australia were Indigenous.¹⁵ In 2003, Indigenous students represented almost 4% of total school enrolments across Australia¹⁶ and this proportion is growing.¹⁷

- 4.13 In the Northern Territory, Indigenous Australians make up approximately 30% of the population,¹⁸ with 40% of the student cohort identifying as Indigenous.¹⁹ In 2004, approximately 15% of initial teacher education students in the Northern Territory were Indigenous,²⁰ and 15% of teachers in the Northern Territory were Indigenous.²¹
- 4.14 Education has the second highest proportion of Indigenous students of all fields of tertiary education.²² Between 1997 and 2002, approximately 20% of all award course completions by Indigenous students were in Education.²³ So while numbers of Indigenous pre-service teacher education graduates are not high enough to provide the requisite number of Indigenous teachers, teaching is an area of study with relatively strong participation of Indigenous people.²⁴
- 4.15 According to the Australian Teachers Education Association:
- where there are specific programs of pre-service teacher education built around indigenous issues and related to indigenous communities, universities have been quite successful in increasing significantly the number of indigenous graduates in teacher education as elsewhere.²⁵

15 Department of Education, Science and Training – IESIP performance reports, 2003 and 2004.

16 AESOC Senior Officials Working Party on Indigenous Education, *Australian Directions in Indigenous Education 2005-2008*, 2005, p. 3.

17 Mr Russell Jackson, Anangu Education Unit, Department of Education and Children's Services, SA, *Transcript of Evidence*, 27 September 2005, p. 40.

18 NT Department of Employment, Education and Training, *Submission No. 124*, p. 1.

19 NT Department of Employment, Education and Training, *Submission No. 124*, p. 1; Mr Kenneth Davies, NT Department of Employment, Education and Training, *Transcript of Evidence*, 31 August 2005, p. 5.

20 Department of Education, Science and Training, p. 1. (*Exhibit No. 119*)

21 Department of Education, Science and Training – IESIP performance reports, 2003 and 2004.

22 Department of Education, Science and Training, *National Report to Parliament on Indigenous Education and Training*, pp. 90 & 162-163, (*Exhibit No. 55*); Australian Council of Deans of Education, *Submission No. 31*, p. 30.

23 Department of Education, Science and Training, *National Report to Parliament on Indigenous Education and Training*, Canberra, 2003, pp. 164-165. (*Exhibit No. 55*)

24 Senate Employment, Workplace Relations, Small Business and Education Committee, *Katu Kalpa - Report on the inquiry into the effectiveness of education and training programs for Indigenous Australians*, Canberra, 2000, p. 112.

25 Australian Teachers Education Association, *Submission No. 46*, p. 6.

- 4.16 By designing new pre-service teacher education programs specifically for Indigenous students, as well as adapting some current programs, universities could attract and retain a higher number of Indigenous teachers. Programs should be attractive and relevant to Indigenous people and include adequate support mechanisms to assist in the retention of Indigenous students.
- 4.17 In order to be attractive and relevant to Indigenous people, it is important that pre-service teacher education courses:
- adopt culturally-appropriate pedagogy, for example, through the 'Both Ways' philosophy at Batchelor Institute of Indigenous Tertiary Education (BIITE) in the Northern Territory, students are taught Indigenous culture and language alongside Western disciplines, ensuring the content is relevant to the Indigenous learner;²⁶
 - allow community connectedness, particularly for remote Indigenous students, by encouraging community input into the design and content of teacher education courses, as well as allowing the student to continue to live and work in their community whilst studying;
 - offer flexible and appropriate delivery modes, particularly for remote students, for example, BIITE has a unique mixed-mode delivery model, where students combine community-based study and research, field study and supervised work experience with short, intensive residential workshops at a number of sites, including Batchelor and other regional locations,²⁷ individual study at home between workshops is supported through materials and tutorial support within the communities;²⁸
 - allow equitable selection methods, for example, a number of universities already have procedures in place, such as interviews or written assessments, to facilitate Indigenous student entry to teacher

26 Mrs Robyn Ober, Batchelor Institute of Indigenous Tertiary Education, *Transcript of Evidence*, 30 August 2005, pp. 5-6; Ses Zaro, Student, Batchelor Institute of Indigenous Tertiary Education, *Transcript of Evidence*, 30 August 2005, p. 23.

27 Batchelor Institute of Indigenous Tertiary Education, *Submission No. 88*, p. 1.

28 Ms Valerie Bainbridge, Batchelor Institute of Indigenous Tertiary Education, *Transcript of Evidence*, 30 August 2005, p. 4; Mr John Ingram, Batchelor Institute of Indigenous Tertiary Education, *Transcript of Evidence*, 30 August 2005, p. 11. Another example of a flexible delivery program is the Remote Area Teacher Education Program (RATEP) which provides teacher education courses on-site to Indigenous students in Northern Queensland, primarily in remote locations, but also in urban areas such as Cairns and Mackay: see Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future: Advancing Innovation, Science, Technology and Mathematics – Main Report*, DEST, Canberra, 2003, p. 133; Dr Jennifer Rennie, Charles Darwin University, *Transcript of Evidence*, 31 August 2005, pp. 44-45.

education courses in the case that the student did not meet the standard entrance requirements;²⁹ and

- offer varied pathways, for example, there should be more encouragement and assistance for Aboriginal and Islander Education Workers (AIEWs) to study and formalise their professional learning in order to qualify as teachers.³⁰

4.18 Important support mechanisms to assist in the retention of Indigenous students include:

- financial assistance by offering Indigenous teacher education students scholarships and providing targeted funding schemes, such as reserving HECS places for Indigenous students;
- adequate pastoral and academic support, including counselling, for example, the Remote Area Teacher Education Program (RATEP) in North Queensland boasts very low attrition rates due to the supported nature of learning³¹ which involves the provision of a generalist tutor within a community who provides tutorial support for those who are studying whilst working as an AIEW;³² and
- committed Indigenous staff, for example, Charles Darwin University has a program which involves Indigenous lecturers working specifically with Indigenous students to increase retention³³ and at BIITE, it is paramount that lecturers have cross-cultural awareness and sensitivities, including the capacity to work effectively in cross-cultural contexts.³⁴

29 University of Western Sydney, *Submission No. 152*, p. 3; Prof. Sandra McLean, Queensland University of Technology, *Transcript of Evidence*, 6 July 2005, p. 50; Flinders University, *Submission No. 126*, p. 2; Batchelor Institute of Indigenous Tertiary Education, *Submission No. 88*, p. 2.

30 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future: Advancing Innovation, Science, Technology and Mathematics – Agenda for Action*, DEST, Canberra, 2003, p. 22.

31 Mr Gary Barnes, Department of Education and the Arts, Queensland, *Transcript of Evidence*, 6 July 2005, p. 6.

32 Mr Kenneth Smith, Department of Education and the Arts, Queensland, *Transcript of Evidence*, 6 July 2005, p. 4.

33 Dr Suzanne Parry, Teacher Registration Board of the Northern Territory, *Transcript of Evidence*, 31 August 2005, p. 21.

34 Batchelor Institute of Indigenous Tertiary Education, *Submission No. 88*, p. 3.

Male entrants

4.19 Research indicates that boys without a strong male role-model are at greater risk of educational failure.³⁵ Hence it is of some concern that there is a relatively low proportion of men in both teacher education and the teaching workforce:

The gender imbalance is particularly strong in the primary and lower secondary sectors. Furthermore, statistics tend to show that the imbalance if anything may get worse as the proportion of males among new graduates in teaching is declining. While not all agree, some researchers have argued that the lack of male teachers as role models may impact negatively on boys' education.³⁶

4.20 Men make up only around 25% of students studying initial teacher education.³⁷ This is fairly consistent throughout Australia, except in the Northern Territory, where they are an even lower proportion (15-20%), and in the ACT, where the proportion of male students is slightly higher than average (around 30% of students are men).³⁸ The retention and success rates for men in initial teacher education courses are slightly lower than for women.³⁹

4.21 A similar trend can be seen within schools. Data show that at 2001, 79.1% of primary teachers and 55.3% of secondary teachers across Australia were women.⁴⁰ This proportion has grown since 1992, when 74% of primary teachers and 51% of secondary teachers were women.⁴¹

4.22 The situation is similar in both the Independent Schools and Catholic Schools sectors.⁴² Internationally, many countries are concerned that the proportion of men in teaching is declining, with OECD trend data clearly showing that teaching has become more feminised in recent years.⁴³

35 Mr Peter West, *Submission No. 95*, p. 7.

36 Department of Education, Science and Training and James Cook University, *School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences*, Canberra, 2004, p. 4.

37 Department of Education, Science and Training, p.1. (*Exhibit No. 119*)

38 Department of Education, Science and Training, p.1. (*Exhibit No. 119*)

39 Department of Education, Science and Training, pp.2-3. (*Exhibit No. 119*)

40 Australian Bureau of Statistics, *Schools Australia* series, 2001.

41 Department of Education, Science and Training, *Attracting, Developing and Retaining Effective Teachers: Australian Country Background – Main Report and Update*, M. Skilbeck & H. Connell, 2004, p. 13. (*Exhibit No. 51*)

42 Independent Schools Council of Australia, *Submission No. 116*, p. 13; Catholic Education Commission, *Submission No. 134.1*, p. 1.

43 OECD, Directorate for Education, Education and Training Policy Division, *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, Synthesis Report, 2005, p. 54.

- 4.23 In 2002, this committee's predecessor concluded that teaching is not an attractive career option for men for reasons including concerns about "the status of teachers in the community, salary, career opportunities and child protection issues".⁴⁴ The committee also found that "salary progression and promotional opportunities for teachers do not keep pace with the opportunities available outside teaching".⁴⁵
- 4.24 There appear to be three main explanations for the lack of men entering teacher education and remaining in teaching:⁴⁶
- salaries and status overall are lower relative to other professions, especially for men;
 - teaching is often stereotyped as 'women's work', especially in the primary area, and a DEST study found that students, parents and teachers viewed teaching as a more 'natural' choice for women, given their perceived biological affinity for children and family orientation;⁴⁷ and
 - a fear that they may be wrongly accused of child abuse is a deterrent to men entering teaching, particularly at primary level.
- 4.25 The Australian Government already has a number of actions in place which aim to increase the number of men entering teaching:
- the Australian Government has proposed an amendment to the *Sex Discrimination Act 1984* (SDA) to provide protection from legal challenge under the SDA for education authorities to offer male teacher scholarships ... [and] has also committed \$1 million to provide teacher scholarships for men training to become primary school teachers. DEST has begun preliminary planning for introducing scholarships for qualifying male teacher education students.⁴⁸
- 4.26 The Australian Government also supports the MATES (Male Teacher Support) Project, which is being undertaken by Central Queensland
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44 *Boys: Getting it Right*, House of Representatives Standing Committee on Education and Training, 2002, pp. xxii & 155.

45 *Boys: Getting it Right*, House of Representatives Standing Committee on Education and Training, 2002, p. 157.

46 Department of Education, Science and Training, *Attracting, Developing and Retaining Effective Teachers: Australian Country Background - Main Report and Update*, M. Skilbeck & H. Connell, 2004, pp. 14-15 (*Exhibit No. 51*); Department of Education, Science and Training and James Cook University, *School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences*, 2004, pp. 94 & 106.

47 Department of Education, Science and Training, *Attitudes to Teaching as a Career: A Synthesis of Attitudinal Research*, 2006, p. 4.

48 Department of Education, Science and Training, *Submission No. 59*, p. 42.

University (CQU) in partnership with the Queensland Department of Education and the Arts and the Queensland Catholic Education Commission.⁴⁹ The MATES project:

- promotes teaching as a viable career to male school students;
- provides support for male teacher education students (including encouraging male candidates to continue into the teaching profession); and
- supports existing male teachers.⁵⁰

4.27 However, an issue with the MATES program identified by the Federation of Parents and Friends Associations of Catholic Schools of Queensland is the lack of male teachers available to be mentors.⁵¹

4.28 Recent attempts to provide scholarships aimed at attracting men to the profession have not achieved overwhelming support and in some cases scholarships are not fully taken up.⁵² The committee would like to see the development and implementation of a range of innovative programs in order to increase the number of male applicants and entrants to teacher education.

4.29 While the committee encourages initiatives aimed at increasing the proportion of men in teaching positions, it recognises that this is a difficult area to effect change, gender imbalances in primary schools teachers having existed for quite some time.⁵³ Further, the committee recognises that the quality of a teacher is more important than whether the teacher is male or female.⁵⁴

49 Department of Education, Science and Training, *Submission No. 59*, p. 42.

50 Department of Education, Science and Training, *Submission No. 59*, p. 42; Mr Garry Everett, Federation of Parents and Friends Associations of Catholic Schools of Queensland, *Transcript of Evidence*, 6 July 2005, p. 35.

51 Mrs Dianne Reardon, Federation of Parents and Friends Associations of Catholic Schools of Queensland, *Transcript of Evidence*, 6 July 2005, p. 38.

52 Western Australian Council of State School Organisations Inc, *Submission No. 35*, pp. 4-5.

53 In Victoria gender balance of primary school teachers is as it was in 1870. Mr Tony Bugden, Department of Education and Training, Victoria, *Transcript of Evidence*, 25 May 2006, p. 11.

54 For commentary on de-gendering the teaching body, see Department of Education, Science and Training and James Cook University, *School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences*, Canberra, 2004, pp. 102-103.

Rural/Remote/Isolated entrants

- 4.30 A 2004 study found that for rural school students, teaching appeared to be an attractive career option.⁵⁵

Low SES and rural/regional students were more likely to consider teaching as an attractive option than high and middle SES students in metropolitan areas. Some regional students perceived teaching as an attractive option because it would enable them to live in their region and play a rewarding role in their community.⁵⁶

- 4.31 In each of the years between 2001 and 2004, approximately 26% of all students enrolled in initial teacher education courses were from a rural area of Australia, and 2% were from an isolated area.⁵⁷ This compares to 2001 Census data which estimated 66.3% of Australians lived in major cities, 20.7% lived in inner regional Australia, 10.4% lived in outer regional Australia and 2.6% lived in remote or very remote Australia.⁵⁸

- 4.32 While retention and success rates for students from rural backgrounds are the same as for all students studying initial teacher education, the retention and success rates for students from isolated backgrounds are significantly lower.⁵⁹ This may be due to what DEST describes as a 'city-centric' preparatory model for teaching professionals:⁶⁰

Potential country teacher education students can find access to university study in cities problematical due to location and costs.⁶¹

- 4.33 Similar concerns about access and the financial burden caused by relocation in order to study were raised by other contributors to this inquiry.⁶² In South Australia,

teacher training and education ... is still only accessible in Adelaide. There are no variations to the standard semester-based,

55 Department of Education, Science and Training and James Cook University, *School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences*, Canberra, 2004, pp. 105-106.

56 Department of Education, Science and Training, *Attitudes to Teaching as a Career: A Synthesis of Attitudinal Research*, 2006, p. 4.

57 Department of Education, Science and Training, p. 1. (*Exhibit No. 119*)

58 ABS, 2001 Estimated Resident Population, p. 19.

59 Department of Education, Science and Training, pp. 2-3. (*Exhibit No. 119*)

60 Department of Education, Science and Training, *Submission No. 59*, p. 37.

61 SA Department of Education and Children's Services, *Submission No. 157*, p. 11.

62 Social Justice Research Collective, Flinders University of South Australia, *Submission No. 109*, pp. 3-4; South Australian Primary Principals Association, *Submission No. 86*, p. 3; Mr Adam Piccoli MP, *Submission No. 20*, p. 1; Isolated Children's Parents' Association of Australia, *Submission No. 100*, p. 2; Mr John Halsey, Rural Education Forum Australia, *Transcript of Evidence*, 27 September 2005, p. 60.

on-campus university programs. Opportunities to study and gain school-based experience and complete practicum requirements by distance or mixed mode program delivery, summer school intensives and other flexible packages are still not available. Such options would be a productive option for those who reside in country areas and whose family interests mean relocation is not possible.⁶³

- 4.34 Living and relocation costs are prohibitive for rural and isolated students, who may need to relocate in order to study. Many rural and isolated students are ineligible for Youth Allowance, and only a limited number are able to gain a scholarship.⁶⁴ They are often forced to work to support themselves or to supplement incomes from parents, scholarships/grants or Youth Allowance/Austudy:⁶⁵

Many young trainee teachers from rural and remote Australia are unable to sustain the financial rigors of living away from home for the years of their course, and hence do not complete their studies.⁶⁶

- 4.35 State governments already provide some assistance for rural and isolated students to complete teacher education. For example:
- in South Australia, up to \$10,000 is provided to students from country locations who are completing a teacher education course in South Australia as part of the Country Teaching Scholarships program and at the successful completion of their studies, scholarship holders are offered permanent employment in a country school for a minimum of two years following the completion of their teacher education program;⁶⁷ and
 - in Queensland, the Bid O'Sullivan Scholarship Scheme offers scholarships valued at \$20,000 each to aspiring teachers in rural and remote areas who undertake full-time undergraduate teaching degrees at Queensland universities.⁶⁸

63 South Australian Primary Principals Association, *Submission No. 86*, p. 3.

64 Isolated Children's Parents' Association of Australia, *Submission No. 100*, pp. 2-3.

65 Social Justice Research Collective, Flinders University of South Australia, *Submission No.109*, p. 3.

66 Isolated Children's Parents' Association of Australia, *Submission No. 100*, p. 2.

67 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, 2004, p. 41; Ms Wendy Teasdale-Smith, Australian Secondary Principals' Association, *Transcript of Evidence*, 2 June 2005, p. 20.

68 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, 2004, p. 41.

- 4.36 Certain universities are also supporting rural and isolated students. Charles Sturt University has a policy of trying to provide for those who are disadvantaged geographically,⁶⁹ while Flinders University:
- provides bonus points for Year 12 students from Remote and Rural backgrounds in recognition of the fact that their educational choices are likely to have been limited by lack of access to a full range of year 12 subjects.⁷⁰
- 4.37 Curtin University of Technology allows potential teachers in rural and regional areas of Western Australia to access Early Childhood and Primary courses via Curtin College for Regional Education (CCRE):
- The College makes the Curtin (Bentley) degrees available in their regional centres in Western Australia, for example Kalgoorlie, Esperance, Geraldton, and, in a new collaboration with the University of Western Australia, in Albany.⁷¹
- 4.38 The issue is not necessarily about attracting regional, rural and isolated students to teacher education, but rather about providing them with better support to ensure their retention and successful completion of their studies. The committee would like to see more innovative initiatives in this area. Some suggestions include:
- the preservation of existing faculties of education in regional and remote areas;⁷²
 - the establishment of regional tertiary campuses or programs at which country/rural students (especially school leavers) can complete at least the first year of their tertiary education;⁷³
 - delivery of programs in situ for rural and remote areas, perhaps through local TAFE campuses, and school-based internship models of teacher education which allow people to train with minimal disruption to family location;⁷⁴
 - further creation of flexible delivery, including improving online access and delivery of teacher education;⁷⁵

69 Prof. Jo-Anne Reid, Charles Sturt University, *Transcript of Evidence*, 8 March 2006, p. 49.

70 Flinders University, *Submission No. 126*, p. 3.

71 Curtin University of Technology, *Submission No. 158*, p. 4.

72 Australian Council of Deans of Education, *Submission No. 31*, p. 32.

73 Teachers Registration Board of South Australia, *Submission No. 38*, p. 3.

74 South Australian Primary Principals Association, *Submission No. 86*, p. 3; Mr John Halsey, Rural Education Forum Australia, *Transcript of Evidence*, 27 September 2005, p. 60; Mr Adam Piccoli MP, *Submission No. 20*, p. 1.

75 Australian Council of Deans of Education, *Submission No. 31*, p. 32; Open Universities Australia, *Submission No. 33*, p. 2.

- making available some form of tertiary access allowance for students who come from rural and remote areas of Australia;⁷⁶ and
- making available specific scholarships for rural and remote students.⁷⁷

Non-English Speaking Background entrants

- 4.39 Overseas-trained teachers and teachers from non-English speaking backgrounds “bring a range of experience, cultural perspectives and languages to... schools, and are important in a multicultural school context. Many overseas-trained teachers are employed to fill vacancies in subject areas of shortage, such as mathematics and science.”⁷⁸
- 4.40 From 2001 to 2004 approximately 2% of all students enrolled in initial teacher education courses were from non-English speaking backgrounds.⁷⁹ This is lower than the proportion of all Australian tertiary students from non-English speaking backgrounds which, between 1998 and 2003, was 3-5%.⁸⁰ In addition, students from non-English speaking backgrounds had slightly lower retention and success rates when compared to the entire initial teacher education cohort.⁸¹
- 4.41 English is the only language spoken at home by approximately 79% of the population.⁸² Only 13% of teachers are from non-English speaking backgrounds compared with 23% of school students.⁸³ However, some universities have reported an increase in the number of their teacher education students from non-English speaking backgrounds.⁸⁴
- 4.42 Several universities offer a wide range of language curriculum units, designed to encourage students from non-English speaking language and community backgrounds to enter pre-service teacher education courses. For instance, the University of Sydney offers Chinese, French, German, Indonesian, Italian, Japanese, Hebrew and Modern Greek to secondary

76 Isolated Children's Parents' Association of Australia, *Submission No. 100*, p. 3.

77 Isolated Children's Parents' Association of Australia, *Submission No. 100*, p. 3.

78 NSW Legislative Council, Standing Committee on Social Issues, *Recruitment and Training of Teachers*, Report 35, October 2005, p. 71. (*Exhibit No. 90*)

79 Department of Education, Science and Training, p.1. (*Exhibit No. 119*)

80 Australian Vice Chancellors' Committee, *Key Statistics – Students*, 2005, Table C.8: Number of Non-Overseas Enrolments by Equity Group, 1998-2003, at <http://www.avcc.edu.au/documents/publications/stats/students.pdf> (accessed 22/1/07)

81 Department of Education, Science and Training, pp.2-3. (*Exhibit No. 119*)

82 ABS, *Census of Population and Housing, Selected Social and Housing Characteristics Australia*, 2001, p. 94.

83 NSW Legislative Council, Standing Committee on Social Issues, *Recruitment and Training of Teachers*, Report 35, 2005, p. 71 (*Exhibit No. 90*)

84 University of Western Sydney, *Submission No. 152*, pp. 3-4.

pre-service teachers, as well as a primary languages course.⁸⁵ The University of Sydney also 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.⁸⁶

- 4.43 The committee welcomes further initiatives within teacher education programs designed to attract more students from non-English speaking backgrounds into teaching. In addition, the committee believes it is necessary for reliable and valid data on why teaching appears to be an unattractive career option for students from non-English speaking backgrounds be collected in order to better inform policy decisions in this area:

Anecdotal evidence would suggest that relevant factors include migrants' expectations about the status and remuneration of their professional futures, and perceptions of the difficulties of entering a profession demanding high levels of English language proficiency.⁸⁷

Low Socio-Economic Status entrants

- 4.44 Statistics indicate that in each of the years between 2001 and 2004, approximately 20% of all students enrolled in initial teacher education courses were from low Socio-Economic Status (SES) backgrounds.⁸⁸ While this is slightly below the Australian population proportion of 25%, it compares favourably to the overall proportion of Australian tertiary students from low SES backgrounds, which in each of the years between 1998 and 2003 was approximately 15%.⁸⁹
- 4.45 Research in 2004 found that low SES and rural/regional students were more likely to consider teaching as an attractive option than high and middle SES students in metropolitan areas:⁹⁰

85 University of Sydney, *Submission No. 133*, p. 4.

86 University of Sydney, *Submission No. 133*, p. 4.

87 Queensland Association of Teachers of English to Speakers of Other Languages, *Submission No. 57*, p. 2.

88 Department of Education, Science and Training, p. 1. (*Exhibit No. 119*)

89 Australian Vice Chancellors' Committee, *Key Statistics – Students*, 2005, Table C.8: Number of Non-Overseas Enrolments by Equity Group, 1998-2003; and see, for example, Monash University, *Submission No. 105*, p. 4; and Ms Miriam Parsons, University of Adelaide, *Transcript of Evidence*, 29 September 2005, p. 21.

90 Department of Education, Science and Training and James Cook University, *School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences*, Canberra, 2004, pp. 105-106; DEST, *Attitudes to Teaching as a Career: A Synthesis of Attitudinal Research*, 2006, p. 4.

there seemed to be something of an inverse relationship between the socio-economic status of the school and the number of students who were considering teaching as a career opportunity.

Specifically, the higher the socio-economic status of the school, the fewer the number of students who claimed that they were interested in teaching. In high and middle SES metropolitan schools, for instance, students tended to be more dismissive of teaching as a desirable career. By comparison, in lower SES schools, and in the rural school, more students claimed that they were considering teaching as a likely career.⁹¹

- 4.46 Some universities offer financial assistance to increase the participation of low SES students in teacher education. For example, at QUT, a scholarship is awarded annually to a student from a low SES background enrolled in the BEd Primary program, and a \$2,500 one-year scholarship is offered to a final-year student who is experiencing financial hardship.⁹² The committee commends such initiatives and encourages similar schemes in States and Territories where the proportion of low SES students is below the Australian population proportion, particularly in the Northern Territory, where only 10-15% of students enrolled in initial teacher education are from low SES backgrounds.⁹³

Funding to increase diversity

- 4.47 The committee is committed to enabling universities to do more to reach out into communities and down into schools, to attract and encourage more people from under-represented groups to apply for places in teacher education, and, if necessary, provide them additional support to enable them to succeed.

91 Department of Education, Science and Training and James Cook University, *School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences*, Canberra, 2004, p. 82. (Exhibit No. 12)

92 Australian Technology Network of Universities, *Submission No. 66*, p. 4.

93 Department of Education, Science and Training, p. 1. (Exhibit No.119)

Recommendation 4

The committee recommends that:

- (a) the Australian Government establish a Teacher Education Diversity Fund of \$20 million per annum for universities to access, possibly in partnership with other bodies, to develop and implement innovative programs in order to increase the number of applicants and entrants to teacher education from under-represented groups;
- (b) the granting of funding from the Teacher Education Diversity Fund for programs targeting disadvantaged groups be conditional on the use of diagnostic testing of students with a view to identifying their individual needs so that they can be provided with the support necessary to succeed; and
- (c) the Australian Government monitors closely the impact of the Teacher Education Diversity Fund on the enrolment of students from under-represented groups in teacher education across Australia.

Selection criteria for teacher education courses

- 4.48 Applicants for teacher education places predominantly fall into two groups – school leavers who enter straight from school and university graduates who go straight into end-on teacher education programs, and mature-aged and career-change entrants.
- 4.49 Submissions to the inquiry indicate that many entrants to universities are non-school leavers. For instance, Flinders University reported that 60% of its teacher education students were mature age⁹⁴ and the University of Tasmania reported that 30% of its teacher education students were over 25 years of age.⁹⁵ According to the Board of Teacher Registration in Queensland, there has been “a shift in recent years towards a substantially larger proportion of mature-age and career-change entrants in teacher education programs compared with school leavers. In some Queensland

94 Prof. Faith Trent, Flinders University, *Transcript of Evidence*, 27 September 2005, p. 23.

95 University of Tasmania, *Submission No. 119.1*, p. 1.

institutions the proportion is reported to be 50% and higher. This changing demographic is influencing the design of programs".⁹⁶

- 4.50 Figures showing the bases of admission into universities for 2004 confirm that there is a wide range of bases for admission into teacher education courses.

Table 3 **Bases for Admission to Teacher Education Courses 2001-2004**

	2001 Number of students and percentage of total	2002 Number of students and percentage of total	2003 Number of students and percentage of total	2004 Number of students and percentage of total
Satisfactory completion of final year of secondary education at school	6035 (28.8%)	5668 (26.4%)	5261 (25.2%)	5205 (23.9%)
Incomplete higher education course	2543 (12.2%)	2675 (12.4%)	2772 (13.3%)	3159 (14.5%)
Completed higher education course	6283 (30%)	6687 (31.1%)	7009 (33.5%)	7377 (33.8%)
Mature age or other special provisions	1685 (8.1%)	1997 (9.3%)	1770 (8.5%)	1745 (8%)
Complete or incomplete TAFE course (other than a secondary education course)	1588 (7.6%)	2034 (9.5%)	1895 (9.1%)	2089 (9.6%)
Examination or assessment by institution	1144 (5.5%)	1282 (6%)	1283 (6.1%)	1286 (5.9%)
Employment experience, professional qualification or completion of Open Learning Studies	345 (1.6%)	440 (2%)	447 (2.1%)	377 (1.7%)
Satisfactory completion of final year of secondary education at TAFE or other institution	111 (0.5%)	93 (0.4%)	87 (0.4%)	129 (0.6%)
Other basis	1187 (5.7%)	634 (2.9%)	374 (1.8%)	456 (2.1%)
TOTAL	20,921	21,510	20,898	21,823

Source Department of Education, Science and Training, correspondence, 2006

- 4.51 While there is a range of selection processes already in use to select applicants for teacher education, applicants who enter straight from school are selected primarily, and most often solely, on the basis of academic achievement, as represented by the TER score or equivalent while university graduates who go straight into end-on teacher education programs are selected primarily on their Grade Point Average (GPA).
- 4.52 There are some exceptions to this. For instance, both the University of Notre Dame⁹⁷ and Tabor College⁹⁸ reported interviewing applicants as

96 Board of Teacher Registration, Queensland, *Submission No. 37*, p. 4.

part of selection procedures. The Victoria University reported that it once interviewed all students but now interviewed only marginal students. Written personal applications form a significant part of the selection process.⁹⁹

- 4.53 A wider range of processes is used in the selection of mature-aged or career-change applicants including interviews, referee reports and the recognition of industry recognised qualifications and experience.¹⁰⁰
- 4.54 Many universities also have a range of special entry provisions under equity and access programs. For instance, Deakin University's equity and access program gives special consideration to applicants from a wide range of designated groups including mature-aged applicants and applicants from disadvantaged socio-economic backgrounds.¹⁰¹ The University of South Australia interviews applicants from low SES backgrounds, and gives extra entry points to students from particular targeted areas where the university is trying to build up longer term relationships.¹⁰² Flinders University provides bonus points for Year 12 students from remote and rural backgrounds.¹⁰³

Should selection processes be based on broader criteria than academic achievement?

- 4.55 Selection procedures are one of the most contested areas concerning the intake of students into teacher education. Central to this debate is the question: should selection procedures be based on academic performance or should they draw on a wider range of criteria?

Academic aptitude is not enough

- 4.56 Many contributors to this inquiry questioned the adequacy of using academic performance as the primary means of gaining entry into teacher education courses at Australian universities. It is not enough to have

97 University of Notre Dame, *Submission No. 15*, p. 4.

98 Mr Frank Davies, Tabor College Adelaide, *Transcript of Evidence*, 29 September 2005, p. 57.

99 Dr Brenda Cherednichenko, Victoria University, *Transcript of Evidence*, 7 June 2005, p. 84.

100 See, for example: University of Notre Dame, *Submission No. 15*, p. 4; Mr Russell Matthews, Deakin University, *Transcript of Evidence*, 8 June 2005, p. 25; University of Newcastle, *Submission No. 98*, p. 2; Queensland University of Technology, *Submission No. 72.1*, Appendix A.

101 Deakin University, *Submission No. 60*, p. 1.

102 University of South Australia, *Transcript of Evidence*, 28 September 2005, p. 38.

103 Flinders University of South Australia, *Submission No. 126*, p. 3.

academic aptitude to be an effective teacher nor is academic performance a reliable indicator of whether a student possesses the wide range of other attributes required of a teacher. The other attributes cited include: a knowledge and enjoyment of the subject they teach; an ability to acquire new knowledge and understanding; 'other directedness' or recognition of and responsiveness to the distinctive, individual needs and interests of others; favourable attitudes to children; a sense of calling and a strong motivation to teach; and, specified levels of literacy and numeracy.

4.57 In support of arguments for broader selection criteria for teacher education, the review *Australia's Teachers: Australia's Future, Advancing Innovation, Science, Technology and Mathematics* stated: "clear evidence of aptitude for teaching as a criterion for selection and enrolment in a teacher education program is important... Aptitude is certainly assessed as a criterion for entry to the profession on completion of initial training; it requires attention also in selection for entry to training".¹⁰⁴

4.58 Many contributors to this inquiry were concerned that a reliance on academic scores could disadvantage some applicants and result in the exclusion of potentially excellent teachers. For example, a student from Victoria University told the committee:

The reason I did choose Victoria Uni is that they did not look at my TER. My TER was average. It was not great. They did not look at it. I was happy to have an interview. I was happy to write an application piece on why I wanted to be a teacher because it was something I was passionate about and it was something that I could show the panel that I could do. They could look at the experience I had had working with kids and take me on my merit as a person, not on my score of what I did in high school.¹⁰⁵

4.59 The committee received other anecdotal evidence about students performing well in teacher education despite not possessing the requisite academic entrance score:

A young man wanted to do a graduate diploma in primary education at QUT and he had grade point average of 3.9 from his previous degree. He drove down from Currimundi and he was on his knees pleading, "This is all I have ever wanted to do." I took a risk with him and let him come into the course. I said, "I am going

104 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future, Advancing Innovation, Science, Technology and Mathematics – Main Report*, DEST, Canberra, 2003, p. 136.

105 Student, Victoria University, *Transcript of Evidence*, 7 June 2005, p. 100.

to watch you carefully.” He is now one of the best teachers in the Queensland education department.¹⁰⁶

- 4.60 Most of the contributors who argued that academic achievement is not enough were generally in favour of a ‘balanced approach’ to selection which combined academic achievement with other strategies such as interviews, personality schedules, reports of relevant work experience, personal statements, psychological testing, structured references, principal or school reports, role play exercises, and questionnaires.

Current selection processes are the most pragmatic choice

- 4.61 Many other contributors, including the majority of universities, argued for the continuation of the current procedures used for selecting students for teacher education courses. Many course providers pointed out the immense costs that would be incurred using other strategies as the primary method for selecting students.

We get over 2,000 applicants for the Graduate Diploma of Education. We take 600. We go for the highest scoring students. In the BEd (Primary), again, we had about 1,900 applicants this year. We took 153.¹⁰⁷

I had 1,700 applicants for 200 places. I calculated that if we spent only 15 minutes, which meant a seven-minute interview and the rest of the time on the administration of the process – and that is a fairly efficient administration, I can tell you – we would wipe out 25% of the fees that we get for the 200 we enrol.¹⁰⁸

The interview process is expensive. With the limited resources I have got, I would not invest in that. I would rather put them into the practicum.¹⁰⁹

- 4.62 Many contributors who argued for the status quo pointed out that the value of alternative strategies has not been proven. Moreover, they suggested, assessing a student’s personal attributes, is a difficult and subjective process. As a representative from the University of Southern Queensland explained:

106 Prof. Tania Aspland, University of the Sunshine Coast, *Transcript of Evidence*, 6 July 2005, pp. 67-68.

107 Prof. Ure, University of Melbourne, *Transcript of Evidence*, 7 June 2005, p. 76.

108 Prof. Susan Willis, Australian Council of Deans of Education, *Transcript of Evidence*, 13 October 2005, p. 18.

109 Prof. Denis Goodrum, Australian Council of Deans of Education, *Transcript of Evidence*, 13 October 2005, p. 18; and see University of Newcastle, *Submission No. 98*, p. 2; Faculty of Education, La Trobe University, *Submission No. 65*, p. 2.

A number of years ago we used to interview every candidate for the primary and secondary graduate diploma. We stopped doing it because we were finding that, for the students we had interviewed, there was no predictor we could use. It did not really matter. So we stopped doing it simply because of the time and expense. We used to keep the records and we found no predictors. In fact, probably one of the better candidates that we interviewed turned up to the first day of lectures with a machete strapped to his leg and a flagon of wine under his arm. He did not turn up for the interview with those things.¹¹⁰

- 4.63 Teaching is generally a four year degree, and it is often during the course of those four years that students develop the qualities and attributes of a good teacher.

When we select people on the basis of what they are now... we may actually be making a very unjust decision because what people are when they enter, often at 17 or coming from another profession or something, and what they are when they leave should be two different things. The role of a program of education is to get people to experience that personal growth.¹¹¹

- 4.64 Some applicants for teacher education courses do not intend to teach but wish to acquire the broad range of skills which studying for an education degree will afford. It would be unfair to exclude them from courses because they did not possess some of the attributes considered necessary for teaching.

- 4.65 Effective teachers bring to their role a wide range of qualities and attributes that are not assessed in any way by an academic score. These are arguably as important as academic capacity. Teachers need both. Intuitively, the idea that interviews, portfolios, written statements and other evidence of "understanding and acceptance that teaching is a vocation, not just a job"¹¹² should be used in combination with academic scores as the basis for selection, resonates with the committee. However, to use these strategies in a way that does not in itself exclude candidates requires a significant investment of time and resources. In the absence of firm evidence that these strategies are better predictors of who will be successful students, let alone teachers, the committee understands the reluctance of some universities to adopt such processes.

110 Ms Lesley McAuley-Jones, University of Southern Queensland, *Transcript of Evidence*, 7 July 2005, p. 34.

111 Mr Mark Dawson, University of Southern Queensland, *Transcript of Evidence*, 7 July 2005, p. 34.

112 Hobart Forum on Teacher Education, *Submission No. 171*, p. 3.

- 4.66 Clearly, traditional selection processes should be supplemented by interviews and other strategies for applicants who may otherwise be disadvantaged by sole reliance on a TER score. From the evidence presented to the committee, it would appear that universities are already expanding pathways to entry and broadening selection criteria in response to employers' promotion of the value of and the need to attract people from a diverse range of backgrounds into teaching. The committee does not have evidence about the extent to which the current arrangements are still excluding people who wish to enter teaching and who would be effective teachers.
- 4.67 The evidence received by the committee on this issue simply reinforces the need to establish whether there are links between specific requirements for entry to teacher education programs and the quality of teachers prepared within those programs, both at graduation and over time.¹¹³ The longitudinal study recommended in Chapter 2 should provide the data necessary to inform future policy development in this area.

Should a minimum academic score be set for entry?

- 4.68 A second issue regarding selection processes for teacher education courses is whether, in cases where academic entrance scores are used as the basis for selection, there should be a minimum score set.
- 4.69 While there is evidence that the academic entrance scores for teacher education have risen in recent years as the demand for places has grown, there is significant variation in the ENTER scores of applicants and there are still some instances where they are low. (*see* Appendix F) Moreover, in a system in which the level of the academic minimum score for entrance is driven by the demand for places, the prospect of a shortage of teachers is of significant concern.

...if we are looking at a situation in the next few years where there is a need to increase the number of people coming into teacher education, we absolutely must avoid what happened in the late 1980s and early 1990s, when some teacher education programs simply filled up their quota and they went down, down, down in terms of the TER scores, well below 50 in many cases. You live with that problem for the rest of their careers. The ones who are more likely to stay in teaching are the ones with the lower TER entrance scores. Our research is clear on that. That is not fair to kids.¹¹⁴

113 Board of Teacher Registration, Queensland, *Submission No. 37*, p. 4.

114 Dr Lawrence Ingvarson, Research Director, ACER, *Transcript of Evidence*, 7 June 2005, p. 18.

- 4.70 There is some concern among those who favour a minimum score being set for entry that low cut-off scores for university admission equates with low professional status and diminishes the likelihood of successfully recruiting high achieving students into the field.¹¹⁵
- 4.71 While noting that many universities impose a minimum score, the committee is not comfortable with a system in which the level of demand for places determines the minimum level of academic performance of students entering teacher education, especially given the tendency for this to fall in times of low demand. However, the qualities of students when they graduate are more important than their academic achievement when they entered the course. It is at graduation that no compromise on standards should be made. Earlier in this report, the committee has called for the development of national professional standards for teaching at graduate level (as well as for other levels) and for the use of these standards in the processes for registering teachers and accrediting courses. A requirement for graduates and courses to demonstrate that they meet these standards should address concerns about entrants' tertiary ranking scores.
- 4.72 The committee's focus on the outcomes of teacher education courses is also more consistent with initiatives to diversify pathways into teaching and to encourage the entry of people into teacher education courses who are involved in other professions or occupations but who have a desire and the capacity to be teachers.
- 4.73 While the committee acknowledges that there is a perceived link between academic entrance scores and the status of the teaching profession, it is confident that the status of the profession will rise once all beginning teachers have had to demonstrate that they have had to meet high professional standards to achieve their qualification and be registered as a teacher.

Minimum requirements for literacy and numeracy

- 4.74 A third issue regarding selection processes for teacher education courses is whether there should be minimum requirements for literacy and numeracy skills.

115 N. Alloway, L. Dalley, A. Patterson, K. Walker & M. Lenoy, *School students making education and career decisions: aspirations, attitudes and influences*, DEST, Canberra, 2004, p. 87. (Exhibit No. 12)

- 4.75 A number of submissions stressed the importance of teachers having high level literacy and numeracy skills and favoured some form of entry level testing.
- 4.76 The literacy and numeracy prerequisites varies considerably between universities. For instance, in respect of mathematics, data provided by the Australian Mathematical Sciences Institute (AMSI) shows that only four of 31 universities state that they require Year 12 mathematics of any type, while another eight indicate that they require Year 11 mathematics. The remaining 19 do specify any level of mathematics as an entry requirement or have not stated it on their course information websites.¹¹⁶
- 4.77 There is some concern that high academic scores do not necessarily reflect literacy and numeracy skills and can “sometimes disguise a student’s literacy and numeracy problems”.¹¹⁷
- 4.78 A number of submissions expressed concern that raising the mathematics pre-requisites for entry may lead to the exclusion of some students.¹¹⁸ The Faculty of Education at the University of Melbourne claimed that if it increased the pre-requisite from Year 11 to Year 12 mathematics for its teacher education courses, half of the currently accepted applicants would be lost. This included 50% of students with an ENTER score above 95.¹¹⁹
- 4.79 Monash University also claimed that “mandatory pre-requisite requirements would have the effect of excluding many people”.¹²⁰ It does not require students to achieve minimum standards in any particular courses before being eligible for selection, and has not chosen to require English or mathematics pre-requisites at senior secondary school level. Monash agreed that “it is important that teachers graduate with the necessary suite of content skills for teaching, rather than that they should enter with those necessary skills”. Accordingly, Monash requires students to pass particular units which have embedded content requirements in areas of Maths, English and Science.¹²¹
- 4.80 Although the committee recognises that it is imperative that teachers have high level literacy and numeracy skills, it agrees that the focus should be on the skills that graduates have at the end of their teacher education course rather than at the beginning. For this reason, it is also desirable that students’ literacy and numeracy skills are assessed when entering courses,

116 Australian Mathematical Sciences Institute, *Submission No. 58*, p. 3.

117 University of New England, *Submission No. 111*, p. 1.

118 Australian Association of Mathematics Teachers, *Submission No. 76*, p. 6.

119 University of Melbourne, *Submission No. 62.1*, p. 2; Prof. Kaye Stacey, University of Melbourne, *Transcript of Evidence*, 7 June 2005, p. 75.

120 Monash University, *Submission No. 159*, p. 2.

121 Monash University, *Submission No. 159*, p. 2.

not in order to exclude students from teacher education courses, but as a diagnostic tool to assist universities to support students to develop the required level of skills.

- 4.81 In this context, the committee was interested to learn that the Australian Council for Education Research (ACER) is working with the Department of Science and Mathematics Education at the University of Melbourne to develop the ACER Teacher Education Mathematics Test (TEMT). The developers reported that the TEMT will test the mathematical attainment of beginning primary teacher education students and uncover errors, misconceptions and strategies in order to provide diagnostic feedback.¹²² Professor Stacey from the University of Melbourne stressed that the TEMT should be used to indicate where people need help in mathematics and numeracy and that it should not be used to filter people out of teacher education.¹²³ The committee considers that the TEMT would be highly useful as a diagnostic tool, and would welcome a similar test being developed for literacy if one is not already available.
- 4.82 The committee believes that students entering teacher education courses should undergo diagnostic testing of their literacy and numeracy skills. On the basis of the results, teacher education programs should address any identified deficiencies to assist students to develop skills to the required level. Teacher education courses should guarantee that all students who graduate with a qualification in education have thoroughly demonstrated that they have high level literacy and numeracy skills. Accreditation authorities should develop rigorous methods for determining that this is the case as part of their accreditation procedures.

Workforce planning

- 4.83 Supply and demand issues have been addressed in a number of recent reports¹²⁴ and are not a key focus of this report. The committee has no

122 Australian Association of Mathematics Teachers, *Submission No. 76*, p. 6.

123 University of Melbourne, *Transcript of Evidence*, 7 June 2005, p. 75.

124 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future: Advancing Innovation, Science, Technology and Mathematics*, DEST, Canberra, 2003; R. Ballantyne, J. Bain & B. Preston, *Teacher education courses and completions; initial teacher education courses and 1999, 2000 and 2001 completions*, DEST, Canberra, 2002; Department of Education, Science and Training, *Attracting, Developing and Retaining Effective Teachers: Australian Country Background - Main Report and Update*, M. Skilbeck & H. Connell, Canberra, (Exhibit No. 51); M. Skilbeck & H. Connell, *Teachers for the future, the changing nature of society and related issues for the teaching workforce*, MCEETYA, 2004, (Exhibit No. 50); B. Preston, *Teacher supply and demand to 2005: Projections and context*, Australian Council of Deans of Education, 2000.

wish to duplicate the considerable work that has been undertaken in this area.

- 4.84 Since 1999 MCEETYA has published reports on supply and demand on a bi-annual basis. MCEETYA's most recent report, *Demand and Supply of Primary and Secondary School Teachers in Australia 2004*, provides an overview of the main characteristics of the Australian teaching workforce in the preceding decade as well as an overview of the state of the teacher labour market in Australia and in selected overseas countries. It also provides a future outlook of demand for and supply of teachers, including an analysis of factors affecting the supply and demand, projections of teacher supply and demand to 2014, and an analysis of longer term pressures on the teacher labour market coming specifically from the trends in the student enrolments and the ageing of the teacher workforce.
- 4.85 MCEETYA's 2004 report concluded that although the national labour market for the supply of *primary* teachers was broadly in balance, jurisdictions were having some recruitment difficulties in certain geographical areas and for primary teachers in LOTE and Special Education.¹²⁵ At the *secondary* level, jurisdictions were having recruitment difficulties in rural, remote and difficult-to-staff metropolitan schools. They were also having difficulty recruiting teachers of mathematics, science, technology and LOTE.¹²⁶
- 4.86 The report also found that "based on broad-brush calculations using national data, there is the potential for significant teacher shortages between now and 2014".¹²⁷ It suggested that the extent to which the shortages may occur will depend on the success of initiatives to both attract new teachers and retain current teachers in the profession.
- 4.87 MCEETYA's report outlines numerous initiatives that jurisdictions are taking to promote teaching as a career and to address the shortages in particular subject areas and locations.¹²⁸ DEST also provided the committee with further information on such strategies. Some of these initiatives and others also were mentioned in evidence to the committee during this inquiry. The committee encourages continued efforts in this area.

125 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004, p. 5.

126 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004, p. 5.

127 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004, p. 6.

128 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004, pp. 38-44.

- 4.88 It is difficult to remedy under- or over-supply problems, in part because of forecasting difficulties, but also because the policy levers available are not always sufficient.¹²⁹ As noted in MCEETYA's 2004 report on the supply and demand of teachers, there is no guarantee that entrants will end up teaching in the areas of need.¹³⁰ Targeted enrolments may be of limited value if, as pointed out by some universities, there is a lack of interest in teaching in some areas and hence a lack of interest in the places.¹³¹ Making the places available does not ensure that they will be taken up or that they will be taken up by students with an appropriate level of academic aptitude.
- 4.89 While appreciating the difficulty of remedying under- or over-supply problems, the committee is concerned by the extent to which the lack of collaboration between the three main parties involved—the Australian Government, the employing authorities and the course providers—may have contributed to the problem. Previous reports and contributors to this inquiry have attributed the mismatch between enrolments and areas of need to a lack of collaboration. Many appear frustrated that the supply and demand data which is available does not appear to feed into the process of workforce planning effectively, as illustrated in the following comments from the ACT Department of Education and Training:
- ...the data is available and is fairly explicit as to where the needs are. But there does not seem to be a coordinated response or a response from the universities to that. I am not too sure where the disconnect is between the data, the courses and the funding... The worry for me is that we are not using what is available to us to tell us what to do.¹³²
- 4.90 There are tensions in the relationship between the Australian Government, as funding provider, the State and Territory governments, as the primary employers, and the universities, as the providers of courses.

The Commonwealth Government controls the purse strings for the funding of universities which, in turn, determine their own teacher education priorities and programs: the Commonwealth employs not one teacher nor administers one school. It is the

129 Department of Education, Science and Training, *Attracting, Developing and Retaining Effective Teachers: Australian Country Background - Main Report and Update*, M. Skilbeck & H. Connell, Canberra, p. 30. (*Exhibit No.51*)

130 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004, p. 128.

131 Ms Diane Gardiner, University of Western Australia, *Transcript of Evidence*, 26 October 2005, p. 69.

132 Mr Michael Bateman, ACT Department of Education and Training, *Transcript of Evidence*, 1 December 2005, p. 8.

States/Territories which have to ensure that schools under their jurisdiction have an ongoing supply of properly qualified, effective teachers. But the States/Territories have no effective financial – and hence policy – leverage in this situation. There is no policy nexus between quality teacher demand as required by public and non-government systems in the States/Territories, and quality teacher supply as driven by Commonwealth funding and policy.¹³³

- 4.91 MCEETYA'S 2004 report describes some of the arrangements between State governments and universities concerning workforce planning.¹³⁴ Notwithstanding the value of such developments in some jurisdictions, there have also been calls for more tripartite collaboration. The 2003 review *Australia's Teachers: Australia's Future* advocated coordinated national planning, collaboration and action by the Australian Government, State and Territory governments, government and non-government teacher employers, higher education institutions and the profession itself.¹³⁵ Similarly, in evidence to the committee, the NSW Department of Education and Training suggested that an effective formal mechanism be developed to link more closely the three critical partners in the supply of teacher education.¹³⁶
- 4.92 Concerned about the apparent lack of the use of available data and the lack of collaboration between the three parties, the committee asked DEST whether there was any formal mechanism which linked the Australian Government, the State and Territory governments and the universities in workforce planning matters.

A Multilateral Memorandum of Understanding (MoU) has been put in place recently by the Council of Australian Governments. The process set out in the Memorandum of Understanding for consultation is as follows:

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) will agree on workforce priorities and provide advice on education and training that addresses skills shortages.

133 P. Brock, *Two Decades of 'Sound & Fury' But What's Changed...? Critique of Recommendations made in 21 National & NSW Reports reviewing teacher education 1980-1999*, NSW Department of Education and Training, 2000, p. 97. (Exhibit No. 91)

134 MCEETYA, *Demand and Supply of Primary and Secondary School Teachers in Australia*, Melbourne, 2004, p. 47.

135 Committee for the Review of Teaching and Teacher Education, *Australia's Teachers: Australia's Future: Advancing Innovation, Science, Technology and Mathematics – Main Report*, DEST, Canberra, 2003, p. 96.

136 NSW Department of Education and Training, *Submission No. 135*, p. 11.

The Australian Government will then advise the State and Territory Ministers of the number of new higher education places and seek the Ministers' advice on priorities for allocation.

Once advice is received from State and Territory Ministers, the Australian Government will inform universities of the priorities and invite universities to apply for places.

Once applications are received, the Australian Government will provide information on the applications to State and Territory Ministers for further discussion.

A final decision is made by the Australian Government once advice is received from the States and Territories.¹³⁷

4.93 In the committee's view, the MOU process for identifying workforce priorities is not specific enough to address shortages in teaching. The process should be tightened in order to align the allocation of teacher education places with workforce requirements and, in particular, specific teacher shortages. This could be achieved as follows:

- when MCEETYA agrees on its workforce priorities and provides advice on education and training that addresses skills shortages under the MOU process, it should use its teacher supply and demand data to provide advice on areas of shortage in the teaching workforce including specific subject areas;
- when the Australian Government advises State and Territory Ministers of the number of new higher education places and seeks their advice on priorities for allocation, it should provide information in respect of the total number of teacher education places in areas of identified teacher shortage;
- when the Australian Government receives advice from State and Territory Ministers, it should inform the universities of the priorities in areas of identified teacher shortage and invite them to apply for places to specifically address teacher shortages; and
- in making its final decision on the allocation of teacher education places, the Australian Government should align the allocation of places across the teacher education system to meet the teacher shortages identified during the consultations.

137 Department of Education, Science and Training, pp. 2-3. (*Exhibit No. 120*)

Recommendation 5

The committee recommends that the Australian Government, in making its final decision on the allocation of teacher education places, should align the allocation of places across the teacher education system to meet the teacher shortages identified during the consultations on workforce priorities.

Practicum and partnerships in teacher education

- 5.1 High quality placements for school-based professional experience are a critical component of teacher education courses. Most universities provide a range of school-based professional experiences, the most demanding and most important of which is commonly referred to as practicum. In surveys drawn to the committee's attention, beginning teachers consistently rate practicum as the most useful part of teacher education courses.

Practicum arrangements

- 5.2 There is no single model of practicum provision in teacher education courses in Australia. There is also little consensus on questions such as how much practicum there should be, when practicum should begin and the best structure for practicum as illustrated in the following summary of the evidence that the committee received on these questions.

Length of practicum

- 5.3 There is a range of requirements regarding the amount of practicum that is included in teacher education programs. DEST's *Survey of Final Year Teacher Education Students* (2006) lists the various practicum requirements for State/Territory registration as a teacher as follows:
- ACT: a minimum of six weeks (30 days) supervised school teaching practice.
 - VIC: a minimum of 45 days supervised teaching practice.

- NSW: no legal minimum but the Department of Education strongly advises a minimum of 20 days for a Diploma of Education (one year fulltime) qualification and a minimum of 80 days for a four year teaching qualification. The NSW Institute of Teachers is currently developing a new policy statement which will make a definitive recommendation.
- NT: The Teacher Registration Board requires a minimum of 45 days practice teaching, or appropriate teaching experience, for registration.
- WA: a minimum of 45 days supervised teaching practice in an English language environment.
- QLD: Professional Standards recommend not less than 100 days professional experience, with a minimum of 80 days in schools and other equivalent education settings.
- SA: no stated minimum requirement but the approved teacher education program must include a practical student teaching component undertaken at a school or pre-school. The usual for a South Australian graduate is 80 to 100 days but the minimum for an overseas trained teacher is prescribed at 40 days. New legislation is being drafted.
- TAS: no stated minimum requirement but the Tasmania Teachers Registration Board looks at equivalence with University of Tasmania Faculty of Education requirements, which are 45 days.

5.4 While there was little consensus in submissions about how much practicum there should be, there were suggestions that the amount had dropped markedly in recent years. Many submitters argued that the length of practicum should be increased. A number of contributors regarded the amount of practicum in one year graduate teacher education programs as particularly insufficient. Few submissions specified an amount of practicum that should be considered as a minimum, although there were some calls for a minimum to be set. However, there were also calls for there to be no mandatory requirements and for universities to be given flexibility in determining the appropriate amount. Many submitters stressed that the quality of the practicum is more important than the number of days.

Starting point for practicum

5.5 Students in some teacher education courses start practicum in their first year; in others, they start much later. Some contributors who favoured an early start to practicum suggested that it provided students with an

opportunity to 'test' whether teaching was an appropriate career choice for them. Other contributors maintained that students were likely to have a more fulfilling and rewarding practicum experience later in their courses when early studies had provided adequate theoretical grounding. One university argued that school leavers needed at least one year between leaving school and their first practicum in a school because they needed to make a transition from being a pupil to being a teacher.¹

Structure of practicum

- 5.6 Practicum structures vary widely from course to course. Most universities have some form of block placements, sending students into schools for a number of weeks at a time. Block placements are often favoured because they provide students with continuity and the opportunity to engage more fully with the broader school environment.² Some universities place students in schools one day a week on a continuing basis, either in addition to or as an alternative to the usual block placements. The concurrent attendance at school and university is considered valuable because it provides students with an opportunity "to integrate theory and practice and reflect upon their experiences in a supportive environment."³
- 5.7 Various universities have developed school-based professional experience programs they describe as an internship.⁴ These internship approaches differ in some respects but typically are based on an extended block placement in one school. Although these extended placements are generally highly valued by students and by schools also, they can present difficulties for students who need to undertake paid work concurrently with their teacher education studies.

Practicum is only one component of professional experience

- 5.8 Many universities pointed out that practicum is only one aspect of the professional experience component of teacher education courses. Students also engage in professional experience through a variety of other arrangements, including: spending time in classrooms or relevant non-

1 Prof. Faith Trent, Flinders University, *Transcript of Evidence*, 27 September 2005, p. 10.

2 Association of Independent Schools of Victoria, *Submission No. 49*, pp. 9-10.

3 Macquarie University, *Submission No. 130*, p. 23.

4 For example: The University of Melbourne offers an internship program as part of its Bachelor of Teaching. Under this program interns 'volunteer' their time to teach for four days of the week and attend university for the fifth day; QUT has internships in its four year degree program but until 2006 they were only available to a select group of high achieving students. In the Macquarie University program, practice teaching is an internship. Under this model students have continuous contact with the school to which they are assigned.

school organisations as part of the requirements for specific subjects, and working with children who visit the university campus from schools for specific sessions.

Concerns about practicum

- 5.9 Despite a range of problems with the provision of practicum, the fact that practicum is consistently rated highly by recent graduates is testimony to the hard work and dedication of many teachers in schools and many teacher educators in universities. Notwithstanding these efforts, much of the evidence received in this inquiry related to concerns about practicum. The issues raised are well known in the educational community and a brief summary of them should suffice.

Shortage of practicum placements

- 5.10 While universities are required to provide practicum placements for their students, there is no obligation on employing authorities or schools to offer places. In the absence of any obligation, universities must rely on the goodwill of schools and individual teachers. As student numbers have increased, so too has the need to find places. Many universities reported that they are having serious difficulties in finding a sufficient number of placements for their students.
- 5.11 Many course providers described an increasing reluctance on the part of teachers to take on the role of supervising practicum students. In part this is attributed to the intensification of teachers' work in recent years; in part, to a lack of incentive to take on the role. Although teachers receive a payment under the Australian Higher Education Practice Teaching Supervision Award 1990⁵, the amount is very small, attracting suggestions that it is a token incentive. There is little evidence that other incentives, such as time off in lieu or opportunities for professional development, are being used to encourage teachers to take on practicum students. Teachers who supervise practicum students generally do not receive any form of accreditation or formal recognition for taking on the responsibility.
- 5.12 The problem of finding placements is particularly serious in secondary schools and even more so in subject areas where there are already teacher shortages. It is also difficult for universities located in regional areas to find placements for all of their students. Universities report having

5 Queensland has an overriding State award.

particular difficulties finding practicum placements for international students.

Weak link between the practicum and the theoretical components

- 5.13 Many teacher education students and recent graduates expressed concern about the weakness of the link between the practicum and the theoretical components of teacher education courses. To a large extent, this is a result of limited communication between universities and schools, with schools often having little input into the content, timing and structure of practicum. The expectations of the universities are often poorly articulated to the schools.
- 5.14 Many universities are providing very limited support to students while they are on practicum with visits from university supervisors being infrequent. There is some evidence that the level of support has significantly decreased over the years. According to one witness, "University Schools of Education are coy about this, but financial constraints have rendered them no longer able to supervise and assess their students' school experiences in the ways they used to, and my understanding is that many of them do not supervise their students in the schools at all, and some do not even assess them."⁶
- 5.15 Where visits do occur, they are often undertaken by part-time non-teaching university staff. Sometimes the use of sessional staff to supervise practicum students is the only way they can survive.⁷ Universities generally concede that having sessional staff supervise practicum students is less than ideal for promoting a strong link between theory and practice and with sessional practicum supervisors often not participating in teaching on-campus units associated with the school experience, the coherence of the experience is threatened.⁸ The use of casual non-teaching staff to undertake the supervision of practicum students not only puts "the overall quality and consistency of trainee supervision at risk, it means the quality and relevance of the university program is not enriched by academics' regular exposure to the realities of today's classrooms. It also means that experienced teachers have less opportunity for professional development that might accrue from discussions of methods with university researchers."⁹

6 Dr David Tripp, *Submission No. 43*, p. 1.

7 Prof. Denis Goodrum, Australian Council of Deans of Education, *Transcript of Evidence*, 13 October 2005, p. 16.

8 Murdoch University, *Submission No. 159*, p. 7.

9 Open Universities Australia, *Submission No. 33*, p. 4.

Quality of supervisors

- 5.16 Most universities do not have the luxury of demanding particular qualities or levels of experience in teachers who supervise their practicum students in their classes. In most cases they have little control over who takes on this role and in some instances have no other choice than to place students with teachers who are not particularly suited to the task. With the challenge being often simply to find a place, insufficient attention is given to matching students with the most appropriate supervising teachers.
- 5.17 The role of supervising and mentoring student teachers is a very different role to teaching one's own class, and there is little evidence of specific assistance being given to prepare teachers for this task. While there are some notable exceptions, the committee's impression is that school teachers acting as practicum supervisors have little contact with the university prior to a student arriving, and only minimal contact while the student is at the school. Supervising teachers are often unclear about the universities' expectations of them generally, and particularly in relation to assessing students. They are also sometimes unfamiliar with the theoretical background that the universities are providing students, and with the capabilities expected to be achieved by students. This is a consequence of the weak link between universities and schools referred to above.

Inadequate funding

- 5.18 Most universities claimed that inadequate funding hindered their capacity to ensure high quality practicum experiences for their students. Expenses relating to practicum include: payments to supervising teachers; administration costs of arranging practicum; and travel and salary costs of university staff visiting and supporting both the students and the teachers supervising them. The issue of funding for practicum is explored in more detail in Chapter 8.

Rural and remote placements

- 5.19 Despite the value for students in undertaking practicum in rural and remote areas, the costs borne by students accessing these opportunities can be prohibitive. Costs include travel and accommodation and, in some instances, lost income from part-time work. The family commitments of mature-age students also prevent many from leaving their local area. Where students do undertake practicum in rural and remote areas, universities can find it difficult to provide these students with adequate face-to-face support and to visit them for assessment purposes.

- 5.20 Some contributors suggested that rural practicum placements would lead to more teachers taking up positions in these schools. This is because the experience of living and working in rural and remote communities can persuade graduate teachers of the value of working in schools in these areas. The committee notes that some employing authorities have introduced measures to encourage students to take up country practicum placements.

Rethinking practicum

- 5.21 The problems with practicum have been outlined in nearly every report addressing teacher education in the last decade. The fact that these problems have still drawn so much attention in this inquiry indicates the need for major reform in this area, involving all players and all aspects of the system.
- 5.22 While there are a number of initiatives in place designed to improve practicum and there are also many teachers who individually are outstanding teacher supervisors, it is unacceptable that the quality of practicum is as variable as it is reported to be. It is particularly disappointing that universities are experiencing difficulties finding a sufficient number of schools and teachers willing to accept teacher education students for practicum placements.

Features of a high quality practicum

- 5.23 In 2004, Teaching Australia (then the National Institute for Quality Teaching and School Leadership – NIQTSL) commissioned Dr Vivian Evers to identify the desired characteristics of quality practice within the practicum component of pre-service teacher education programs. The guidelines produced in conjunction with the report noted that there is a high degree of consensus within the teaching profession on the characteristics of quality practicum.

...What does the practicum set out to do?

A high quality practicum:

- integrates theoretical knowledge and professional practice across the three domains of a teacher education program; 'content' knowledge gained through a liberal education, professional knowledge, pedagogical skills and insights

- is designed and implemented within a partnership involving teacher education institutions (TEIs), schools, school systems and relevant professional bodies
- articulates clear and progressive stages for the development of the acquired knowledge, skills, attributes and dispositions of beginning teachers
- provides diverse experiences in a range of school contexts and with a variety of students
- assesses against clear delineations of purposes, roles and expectations of TEI student activity and performance
- includes an assessment of resource needs and implications
- is flexible and encourages innovation
- involves ongoing evaluation and response.

...How is the practicum planned and implemented?

While the practicum can be implemented in a variety of ways, the general nature and planning and operation of a quality practicum can be summarised:

- The practicum is devised as a clearly identifiable part of a program to prepare beginning teachers. While from its legal responsibilities a TEI takes a leading role in developing a plan in concept and in detail for the practicum as part of the whole program, it does this in active partnership with the schools, school systems and other relevant professional parties.
- The practicum typically consists of 'on-campus'¹⁰ and in-school components/units which are closely related or integrated with one another, and which progressively lead the TEI students towards developing and demonstrating a set of well-regarded knowledge-based skills, capabilities and dispositions that the profession agrees are essential for a teacher at the beginning stages of a professional career...
- The TEI practicum staff are well-qualified and capable professionals who can work across both campus and school settings, earning and enjoying a high standing both with their academic colleagues and with their counterpart teacher colleagues in the schools.
- TEI administrators acting in cooperation with schools and school-systems locate schools willing and capable of providing quality places and support for the school-based professional experiences required of its students.
- Selected teachers in those schools have the knowledge, skills, dispositions and time to work in collaboration with their TEI colleagues, and together they support, mentor and evaluate the activities of the TEI students through progressive stages

10 These days, 'on-campus' can mean 'on any relevant site' where the instruction for that part of the program involves TEI staff. It includes schools or other appropriate settings.

towards their goal of gaining an initial qualification as a teacher.

- Led by the mentor teachers, collaborative reports are prepared which clearly and reliably document the practicum-related attainments of the students, enabling the TEI to confidently certificate their achievements.¹¹

5.24 In the course of this inquiry it became evident that a number of course providers are already working hard to improve the professional experience component of their courses and their links with schools. Some of the approaches they have developed reflect all of the principles outlined above. Many reflect some. All of the initiatives described to the committee are based on the development of strong relationships between universities and schools. Many of these partnerships and initiatives are described in extracts of evidence reproduced in Appendix E. The committee commends these efforts.

5.25 The persistence of the problems with practicum can largely be attributed to the current division of responsibilities for delivering teacher education and the lack of a sense of shared responsibility between the major parties. The key to achieving high quality practicum for all teacher education students is the establishment of strong authentic partnerships between all parties. It will also require a significantly increased level of effort by all parties. What follows is an outline of the committee's views on the contribution that each of the stakeholders should make to a partnership approach to delivering practicum.

The Australian Government

5.26 The Australian Government should continue to be responsible for funding aspects of the practicum. In Chapter 8, the committee recommends that a detailed assessment of the real costs of a high quality practicum be undertaken. The assessment should determine a value which enables course providers to build productive relationships with schools and mentor teachers. The funding level should be sufficient to enable universities to thoroughly prepare teacher mentors for their role. It should allow for adequate face-to-face visits to schools to enable collaborative mentoring, supervision and assessment of the students undertaking practicum. Funding for practicum should be paid to the universities as a separate payment from the rest of the Commonwealth's course contribution. Universities should be required to account separately for the practicum component.

11 V. Eyers, *Guidelines for Quality in Practicum*, NIQTSL, Canberra, 2005, pp. 1-2, see also V. Eyers, *Developing Guidelines for Quality in Practicum*, NIQTSL, Canberra, 2005.

- 5.27 Every practicum student should be under the guidance of a high quality supervising teacher. The development and implementation of professional standards for teaching at levels of accomplishment and leadership would facilitate the identification of teachers who could be expected to take on this role. The committee hopes that a combination of higher status and higher remuneration that ought to be attached to higher levels of registration will eventually replace the need for universities to pay teachers to supervise practicum.
- 5.28 The Australian Government should take a leadership role in developing a partnership approach to delivering practicum. One option would be to commission the national body for the teaching profession, Teaching Australia, to take a leading role in promoting, strengthening and evaluating partnerships.

Employing authorities

- 5.29 Teacher education course providers are expected to find practicum placements for all their students. Employing authorities, who have a strong interest in recruiting graduates who have benefited from high quality preparation, should bear much more of the responsibility for ensuring that placements are available in their schools. The Australian Government should consult with the employing authorities in each jurisdiction about the number of teachers needed before commencing negotiations with universities about the allocation of places. Having had input into the number of teacher education places allocated in their jurisdiction, employing authorities should ensure that sufficient placements for practicum are available in their schools.
- 5.30 The committee is not suggesting a centralised system of allocating practicum placements nor advocating that employing authorities should ever compel teachers to take on a practicum supervisory role. But there are many other ways in which employing authorities can fulfil their responsibilities for ensuring that placements are available and that practicum experiences are of high quality.
- 5.31 Employing authorities should provide liaison officers to work alongside university administrators in liaising with schools on practicum placements. In some jurisdictions this is already occurring to a limited extent.
- 5.32 Employing authorities should create the conditions which will encourage quality teachers to take on the role of supervising students undertaking practicum. They should also take greater responsibility for guaranteeing the quality of school practicum supervisors and supporting them in this

role. As mentioned above, the development of national professional standards for advanced teachers could provide a mechanism for identifying teachers with the likely aptitude and experience for the role of supervising practicum. Employing authorities should ensure that the attainment of advanced teacher status or higher levels of registration such as might apply to practicum supervisors attracts increased remuneration. This would provide a material reward to advanced teachers for the responsibility of supervising practicum. The committee appreciates that attaining higher levels of registration or advanced teacher status may require a minimum period of time. In some situations, teachers might be identified as suitable practicum supervisors prior to reaching advanced teacher status. Employing bodies should work closely with universities to develop courses and processes that will enable teachers in this position to become practicum supervisors.

- 5.33 Employing authorities should provide adequate time for school practicum supervisors to engage effectively with universities from which the students undertaking practicum have come. Employing authorities should also ensure that the teachers who are supervising practicum students are provided time to accommodate their additional responsibilities. This clearly has implications for school staffing ratios.
- 5.34 Better integration of the theoretical and practicum components of teacher education demands that university academics are more in touch with developments in schools and the classroom. School teachers have the potential to contribute to educational faculties as researchers and as teachers in education faculties. The committee would like to see regular exchanges between university and school teaching staff. One of the major obstacles to this is the disparity between the salaries of teachers and academics. Most teachers going from a school to a university environment would be disadvantaged financially. Employing authorities and universities need to work closely to develop ways to address this issue. Employing authorities and universities could also look at developing some positions as joint appointments. Teachers appointed to these positions would work in both schools and universities and salaries could be jointly paid.

Teacher education course providers

- 5.35 Universities must find ways of maintaining close links with students while they are on practicum. The committee recognises that there is a complex interplay of factors that affects the priority that universities are able to give to practicum supervision and teaching. These include university mechanisms that attach greater value to research output for both the

promotion of academics and the allocation of funding to faculties.

Notwithstanding these pressures, universities must give greater priority to properly supporting students on practicum. Teacher educators need to be provided with sufficient time to devote to this aspect of their role.

- 5.36 It is essential that universities build strong relationships with schools. In order to ensure that the practicum is linked to theory, school staff must be more involved in the design of the curriculum around practicum. Clearly, schools will be more inclined to welcome practicum students if they stand to benefit from doing so. Where universities have put considerable effort into these relationships, benefits to the schools have taken the form of professional development for staff; opportunities to have input into what future teachers are being taught and opportunities to gain from research undertaken by the university in their school and beyond.
- 5.37 Universities need to provide ongoing support to supervising teachers throughout the practicum period through regular contact (not just in response to problems). Universities should make clear to teachers what is expected of them as practicum supervisors. They should also make explicit any relevant theoretical background that the students have been given in their course. Universities should develop and provide specific and substantial preparation processes for teacher supervisors.

Regulatory authorities

- 5.38 The importance of practicum demands that measures are in place to ensure consistently high quality practicum in all courses. An assessment of how well practicum arrangements comply with program standards developed and agreed to by the profession should be part of the program standards requirements for the accreditation of courses. The work that has already been undertaken by Teaching Australia on developing guidelines for quality practice within the practicum components of teacher education courses provides a strong foundation for such standards.
- 5.39 Regulatory authorities can also encourage teachers to take on the role of supervising practicum students by establishing a link between that role and higher levels of teacher registration.

Schools

- 5.40 Principals should actively encourage suitable teachers to pursue opportunities to supervise practicum students, and to undertake appropriate professional development for this role. School leaders should also promote a culture in which the whole school takes part in supporting practicum students to develop the art, craft and science of teaching.

- 5.41 As mentioned above, employing authorities need to factor into school staffing formulas sufficient time and resources to support teachers who supervise practicum students. Where systems have devolved authority for staffing to school principals, principals should make equivalent provision to support supervising teachers.
- 5.42 School principals should work closely with universities to identify ways of facilitating staff exchanges. They should also promote within their staff an awareness of their potential to conduct research in collaboration with university education faculties that will contribute to the enhancement of classroom practice.
- 5.43 Schools should contribute to creating a better link between theory and practice by developing and maintaining genuine partnerships with universities, employing authorities and, in some instances, other schools.

Teachers

- 5.44 As professionals, teachers should be willing to prepare new entrants to their profession by supervising practicum students. The committee is sure that were teachers provided with the appropriate preparation and support to undertake this role, and were given professional recognition for doing so, they would be more willing to contribute in this way to the development of their profession.

Promoting partnerships

- 5.45 In the course of this inquiry the committee has heard about many outstanding partnerships in teacher education particularly around the provision of practicum. These partnerships are often the result of determined efforts by inspired individuals in universities, schools and systems. Key ingredients in these partnerships are the awareness that teacher education is a shared responsibility and a willingness to work in partnership with other parties to fulfil that responsibility.
- 5.46 The Australian Government should exercise leadership to encourage and support the partnerships that could be the vehicle for achieving high quality teacher education across the nation. While research into what makes partnerships effective is important and should be undertaken, particularly into how to sustain effective partnerships over the long term, there are already a number of models of effective partnerships (*see* Appendix E). The time has come to move beyond research and pilot

studies to concerted and systematic action to encourage the development of authentic, effective and sustainable partnerships.

- 5.47 The Australian Government should establish a National Teacher Education Partnership Fund controlled by a board representing all key stakeholders. Universities, schools and employing authorities would be invited to submit joint proposals for funding for initiatives in delivering quality teacher education. While collaborative approaches to practicum arrangements should be a priority, the Fund could also support other partnership activities in research, induction and on-going professional development. The Board would establish guidelines and criteria under which applications would be assessed.
- 5.48 The committee's proposal would see the Australian Government invest significant financial resources into supporting partnerships. The level of financial support needs to be substantial for it to be effective in supporting partnerships right across Australia. The bar for getting access to that support should also be set at a high level. While the Australian Government would contribute financial support, all partners would be expected to make a substantial contribution in a manner and to a level consistent with the description of responsibilities in this chapter. Each partnership supported would be expected to involve at least three major stakeholders in addition to the Australian Government: a teacher education course provider or providers; a school or group of schools; and an employing authority. A condition of funding would be that the 'consortium' conducts research and evaluation as an integral part of the partnership program and that participants do not use the funds in place of existing resources applied to the particular activity.
- 5.49 The committee considers that the proposed investment would improve the quality of teacher education and improve the quality of schooling. An alternative recommendation could have been to establish a number of 'professional development' or 'teaching schools'. However, the approach that the committee is recommending would ensure that the benefits of partnerships were experienced more broadly and in many more schools.
- 5.50 Over time, a partnership approach to teacher education, perhaps based initially around practicum but ultimately encompassing all aspects and all stages of teacher education, will transform the way in which teachers are prepared and supported in this country. It is an investment that the committee strongly urges the Australian Government to make.

Recommendation 6

The committee recommends that the Australian Government establish a National Teacher Education Partnership Fund, for the purpose of establishing collaborative approaches to practicum, research, induction and professional development, which should distribute up to \$20 million per annum for three years with subsequent funding levels being determined on the basis of the first three years' achievements.

Induction to the teaching profession

- 6.1 The period between graduation from a pre-service teacher education course and full registration as a teacher is an important, yet often neglected stage, in teacher education.
- 6.2 Since at least the early 1980s, successive reports on teacher education have called for more attention to be given to the induction of new teachers into the profession. These reports have consistently called for beginning teachers to be given a reduced teaching load, to be assigned to appropriate schools and classes, and to be provided with a mentor who would support them in their first year of teaching. Recommendations have also called for those teachers acting as mentors to be given proper preparation for their role and to receive, in turn, appropriate recognition. While induction processes have improved in recent years, much more needs to be done in this area.
- 6.3 Graduates from teacher education courses must be ready to take on the full responsibilities of a class or classes. Notwithstanding this, it is generally acknowledged that there are limitations on what can be covered in a teacher education course and that beginning teachers are still learning. In some jurisdictions this is reflected in the different sets of professional standards for teaching that registration bodies have developed for provisional registration and for full registration. In others, it is reflected in the competency or standards frameworks that have been established by employing authorities. Similarly, the National Framework for Professional Standards for Teaching recognises the developmental nature of teachers' knowledge, skills and practices through identifying four career dimensions, the first of which is the graduate dimension. Despite the acknowledgement that beginning teachers are in an intense developmental phase, much in current systems (with some notable

exceptions) works against beginning teachers being provided with an appropriate level of support as they move from being a provisionally registered teacher to a fully registered teacher.

Distinction between internships and induction

- 6.4 A variety of internship models operate across Australia. Most involve a student teacher having an extended 'practicum' placement in a school towards the end of their initial teacher education. This approach seeks to ease the transition between initial preparation and taking on the responsibilities of a provisionally registered teacher. The committee strongly supports the internships approach to providing professional school experience and suggests that partnerships around internships would be a good example of initiatives that could be funded under the National Teacher Education Partnership Fund recommended in Chapter 5. However, it is important to distinguish between the internships mentioned in evidence to this inquiry and approaches to induction that are the subject of this chapter.
- 6.5 While internships often share some of the features of effective induction programs, such as access to a mentor and a reduced face-to-face teaching load, there are some important distinctions. Internships are for teachers who have not yet fully qualified. A key distinction is in the final level of responsibility taken by the student teacher or teacher. In nearly all of the internships described to the committee during this inquiry, the student teacher may take full charge of the class but the class is still the responsibility of a qualified teacher and the student teacher is still under the supervision of that teacher. By contrast, beginning teachers in induction programs have full responsibility for their class.
- 6.6 In the interest of clarity, the committee will use the term 'internship' when referring to practices prior to graduation and the term 'induction' to practices after graduation.

What form of support do beginning teachers need?

- 6.7 Previous reports into teaching and teacher education have identified the following needs of beginning teachers:
- to be mentored/supported by an experienced teacher;
 - to have access to on-going professional learning that is relevant to their specific circumstances; and

- a reduced face-to-face teaching load for the first twelve months to allow time to reflect on their practice, to meet with their mentor, to observe other classes and to undertake appropriate on-going professional learning.
- 6.8 Beginning teachers also need an opportunity to put into practice all that they have learned during their initial teacher education course as soon as possible after graduation. This requires that they be given reasonably stable employment, ideally for a period that is the equivalent of twelve months of fulltime teaching or until they have been granted full registration. It also means assigning beginning teachers to classes in a school environment that is appropriate for beginning teachers and at a level or in a field within their area of expertise.

Are beginning teachers getting what they need?

- 6.9 Throughout Australia there is wide variation in the quality and provision of support that is given to beginning teachers.

For beginning teachers, and usually confined to the first year, some kind of formal induction is standard practice. This is both a form of initiation and potentially at least the first stage of continued professional learning once probation requirements have been met. But in practice the experience is highly variable. Moreover, those teachers who begin their careers on a series of temporary and short term contracts often miss out on programs that do exist, at the time when they most need them.

The nature and quality of induction programs vary widely: from nothing more than a brief, formal introduction to the rules, procedures and resources of a single school, to systematic provision at the district or regional level, to more substantial mentoring and buddy arrangements within individual schools, to systematic career planning and support. For decades, studies and reports have advanced arguments for a more comprehensive model, involving all of these elements and available in practice to all new entrants. To achieve this would require the establishment of a more substantial structure that exists at present, system-wide and including school-based teacher mentors or educators. Yet there is, now, an expectation across all jurisdictions and systems

that such a structure should be fully operative. In practice, it is not.¹

- 6.10 Induction responsibilities are typically shared between employing authorities and the schools to which beginning teachers are assigned. Guidelines for induction programs, professional development programs and resource materials to support induction are often provided at a central, regional and/or district level while schools are generally responsible for providing the all important on-going mentoring aspects of induction as well as basic school orientation activities.
- 6.11 The committee recognises that there has been some progress in improving the support that is given to beginning teachers in recent years. Some of the jurisdictions which have made substantial progress in incorporating standards into registration processes have also effectively mandated the role of the induction process in assisting beginning teachers to move from provisional to full registration. The committee was particularly impressed by the structured, state-wide, coordinated mentoring and induction program established by the Victorian Institute of Teaching and the Department of Education and Training. In order to be granted full registration, provisionally registered teachers are required to demonstrate that they have met the Standards of Professional Practice for Full Registration. The Induction and Mentoring program specifically supports teachers as they undertake activities to meet this requirement. The support includes the provision of a mentor who has been specifically trained for the role.
- 6.12 Beginning teachers in New South Wales must also be allocated a supervising teacher to support them in gaining accreditation at the level of Professional Competence.² As in other jurisdictions, in New South Wales it is largely the responsibility of principals to provide for the induction of beginning teachers in their schools. The NSW Department of Education has also introduced a formal mentoring program, in which it invests \$5 million per year, in areas where there are schools which have a potentially high number of new teachers. The program reaches approximately 90 schools.³ Tasmania also informed the committee that all schools employing beginning teachers have implemented comprehensive induction programs.⁴ While these and other initiatives suggest that there
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1 M. Skilbeck & H. Connell, *Teachers for the Future; The Changing Nature of Society and Related Issues for the Teaching Workforce*, MCEETYA, 2004, p. 52. (Exhibit No. 50)

2 <https://www.det.nsw.edu.au/employment/recruit/beginnteach/inductionprog.htm>

3 Mr Andrew Cappie-Wood, Director-General of Education and Training and Managing Director, TAFE New South Wales, *Transcript of Evidence*, 7 March 2006, p. 8.

4 Tasmanian Government, *Submission No. 127*, p. 19.

has been progress in all jurisdictions in recent years, anecdotal evidence suggests that there is still considerable variation in the degree to which systems and schools are providing personal and professional support to beginning teachers.

Beginning teachers and attrition

6.13 The impact of unsatisfactory induction can be severe.

One of the problems we have with people when they come out of college is that they very rarely get a full-time position. They do not go into a classroom situation. When I came out of college, I went straight into a class and it was a completely different environment. What they end up doing is temporary relief work. That is nothing like taking your own class, because you cannot establish patterns of management – behaviour management, curriculum management or whatever – in that situation. You are really in a situation where many students will try and take advantage of you as the teacher and make things really difficult. You therefore revert to a very closed sort of style, if you like. You do not develop those skills... What happens with some of those people is that they experience the TRT round for a year or whatever and they say, “Hang on, teaching is not for me,” because of how difficult it is to walk into a class and control it... If they had the opportunity to go out into either a mentoring situation or into a class, they would get a different perspective...⁵

6.14 Up to 25 per cent of beginning teachers may leave their current teaching position or the profession within their first five years of teaching.⁶ The high level of attrition is of concern, particularly in light of the investment made in initial teacher education and the current and anticipated teacher shortages. While there are many contributing factors to attrition, the evidence suggests that a key factor is the inadequate level of support that is given to beginning teachers. The role that quality induction programs may have in reducing attrition is explicitly acknowledged in the materials that the Victorian Department of Education and Training has prepared to support its Induction and Mentoring Program.

One of the important functions of induction programs is to provide optimum professional support for beginning and

5 Mr Goode, Principal, Darlington Primary School, *Transcript of Evidence*, 27 September 2005, p. 48.

6 Department of Education, Science and Training, *Submission No. 59*, p. 3.

returning teachers in order to maximise their retention in the system.⁷

- 6.15 The longitudinal study that the committee has proposed in Chapter 2 would yield useful data on the attrition of beginning teachers and its causes. In the meantime, it is a safe assumption that improving the support that is provided to beginning teachers will assist in reducing the attrition rate.

The way forward

- 6.16 Given that for many years reviews of teacher education have stressed the importance of proper induction, what are the impediments to achieving this across Australia? Why has progress been so uneven and so slow? In considering the issue of induction, the committee sees little value in simply reiterating the calls that have been made in previous reports on teacher education. While the responsibility for induction is very clearly the responsibility of employing authorities in each jurisdiction, the Australian Government should provide some impetus to achieving the long called for improvements in this area.

Providing beginning teachers with the opportunity to consolidate and build on what they have learned

- 6.17 Beginning teachers need to be given the opportunity to consolidate what they have learned in their pre-service teacher education course. This necessitates that they are able to take on the full teaching responsibilities for a class or classes over an extended period of time. The committee acknowledges that a number of the excellent internship programs that some teacher education students participate in prior to graduation approximate this experience. However, they are generally for no longer than a ten week period.
- 6.18 In a recent DEST survey of Former Teacher Education Students “just over 85 per cent of respondents reported that they were currently working as teachers, under one-third of these (28 per cent) were employed on a permanent basis. Over half of the respondents currently working as teachers (57 per cent) were engaged under contracts, and 15 per cent were engaged in casual or relief work.”⁸ It is simply not possible to provide

7 Teacher and SSO Development Unit, Victorian Department of Education and Training, *Planning an Induction Program*, 2005, p. 11.

8 Department of Education, Science and Training, *Survey of Former Teacher Education Students (A Follow-up to the Survey of Final Year Teacher Education Students)* December, 2006, p. 1. (Exhibit No. 122)

induction in a structured and effective way if teachers are moving around from class to class and school to school in casual/relief teaching positions. This is not only from the perspective of the beginning teacher but also from the perspective of mentor teachers and principals.⁹

- 6.19 The situation is better for beginning teachers employed in short-term contract positions but still far from ideal. While beginning teachers on short-term contracts are able to participate in induction and mentoring programs and are able to move from provisional to full registration, many of the features of quality induction programs assume that a beginning teacher will be employed at the same school for a full year. Not least of these features is the nature of the relationship between the mentor and the beginning teacher. Conditions which promote a quality relationship include those that provide for continuity, proximity and flexibility. Although it is possible for a beginning teacher to retain the same mentor while moving from school to school, it is more difficult to achieve the conditions that facilitate the best mentoring arrangements. The situation is even less satisfactory for beginning teachers whose entry into the profession consists of a broken series of short-term contracts.
- 6.20 Remedying a situation in which a large proportion of graduates occupy casual or short-term fixed contract positions represents a major challenge, particularly for employing authorities. It has significant planning, administrative and resource implications. The review, *An Ethic of Care*, noted that “forces of supply and demand generally limit the ability of systems or districts to be selective in the placement of beginning teachers, although there is some evidence of guidelines being applied with particular regions.”¹⁰
- 6.21 The committee does not underestimate the logistical and operational challenges that would be involved in ensuring that more beginning teachers are given an opportunity to work for at least a specified minimum period in an appropriate school. The committee also fully recognises that supply and demand will determine the number of teachers who are employed on an on-going/permanent basis. However, market forces should not be an excuse not to provide beginning teachers with what is essentially a critical part of their education. Administrative difficulties are not insurmountable obstacles. Ensuring that beginning teachers have access to stable employment for long enough to experience

9 According to a recent survey of beginning teachers, 44% reported having problems gaining permanency, 42.3% were on fixed term contracts over six weeks but not permanent and 6% were relief/supply only.

10 Department of Education, Science and Training, *An Ethic of Care: Effective Programmes for Beginning Teachers*, 2002, p. 39.

quality induction into the teaching profession will require the Australian Government to take very seriously its consultation process with the employing authorities about labour force needs when it negotiates the number of teacher education places to be allocated with the universities. It will also require employing authorities to redevelop school staffing formulas and mechanisms.

Beginning teachers should be allocated a mentor

- 6.22 Beginning teachers should be supported by an experienced teacher who would act as a guide and mentor through the induction year. In recognition of the importance of the role of mentor, the mentor teacher should be allocated time to observe the beginning teacher at regular periods, to model teaching strategies, to meet with the beginning teacher to discuss teaching approaches and matters of concern and to help identify and arrange for appropriate on-going professional development. In the committee's view, the role of mentors should be linked to their registration status. For instance, mentors could use their participation in induction programs as evidence of progress towards meeting professional standards for teaching at higher levels of accomplishment. Mentors should receive training for their mentoring role. There is the potential for employing authorities to work with teacher education providers on the development of programs to prepare mentor teachers for the role.

Beginning teachers should be given a reduced teaching load

- 6.23 Beginning teachers need time to reflect on their experience and practice, time to meet with their mentor teachers and time to attend on-going professional development courses. The committee concedes that some jurisdictions may provide beginning teachers with a reduced face-to-face teaching load but the amount by which is it reduced is less than sufficient. The time allocated needs to be more than a token amount of time. The committee considers that beginning teachers should be given a reduced face-to-face teaching load of at least 20 per cent for the first twelve months. This clearly has resource implications. However, with collaboration between employing authorities, unions, teachers, and the Australian Government, it is achievable.

A better approach

- 6.24 Induction should be seen as an integral part of teacher education. It is not an add-on, a finishing touch. While there is evidence that systems and schools are endeavouring to improve induction processes, particularly by

recognising the importance of mentors for beginning teachers, further changes are needed to provide beginning teachers with the opportunity to take on teaching duties that are appropriate for their level of experience and in an environment that will enable them to consolidate what they have learned in pre-service teacher education courses. Adequately addressing the needs of beginning teachers will require systemic changes and a partnership approach by the major stakeholders. That it is achievable is demonstrated by the Teacher Induction Scheme in Scotland.

General Teaching Council for Scotland - Teacher Induction Scheme

- 6.25 Under the Teacher Induction Scheme, administered by the General Teaching Council for Scotland in partnership with the Scottish Executive Education Department, all eligible students graduating with a teaching qualification from one of Scotland's universities are guaranteed a one year training placement. The placement is often referred to as a probationary period and the teachers on the scheme, probationary teachers.
- 6.26 The scheme, which is not compulsory, offers probationary teachers:
- a guaranteed one year training post;
 - a maximum class commitment of 0.7 full-time equivalent;
 - dedicated time set aside for professional development;
 - access to an experienced teacher as a nominated probationary supporter; and
 - a probation experience of consistently high quality.
- 6.27 Under the scheme, probationary teachers meet regularly with their supporting teachers who observe each probationary teacher's classes at regular intervals. At the end of the year, provided requirements and teaching standards have been met, the probationary teacher is granted full registration. The scheme is voluntary but offers a considerably shorter route to full registration than the alternative process.¹¹ All probationary teachers are placed on the first level of a seven point salary scale.

11 Graduates can choose not to take part in the Teacher Induction Scheme but they are advised that their probationary period is likely to then consist substantially of periods of short-term employment in a supply capacity and that they would not be guaranteed access to the benefits of the induction program. They may also be required to complete a probationary period of more than one year. <http://www.scotland.gov.uk/Publications/2005/11/02144156/41565>

Conclusion

- 6.28 There is clearly the potential for effective induction initiatives to be funded under the proposed National Teacher Education Partnership Fund. However, the committee considers that the situation also demands specifically focussed action. Although induction is primarily the responsibility of employing authorities, the committee considers that teacher education should be a shared responsibility with all major stakeholders having an increased role, as partners, in each of the stages of teacher education.
- 6.29 The Australian Government invests well over \$320 million dollars per year in teacher education courses in universities.¹² The high attrition rates during the first five years of teaching have been linked to poor support in the early years of teaching. To ensure a better return on its \$320 million the Australian Government should also invest in the induction phase of teacher education. However, achieving change in this area will require the committed and collaborative efforts of governments, employing authorities, schools, teachers and unions.

12 In 2005, the Australian Government provided around \$329 million in funding for units of study in education: Department of Education, Science and Training, p. 1. (*Exhibit No. 121*)

Recommendation 7

The committee believes that the Teacher Induction Scheme administered by the General Teaching Council for Scotland in partnership with the Scottish Executive Education Department be the model of induction that should be followed in Australia.

The committee recognises that, at this point in time, there are a range of impediments to an immediate adoption of this model of induction, in particular, the mismatch between the number of teacher education graduates and vacancies in the teaching workforce. However, with the goal of developing a National Teacher Induction Program modelled on the Scottish Teacher Induction Scheme, the committee recommends that the Australian Government should lead by:

- 1) investing a sum equivalent to 10 per cent of a beginning teacher's salary towards the cost of a twelve month induction program for that teacher. The funds should be provided to interested employing authorities or schools for each beginning teacher for whom they provide an induction program that meets the following criteria:
 - a year long structured induction program (not necessarily spent at one school and extended for beginning teachers employed on a part-time basis);
 - a 20 per cent reduction in a beginning teacher's face-to-face teaching load to enable time to undertake professional development, reflection, observing other classes and meeting with mentors;
 - the allocation of a mentor who would be trained for the role, who would be given appropriate time to perform the role and who could expect to receive recognition for undertaking the role; and
 - access to a structured and tailored program of professional development.

The Australian Government would expect a co-contribution by participating employing authorities and beginning teachers.

The program should be implemented at the start of the school year in 2008 and reviewed at the end of 2013.

- 2) **ensuring that there is a close match between the number of teacher education places that the Australian Government funds in teacher education courses and specific teaching workforce needs.**

Supporting career-long, on-going professional learning

Introduction

- 7.1 On-going professional learning is a vital part of the teacher education continuum. Teachers need to stay up to date with developments in the knowledge base in their discipline areas as well as with developments in corresponding pedagogical approaches. As they progress through their careers, teachers will be challenged by situations or student needs that warrant new learning on their part. In undertaking professional learning, and incorporating that learning into their practice, teachers are also generating new knowledge. There is a dynamic relationship between teaching, learning and research. The vigour of this relationship is in some respects an indicator of the quality and health of teaching at any point in time.
- 7.2 On-going professional learning is a shared responsibility. Employing authorities and schools clearly have primary responsibility for ensuring that teachers have access to quality on-going professional learning. Much of the on-going professional learning that is driven by employing authorities relates to curriculum developments or other specific priorities. Schools and principals also have responsibility for ensuring that teachers have access to on-going professional learning and for working with teachers to identify appropriate on-going professional learning programs. As professionals, teachers have particular responsibility to ensure that they stay up to date with developments in their field and to continue to invest time and effort in learning. Through sharing their learning with

others, either through participating in research or through informal collegiate support mechanisms, teachers are able to build a culture of learning that should be the hallmark of the teaching profession.

- 7.3 The Australian Government makes a significant contribution to on-going professional learning. The principle vehicle for its contribution is the Australian Government Quality Teaching Program (AGQTP) which aims to update and improve teachers' skills and understanding in priority areas and to enhance the status of teaching. The Australian Government's investment in the program for the period 1999-2009 amounts to almost \$300 million. Since the program began, more than 240,000 professional development opportunities have been taken up by teachers.¹ A recent evaluation highlighted its effectiveness and noted "that there is a continuing imperative for a single national program that focuses explicitly on teacher and school leader professional learning needs to address contemporary and emerging challenges in Australian schooling."² The committee commends the Australian Government's support of the professional learning of teachers and school leaders. It encourages the Australian Government to continue this level of support over the long term including its support of Teaching Australia which is funded under the AGQTP.

Issues concerning on-going professional learning

- 7.4 A number of issues concerning on-going professional learning were raised in this inquiry. These include:
- a decline in the number of teachers interested in postgraduate study which has been attributed to: the introduction of fees for postgraduate study; the increase in teachers' workloads; the ageing of the teaching workforce³; the lack of financial reward for gaining post graduate qualifications⁴; and the perception that further study was not linked to career advancement⁵;

1 Department of Education, Science and Training, *Submission No. 59*, p. 10.

2 Department of Education, Science and Training, *Submission No. 59*, p. 10.

3 See, for example: University of South Australia, *Submission No. 40*, pp. 7-8.

4 See, for example: Australian Council of State School Organisations, *Submission No. 143*, p. 11; Flinders University, *Submission No. 126*, p. 13.

5 See, for example: Mr Barry Kissane, School of Education, Murdoch University, *Transcript of Evidence*, 25 October 2005, p. 17; Ms Susanne Owens, Teacher Registration Board of South Australia, *Transcript of Evidence*, 29 September 2005, p. 13.

- a decline in the amount of professional development undertaken⁶;
- the ad-hoc nature of the provision of on-going professional learning⁷;
- the need for a more coordinated approach to developing and providing on-going professional learning so that it is better matched to the needs of particular schools and districts⁸;
- the need for universities to be more involved in providing on-going professional learning⁹;
- the need to recognise the role of professional associations as providers of on-going professional learning¹⁰; and
- the difficulties in accessing on-going professional learning for teachers in rural and remote areas¹¹.

7.5 Developing stronger partnerships between employing authorities, universities and schools is potentially a key mechanism for addressing many of these issues and there are many examples of collaborative ventures in this area. The establishment of the National Teacher Education Partnership Fund recommended in Chapter 5 would encourage many initiatives to develop, provide and deliver effective on-going professional learning.

7.6 As professionals, teachers should be committed to on-going professional learning and this expectation should be formalised as a requirement for the renewal of registration. (The committee notes that some jurisdictions have introduced such a requirement and others are moving towards it.) Moreover, the expectation that teachers participate in on-going professional development should be coupled with systemic recognition of the value of on-going professional learning. In particular, participation in substantial on-going learning should be recognised as one of the ways of achieving higher levels of registration. Ways should also be found to recognise the private efforts of teachers to develop their expertise and

6 See, for example: University of South Australia, *Submission No. 40*, pp. 7-8; Flinders University, *Submission No. 126*, p. 13; Mr John Sarev, Teacher Registration Board of the Northern Territory, *Transcript of Evidence*, 31 August 2005, p. 25. Ms Glynys O'Brien, South Australian Primary Principals Association, *Transcript of Evidence*, 27 September 2005, p. 77; Ms Susanne Owens, Teachers Registration Board of South Australia, *Transcript of Evidence*, 29 September 2005, p. 13.

7 See, for example: *Fostering in Health & Education Partnerships*, *Submission No. 11*, p. 6.

8 See, for example: Association of Independent Schools of SA, *Submission No. 122*, p. 19.

9 See, for example: Teachers Registration Board of South Australia, *Submission No. 38*, p. 5; Flinders University *Submission No. 126*, p. 13.

10 See, for example: Flinders University, *Submission No. 126*, p. 13.

11 See, for example: *Fostering in Health & Education Partnerships*, *Submission No. 11*, p. 6.

salary advancement or loadings attached to higher levels of registration should be considered.

- 7.7 Many submissions highlighted the potential of the national professional standards for teaching to provide a means of linking on-going professional learning to career progression. This is evidence of the readiness of the profession to adopt a standards-based approach to teacher registration and to career-long teacher professional learning.

Continued registration should no longer be on the basis of an initial qualification but should reflect a model of lifelong learning and demonstrated competence. All teachers, throughout their careers, should be engaged in systematic learning of a more substantial and rigorous kind than present 'in-service' days provide for. Notwithstanding the complexities of fair assessment, we believe teaching performance should be evaluated throughout the teaching career and that graduated steps are needed to make teaching a career based on quality of performance, with appropriate incentives and rewards, including rewards for completion of advanced university studies.¹²

Ideally, professional learning should have a coherent purpose and long-term direction. There should be an identified path of a teacher's learning journey; and this should be aligned with an individual teacher's professional competency measured against standards.¹³

At present there are too few inducements – salary increments and promotion opportunities – for teachers whether in the early years or later to undertake advanced study. Yet teaching should be presenting itself as a scholarly, learning profession. The development of professional standards and (continuing) registration requirements provides scope for addressing this issue with more attention to the structure and content of advanced degrees/diplomas and access to them.¹⁴

The requirements for continued registration proposed by the Queensland College of Teachers is seen as a positive means of ensuring the development of a structured framework across Queensland to replace the current ad hoc arrangements.¹⁵

12 Connell Skilbeck International Education Research and Consultancy, *Submission No. 24*, pp. 9-10.

13 Department of Education, Science and Training, *Submission No. 59*, p. 20.

14 Hobart Forum on Teacher Education, *Submission No. 171*, p. 6.

15 University of Southern Queensland, *Submission No. 146*, p. 4.

The Professional Standards of Teachers aligned against the National Framework offer the opportunity to clearly define and describe quality teaching and post-graduate and on-site professional learning requirements.¹⁶

In relation to the ongoing professional learning and development of teachers, we look forward to the findings of the report and the possibilities for the Government to enhance its investment in programs that lead to professional competency, professional accomplishment and professional leadership – those terms coming from successful completion or evaluation against standards – so that we see that there is an opportunity in the outcomes of this inquiry for teachers who are already in the game, so to speak, to have their professional career paths certified and valued in a way that has not been possible to this point. That would be done through the right combination of faculty, school and system professional association and government partnerships.¹⁷

The other thing that is going to drive professional learning to a large degree in New South Wales is the Institute of Teachers because it has four levels of accreditation: it has the basic graduate, beginning teacher level, but there is a professional accomplishment and professional leadership level, and those levels for ongoing accreditation are going to require documentation of professional learning. And, as part of that, there will be the approval of higher degree courses by the institute for teachers so they can actually do approved courses.¹⁸

16 South Australian Government, *Submission No. 157*, pp. 22-23.

17 Dr Michael Gaffney, Catholic Education Office, Archdiocese of Canberra and Goulburn, *Transcript of Evidence*, 30 March 2006, p. 1.

18 Prof. Stephen Dinham, University of Wollongong, *Transcript of Evidence*, , 4 April 2006, p. 52.

Recommendation 8

The committee recommends that the Australian Government:

- works through MCEETYA to encourage all registration authorities to require participation in on-going professional learning as a condition for the renewal of registration;
- encourages education authorities to work with registration authorities and teacher education providers to develop processes for recognising the value of on-going professional learning linked to higher levels of registration and provides some funding to assist in developing these processes; and
- works through MCEETYA to encourage employing authorities to recognise higher levels of registration in salary structures.

Building an evidence-based approach to pedagogy

7.8 The location of initial teacher education in universities should promote a strong relationship between research into teaching and learning and practice. Many universities and other stakeholders described ventures in which universities are conducting research in partnership with education authorities. In some cases they are also developing and offering related on-going professional learning. The committee encourages these developments and notes again the potential for the National Teacher Education Partnership Fund that it has recommended in Chapter 5 to deliver benefits in this area.

7.9 Despite some instances of universities collaborating with other stakeholders in areas of research and on-going professional learning, the committee remains concerned that much of the educational research that is being done in Australia does not find its way into teaching practice. Teaching Australia confirmed the committee's impression and outlined its intention to develop a mechanism for making relevant research more accessible.

One of the many features of a profession is that the work of its members is informed and validated by relevant, current, accessible and trustworthy evidence. Educational research that is relevant to classroom and school practice is too often inaccessible to teachers and school leaders. Teaching Australia is committed to making this research accessible to practitioners both through the form of its presentation and through its location.

Teaching Australia intends to examine the feasibility of establishing a National Clearing House for Educational Research. The challenge will be to identify and extract evidence-based information about quality teaching and school leadership and make it available in a 'user-friendly' format... Current databases are often difficult to use, inaccessible to teachers and insufficiently targeted to the needs of the teaching profession and other potential users. In addition, few resources are available that specifically organise educational research relevant to Australian schooling contexts.¹⁹

- 7.10 The committee strongly supports Teaching Australia's expressed intention in this area. Improving access to current relevant research would enrich the formal and informal on-going professional learning opportunities available to teachers. A National Clearing House for Educational Research would be of considerable benefit to all teachers but has the potential to be particularly so for teachers in rural and remote locations. There is also potential to link research available through the proposed National Clearing House for Educational Research to the development of specific on-line professional learning modules.

Recommendation 9

The committee recommends that the Australian Government supports Teaching Australia's proposal to conduct a feasibility study into the establishment of a National Clearing House for Education Research. Should the study find that a National Clearing House for Educational Research would be of substantial value, then the Australian Government should fund its establishment. The value of the National Clearing House for Educational Research would depend on a number of factors including how aware teachers are of it. The level of funding should be sufficient to allow for input from stakeholders into its development as well as for the promotion of its use in informal and formal on-going professional learning.

Conclusion

- 7.11 The committee was fortunate enough in the course of this inquiry to meet with a number of teacher education students and recent graduates. Some of these students and graduates had entered teacher education straight from school. Others had entered teacher education from different careers or from family caring responsibilities. Without exception, the students

¹⁹ Teaching Australia, *Submission No. 168*, p. 12.

impressed the committee with their commitment, their professionalism and the value that they placed on teaching.

- 7.12 Ultimately the effectiveness of the initiatives to improve research and on-going learning, and the relationship between them, will depend on how fully teachers embrace a commitment to on-going professional learning as part of their professional identity. The following observation from the University of Wollongong confirms the impression that the committee gained through its own meetings with students and beginning teachers, and augurs well for the future.

What this all is leading to is a much greater coalition in the provision of teachers' professional learning. It will not just be department in-service or university formal courses. What we will see is courses put together by providers such as employers, professional associations and universities to meet the needs of these people, which will be driven by accreditation. But it also be driven by other things – people are actually wanting to learn and it will be a new generation with a different attitude.²⁰

20 Prof. Stephen Dinham, University of Wollongong, *Transcript of Evidence*, 4 April 2006, p. 52.

Funding of teacher education

Background

- 8.1 Since 2005, funding from the Australian Government has been provided to universities and higher education providers under the Commonwealth Grants Scheme (CGS) through annually negotiated funding agreements. The funding agreement specifies the number of student places in a broad range of discipline areas that will be funded by the Australian Government. The discipline areas are grouped into twelve funding clusters. The funding rate per place for each cluster or priority area is set in legislation. The amount is based on relativities derived from the teaching component of the Relative Funding Model (RFM) developed in the early 1990s.¹
- 8.2 Table 3 sets out the rates for Commonwealth contributions for 2006.

¹ Department of Education, Science and Training, *Higher Education Report 2004-05*, Canberra, 2005.

Table 4 Commonwealth and student contribution rates for funding clusters for 2006²

ITEM	FUNDING CLUSTER	COMMONWEALTH CONTRIBUTION AMOUNT (a)
1	Law	1,499
2	Accounting, Administration, Economics, Commerce	2,466
3	Humanities	4,156
4	Mathematics, Statistics	4,908
5	Behavioural Science, Social Studies	6,598
6	Computing, Built Environment, Health	7,349
7	Foreign Languages, Visual and Performing Arts	9,037
8	Engineering, Science, Surveying	12,232
9	Dentistry, Medicine, Veterinary Science	15,332
10	Agriculture	16,299
11	Education	7,251
12	Nursing	9,692

Source: Department of Education, Science and Training

8.3 A second stream of funding to universities is through student contributions known as HECS. Student contributions are usually paid to the university by the Commonwealth on behalf of the students, most of whom defer the payment and are required to repay the Commonwealth. This arrangement differs from the pre-CGS arrangements in which the HECS component was paid as part of the overall block grant.

8.4 Since 2005, providers have been able to set the student contributions up to 25% above the 2004 HECS rates (indexed) except in two areas, teaching and nursing.

2 Amounts are for an Equivalent Full-time Student Load (EFTSL) calculated according to the discipline in which the units of study are classified. (The base funding cluster amounts are increased by 5% for higher education providers that meet the National Governance Protocols and specified workplace relations requirements.)

Table 5 Student contribution bands and ranges for 2006

Student contribution band	Student contribution range (students commencing on or after 1 January 2005)	Student contribution range (pre-2005 HECS students who began their course on or after 1 January 1997)	Student contribution range (pre-2005 HECS students who began their course before 1 January 1997)
Band 3 (law, dentistry, medicine, veterinary science)	\$0 - \$8,170	\$0 - \$6,535	\$0 - \$2,943
Band 2 (accounting, administration, economics, commerce, mathematics, statistics, computing, built environment, health, engineering, science, surveying, agriculture)	\$0 - \$6,979	\$0 - \$5,583	\$0 - \$2,943
Band 1 (humanities, behavioural science, social studies, foreign languages, visual and performing arts)	\$0 - \$4,899	\$0 - \$3,920	\$0 - \$2,943
National priorities (education, nursing)	\$0 - \$3,920	\$0 - \$3,920	\$0 - \$2,943

Source: Department of Education, Science and Training

- 8.5 In 2005, the Government introduced a practicum loading for education, partly to compensate for the inability of universities to raise the extra 25% on student contributions, and as part of identifying teacher education as a national priority.³ The amount for 2006 equated to \$686 per EFTSL in units of study in teacher education. This sum is considerably less than the amount that would be available to the universities if they were able to add the extra 25% to the student contribution charge.
- 8.6 Having received what is essentially a block operating grant, universities are generally free to use it for their overall operations. Accountability remains largely at the block level with universities having to provide

3 Department of Education, Science and Training, *Submission No. 59.1*, p. 1.

detailed statistical data on their student load in their annual reports and financial statements. The data on student load includes details of units of study and courses that students are undertaking, campuses on which the students are studying, mode of delivery and liability status. Funding agreements now include a clause specifying that "The CGS funding clusters for nursing and teaching have been funded in part in recognition of the costs of the nursing clinical placements and teaching practicum. The University must utilise such funds for the purpose for which they are allocated."⁴ There are, however, no specific reporting requirements attached to funding for the practicum component. Monitoring tends to be done more informally through the discussions that take place around the drawing up of the funding agreement. The Minister at the time, The Hon Dr Brendan Nelson, advised the Parliament that should the Government become "aware of instances where the funds were being used for unintended purposes it would consider appropriate ways in which this could be rectified."⁵

Adequacy of funding of teacher education courses by university administrations

8.7 As part of this inquiry, the committee was asked to examine the adequacy of funding by university administrations. The evidence received on this issue was very mixed. Many submissions suggested, mostly on the basis of anecdotal evidence, that funds for teacher education were in effect being used by universities to cross-subsidise other areas.⁶ The committee also received evidence that suggested general satisfaction with internal funding arrangements.⁷ Some contributors suggested that education was being cross-subsidised by other areas of the university.

4 Department of Education, Science and Training, *Submission No. 59.1*, p. 1.

5 Department of Education, Science and Training, *Submission No. 59.1*, p. 1.

6 See, for example: Lutheran Education Australia, *Submission No. 118*, p. 6; University of Sydney, *Submission No. 133*, pp. 10-11; NSW Department of Education and Training, *Submission No. 135*, p. 14; University of Southern Queensland, *Submission No. 146*, p. 1, and *Transcript of Evidence*, 7 July 2005, pp. 30 & 35; Australian Council of Deans of Education, *Submission No. 31*, p. 9; Queensland Catholic Education Commission, *Submission No. 71*, p. 6; Dr Mike Grenfell, *Submission No. 96*, p. 11; South Australian Secondary Principals Association, *Transcript of Evidence*, 27 September 2005, p. 92.

7 See, for example: Flinders University, *Transcript of Evidence*, 27 September 2005, p. 4; Edith Cowan University, *Transcript of Evidence*, 26 October 2005, p. 19; University of Western Sydney, *Transcript of Evidence*, 8 March 2006, pp. 23-24; University of Western Australia, *Transcript of Evidence*, 26 October 2005, p. 64.

- 8.8 The issue of the adequacy of the funding of teacher education courses by university administrations was of enough concern for it to be included in the terms of reference for this inquiry. There is simply not enough transparency in the system to enable the committee to make a proper assessment of the matter. That this is the case is itself a matter of concern.
- 8.9 There is general acceptance that universities will keep a portion of the Commonwealth funds for student admissions, student support services and general operating costs. The committee recognises that universities have different priorities and needs at different times and that the flexibility that is provided by the current funding arrangements is of value to them. Universities should retain the capacity to direct the funds they receive from Commonwealth course contributions and student contributions (with the exception of funding tied to practicum) according to their priorities. However, the system should be more transparent. Universities should be required to report to the Commonwealth on how much of the money allocated for each funding cluster area is spent on that area. Strategic cost management and activity-based costing, as used by some universities⁸, would facilitate meeting such a requirement.
- 8.10 The current funding agreements are only a few pages long and include one page with a table showing what sum is allocated to each funding cluster (*see* Appendix G). Although universities may claim that they already provide detailed financial information to the Minister, in accordance with the financial guidelines,⁹ the financial acquittal for the CGS funds is at block level only. This is not sufficiently detailed to show the actual disbursement of funds (*see* Appendix H). Universities should be required to provide at the end of the year a table setting out the amount actually distributed to each cluster and this document should be tabled in the Parliament, as is the original funding agreement. While universities submit annual reports to state parliaments, these too, do not provide sufficient detail on the disbursement of funds at cluster level.
- 8.11 Given the high levels of taxpayer investment in higher education including teacher education, financial reporting should enable a ready assessment of how that investment has been applied. The acquittal according to funding cluster would provide a clearer factual basis to inform deliberations about the adequacy of funding of teacher education courses and other courses, by university administrations.

8 *See, for example: Monash University, Submission No. 105.1.*

9 *See Department of Education, Science and Training, Financial Statement Guidelines for Australian Higher Education Providers for the 2005 Reporting Period, Canberra, 2005.*

Recommendation 10

The committee recommends, in order to provide greater transparency and accountability, that universities be required to acquit CGS funds against each funding cluster by providing a table of expenditure corresponding to the table in the funding agreement that sets out the initial allocation of funds.

The overall level of funding for teacher education

- 8.12 A large proportion of submissions expressed concerns about the level of funding for teacher education. All viewed the funding level as inadequate and many singled the issue out as the most important in the inquiry. Submissions described the inadequacy of funding as having serious consequences for teacher education. These include: a significant rise in staff-student ratios; increased workloads of staff; limiting capacity to build strong partnerships with schools; limiting capacity to innovate; limiting the number of places that can be offered in teacher education; limiting the capacity to properly resource the school experience component of the course; preventing maximising the use of information and communications technologies; and hampering the ability to attract quality staff.¹⁰
- 8.13 The concerns about funding centred around three themes:
- the cost of teacher education being underestimated by various funding regimes since the original Department of Employment, Education and Training (DEET) weightings were established in the 1980s;
 - the impact of the HECS cap; and
 - the inadequacy of funding for practicum.

An underestimation of costs

- 8.14 The amount of the Commonwealth's contribution for each Commonwealth supported university place varies according to the discipline cluster that the place is in. The amount was not revisited when

10 See Victoria University of Technology, *Submission No. 21*, p. 13; Australian Council of Deans of Education, *Submission No. 31*, pp. 6-7; University of Western Sydney, *Submission No. 152*, pp. 11-12; Open Universities Australia, *Submission No. 33*, p. 3; Teachers Registration Board of Tasmania, *Submission No. 117*, p. 3.

the new CGS was developed and is still based on the relativities derived from the Relative Funding Model (RFM) developed in the 1990s.¹¹ A number of submissions claimed that the amount never accurately reflected the real cost of preparing a teacher nor takes account of the increases in costs that have occurred over the years.

The original DEET Weight imposed on teaching in the late 1980s (1.3) suggested that it was far cheaper to train a teacher than a nurse or indeed an artist, dramatist or language specialist. The inference was that it cost about the same to train a teacher as to train an anthropologist or sociologist. While most involved in teacher education at the time had the sense that this decision constituted a grave error on the part of the DEET decision makers, very few would have been in a position to compare the various training regimes above at close quarters...¹²

Under all regimes since the Relative Funding Model was first implemented (and it is still the basis for funding relativities in higher education), education has been funded below its appropriate level. There is documentation which shows that because education was such a large discipline, it along with nursing had their relative funding reduced from the original recommended levels. The RFM was introduced at a time before technology had a large impact in teaching and before there were significant changes in expectations of teachers. Thus it was based on a 'chalk and talk' notation of teaching and teacher education which is no longer either appropriate or desirable. The RFM also failed to take into account that this is the only profession which is required to pay to have its students undertake practicum and therefore actual funding which enters the University for teacher education, flows out of the University again to teachers in schools.¹³

First, we argue that the original DEET weight of 1.3 does not account for either the relative costs (against other social sciences) or the absolute costs of teacher education. The total costs of professional experience consume up to 20% of our total budget. The cost of professional experience has been an ongoing problem for teacher education for more than ten years. More recently the requirement to prepare graduates who can effectively use ICTs to

11 Department of Education, Science and Training, *Higher Education Report 2004-05*, 2005, p. 44.

12 Australian Council of Deans of Education, *Submission No. 31*, p. 7.

13 Flinders University, *Submission No. 126*, p. 14.

improve student learning, means that ICT infrastructure, support and training costs are quickly becoming the second largest component of our non-salary expenditure. Neither of these factors existed when the original weighting was devised.¹⁴

- 8.15 The Commonwealth course contribution for education for 2006 is \$7,251 per EFTSL which includes the practicum component of \$686. Without the practicum component, a place in Education is funded at almost the same rate as a place in Behavioural Science and Social Studies.¹⁵ The ACDE suggested that, “even leaving aside the cost of the practicum requirements”¹⁶ funding should be commensurate with funding for Nursing (\$9,692 in 2006) or Languages and the Performing Arts (\$9,037 in 2006).

A significant proportion of any teacher education course involves curriculum ‘methods’ (what and how to teach and assess in specific areas of the school curriculum). Education thus needs to fund the infrastructure, equipment, materials and technical support for science education laboratories, visual and performance arts spaces including music, and sporting, physical education and human movement education laboratories/facilities. In addition, Education must fund mathematics curriculum materials, wireless laptops and a wide range of educational software across the age span from early childhood to senior secondary across all curriculum areas. Also smaller laboratory class sizes often are needed for practical laboratory sessions because of pedagogical and OHS regulations. Teaching costs are therefore similar at least to disciplines such as Visual Arts and Languages.¹⁷

Impact of the identification of education as a National Priority Area on funding

- 8.16 As part of the *Our Universities: Backing Australia's Future* package of higher education reforms, teaching was identified as an initial key area of national priority. The intention behind establishing this as a National Priority Area was to allow the Government “to respond to current and emerging national needs, such as shortages in particular areas of the

14 University of Western Sydney, *Submission No. 152*, p. 11.

15 Department of Education, Science and Training, *Higher Education Report 2004-05*, 2005, p. 44.

16 Australian Council of Deans of Education, *Submission No. 31.1*, p. 1.

17 Australian Council of Deans of Education, *Submission No. 31.1*, p. 1.

labour market, and the education of students from low income backgrounds and indigenous students.”¹⁸

- 8.17 One of the measures put in place to support education as a National Priority Area was to fix the student contribution rate for units of study undertaken in education at 2004 levels (indexed).¹⁹ From 2005, higher education providers have been able to set student contributions in all other funding clusters (with the exception of nursing) within a range from \$0 to an amount up to 25% higher than the 2004 rates (indexed). Many contributors to this inquiry claimed that this move has significantly disadvantaged teacher education.²⁰
- 8.18 One financial consequence of ‘capping’ HECS is to disadvantage teacher education in relation to other areas of study.

The HECS limitation translates to a potential \$962 per place (based on a 25% HECS increase) that is unavailable to institutions for Education places. With around 50,000 domestic EFTSL in Education across the sector, this represents a potential \$48 million nationally. The Commonwealth contribution amount has been adjusted, ostensibly to make up this shortfall. However the relative funding model (RFM) for Education of the combined Government and student contributions has actually decreased from 1.3 in the previous RFM to 1.2 using the maximum student contribution rates. Education now has available only 20% more funding than the lowest funded disciplines, compared to 30% previously.²¹

- 8.19 One course provider pointed out that in institutions with a large proportion of the student load in teaching and nursing, capping HECS represented a significant impost.²² Another claimed that the “reduction in HECS-based income for Education seems likely to lead inevitably to a conclusion that less University resources ought to be devoted to it, thus paradoxically turning what is recognised as a priority into a non-priority”.²³

18 Department of Education, Science and Training, *Submission No. 59*, p. 8.

19 Department of Education, Science and Training, *Submission No. 59*, p. 8.

20 See, for example: University of South Australia, *Transcript of Evidence*, 28 September 2005, pp. 18-19; University of Western Sydney, *Submission No. 152*, p. 2; University of Melbourne, *Transcript of Evidence*, 7 June 2005, p. 69; Australian Vice-Chancellors Committee, *Transcript of Evidence*, 10 February 2006, p. 31; Edith Cowan University, *Transcript of Evidence*, 26 October 2005, p. 19.

21 Australian Technology Network of Universities, *Submission No. 66*, p. 12.

22 Edith Cowan University, *Transcript of Evidence*, 26 October 2005, p. 19.

23 Murdoch University, *Submission No. 159*, p. 11.

Quarantining Education from the variable HECS fees has not served the purpose for which it was designed. The Council has argued elsewhere that the awarding of national priority status has resulted in Education becoming a less attractive discipline within the university, due to its inability to raise extra funds. Moreover, this status ultimately works against the students for whom it was designed. Not only is Education unable to raise the resources required to support vanguard teaching and learning, but all students suffer if the status of Education is ultimately diminished within the university.²⁴

- 8.20 In 2005 the Government provided additional funding for practicum both in recognition of the cost of practicum and to compensate course providers for the cap on HECS.²⁵ Many submissions argued that the additional funding for practicum was insufficient compensation.

The additional Government funding to make up for this just is not sufficient. The relative funding level for education courses has, in fact, dropped from 1.3 to 1.2. In other words, if you take into account what has happened with CGS and with the 25% maximum contribution that can be placed on all other courses except education and nursing, education now receives only 120 per cent of the lowest funded course, whereas previously it was 130 per cent.²⁶

- 8.21 The Government claims to make the additional payment to practicum in recognition of the cost of providing practicum and to compensate universities for the HECS cap. However, the amount of the additional funding for practicum is less than the sum that universities could raise by increasing the student contribution by 25%.

24 Australian Council of Deans of Education, *Submission No. 31*, p. 10.

25 Department of Education, Science and Training, *Submission No. 59.1*, pp. 1 & 2.

26 Prof. Elizabeth Harman, Australian Vice-Chancellors Committee, *Transcript of Evidence*, 10 February 2006, p. 31.

Recommendation 11

The committee recommends that the Australian Government:

- (a) commission an evaluation of the impact on teacher education courses of fixing the student contribution rate at 2004 levels (indexed) to determine whether this measure, as part of its strategy of identifying education as a National Priority Area, has met its stated objective of responding “to current and emerging national needs, such as shortages in particular areas of the labour market, and the education of students from low income backgrounds and indigenous students”;
- (b) from 2008, increase the Commonwealth Contribution Amount for an Equivalent Full-Time Student Load in the Education cluster from \$7,251 to \$9,037²⁷, the same level as that applying to the Foreign Languages, Visual and Performing Arts cluster; and
- (c) review the mechanism for determining the level of funding that the Australian Government contributes towards student places in different disciplines and develop an alternative mechanism which more accurately reflects the real costs of delivering those places.

Practicum costs

- 8.22 Even if the practicum loading introduced in 2005 served only one purpose and was not also claimed to be compensation to universities for capping HECS, it does not adequately assist universities with practicum costs. These costs include payments for supervising teachers in schools, payments for casual university supervisors and payments for administrative staff who organise the placements. They also include travel costs of university supervisors²⁸ and, where it does occur, training and preparation of school supervisors of students.
- 8.23 A number of universities expressed the view that the loading did not adequately reflect the costs of practicum.

²⁷ 2006 figures to be indexed to 2008.

²⁸ University of Newcastle, *Submission No. 98*, p. 11.

We conservatively estimate the cost of placement for a one year Graduate Diploma student to be at least \$2,500 per enrolment when one includes the administration of the placement, cost of teacher payments and academic staff time and travel costs for visits.²⁹

Further, it is difficult to know how the \$657/EFTSL was calculated, as it is certainly less than the cost of paying teachers and of practicum. Thus the Commonwealth assistance has been of the order of \$494,721 while the current costs of practicum for Flinders University is estimated to be:

To schools for taking students \$ 583,668

For supervision (extra staff) \$ 72,000

For supervision (University staff) \$ 240,000

Total \$ 895,668³⁰

The total costs of professional experience consume up to 20% of our total budget.³¹

When we moved from the previous model in the mid-1980s to the relative funding model, the notion of the practicum was an issue that started to arise then. There was an allocation that disappeared slowly over time, so the cost of the practicum became involved in the formula for the allocation of students into the universities. Over time that has slowly disappeared so that now the practicum is part of the cost, and the weighting for a student teacher is one of the lowest in the university. So the practicum is a very expensive component in lots of ways. It is not just financially. It is expensive time-wise when you want to maintain contact with the schools and you want to keep supervising teachers in touch with what is happening and vice versa – the teacher educators in touch with the school. There are lots of costs that are not necessarily financial in terms of the initial funding but become financial in terms of maintaining expertise and contact. So it is a complicated issue. But the cost of the practicum is certainly substantial and not covered appropriately.³²

29 Monash University, *Submission No. 105*, p. 15.

30 Flinders University, *Submission No. 126*, p. 14.

31 University of Western Sydney, *Submission No. 152*, p. 11.

32 Prof. Jeffrey Loughran, Monash University, *Transcript of Evidence*, 7 June 2005, p. 57.

- 8.24 The way that the practicum loading is calculated by DEST and distributed within universities came under criticism.

... the increase in funding has been modest anyway – partly because it was rolled into the annual operating grant and allocated according to taught load. This has meant that universities have taken their usual ‘off-the-top’ proportions for central administration and infrastructure. And by following taught load, most courses have not received the supplementation they might have expected. Indeed, it seems odd for DEST to have said they wanted to support the costs of practicum yet to allocate the money according to taught load. As stated above, many Education courses have only 50% of the taught load of Education courses yet bear 100% of the cost of the practicum. If Education courses were taught totally within the Faculties of Education, they'd be getting much more per student for the practicum costs yet they'd be doing the same amount of practicum.³³

- 8.25 A particular issue is the treatment of the loading in respect of students studying some units outside education faculties who attract a proportional payment.

Student A, taking a four year course with all units of study in Education, will attract a loading of \$2,628 (4 x \$657) over four years. By contrast student B, qualifying to become a History teacher and taking a double degree in Arts and Education, would do 50% of the course in Arts and 50% in Education. The university would be funded at the Arts rate for half of student B's course and at the Education rate for half the course, and would receive a practicum loading of only \$1,314 (2 x \$675) over four years even though the practicum costs for student B will be the same as for student A.³⁴

- 8.26 The way that the practicum loading is calculated for part-time students also results in anomalies.

The first, is that it is calculated on an effective full-time equivalent student load which is lower than the actual number of students, because some are studying part-time. In Education at Flinders, the funding is for 753 EFTSLs, although there are 1,039 students. This

33 University of Ballarat, *Submission No. 55*, pp. 5-6.

34 Australian Council of Deans of Education, *Submission No. 31.1*, p. 2.

means, in effect, that the actual funding only assists for approximately two-thirds of the students.³⁵

- 8.27 The ACDE proposed an alternative model for funding in which the practice component would be calculated on quantum of placement rather than taught load.

The Education practical component be provided through a mechanism that ties funding directly to the quantum of placement provided rather than to taught load taken within Education. For this component of the funding the ACDE proposes a model along the following lines:

- within agreed parameters, universities offering accredited courses would register the amount of placement provided for particular teacher education courses (presently, typically 80 school-based days for a four year BEd or a double degree such as a BA/BEd or BSc/BEd, and 40-50 days for a one year Graduate Diploma of Education);
- universities would package the days to suit the particular course structure;
- in semesters in which students undertook a placement they would register for a number of practicum modules, each of perhaps five days, in association with the standard credit bearing units that comprise the course; and
- these modules would not be 'units of study' with credit points attached. Rather, registration for the practicum modules would be in association with enrolment in credit bearing units of study that would continue to bear the majority of the placement costs.

In 2005, the practicum loading was a total of \$2,628 for a four year BEd course studied fully within Education. Averaged over 80 days, this amounts to \$32.85 per student practicum day. The ACDE recommends that this funding be directly tied to registration for placement modules. That is, if a module was five days, each would attract the "loading for the Education Practical component" of $\$32.85 \times 5 = \164.25 in 2005 (but indexed as is CGS funding). Funding would be based on predictions and agreed during cluster portfolio discussions in the same way as Commonwealth supported load, with adjustments expected for significant variations from predictions.³⁶

- 8.28 The implementation of recommendation 6 on partnerships, would assist providers to meet the costs of some measures aimed at improving

35 Flinders University, *Submission No. 126*, p. 14.

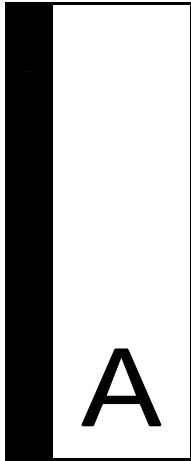
36 Australian Council of Deans of Education, *Submission 31.1*, pp. 2-3.

practicum. The recommendation would also encourage employing authorities to make a greater contribution to supporting practicum. Notwithstanding the increased resources that may flow as a result of this recommendation, universities need substantially more funding for practicum from the Commonwealth if they are to be expected to ensure that their courses provide high quality professional experience components. The funding of the professional experience component of teacher education courses should reflect its critical importance.

Recommendation 12

The committee recommends that the Australian Government:

- a) commission an examination of the cost of providing practicum and increase the amount of the loading for practicum to fully reflect its costs;**
- b) calculate the amount of funding for the practicum component on the basis of the quantum of placement rather than taught load; and**
- c) pay the practicum component separately to universities and require them to acquit it separately as part of their financial reporting requirements.**



Appendix A - List of submissions

No.	Individual/Organisation
1	Mr Nigel Page
2	Mr Peter Dingle
3	Mr Lionel Parrott
4	Maralinga Primary School
5	Ms Sandra Robinson
6	Catholic Education Office (Archdiocese of Canberra and Goulburn)
7	Mr Philip Roberts
8	Mr S F Crook
9	Ms Robyn Beesley
10	Dr Brian O'Donnell BA, MEdAdmin, PhD
11	Fostering Partnerships in Health and Education
12	Professor Peter Taylor
13	Mr Tom Bradbury

No.	Individual/Organisation
14	Ms Doreen Rorrison
15	University of Notre Dame, VET Programs
16	Council of Australian State Libraries
17	Mr Geoff Holmes
18	School Library Association of South Australia Inc
19	Ms Vicki Goulding
19.1	Ms Vicki Goulding
20	Mr Adrian Piccoli MP
21	Victoria University of Technology, School of Education
22	Learning Difficulties Coalition of NSW Inc
23	Tabor College Adelaide
24	Connell Skilbeck International Education Research and Consultancy
25	Modern Language Teachers' Association of SA Inc
26	Mr Andrew Mullins
26.1	Mr Andrew Mullins
27	Professor Tania Aspland
28	Dr R L Bruce
29	Mr James Hurley
30	Ms Adrienne van Spanje
31	Australian Council of Deans of Education Inc

No.	Individual/Organisation
31.1	Australian Council of Deans of Education Inc
32	Institute for Family Advocacy and Leadership Development
33	Open Universities Australia
34	Mr Glenn Scarffe
35	Western Australian Council of State School Organisations Inc
35.1	Western Australian Council of State School Organisations Inc
36	Rudolf Steiner Schools of Australia
37	Board of Teacher Registration, Queensland
38	Teachers Registration Board of South Australia
39	Association of Principals of Catholic Secondary Schools in Australia
40	University of South Australia, School of Education
40.1	University of South Australia, School of Education
41	Australian Disability Training Advisory Council
42	Queensland Department of Education and the Arts
43	Dr David Tripp
44	Ms Helen Pendreigh
45	Rural Education Forum Australia
46	Australian Teacher Education Association
47	Dr Niall Richardson
48	Ms Joanne Jayne
49	Association of Independent Schools of Victoria Inc

No.	Individual/Organisation
50	Australian Secondary Principals' Association
50.1	Australian Secondary Principals' Association
51	Australian Education Union
52	Adventist Schools Australia
53	Victorian Parents' Council Inc
54	Australia and New Zealand Education Law Association Ltd (Victorian Chapter)
55	University of Ballarat, School of Education
56	Music Council of Australia
57	Queensland Association of Teachers of English to Speakers of Other Languages
58	Australian Mathematical Sciences Institute
59	Department of Education, Science and Training
59.1	Department of Education, Science and Training
59.2	Department of Education, Science and Training
60	Deakin University, Faculty of Education
60.1	Deakin University, Faculty of Education
60.2	Deakin University, Faculty of Education
61	Royal Australasian College of Physicians, Division of Paediatrics and Child Health
62	University of Melbourne, Faculty of Education
62.1	University of Melbourne, Faculty of Education

No.	Individual/Organisation
63	Australian Association for Environmental Education, Teacher Education Special Interest Group
64	Australian Music Association
65	La Trobe University, Faculty of Education
66	Australian Technology Network of Universities
67	Ms Susan Galletly
68	Australian Catholic University, Faculty of Education
69	A.D.D. Association, Queensland
69.1	A.D.D. Association, Queensland
70	Griffith University, Faculty of Education
70.1	Griffith University, Faculty of Education
71	Queensland Catholic Education Commission
72	Queensland University of Technology, Faculty of Education
72.1	Queensland University of Technology, Faculty of Education
73	Australian Council for Health, Physical Education and Recreation
74	Not allocated
75	Queensland Consortium for Professional Learning in Education
75.1	Queensland Consortium for Professional Learning in Education
76	Australian Association of Mathematics Teachers Inc
77	Western Australian College of Teaching
78	Dr P J Ridden

No.	Individual/Organisation
79	Rural and Remote Education Advisory Council
80	University of Notre Dame Australia, College of Education
81	Australian Federation of Modern Language Teachers' Associations Inc
82	Edith Cowan University, School of Education
82.1	Edith Cowan University, School of Education
82.2	Edith Cowan University, School of Education
83	Dr John Godfrey
84	Not allocated
85	ACT Department of Education and Training
86	South Australian Primary Principals Association
87	Mr G J Curran
88	Batchelor Institute of Indigenous Tertiary Education
89	Mr W C Marsh
90	National Centre for Vocational Education Research
91	Ms Sandy von Allmen, Mr Mark Long, Ms Ann Steczkowitz, Mr James Tyson
92	University of Canberra, School of Education and Community Studies
93	Not allocated
94	Christian Schools Australia
95	Dr Peter West

No.	Individual/Organisation
96	Dr Mike Grenfell
97	Catholic Education Office of SA
98	University of Newcastle, Faculty of Education and Arts
99	South Australian Association of State School Organisations Inc
100	Isolated Children's Parents' Association of Australia
101	Confidential
102	VISTA - Association of VET Professionals
103	National Tertiary Education Union
104	Australian Association for Research in Education
105	Monash University, Faculty of Education
105.1	Monash University, Faculty of Education
106	Australian Federation of University Women Inc
107	Independent Education Union of Australia
108	Avondale College, Faculty of Education
109	Social Justice Research Collective, School of Education, Flinders University
110	Mr David Killingly
111	University of New England, School of Education
112	Ms Helen Spiers
113	Australian Band and Orchestra Directors' Association
114	University of Adelaide

No.	Individual/Organisation
114.1	University of Adelaide
115	Autism Aspergers Advocacy Australia
116	Independent Schools Council of Australia
117	Teachers Registration Board, Tasmania
118	Lutheran Education Australia
119	University of Tasmania, Faculty of Education
119.1	University of Tasmania, Faculty of Education
120	Redeemer Baptist School
121	Australian College of Physical Education
122	Association of Independent Schools of South Australia
123	Council of Catholic School Parents
124	Northern Territory Department of Employment, Education and Training
125	Australian Curriculum Studies Association Inc
126	Flinders University, Faculty of Education Humanities Law and Theology
127	Tasmanian Government
128	Ms Gaye Barclay
129	NSW Teacher Education Council
130	Macquarie University, Australian Centre for Educational Studies
131	National Catholic Education Commission
132	Australian Parents' Council Inc

No.	Individual/Organisation
133	University of Sydney, Faculty of Education and Social Work
134	Catholic Education Commission, NSW
134.1	Catholic Education Commission, NSW
135	NSW Education and Training Portfolio
136	University of Wollongong, Faculty of Education
136.1	University of Wollongong, Faculty of Education
137	FlickNTick Pty Ltd
138	Adjunct Professor Ken Rigby Ph.D.
139	Ms Cathy Groth
140	Lighthouse Christian College
141	Ms Maryrose Hall
142	Mr James Page
143	Australian Council of State School Organisations (ACSSO)
144	Association of Professional Engineers, Scientists and Managers, Australia
145	Mr Glen Marshall
146	University of Southern Queensland, Faculty of Education
146.1	University of Southern Queensland, Faculty of Education
147	University of Queensland, School of Education
148	Deakin University, Institute of Koorie Education
149	Australian College of Educators Focus Group, Northern Territory

No.	Individual/Organisation
150	Ms Emily Webb
151	Ms Anna Hough
152	University of Western Sydney, School of Education
152.1	University of Western Sydney, School of Education
153	Royal Life Saving Society Australia
154	Mr Robert Newson
155	Mrs Deborah Mobberley
156	Western Australia Department of Education and Training
157	South Australian Department of Education and Children's Services
158	Curtin University of Technology, Department of Education
159	Murdoch University, School of Education
160	Professor Barry Down
161	Blind Citizens Australia
161.1	Blind Citizens Australia
162	Mr Peter Fox
163	Associate Professor Barry McCrae
164	Confidential
165	Victorian Institute of Teaching
166	Australian Association of Special Education Inc
167	Victorian Department of Education and Training
168	Teaching Australia

No.	Individual/Organisation
169	University of Tasmania, Indigenous Higher Education, Riawunna
170	University of Melbourne and University of Sydney
171	Educating Future Teachers Forum
172	Australian Association for the Education of the Gifted and Talented Ltd



Appendix B - List of exhibits

- | No. | From / Exhibit Title |
|-----|---|
| 1 | Maralinga Primary School
<i>Supporting Provisionally Registered Teachers, a Guide to the Recommendation Process, 2004.</i>
(Related to Submission No. 4) |
| 2 | Mr Philip Roberts
<i>Staffing an Empty Schoolhouse: Attracting and Retaining Teachers in Rural, Remote and Isolated Communities, Report, Mr Phil Roberts, 2004.</i>
(Related to Submission No. 7) |
| 3 | Dr Brian O'Donnell BA, MEdAdmin, PhD
<i>Registration and the Professional Identity of Teachers, Paper, 2001.</i>
(Related to Submission No. 10) |
| 4 | Dr Brian O'Donnell BA, MEdAdmin, PhD
<i>Teachers' Choice: Obedient Technicians or Autonomous Professionals? Paper.</i>
(Related to Submission No. 10) |
| 5 | Dr Brian O'Donnell BA, MEdAdmin, PhD
<i>Professional Recognition and the Quality of Teaching and Learning in Schools, Abstract by Dr Brian O'Donnell.</i>
(Related to Submission No. 10) |

No.	From / Exhibit Title
6	Dr Brian O'Donnell BA, MedAdmin, PhD <i>Prospects for the Profession of Teaching in Australia in the New Millennium, Paper.</i> (Related to Submission No. 10)
7	Dr Brian O'Donnell BA, MEdAdmin, PhD <i>Australian Teacher Education Association Annual Conference 1997, Paper.</i> (Related to Submission No. 10)
8	Dr Brian O'Donnell BA, MEdAdmin, PhD <i>A Model for Registering Teachers, Accrediting Teacher Education and Awarding Advanced Certification in Australia, Thesis, Dr Brian O'Donnell, 1999.</i> (Related to Submission No. 10)
9	Confidential
10	Confidential
11	Confidential
12	Department of Education, Science and Training <i>School Students making Education and Career Decisions: Aspirations, Attitudes and Influences, Final Report, 2004.</i>
13	Department of Education, Science and Training <i>Teachers in Australian Schools, Report from the 1999 National Survey, Executive Summary, 2000.</i>
14	Department of Education, Science and Training <i>Graduate Destination Survey, 2003.</i>
15	Department of Education, Science and Training <i>Course Experience Questionnaire, 2003.</i>
16	Department of Education, Science and Training <i>Step Up, Step In, Step Out: Report on the Inquiry into the Suitability of Pre-Service Teacher Training in Victoria, February 2005.</i>

- | No. | From / Exhibit Title |
|------------|---|
| 17 | Australian Council of Deans of Science
<i>Who's Teaching Science? Meeting the demand for qualified science teachers in Australian secondary schools</i> , Report, University of Melbourne, 2005. |
| 18 | Australian Disability Training Advisory Council
<i>Bridging Pathways (revised blueprint)</i> , case studies, ANTA, 2004.
(Related to Submission No. 41) |
| 19 | Australian Council for Educational Research
<i>Factors affecting the Impact of Teacher Education Courses on Teacher Preparedness</i> , Paper, L Ingvarson, A Beavis and E Kleinhenz, 2005. |
| 20 | La Trobe University, Faculty of Education
Various Course Handbooks, School of Educational Studies, 2005.
(Related to Submission No. 65) |
| 21 | Board of Teacher Registration, Queensland
<i>Queensland Board of Teacher Registration Induction Project 1997: An Evaluation</i> , Report, 1998.
(Related to Submission No. 74) |
| 22 | Board of Teacher Registration, Queensland
<i>Literacy in Teacher Education: Standards for Preservice Programs</i> , Report, 2001.
(Related to Submission No. 74) |
| 23 | Board of Teacher Registration, Queensland
<i>Indigenous Education - Everybody's Business: Implications for Teacher Education</i> , Report, 2004.
(Related to Submission No. 74) |
| 24 | Board of Teacher Registration, Queensland
<i>Teachers Working with Young Adolescents</i> , Report, 1996.
(Related to Submission No. 74) |

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- | No. | From / Exhibit Title |
|------------|--|
| 25 | Board of Teacher Registration, Queensland
<i>Partnerships in Teacher Education, Report, 1977.</i>
(Related to Submission No. 74) |
| 26 | Board of Teacher Registration, Queensland
<i>Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs, 2002.</i>
(Related to Submission No. 74) |
| 27 | Queensland Consortium for Professional Learning in Education
<i>Making your Professional Development Count, Report, 1996.</i>
(Related to Submission No. 75) |
| 28 | Queensland Consortium for Professional Learning in Education
<i>Self-Directed Professional Development, Report, 1997.</i>
(Related to Submission No. 75) |
| 29 | Queensland Consortium for Professional Learning in Education
<i>Work as Professional Development, Report, 1998.</i>
(Related to Submission No. 75) |
| 30 | Queensland Consortium for Professional Learning in Education
<i>On Disk, On Line: PD and IT, Report, 1999.</i>
(Related to Submission No. 75) |
| 31 | Queensland Consortium for Professional Learning in Education
<i>Networks@Work, Report, 2002.</i>
(Related to Submission No. 75) |
| 32 | Queensland Consortium for Professional Learning in Education
<i>A Way Forward: The Future for Teacher Professional Associations and Networks, Report, 2004.</i>
(Related to Submission No. 75) |
| 33 | ACT Department of Education and Training
<i>Teaching in the ACT: Shaping the Future, Report 5, 2004.</i>
(Related to Submission No. 85) |

- | No. | From / Exhibit Title |
|------------|---|
| 34 | Queensland Department of Education and the Arts
<i>2010 Queensland State Education, A Future Strategy, Report.</i>
(Related to Submission No. 42) |
| 35 | Queensland Department of Education and the Arts
<i>Queensland the Smart State, Education and Training Reforms for the Future, a White Paper, 2002.</i>
(Related to Submission No. 42) |
| 36 | Queensland Department of Education and the Arts
<i>Review of the Powers and Functions of the Board of Teacher Registration, Report, 2004.</i>
(Related to Submission No. 42) |
| 37 | Redeemer Baptist School
<i>Appendix 1, Redeemer Baptist School cited in Review of Teaching and Teacher Education.</i>
(Related to Submission No. 120) |
| 38 | Redeemer Baptist School
<i>Appendix 2, The Haberman Educational Foundation, Star Teacher Qualities and Star Administrator Questionnaire.</i>
(Related to Submission No. 120) |
| 39 | Redeemer Baptist School
<i>Appendix 3, Principles for Designing Cognitive Apprenticeship Environments.</i>
(Related to Submission No. 120) |
| 40 | Redeemer Baptist School
<i>Appendix 4, Overview of Instructional Processes for Teaching Reading.</i>
(Related to Submission No. 120) |
| 41 | Redeemer Baptist School
<i>Appendix 5, Knowledge and Skills for Teaching Reading: A Core Curriculum for Teacher Candidates, Framework for Teacher Training.</i>
(Related to Submission No. 120) |

- | No. | From / Exhibit Title |
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| 42 | Redeemer Baptist School
<i>Appendix 6, Units of Competency including Application Statements, Elements of Competency and Performance Criteria.</i>
(Related to Submission No. 120) |
| 43 | Redeemer Baptist School
<i>Appendix 7, Information for Parents.</i>
(Related to Submission No. 120) |
| 44 | Redeemer Baptist School
<i>Appendix 8, Training Course Reference Texts.</i>
(Related to Submission No. 120) |
| 45 | Redeemer Baptist School
<i>Appendix 9, Course Texts.</i>
(Related to Submission No. 120) |
| 46 | Redeemer Baptist School
<i>Appendix 10, Media Articles and Transcripts.</i>
(Related to Submission No. 120) |
| 47 | Redeemer Baptist School
<i>Appendix 11, Bibliography.</i>
(Related to Submission No. 120) |
| 48 | Department of Education, Science and Training
<i>National Safe Schools Framework, MCEETYA.</i>
(Related to Submission No. 59) |
| 49 | Department of Education, Science and Training
<i>Nationally aligning Graduate Level Teaching Standards, 2004.</i>
(Related to Submission No. 59) |
| 50 | Department of Education, Science and Training
<i>Teachers for the Future, Report, 2004.</i>
(Related to Submission No. 59) |

No.	From / Exhibit Title
51	Department of Education, Science and Training <i>Attracting, Developing and Retaining Effective Teachers, Report, 2004.</i> (Related to Submission No. 59)
52	Department of Education, Science and Training <i>New Teaching, New Learning, Report, 2004.</i> (Related to Submission No. 59)
53	Department of Education, Science and Training <i>Pre-Service Teacher Education in Australia, Report, 2004.</i> (Related to Submission No. 59)
54	Department of Education, Science and Training <i>The Role of the 'Teacher' Coming of Age? Discussion Paper, 2003.</i> (Related to Submission No. 59)
55	Department of Education, Science and Training <i>Indigenous Education and Training, National Report, 2003.</i> (Related to Submission No. 59)
56	Australian Council for Educational Research <i>Factors affecting the impact of Teacher Education Courses on Teacher Preparedness, Paper, 2005.</i>
57	Connell Skilbeck International Education Research and Consultancy <i>Teachers for the Future, Report, 2004.</i> (Related to Submission No. 24)
58	Deakin University, Faculty of Education <i>Deakin University Performance Portfolio, 2004.</i> (Related to Submission No. 60)
59	Queensland Teachers' Union <i>QTU Professional Development Policy 2005 – 2007.</i>
60	Queensland Catholic Education Commission <i>Sea Change, Information on Program.</i>

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- | No. | From / Exhibit Title |
|------------|--|
| 61 | Ms Emily Webb
<i>Graduate Teacher Programme (UK).</i>
(Related to Submission No. 150) |
| 62 | Mr Colin Lees
<i>Doctoral Research Project, 2005.</i> |
| 63 | Australian Primary Principals' Association
<i>DEST. The Sufficiency of Resources for Australian Primary Schools.</i>
2004. |
| 64 | Australian Mathematical Sciences Institute
<i>Mathematics Teacher Education in East Asian Countries, Paper and graphs.</i>
(Related to Submission No. 58) |
| 65 | Mr Barry Stewart
<i>A School of my own, written by Barry Stewart.</i> |
| 66 | Australian Catholic University, Faculty of Education
<i>The Teaching & Learning Consortium, ACU National, Video, Course Structures, Overheads.</i>
(Related to Submission No. 68) |
| 67 | Central Queensland University, Noosa
<i>Various Discussion Papers.</i> |
| 68 | Central Queensland University, Noosa
<i>The Senior School Curriculum and Pedagogy Project, Report, Rickie Fisher.</i> |
| 69 | Department of Education, Science and Training
<i>An Evaluation of the Bachelor of Learning Management at Central Queensland University, Final Report, 2005.</i> |
| 70 | Skilbeck and Connell Consultancy
<i>Preparing to Teach: toward greater coherence, and stronger partnerships in initial teacher education in Tasmania.</i>
(Related to Submission No. 24) |

No.	From / Exhibit Title
71	Batchelor Institute of Indigenous Tertiary Education <i>Employment of Graduates of Batchelor Institute</i> , Extract from Batchelor Institute Report Page 19.
72	University of South Australia, School of Education <i>National Priority Data</i> . (Related to Submission No. 40)
73	Rural Education Forum Australia <i>Pre-Service Country Teaching in Australia, What's Happening - What Needs to Happen?</i> Report, John Halsey, 2005. (Related to Submission No. 45)
74	South Australia Department of Education and Children's Services <i>Proactive Recruitment Strategies: University/Aboriginal Lands District (DECS) Partnerships</i> , Flow-Chart.
75	Smart Teachers <i>Information Booklet about Smart Teachers</i> .
76	Dr David Tripp <i>Teacher-Researcher Collaboration</i> , Chart. (Related to Submission No. 43)
77	Western Australia Department of Education and Training <i>Attitudes to the Teaching Profession in WA Government Schools</i> , Survey Report, 2003.
78	Western Australia Department of Education and Training <i>The Teaching Workforce - A Profile</i> , 2004.
79	Western Australia Department of Education and Training <i>Competency Framework for Teachers</i> , Information Pack, 2004.
80	University of Melbourne <i>Overview of the ARC-Linkage Project</i> .

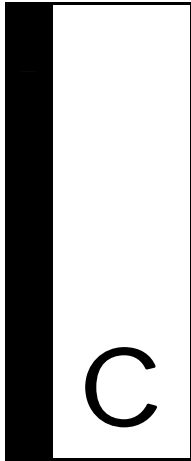
- | No. | From / Exhibit Title |
|------------|--|
| 81 | University of Melbourne
<i>Teacher Education 2012: Setting the Standard for a New Era in Pre-Service Programs, Draft Paper, 2005.</i> |
| 82 | ACT Department of Education and Training
<i>Discussion Points and Observations by ACT Department of Education and Training.</i>
(Related to Submission No. 85) |
| 83 | ACT Department of Education and Training
<i>Professional Pathways for ACT Government School Teachers, Administrative Guidelines, 2005.</i>
(Related to Submission No. 85) |
| 84 | ACT Department of Education and Training
<i>Internship arrangements with final year education students with the University of Canberra, Information Sheets.</i>
(Related to Submission No. 85) |
| 85 | Mr James Bond
<i>The Need to Provide Teacher Training in the Early Identification of Underlying Disabilities for Children with Literacy Problems, University of Newcastle, 2005.</i> |
| 86 | Mr James Bond
<i>Report of the Consultation on Future Directions for Public Education and Training, NSW Dept of Education and Training, 2005.</i> |
| 87 | Mr James Bond
<i>Kurzweil 3000 Trial Pack, Kurzweil Educational Systems.</i> |
| 88 | Mr James Bond
<i>textHELP Read and Write Program Pack, Spectronics inclusive Learning Technologies.</i> |
| 89 | NSW Education and Training Portfolio
<i>Chart of Scholarships and Awards 2006.</i>
(Related to Submission No. 135) |

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- | No. | From / Exhibit Title |
|------------|---|
| 90 | NSW Education and Training Portfolio
<i>Recruitment and Training of Teachers</i> , Legislative Council, Standing Committee on Social Issues, Report 35, 2005.
(Related to Submission No. 135) |
| 91 | NSW Education and Training Portfolio
<i>Two Decades of 'Sound & Fury' But What's Changed...? Critique of Recommendations made in 21 National & NSW Reports Reviewing Teacher Education 1980-1999.</i>
(Related to Submission No. 135) |
| 92 | NSW Education and Training Portfolio
<i>Submission to Legislative Council Standing Committee on Social Issues Inquiry into the Recruitment and Training of Teachers</i> , 2005.
(Related to Submission No. 135) |
| 93 | NSW Education and Training Portfolio
<i>Professional Learning, NSW Department of Education and Training, Information Packs.</i>
(Related to Submission No. 135) |
| 94 | Dr Peter West
Extracts from <i>Teaching Studies of Society and Environment, 4th Ed;</i> and <i>Curriculum Construction, 2nd Ed.</i>
(Related to Submission No. 95) |
| 95 | Department of Education, Science and Training
<i>Survey of Final Year Teacher Education Students</i> , 2006.
(Related to Submission No. 59) |
| 96 | Mr James Bond
<i>Report on an Evaluation of the Kurzweil 3000 Program, Paper; Falling between the Cracks;</i> NSW Hansard Articles: Dyslexia. |

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- | No. | From / Exhibit Title |
|------------|---|
| 97 | University of Wollongong, Faculty of Education
<i>Three papers describing the knowledge building community alternate teacher preparation program and some research completed to date.</i>
(Related to Submission No. 136) |
| 98 | University of Wollongong, Faculty of Education
<i>KBC Mentoring Program, School-Based Learning Handbook, 2006.</i>
(Related to Submission No. 136) |
| 99 | Mr Andrew Mullins
<i>Parenting for Character, equipping your child for life, Andrew Mullins, 2005.</i>
(Related to Submission No. 26.1) |
| 100 | NSW Education and Training Portfolio
<i>Science Exposed NSW 2005, Brochure.</i>
(Related to Submission No. 135) |
| 101 | NSW Education and Training Portfolio
<i>Syllabus Material, Board of Studies, NSW.</i>
(Related to Submission No. 135) |
| 102 | Victorian Department of Education and Training
<i>Summary Statistics for Victorian Schools, 2006.</i>
(Related to Submission No. 167) |
| 103 | Victorian Department of Education and Training
<i>Teacher Supply and Demand for Government Schools, Brochure 2004.</i>
(Related to Submission No. 167) |
| 104 | Victorian Department of Education and Training
<i>Establishment of a Building Tomorrow's Schools Today Taskforce, Information Sheet.</i>
(Related to Submission No. 167) |
| 105 | Victorian Department of Education and Training
<i>Leadership and Teacher Development, April Status Report, Information Sheets.</i>
(Related to Submission No. 167) |

No.	From / Exhibit Title
106	Victorian Department of Education and Training <i>Blueprint for Government Schools, Victorian Essential Learning Standards.</i> (Related to Submission No. 167)
107	Victorian Department of Education and Training <i>Blueprint for Government Schools, Overview of the Accountability and Improvement Framework for Victorian Government Schools.</i> (Related to Submission No. 167)
108	Victorian Department of Education and Training <i>Blueprint for Government Schools, Future Directors for Education in the Victorian Government School System, 2003.</i> (Related to Submission No. 167)
109	Mr James Bond <i>Copy of a submission to the Senate inquiry into the education of students with disabilities.</i>
110	Monash University, Faculty of Education <i>Notes on Estimation of Costs and Powerpoint Slides on The Cost of Placement.</i> (Related to Submission No. 105.1)
111	University of Sydney, Faculty of Education and Social Work <i>Information on the Internship Program, University of Sydney.</i> (Related to Submission No. 133)
112	Teaching Australia <i>Standards for School Leadership, a Critical Review of Literature, Report, August 2006; and a Guide to the Report.</i> (Related to Submission No. 168)
113	Teaching Australia <i>Standards for Advanced Teaching, a Review of National and International Developments, Report, August 2006; and a Guide to the Report.</i> (Related to Submission No. 168)

No.	From / Exhibit Title
114	Teaching Australia <i>Professional Learning using the Mathematics Standards, Report, August 2006; a Guide to the Report; and a Media Release.</i> (Related to Submission No. 168)
115	Teaching Australia <i>Australia-Wide Accreditation of Programs for the Professional Preparation of Teachers, Consultation Paper.</i> (Related to Submission No. 168)
116	Department of Education, Science and Training <i>State Teacher Workforce Policies/Practices for Teachers for Rural/Regional Schools, data.</i> (Related to Submission No. 59)
117	Department of Education, Science and Training <i>Response to Questions to DEST on Funding.</i>
118	Department of Education, Science and Training <i>Funding for Research in Education Faculties, Correspondence from DEST 2006.</i>
119	Department of Education, Science and Training <i>Statistics re Number of Students studying Teacher Training, and Success Rate and Retention Rate for Students studying initial Teacher Training.</i>
120	Department of Education, Science and Training <i>Response to Questions to DEST relating to Supply and Demand.</i>
121	Department of Education, Science and Training <i>Correspondence from DEST re Funding.</i>
122	Department of Education, Science and Training <i>Survey of Former Teacher Education Students, December 2006.</i>



Appendix C - List of hearings and witnesses

Thursday, 26 May 2005 - Canberra

Department of Education, Science and Training

Mr Bill Burmester, Deputy Secretary

Ms Robyn Cooper, Director, Early Childhood and Schools Team
(Indigenous Education)

Mr Scott Lambert, Director, Future Schooling and Teacher Workforce

Dr Trish Mercer, Branch Manager, Quality Schooling Branch

Ms Nicole Panting, Director, Quality Teaching and School Leadership

Ms Margaret Sykes, Branch Manager, Enterprise and Career
Development Branch

Ms Di Weddell, Branch Manager, Performance and Targeted
Programmes Branch

Thursday, 2 June 2005 - Canberra

Australian Secondary Principals Association

Mr Ted Brierley, President

Mr John See, Canberra Representative and ASPA Executive

Ms Wendy Teasdale-Smith, Vice President

Tuesday, 7 June 2005 - Melbourne

Association of Independent Schools of Victoria

Mr Alan Ross, Deputy Chair, Board of Management

Ms Kerri Knopp, Director, Strategic Relations

Ms Aine Maher, Director, Teaching and Learning

Australian Council for Educational Research

Dr Lawrence Ingvarson, Research Director, Teaching and Learning Program

Australian Education Union

Mr Raymond Cavenagh, AEU Representative

Ms Jenni Devereaux, Acting Research Officer

La Trobe University, Faculty of Education

Dr Damon Cartledge, Senior Lecturer; Coordinator, Adult, Vocational and Technology Education

Dr Peta Heywood, Coordinator, Pre-Service Teacher Education

Dr Bernard Neville, Associate Professor of Education

Associate Professor Vaughan Prain, Deputy Dean and Head of School

Dr Jennifer Sheed, Associate Dean (Academic)

Dr Stephen Tobias, Deputy Head of School, School of Education

Monash University, Faculty of Education

Mrs Jennifer Brown, Coordinator Pre-Service Programs

Dr Deborah Corrigan, Associate Dean (Teaching)

Professor Jeffrey Loughran, Associate Dean, Professor of Curriculum and Professional Practice

Dr Joce Nuttall, Senior Lecturer

University of Melbourne, Faculty of Education

Dr Roderick Fawns, Senior Lecturer

Associate Professor Raymond Misson, Head, Department of Language, Literature and Arts Education

Dr Julianne Moss, Head, Curriculum, Teaching and Learning

Professor Kaye Stacey, Foundation Professor of Mathematics Education

Associate Professor Christine Ure, Associate Dean (Academic)

Victoria University, School of Education

Dr Marcelle Cacciattolo, Lecturer

Dr Brenda Cherednichenko, Head

Dr William Eckersley, Senior Lecturer

Associate Professor Tony Kruger, Chair, Pre-Service Portfolio

Mr Rodney Moore, Co-ordinator, Career Change Program

VISTA - Association of VET Professionals

Mr Anthony Bailey, Executive Committee Member

Ms Virginia Saint-James, Executive Member

Ms Judith Veal, President

Mr Andrew Williamson, Vice President

Student Forum

University of Melbourne

Mr Nicholas Baxter

Ms Sarah Crinall

Miss Tobey Henry

Miss Sarah Jones

Ms Kimberly Lea

Mr Charles Mercovich

Mr Matthew Norman

Ms Michelle Radcliffe

Miss Laura Spencer

Victoria University

Ms Shanta Dries

Mr Andrew Free

Mr Jonathon Hannett

Ms Megan Lawrie

Mrs Julie Panayiotou

Mr Benjamin Sacco

Miss Zahra Zafar

Wednesday, 8 June 2005 - Geelong**Connell Skilbeck International Education Research and Consultancy**

Dr Helen Connell, Director

Professor Malcolm Skilbeck, Director

Deakin University, Faculty of Education

Professor Chris Bigum, Head, School of Scientific and Development Studies

Ms Wendy Brabham, Director, Institute of Koori Education

Mrs Gillian Burgess, Faculty Registrar

Dr Coral Campbell, Lecturer

Professor Shirley Grundy, Dean

Dr Catherine Harris, Senior Lecturer

Dr Michael Kavanagh, Lecturer

Mr Alan Marshall, Lecturer

Mr Russell Matthews, Senior Lecturer

Associate Professor Judy Mousley, Associate Dean (Teaching and Learning)

Ms Patricia Reid, School Experience Coordinator

Professor Nita Temmerman, Head of School

Ms Julia Walsh, Lecturer

Dr Simone White, Lecturer

Student Forum - Deakin University

Miss Jane Brewer

Mrs Geraldine Couch

Miss Emma Crew

Mr Guy Knight

Ms Sarah Kovacs

Miss Claire Marnock

Ms Alexandra McCann

Miss Rachael Nuske

Miss Laura Payne

Tuesday, 5 July 2005 - Noosa**Central Queensland University, Noosa**

Mrs Isabelle Biss

Mr Peter Bradford, Principal, Cooroora Secondary College

Councillor Lew Brennan, Chair, Education Working Party, Noosa Shire Council

Mrs Trish Gray, Learning Manager, Head of Curriculum and Acting Deputy Principal, Tewantin State School

Mr Robert Grover, Principal, Tewantin State School

Dr David Lynch, Head and Subdean, Faculty of Education and Creative Arts

Mr Robin McAlpine, Executive Director, Schools, Nambour Education District

Ms Kate McDonald, Year 1 Classroom Teacher, Tewantin State School

Ms Kim O'Sullivan, Year 1 Classroom Teacher, Tewantin State School

Professor Richard Smith, Dean, Faculty of Education and Creative Arts

Mr David Turner, Chair, CQU Noosa Steering Committee, and Principal, Kenilworth State School

Mrs Heidi Wise, Year 5 Classroom Teacher, Tewantin State School

Wednesday, 6 July 2005 - Brisbane**Board of Teacher Registration, Queensland**

Dr Graeme Hall, Principal Adviser

Mrs Jill Manitzky, Senior Education Officer, Professional Education and Review

Mrs Leonie Shaw, Acting Director

Brisbane Catholic Education

Ms Carmel Wallace, Acting Manager, Employee Development

Brisbane Girls Grammar School

Ms Amanda Bell, Principal

Queensland Department of Education and the Arts

Mr Gary Barnes, Assistant Director-General, Strategic Human Resources and Learning

Ms Jenny Cranston, Deputy Director-General, Education Queensland

Ms Lesley Englert, Assistant Director-General, Curriculum, Education Queensland

Mr Kenneth Smith, Director-General

Federation of Parents and Friends Associations of Catholic Schools of Queensland

Mr Paul Dickie, Executive Officer

Griffith University, Faculty of Education

Associate Professor Brendan Bartlett, Head of School, School of Cognition Language and Special Education

Professor Neil Dempster, Dean

Dr Howard Middleton, Head, School of Vocational, Technology and Arts Education

Dr Cheryl Sim, Senior Lecturer, Convenor of Secondary Graduate Entry Program for Pre-Service Teachers

Queensland Catholic Education Commission

Mrs Mandy Anderson, Executive Officer, Education

Mr Garry Everett, Executive Director, Education

Mrs Dianne Reardon, Executive Director, Education

Queensland Consortium for Professional Learning in Education

Mr Bill Brown, Chair, Consortium Executive Committee

Ms Marilyn Cole, Executive Committee Secretariat

Ms Lesley McFarlane, Executive Committee Member

Queensland University of Technology, Faculty of Education

Dr Ian Macpherson, Director, Academic Programs

Professor Sandra McLean, Dean of Education

Professor Wendy Patton, Head of School, Learning and Professional Studies

Individuals

Professor Tania Aspland

Thursday, 7 July 2005 - Brisbane

A.D.D. Association, Queensland

Dr Stephen Dossel, President

Mrs Helen Dossel, Secretary

Queensland Association of Teachers of English to Speakers of Other Languages

Dr Karen Dooley, Secretary

Queensland Teachers' Union

Ms Lesley McFarlane, Research Officer

University of Queensland, School of Education

Dr Nanette Bahr, Director of Teacher Education

University of Queensland, School of Education

Ms Letitia Madden, Pre-Service Teacher Education Administrator

Dr Karen Moni, Lecturer, English Curriculum and Literacy Education

University of Southern Queensland, Faculty of Education

Professor Frank Crowther, Dean

Mr Mark Dawson, Director of Undergraduate Studies

Ms Lesley McAuley-Jones, Lecturer

Thursday, 18 August 2005 - Canberra

Australian Mathematical Sciences Institute

Ms Jan Thomas, Executive Officer

International Centre of Excellence for Education in Mathematics

Professor Garth Gaudry, Director

Ms Janine McIntosh, Schools Project Officer

Tuesday, 30 August 2005 - Batchelor**Batchelor Institute of Indigenous Tertiary Education**

Ms Valerie Bainbridge, Acting Head of School, School of Education,
Arts and Social Science

Ms Melodie Bat, Lecturer B, Teacher Education (Primary), School of
Education, Arts and Social Science

Mr Thomas Evison, Acting Deputy Director

Mr John Ingram, Interim Director

Mrs Robyn Ober, Lecturer B, Teacher Education (Primary), School of
Education, Arts and Social Science

Ms Helen Stannard, Senior Lecturer, Teacher Education (Primary),
School of Education, Arts and Social Science

Student Forum - Batchelor Institute

Mr Barry Cedric

Miss Bronwyn Dingo

Mr Greg Hauser

Miss Tania Hill

Mr Glenn Johnson

Mrs Marla Lewin

Mrs Donna Needham

Miss Amanda Pehi

Mr Aaron Talbott

Ms Jan Williams

Mr Ses Zaro

Wednesday, 31 August 2005 - Darwin**Australian College of Educators (NT)**

Dr Brian Devlin, President

Dr Mike Grenfell, Executive Member

Ms Marcia Harvey, Executive Member

Charles Darwin University, School of Education

Ms Margot Ford, Lecturer in Education

Dr Jennifer Rennie, Acting Head of School

Northern Territory Department of Employment, Education and Training

Mr Kenneth Davies, Acting Deputy Secretary

Ms Sue Murphy, General Manager, People and Learning Division

Teacher Registration Board of Northern Territory

Ms Melodie Bat, Member

Dr William Griffiths, Member

Dr Suzanne Parry, Director

Mr John Sarev, Member

Individuals

Dr Mike Grenfell *[also represented ACE]*

Ms Helen Spiers

Ms Doreen Rorrison

Student Forum - Charles Darwin University

Mr Richard Dwyer

Mr Sam Johns

Mr Roger Jones

Miss Helen Jordan

Mr Matthew McAulay

Mr Benjamin McCasker

Miss Cherie Morgan

Miss Martha Newley

Miss Catherine Weate

Thursday, 8 September 2005 - Canberra**Australian Catholic University**

Dr Stephen Arnold, Head, School of Education

Mr Sam Beattie, Signadou Student Association

Ms Rita Daniels, Representative (also Principal, St Clare's College, Canberra)

Ms Fiona Edwards, Student

Professor Marie Emmitt, Dean, Faculty of Education

Dr Michael Gaffney, Representative (also Head, Education Services, Catholic Education Office, Archdiocese of Canberra and Goulburn)

Tuesday, 27 September 2005 - Adelaide

Australian Science and Mathematics School

Associate Professor James Davies, Principal

Belair Primary School

Mr Brett Darcy, Manager, Principal

Cardijn College

Mrs Kath McGuigan, Deputy Principal

Darlington Primary School

Mr Brian Goode, Manager, Principal

South Australia Department of Education and Children's Services

Mr Russell Jackson, Coordinator, School Improvement, Anangu Education Unit

Elizabeth Grove Primary School

Mrs Moya Wellman, Manager, Principal

Flinders University

Professor Anne Edwards, Vice-Chancellor and President

Ms Felicity-Ann Lewis, Acting Associate Dean (Academic) and Lecturer in Curriculum Studies (Health), School of Education

Professor Colin MacMullin, Professor of Education and Dean, School of Education

Professor Alan Russell, Professor of Education and Senior Lecturer, and Director of Studies (Education Doctorate), School of Education

Professor Faith Trent, Executive Dean, Faculty of Education, Humanities, Law and Theology

Lutheran Education Australia

Mr Julian Denholm, Principal, Concordia College

Mr Noel Volk, Convenor, Teacher Education Working Party

Paradise Primary School

Mr Peter Scragg, Manager, Principal

Rural Education Forum Australia

Mr John Halsey, Executive Officer

Seaview High School

Ms Kath Heptinstall, Assistant Principal

Mr James Mulraney, Manager, Principal

South Australian Primary Principals Association

Ms Sandra Mauger, Convenor, Human Resources Portfolio, Executive Member

Ms Glynys O'Brien, President

South Australian Secondary Principals Association

Ms Wendy Teasdale-Smith, Vice President

Mr Graeme Webster, Vice President (Deputy Principals/ Assistant Principals)

Woodcroft College Inc

Mr Sean Mangan, Head of Middle School

Student Forum - Flinders University

Ms Kylie Broadley

Ms Jacquelyn Dyte

Mrs Hazel Greatbanks

Mrs Sandra Howlett

Mrs Terri King

Miss Alanna Murphy

Mrs Louise Pyman

Wednesday, 28 September 2005 - Adelaide

Australian Association of Mathematics Teachers

Mr Laurie Morony, Executive Officer

Catholic Education Office of South Australia

Mr Kevin Comber, Senior Education Adviser, Learning and Student Wellbeing Team

Ms Helen O'Brien, Assistant Director

Ms Monica Williams, ESL Consultant, Learning and Student Wellbeing Team

South Australia Department of Education and Children's Services

Ms Judith Day, Acting Executive Director, Strategic Human Resource Management and Organisational Development

Ms Louise Waiblinger, Director, Organisation and Professional Development Services

South Australian Association of School Council Organisations Inc

Dr Pam Bartholomaeus, State Council Member

University of South Australia

Professor Marie Brennan, Dean of Education and Head of School Education

Professor Barbara Comber

Mr Michael Elliott, Director, Northern Adelaide Partnerships

Ms Pat Grant, Lecturer

Mr Ian Hamilton, Lecturer

Associate Professor Robert Hattam

Dr Susan Hill, Associate Professor, Early Childhood Education

Dr John Holmes, Lecturer

Dr David Lloyd, Lecturer

Dr Faye McCallum, Lecturer

Mr Jeff Meiners, Lecturer

Dr Sue Nichols, Professor of Education

Mr Michael O'Donoghue, Senior Lecturer

Professor Alan Reid, Professor of Education, Division of Education, Arts and Social Sciences

Professor Michael Rowan, Pro Vice Chancellor, Division of Education,
Arts and Social Sciences

Dr Michelle Simons, Education Campus Coordinator

Dr Barbara Spears, Professor of Education

Mr Bruce Underwood, Lecturer

Student Forum - University of South Australia

Mr Gerard Byrne

Mr Siu Pong Kelvin Ching

Mr Eric Cook

Mr Graeme Denton

Mr Justin Foot

Dr Angela Kingston

Mrs Kylie Li

Mr Michael Michell

Mr Glenn Pederick

Ms Leanne Stephens

Mr Richard Stephens

Mr Jonathon Wadwell

Ms Kate Wilkin

Thursday, 29 September 2005 - Adelaide

Association of Independent Schools of South Australia

Mr Kostas Fotiadis, Principal, St George College

Mr Garry Le Duff, Executive Director

Mrs Paquita Ruch, Principal, Harvest Christian School

Mr Luke Thomson, Headmaster, Trinity College Gawler

Australian Technology Network of Universities

Professor Marie Brennan, Head of School and Dean of Education

National Centre for Vocational Education Research

Mr Hugh Guthrie, Manager, Teaching and Learning

Tabor College Adelaide

Dr Lorraine Beard, Executive Dean

Mr Frank Davies, Head of Education

Mr Dennis Slape, Chief Executive Officer

Teachers Registration Board of South Australia

Ms Wendy Hastings, Registrar

Ms Susanne Owen, Project Officer

University of Adelaide

Dr Sivakumar Alagumalai, Coordinator, Postgraduate Programs and Science Education

Dr Stephanie Burley, Senior Lecturer in Education, Historian of Education, and Lecturer in Curriculum and Methodology in the Studies of Society and Environment

Ms Miriam Parsons, Coordinator, Bachelor of Teaching

Thursday, 13 October 2005 - Canberra**Australian Council of Deans of Education**

Professor Marie Brennan, Head of School and Dean of Education, University of South Australia

Professor Denis Goodrum, Head, School of Education and Community Studies, University of Canberra

Dr Andrew Harvey, Executive Officer

Professor Terry Lovat, President

Professor Sue Willis, President

Tuesday, 25 October 2005 - Perth**Association of Principals of Catholic Secondary Schools in Australia**

Mr John Aldous, President

Ms Mary Ciccarelli, Executive Officer

Curtin University of Technology

Professor Graham Dellar, Dean, Faculty of Education, Language Studies and Social Work

Mr Robin Groves, Lecturer, Department of Education

Dr Lina Pelliccione, Coordinator, Bachelor of Education (Primary) and ICT Lecturer

Dr Glenda Raison, Lecturer

Dr Len Sparrow, Senior Lecturer in Primary Mathematics, Head, Department of Education

Murdoch University

Mr Barry Kissane, Dean, School of Education

Ms Beth Powell, Chair, Initial Teacher Education Program

Associate Professor Renato Schibeci, Deputy Chair, Initial Teacher Education Program

Smart Teachers

Ms Kathryn McNee, Partner

University of Notre Dame

Ms Sonja Bogunovich, Coordinator of VET programs

Western Australia Council of State School Organisations Inc

Mrs Bernadette Garnier, State Councillor for Fremantle, South District and Vice President

Western Australia Department of Education and Training

Ms Chris Cook, Director, Strategic Human Resources and Professional Learning

Ms Claire Williams, Acting Manager, Workforce Planning, Strategic Human Resources and Professional Learning

Individuals

Professor Barry Down

Dr David Tripp

Wednesday, 26 October 2005 - Perth

Bayswater Primary School

Mr Ronald Chesny, Principal

Edith Cowan University, Faculty of Community Services, Education and Social Sciences

Professor Max Angus, Head, School of Education

Dr Chris Brook, Lecturer and Post Doctoral Scholar

Dr Terrence de Jong, Senior Lecturer and Program Director (Middle Years)

Professor Patrick Garnett, Deputy Vice Chancellor (Academic)

Professor Mark Hackling, Acting Program Director (Postgraduate)

Dr Yvonne Haig, Lecturer

Ms Susan Krieg, Senior Lecturer and Program Director (Kindergarten through Primary)

Dr Graeme Lock, Senior Lecturer and Program Director (Primary)

Professor Bill Loudon, Pro-Vice Chancellor (Research) and Executive Dean

Associate Professor Carmel Maloney, Associate Professor and Program Director (Early Childhood Studies),

Dr Tim McDonald, Senior Lecturer and Program Director (Secondary)

Mr John McQueen, Senior Lecturer and Program Director (Strategic Initiatives),

Miss Georgie Monkhouse, School Manager

Dr Paul Newhouse, Senior Lecturer and Director, Centre for Schooling and Learning Technologies

Professor Judith Rivalland, Associate Dean (Teaching and Learning) and Director of the Fogarty Learning Centre

Mr Lars Schmidt, Faculty Manager

Mrs Sue Sharp, Professional Practice Coordinator

Joondalup Primary School

Mr Lou Zeid, Principal

University of Notre Dame Australia

Associate Professor Richard Berlach, Head, School of Teaching

Associate Professor Michael O'Neill, Dean, College of Education

University of Western Australia, Graduate School of Education

Ms Di Gardiner, Director of Teaching, Graduate School of Education

Dr Marnie O'Neill, Dean of Faculty and Head of School, Graduate School of Education

Western Australian College of Teaching

Ms Pamela Paton, Director

Student Forum - Edith Cowan University

Mr Christopher Bailey

Mrs Susanne Cochrane

Mr Scott Fairclough

Mrs Fiona Fraser

Mr Cono Mangano

Mr Stephen Matthews

Miss Marisa Morgan

Ms Roxanne Snook

Mr Gary Stoneman

Mrs Rhondda Tittums

Ms Rebecca White

Wednesday, 23 November 2005 - Hobart**Tasmanian Department of Education**

Ms Alison Jacob, Deputy Secretary, School of Education

Ms Gabrielle Peacock, Director, Human Resources Management

Teachers Registration Board of Tasmania

Associate Professor Ross Brooker, Deputy Chair

Ms Penny Cocker, Manager

Mr Andrew Lanzlinger, Board Member

Mr Greg Suitor, Chair

Thursday, 24 November 2005 - Launceston**Australian Parents Council Inc**

Mr Ian Dalton, Executive Director

Scotch Oakburn College

Mr Andrew Barr, Principal

Scottsdale High School

Mr Steven Reissig, Principal

University of Tasmania, Faculty of Education

Professor Roslyn Arnold, Dean and Head of School

Dr Douglas Bridge, Senior Lecturer, Institute for Inclusive Learning Communities

Mr Peter Brookes, Faculty Executive Officer (Academic)

Mr Gregory Cairnduff, Program Director, Bachelor of Teaching

Mrs Elizabeth Daly, Director and University Council Member

Ms Lesley French, Lecturer in Inclusive Education and Facilitator Early Years Education and Care

Dr Thao Le, Senior Lecturer and Associate Dean (Research)

Dr Helen Mahoney, Senior Lecturer and Coordinator, Bachelor of Adult and Vocational Education

Dr Sharon Pittaway, Lecturer in Curriculum and Facilitator in Literacies

Ms Julie Porteus, Co Program Director of Bachelor of Education Program, Lecturer in Foundation Studies & Drama in Education

Dr Donna Satterthwait, Associate Dean, Teaching and Learning

Ms Kate Shipway, Director, University Liaison

Professor Jeffrey Sigafos, Professor of Education and Director of the Transforming Learning Communities Research Centre

Dr Jane Watson, Reader in Mathematics Education

Professor Bevis Yaxley, Director, Institute for Inclusive Learning Communities

Student Forum - University of Tasmania

Ms Kerin Booth

Mr Timothy Brown

Miss Rebecca Cotton

Miss Sarah Hardy

Ms Suellen Kackley

Mrs Catherine Penrose

Mrs Debra Reid

Ms Marissa Saville

Ms Sandra von Allmen

Ms Jacqueline Wilson

Thursday, 1 December 2005 - Canberra**ACT Department of Education and Training**

Mr Michael Bateman, Director, Human Resources

Mr Michael Brady, Manager, Teacher Registration and Standards

Friday, 10 February 2006 - Canberra**Australian Vice-Chancellors Committee**

Professor Elizabeth Harman, Member, Board of Directors

Mr John Mullarvey, Chief Executive Officer

Blind Citizens Australia

Mr Robert Altamore, President

Mr Michael Curran, Member

Ms Lee Kumutat, Member

Ms Nadia Mattiazzo, Executive Officer

Victorian Institute of Teaching

Ms Susan Halliday, Chairperson

Mr Andrew Ius, Chief Executive Officer

Ms Ruth Newton, Manager Accreditation

Tuesday, 7 March 2006 - Sydney**Crown Street Primary School**

Ms Valerie Martin, Principal

NSW Department of Education and Training

Dr Paul Brock, Director, Learning and Development Branch

Mr Andrew Cappie-Wood, Director General of Education and Training

Ms Trish Kelly, General Manager, Human Resources

Ms Kerryanne Knox, Principal Liaison Officer

Greenwich Primary School

Mr Clive McArthur, Teacher

Macquarie University

Professor Jennifer Bowes, Head, Institute of Early Childhood

Professor George Cooney, Professor of Education, School of Education

Associate Professor Pamela Coutts, Director, Teacher Education Program, School of Education

Professor Ian Gibson, Vincent Fairfax Family Foundation Chair of Education, Australian Centre for Educational Studies

Professor Alan Rice, Interim Dean, Australian Centre for Educational Studies

Sydney Secondary College

Ms Andrea Connell, Principal, Leichhardt Campus

University of Sydney, Faculty of Education and Social Work

Professor Derrick Armstrong, Dean

Ms Nicole Brunner, Associate Lecturer

Associate Professor Robyn Ewing, Associate Dean, Academic Programs

Dr John Hughes, Pro-Dean

Individuals

Mr James Bond

Mr Andrew Mullins

Student Forum – Macquarie University

Ms Clare Britt, Sessional Staff, Institute of Early Childhood

Miss Michelle Hatter

Miss Sanobia Palkhiwala

Miss Elizabeth Phipps

Mrs Sarah Watson

Ms Sandra Wong

Wednesday, 8 March 2006 - Sydney**Catholic Education Commission of NSW**

Mr Ian Baker, Director, Policy and Programs

Ms Rosalie Nott, Assistant Director, Education Policy

Mr Paul Rodney, State Coordinator VET and Teacher Development

Learning Difficulties Coalition of NSW Inc

Ms Jude Foster, President

Dr Margaret Gottlieb, Member, Management Committee

NSW Institute of Teachers

Mr Tom Alegounarias, Chief Executive Officer

Mr Patrick Lee, Manager, Initial Teacher Education

NSW Teacher Education Council

Professor Philip Foreman, Member of the Executive

Associate Professor Jo-Anne Reid, President

Associate Professor Geoffrey Riordan, Member of the Executive

University of Western Sydney, School of Education

Dr Bronwyn Cole, Head of Program, Primary Education

Dr Linda Newman, Senior Lecturer

Ms Lynda Pinnington-Wilson, Lecturer

Associate Professor Catherine Sinclair, Professional Experience
Academic Coordinator

Professor Michael Singh, Professor of Education

Professor Margaret Vickers, Head, Regional and Community
Engagement

Associate Professor Steve Wilson, Head of School

Associate Professor Christine Woodrow, Head, Early Childhood
Programs

Individuals

Dr Peter West

Thursday, 30 March 2006 - Canberra**Catholic Education Office (Archdiocese of Canberra and Goulburn)**

Dr Michael Gaffney, Head of Education Services

Ms Debbie Wilson, Principal Human Resources Officer, Professional Development and Support

Tuesday, 4 April 2006 - Wollongong**University of Wollongong, Faculty of Education**

Associate Professor Narottam Bhindi, Director, Australian Centre for Educational Leadership

Dr Gwyn Brickell, Lecturer IT Education

Associate Professor Ian Brown, Associate Dean (Undergraduate)

Mr Chris Carroll, External Support

Professor Stephen Dinham, Professor of Educational Leadership, Pedagogy

Associate Professor Brian Ferry, Associate Dean (Graduate)

Professor Barry Harper, Dean

Dr Julie Kiggins, Lecturer, Knowledge Building Community

Dr Pauline Lysaght, Sub-Dean

Mr Paul McCann, External Support

Ms Kim McKeen, Deputy Director GDE

Dr Tony Okely, Senior Lecturer Physical and Health Education

Ms Kate Schmich, External Support

Dr Jan Turbill, Director, Field Experience Program

Professor Rob Whelan, Dean, Faculty of Science

Professor Jan Wright, Associate Dean (Research)

Student Forum - University of Wollongong

Ms Pippa Clinch

Miss Ricki Frazer

Mr Stephen Hawkins

Miss Lee-Ann Neville

Miss Karen O'Donoghue

Mr Tor Preece

Miss Rebecca Stevens

Mr Russell Walton

Tuesday, 16 May 2006 - Canberra

Australian Association of Special Education Inc

Dr David Evans PhD, National Vice President

Australian Council of State School Organisations

The Hon Terry Aulich, Executive Officer

Australian Curriculum Studies Association

Mr Garry McLean, Vice President

Dr Jenny Naylor, Executive Member

Christian Schools Australia

Mr Peter Crimmins, Director, Policy and Research

University of Canberra

Professor Denis Goodrum, Head, School of Education and
Community Studies

Mr Wayne Hawkins, Senior Lecturer, Mathematics Education, School
of Education and Community Studies

Ms Kathy Mann, Associate Lecturer, School of Education and
Community Studies

Ms Janet Rickwood, Sessional Tutor and Contract Lecturer

Dr Janet Smith, Head of Discipline, Curriculum Studies, and Senior
Lecturer in Education

Thursday, 25 May 2006 - Canberra

Victorian Department of Education and Training

Mr Tony Bugden, General Manager, Human Resources, Office of
Resources Management and Strategy

Ms Dina Guest, Acting General Manager, School System
Development, Office of School Education

Dr Jim Tangas, Manager, Research and Workforce Planning, Office of
Resources Management and Strategy

Thursday, 17 August 2006 - Canberra

Education Future Teachers Forum

Professor Roslyn Arnold

Professor Malcolm Skilbeck

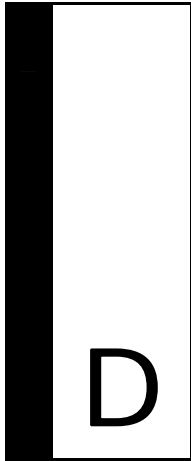
Thursday, 14 September 2006 - Canberra

Teaching Australia

Ms Frances Hinton, Chief Executive

Kwong Lee Dow, Deputy Chair

Mr Gregor Ramsey, Chair



Appendix D - Teacher education inquiries

1979

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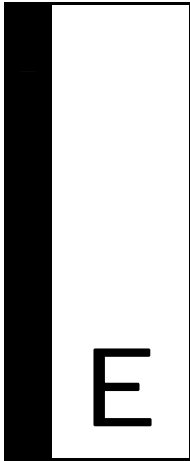
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2006

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Appendix E - Extracts from evidence from universities on partnerships, particularly those involving practicum

Macquarie University

The Macquarie ICT Innovations Centre on campus is a strategic partnership with the NSW Department of Education and Training, supported by industry partners which provide state-of-the-art equipment. It promotes innovation in public schools through the use of new technologies, working directly with teachers and students. ...¹

Recent reviews of teacher education (eg NSW Ministerial Advisory Committee on Quality of Teaching, 1999) emphasise the concept of partnership between schools and universities, and the need for closer collaborations between the two. Partnership has been a key aspect of the Macquarie Teacher Education Program since its inception. Much of the background material about Macquarie's program, particularly with regard to partnership, is contained in a PhD thesis (Smedley, 1996).

Smedley (1996) traces the interest in partnership and shows that the concept has been prominent at two points in this century, during the sixties and in the period of the 90s. It traces a significant, but short-lived, interest in partnerships in

1 *Submission No. 130*, p. 2 (Macquarie University).

the 1960s and documents the far stronger and more widely influential re-emergence of the partnership concept more recently. The Macquarie University Teacher Education Program stands as an example of one program which emerged during the initial short-lived period of change and which has, since that time, continued to shape a particular form of partnership.

Based on the notion of the scholar-teacher and the theoretical perspectives listed above, the Macquarie model of teacher education was developed to incorporate 'best practice' as perceived by academics of the day, drawing upon a range of strategies conceived and trialled in other countries. In 1969 the program, which was developed through wide liaison with Macquarie academics, employing authorities, teacher unions and schools, provided Australia's first concurrent, integrated degree and diploma pattern for teacher education. Its distinctive features included:

- Teacher Education seen as a **university-wide program**, with integrated academic, educational and professional studies;
- a **concurrent structure** where students were simultaneously enrolled in a Bachelor of Arts degree and the Diploma of Education;
- **curriculum lecturers** appointed jointly to the Teacher Education Program and the School of the academic discipline; and
- a developmental model of the **practicum** that provided a continuous experience in one school, with selected, contracted and paid Master Teachers holding a major responsibility for the instruction, supervision and assessment of student teachers.
- The concept of partnership underpinned the model, and not just one partnership but several overlapping partnerships:
 - partnership between the different academic disciplines of the university through the co-operative planning;
 - partnership between the academic and professional aspects of the program through the joint appointment of staff to the Teacher Education Program and to the School of the academic discipline (this was disbanded in 1992);
 - partnership between the university and the major employer through the secondment of classroom teachers to provide recency of experience for the curriculum lecturers; and

- partnership between the students, curriculum lecturers and schools through the nature and organisation of the practicum.

Separately, each component stood as an innovation on the Australian scene. Combined, the various parts strengthened and enriched each other. It was their unique interaction which provided an opportunity for renewal in teacher education.²

We at Macquarie believe that school systems should form strong university partnerships to assist in the delivery of educational programs. An example of collaboration is the Macquarie ICT Innovations Centre between the NSW Department of Education and Macquarie University which offers programs for teachers and students and is outcomes focused in relation to classroom teaching and learning. In addition to the ICT Centre, Macquarie has partnerships with government and non-government schools for which there is an active program of support such as through the visit by a university staff member as a critical friend and inservice activities related to syllabus implementation and advice about the Higher School Certificate. Staff from ACES are frequently involved in school professional development days and have participated as critical friends with schools on an ongoing basis to assist staff in gaining value from system endorsed projects including the Priority Schools Project.³

Charles Sturt University

The other issue that I wanted to highlight in this initial presentation is the relationship with industry partners and employers. We have very strong relationships built up through TEC with the major employer in New South Wales, which is the Department of Education and Training. We have regular meetings with the staffing and supply branch of that department, and we work actively to support programs they have for the recruitment and retention of teachers for hard-to-staff schools – particularly the rural schools and the Western Sydney schools. The issues for them and for us are very

² *Submission No. 130*, pp. 6-7 (Macquarie University).

³ *Submission No. 130*, p. 27 (Macquarie University).

similar: how do we get prac placements in hard-to-staff rural schools where distance becomes an increasingly important issue for funding? How do they get teachers in those schools? We have a shared area of concern there.

We also have good relationships – and we have had them in the past and they seem to be probably not as effective at the moment – with the transfer of duties from departmental staff to the universities to provide our students for a year or so with lecturers and teachers who have just come out of a school. They are actually practising teachers on secondment or on transfer duties to us. I think departmental exigencies of funding have meant that the gift they were able to give us in the past of releasing the teachers to work with student teachers has had to stop. We are now faced with the issue that we cannot afford to pay teachers the salary they were getting in a school to come and work in a university. We find that a very difficult problem to overcome. We do not have a solution, and we are using up budget for things like market loading to try to attract them. But that, of course, takes away from the available funding we have to run our schools.⁴

University of Sydney

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

4 *Transcript of Evidence*, 8 March 2006, pp. 36-37 (Charles Sturt University).

university based education units (Sutherland, Scanlon and Sperring, 2005).⁵

University of Western Sydney

UWS staff have a tradition of exploring innovative and effective ways of embedding school experience and the expertise of current classroom teachers into our teacher education programs. We can provide the inquiry with many examples of these. They include the Nirimba project, where secondary Mathematics and Science teachers have enhanced their professional understandings and outcomes through an extended placement in the Nirimba community of schools, operating out of effective School Departments. In this ongoing project university academics work with teachers from both state and private schools, and our UWS students, in building effective communities of inquiry that lead to innovative teaching practices in these schools. Students completing this program are regarded as highly skilled and easily placed in the school setting, and are highly sought after and quickly employed.

Additionally, we are developing a pilot project, *Classmates*, for implementation in 2006, to embed components of school-based teacher education, with components of school improvement programs to better prepare a particular cohort of graduates to teach in some of our most challenging schools. This program has been developed and resourced through a partnership between UWS and the NSW Department of Education and Training. A key element of this program is the emphasis on the mutual benefit to the schools involved and to the school-based teacher educators, and to practicing teachers who can engage with and benefit from the same program as the student teachers. Also, the School of Education's governing body in professional experience is currently conducting an investigation into the establishment of a 'professional development school' based on US models of school-university collaborative approaches to teacher education and school development.⁶

5 *Submission No. 133*, p. 9 (University of Sydney).

6 *Submission No. 152*, p. 9 (University of Western Sydney).

University of Wollongong

Mr Carroll – I moved into this area in 1988. The department here has had stronger and stronger links with the university over a period of time. The setting-up of the Australian Centre for Educational Leadership here was spearheaded by this university. ... That was the beginning of the Centre for Educational Leadership, which has always had close links with its partners. Its partners have been the Department of Education and Training, the Catholic Education Office, the primary and secondary principals groups, the Australian College of Educators and the Australian Council for Educational Leaders. That has been at a local level.⁷

Dr Kiggins – The knowledge building community program was started in 1999 with a small cohort of students and four local schools. We set it up to try to give students an alternative approach to their education at the university. We made a shift from that traditional lecture/tutorial practicum model to a problem based learning within a school site model. We were paying particular attention to the link between theory and practice and putting students into the schools very early on a two-days-a-week program with one day back on campus in the homeroom. The homeroom is an integral part of the knowledge building community program, because that is where we do all our workshops, our problem based learning and our knowledge building and sharing. It is a very collaborative environment and it is very much underpinned by four philosophical beliefs in that we promote that students should take responsibility for their own learning, collaborate, problem solve and reflect. These are all attributes that we believe beginning teachers need for their future careers.⁸

Deakin University

At Deakin University the various teaching courses are well known for their close partnership programs with schools, their staff, children and parents and the wider educational community. In addition to the compulsory Practicum experiences, many of the pre-service courses take student

7 *Transcript of Evidence*, 4 April 2006, p. 44 (University of Wollongong).

8 *Transcript of Evidence*, 4 April 2006, p. 33 (University of Wollongong).

teachers out of the campus based classrooms and into either school based or community based sites. The two-year Bachelor of Teaching (Primary and Secondary) degree offered at our Melbourne campus at Burwood and Geelong campus at Waurn Ponds utilises a range of educational settings. In their first and second semester, student teachers are based weekly in a school setting for one of their educational units (a literacy focus for the first semester and a numeracy focus for the second). Practising teachers, teacher educators and teams of student teachers work closely together to negotiate learning projects that fit within both the school program and that of the content of their campus based unit. Students in this program also visit an educational setting to learn from teachers working in either the Melbourne Zoo, Melbourne Museum, Immigration Museum or CERES Environmental Park. Visiting teachers, principals and members of various education organisations regularly present seminars to all students in their education major subjects. The majority of the teaching staff of the Bachelor of Teaching (Primary and Secondary) teach in Victorian classrooms along with the student teachers and practising teachers to model particular teaching strategies.

A further initiative within the Bachelor of Education (Primary), is the Associate Teacher Program, a partnership between the Faculty of Education at Deakin University and St. Michael's Grammar School. The program provides students in the Bachelor of Education with an opportunity to be placed in a school during the last year of the course while still undertaking studies. The students are expected to commit to the program for the full school academic year. Students complete their placement in the school and are exposed to a wide range of other experiences. Students become an integral part of the co-curricular program, coaching teams and working in the outdoor education program. This is a great opportunity for students to work within the wider context and culture of the school, establish relationships with students and staff, and develop confidence in teaching skills. One special attribute of the Associate Teacher Program is that each student has three mentors. A mentor is allocated for each discipline area, as well as a mentor for personal development.

La Trobe University

This program [Partnership program with Bendigo Senior Secondary College for secondary preservice teachers] which operates over the first six weeks of the course has two parts: the Classroom Experience Program, where students team up with a teacher in the first week of the year to observe and participate in as many classes as their timetable permits; and a formal program presented by College teachers, focusing on new technologies for teaching and learning, Victorian curriculum documents, teaching and learning resources, and contextual factors relevant to beginning work in schools. This program is perceived by students as enabling a very effective orientation to both practical and theoretical issues in teaching and learning.⁹

Monash University

Probably the best, most recent example of that is the final year internship in the primary program at Peninsula, where students are placed in the same school for the entire year and effectively become junior staff members. It is turning into a real win-win because the very smart schools recognise the very smart students and see this as an opportunity to acculturate those students in the mores of that school and at the end of that year offer them a position in teaching. So the line between being the student and the beginning teacher becomes blurred. It is working very effectively for the schools. It works effectively for us because we develop a more intense relationship with a smaller number of schools who we feel we can rely on to support our students along the lines that John is describing – that it is not a recipe and that it is a very complex role. That process of enculturation and support is something that we are starting to see in that internship developing as a very effective partnership.¹⁰

Victoria University

Additionally our intimate relationship with teachers and schools, through Project Partnerships and the School of

9 *Submission No. 65*, p. 2 (La Trobe University).

10 *Transcript of Evidence*, 7 June 2005, p. 61 (Monash University).

Education Reference Group, supports our knowledge, understanding and capacity to respond and innovate specifically with colleagues in the Western Melbourne Region, the Victorian Institute of Teaching and the Department of Education and Training and a wide range of community agencies more broadly. This enables our pre-service and in-service activities to be sensitive to and informed by recent discourses and developments in education. Additionally other programs in the School of Education such as the Bachelor of Arts (Youth Studies) and the Bachelor of Arts (Early Childhood Education) provide an extended perspective of ways of working with learners and communities.

Pre-service teacher education at Victoria University is distinctive because it engages the learning of school students as the central feature of the course through negotiated Project Partnerships with schools and other education settings. Small teams of pre-service teachers are able to make a year long commitment to the learning of students in one school. In 2005, there are over 250 Project Partnerships being developed and undertaken in approximately 200 primary and secondary schools and in a small range of other educational settings with young people. Examples of Project Partnership applied curriculum projects include early years literacy programs, lunchtime activity programs, developing webpages across the curriculum with year 9 secondary students, supporting the establishment of an SRC and related studies in the secondary SOSE curriculum, linking mathematics, developing, trialling, teaching and evaluating units of work at the Melbourne Museum education serviced and ICT across the primary schools or running specialised outdoor activity programs at school camp sites.¹¹

The principle of our work is that the learning of the young person is the high priority. That is our central focus – the young person in the school. From that, we construct our programs around what we call partnerships. Our partnerships with our schools and community learning settings, mostly with schools, are about engaging our

11 *Submission No. 21*, p. 11 (Victoria University).

preservice teachers in work that schools value as contributing to the learning of their students. We begin our partnership construction with the negotiation with the schools telling us what it is that their young people need and how our preservice teachers, while they are in their preservice teacher education program, can build their own knowledge about being a professional through the engagement of real learning needs that young people might have. So that is our underpinning philosophy and our underpinning practice.

From there, we work to engage with the diversity that is our communities. We work in the western suburbs of Melbourne primarily but also to the north. We have the Career Change Program, which is a state-wide teacher education program for people who are changing careers and coming to teaching after being something else. Mostly, our communities tend to be very diverse and they tend to be socioeconomically disadvantaged in the main, so it is very important to us that we bring a rich diversity to the student body, the preservice teacher group, as well. So our selection processes are by application and often interview in an attempt to reflect the diversity and to build a cohort of teachers who are different and who are valued for their difference.¹²

The other thing we do is that each partnership has a university lecturer attached to it to help generate, discuss and build the nature of the partnership, monitor progress and work with preservice teachers and the mentor teachers in the schools. We would love to have more money to spend more time. ... We have actually had some site based teacher education running where we have done more of our work in schools with larger groups using teachers more as colecutors, if you like, in curriculum development and curriculum learning for preservice teachers. The great constraint around that is resourcing and finances for schools and the university.¹³

Note: See appendices in submission for further details.

Mr Hannett – I am doing a four-year Bachelor of Education at Footscray Park. As Andrew said, our university is partnership focused so we are actively engaged with the

12 *Transcript of Evidence*, 7 June 2005, p. 80 (Victoria University).

13 *Transcript of Evidence*, 7 June 2005, p. 82 (Victoria University).

students at the schools we are at. We can also come back to our classes – our lecturers – and talk about things we see. We have a really strong relationship with our mentor teachers. We have a good relationship with the school. This year is my fourth year. I will assume full control of the class at some stage. Because I am there every week, I can see where the kids are at, where they are going and what the focus of the school is, rather than just walking in and doing a three-week block, where it is, ‘Hello, goodbye’ without actually seeing the kids develop and grow. We become part of the school.¹⁴

Note: Partnership information also in appendices to submission.

Central Queensland University

The first thing is the primacy of partnership. The classical B.Ed model – the model that I am most used to and, I must say, most of my teacher education colleagues are most used to – is an on-campus teaching program which is articulated with schools, where the schools carry out things like supervision of practise and so on but are normally not part of the decision making process. The BLM program was developed by a committee of school teachers, university staff, union members and so on, where the academics were outnumbered by people out of the profession. The essential thing is that the partners were in from the moment of conception and helped develop the model and the procedures for implementation. That is a critical point.¹⁵

Prof. Smith – That is a very important thing. One of the sales pitches right at the beginning with EDS – Executive Directors (Schools) – and principals of schools was this circle. The schools teaching profession was involved in setting up the degree and the kinds of knowledge areas and so on and the construction of the courses. They then became what we call part of a family. Those people then were our mentors in the schools and in doing so they had a double-barrelled effect on the schools: not only graduating new kinds of teachers into

14 *Transcript of Evidence*, 7 June 2005, p. 93 (Victoria University).

15 *Transcript of Evidence*, 5 July 2005, p. 2 (Central Queensland University).

the profession but also upgrading the work force capability. That was the great promise.¹⁶

The other comment that I would share is that the partnership has come from a different paradigm. The traditional paradigm that I have been used to is: this is your business; this is my business, and if you get it wrong I will blame you. This is not about that paradigm at all. This is about a paradigm that says: teacher education is our business, and we are in a partnership in that construct. The notion that schools do not have a role in teacher education is fundamentally challenged in this partnership so that our schools, and our principals as leaders particularly, see themselves as having a role in developing the work force that they need to deliver on QSE2010. They see that they have a role to build their work force capability through this program and through a range of other programs.¹⁷

Mr McAlpine – The relationships that underpin the model are critical. The development of those local sets of relationships, the mind-sets – almost the philosophical underpinning and framework – are essential to the success of the model. It is not simply a matter of saying, ‘This is the model that is successful.’ Education Queensland has a number of successful partnerships with universities – the RATEP model, for example, and so on – that are different to this one. So I would not promote the idea that this model is simply able to be picked up and mandated. The relationships, the philosophical underpinning, the work of the university and the disposition of the university have been critical to the success of the program. The mind-set that Professor Richard Smith came to the table with when he said, ‘We want to start with a blank page and design this in partnership with you,’ is something that principals have not been used to. They have embraced it and they have seen the benefits. It is also about listening to one another. Perhaps those principals, if they are able to replicate it, can develop the model, but it is not simply the model being picked up and moved.¹⁸

16 *Transcript of Evidence*, 5 July 2005, p. 11 (Central Queensland University).

17 *Transcript of Evidence*, 5 July 2005, p. 20 (Central Queensland University).

18 *Transcript of Evidence*, 5 July 2005, p. 30 (Central Queensland University).

Griffith University

The memorandum we have with Camp Hill Infants School has our students on-site. They are immersed. When they are not doing their theoretical studies in the first semester of their final year, they help out in classrooms. They get lots and lots of additional experience. Teachers at the school are highly motivated to help that happen and the administration of Education Queensland and of our university sees this as a positive. Staff at the school who are helping out in return are becoming increasingly interested in using the university's award courses to do their professional development. So, as well as doing mentoring of students, they are starting to theorise about what they are doing, how to do it better and how to use this opportunity of having additional participants in the class to benefit the youngsters. So they come into our courses and there is a pay-off for us in that. The second of the partnerships that Neil mentioned is a large group of about 10 schools with the university. We have a seven o'clock meeting on a Wednesday once a month.

Prof. Dempster – In the morning.

Prof. Bartlett – And the process that we have there is to look at ways in which the university can channel into the professional development needs that individual teachers suggest. As you know, in many schools, very often teachers are told what they need to do to develop professionally. Part of the university's contribution to this partnership has been an annual survey where we invite from teachers across all the schools involved a description of what the barking dogs issues are for them – what they really need in order to feel that they are doing better with their work. That is a thumbnail sketch of how the alliances work. We have seven of these.

Prof. Dempster – And there are many others. I can speak of the professional development alliance with the approximately 150 schools that surround the university. The alliance works with our Centre for Leadership and Management in Education. It has been alive for 10 years. It comes up to its 10th annual conference this year. It provides professional development on a needs basis for those principals in each of the four terms of the year – professional development that

they are not getting from their own employing authority. This is the specific reason for the existence of the PDN. What do those principals believe they and their leaders in schools – heads of department and deputy principals – need that they do not get from their employer?

It has survived on a subscription basis in association with the university for 10 years now and has been going very strongly. In fact, we have just had overtures from Education Queensland to extend state wide the model with our leadership centre. So that is a very interesting development and obviously will bring us into a stronger partnership as a university much beyond our own regional area where that particular partnership currently exists. But at the Gold Coast campus we have the Teacher Education Advisory Group, which has been in existence for 14 years with some very strong partnerships. We have the Logan Education Alliance of 12 or so schools around our Logan campus. We are constantly trying to ensure that there are these localised links between us and our partners. Obviously there are benefits both ways, but clearly we need to be seen to be in partnership in harness with schools because our teachers in training need to have those opportunities.¹⁹

Queensland University of Technology

At QUT we are actively pursuing new approaches to teacher Professional Development (PD) that are developed in partnership with practicing educators, and delivered in partnership with other faculties and educational providers. For example, in late 2004, we offered a Science Education PD program for more than 200 Science teachers on the Gold Coast. The program was offered in conjunction with the QUT Faculty of Science and Science educators from the Queensland Studies Authority who are experts in the new Science syllabus.

We are also partnering with the Faculty of Creative Industries, in the recently-announced ARC Centre of Excellence in Cultural and Media Studies, to establish a Learning Lab at the Kelvin Grove campus, where visiting

19 *Transcript of Evidence*, 6 July 2005, pp. 54-55 (Griffith University).

teachers and students both can experience cutting edge technology at work for educational purposes.

A third new partnership involves the faculty and ESRI Australia, with plans to provide Australia-wide PD for educators and research in the pedagogy of Geographic Information Systems, across the teaching of a wide range of disciplines including Science and Geography. This work relates closely to education for sustainability and another major cross disciplinary research initiative at QUT in the new Institute for Renewable Systems and Resources. Researchers from this Faculty will be working alongside colleagues from other QUT faculties such as Built Environment and Engineering, Science, and Humanities and Human Services in this Institute.²⁰

Ms Bell – When Brisbane Girls Grammar redid its strategic design we particularly looked not only at our obligations but also at our wish to contribute back to the profession. We were witnessing institutions as well as QUT that desperately needed to place student teachers in schools where they knew that the mentor teacher would want to have them in the room and want to develop their skills et cetera. So we built that into our five-year plan. We went to QUT and said, ‘We want to have an arrangement with you where we will take your students and give them the best mentor teachers that we have, but we want you to help us train those teachers to be good mentors.’ And that is exactly what QUT has done.

Our teachers apply to become mentor teachers and they attend professional development workshops with the staff of QUT and so their training to become a really good trainer of teachers is increased. At the same time, I pay their fees if they wish to convert that training to credit points towards a master’s degree with QUT. So it became a very attractive proposition for my staff, and the school and the board were very keen to put money towards creating this centre and having the partnership and putting money into it. At the same time, I think QUT know that when their student teachers come to us they are going to get the best possible

20 *Submission No. 72.1*, p. 15 (Queensland University of Technology).

attention, training, mentorship and nurturing, if you like, towards being contributors to the profession.²¹

University of Queensland

Dr Bahr – It is a two-way street. The universities are providing significant support to schools. As an example, in the middle years program the students go out on prac. A team of academics go to the schools and say, ‘What is an issue you would like to work on with us?’ An example is the literature futures project at Ipswich State High School. We provided a PD for the school. We got the students, our preservice teachers, involved and they rolled out as an infiltration into the school a literate future initiative. Their practicum was almost a project based on a partnership between the University of Queensland and the school. That happens quite often. It does not make sense when we say that we will pay individual teachers to supervise students, because it is not the way it always works. We try to develop partnerships with schools that feed into our programs at all levels. For example, we have MYSTAs – middle years of school teaching associates – come out and form part of our teaching team. We work in with their schools and they work with us on the development of our research grants and so forth.²²

University of Tasmania

In mid-2004, the Faculty and the Department of Education demonstrated their shared commitment to enhancing the pre-service teacher programs by agreeing to appoint a jointly-funded officer to progress various collaborative initiatives, with a particular focus on addressing the flaws and weaknesses in current processes and practices related to the practicum. The non-government school sectors accepted the invitation to participate in a joint working group, established to support the work of the liaison position. Outcomes to date include:

- A new model of school-experience placement, supervision and support, based on clusters of schools, is being

21 *Transcript of Evidence*, 6 July 2005, p. 47 (Queensland University of Technology).

22 *Transcript of Evidence*, 7 July 2005, p. 48 (University of Queensland).

developed through which the capacity of schools, teachers and faculty staff to work together to build tangible theory-practice links will be further developed. The model, which will be trialled in 2005-2006, will address such aspects of school experience as the need for increasing numbers of placements; the recognition and accreditation of the skills and understandings of colleague teachers; review of policies, guidelines, incentives and payments; school and teacher input to course content (*getting the balance right*); standards of beginning teacher performance; and assessment of preservice teacher competence.

- The role of principals and school leaders in the education of new teachers will be given a higher profile through both the pilot model above and professional learning opportunities under development within the Faculty and the Department of Education.
- A Graduate Certificate in Supervision, Mentoring and Induction is under development in the Faculty, with input from experienced colleague teachers who have supported preservice teachers on school experience over a number of years.
- A research module within the Graduate Certificate will enable articulation across to research higher degrees where desired.²³

The Faculty values its strong student-university-school partnerships. Collaboration is a crucial ingredient in developing supportive and professional relationships in the current educational community.

Developing a strong sense of community is recognised as an important attribute for pre-service teachers. The Faculty is interested in developing programs with local community stakeholders and organisations to introduce pre-service teachers to the education and responsibilities of their community. For example, the Faculty has already strong connections with local Land Care groups, in the conservation of the local environment and other options are being explored.

The Faculty is committed to furthering its partnerships and relationships with transnational communities and universities, as well as focusing on its local and regional community partnerships. This is seen as crucial in developing

23 *Submission No. 119*, p. 8 (University of Tasmania).

a quality teacher education program both locally and overseas. This is represented by the following initiatives:

- The development of a new satellite campus in Tasmania's north-west, the Cradle Coast Campus, which is trialling a new model of delivery involving locally trained teachers and preservice teachers in school workshops. Strong community partnerships are being formed with two schools: Cooe Primary and Penguin Primary. Both of these schools have agreed to provide facilities and staff for UTAS preservice teachers in order to complete modules such as art, drama, music and physical education. The benefit of this partnership will include preservice teachers learning about and absorbing the school environment; opportunities for preservice teachers to interact with students; and current educational theory and practice being disseminated to the teaching staff involved.
- The Faculty of Education is proposing to establish a Bachelor of Education and Care in the Early Years (title provisional only), to be articulated with Child Care qualifications from the *Institute of TAFE Tasmania* and other registered training organisations. Currently in Tasmania there is no undergraduate degree in 'Inquiry into Teacher Education' from the Faculty of Education at the University of Tasmania early childhood education specialising in the education of children from birth to four years of age; nor is there a degree course which allows educators to train in leadership, management and administration in early childhood services. This is a deficit which this proposal seeks to address in order to ensure that early education services in Tasmania are of the highest quality. The proposed course will be delivered by flexible mode to suit potential students, some of whom may already have full-time employment, and will emphasise the important links between child care and schooling.
- Establishing strong community partnerships with industry representatives and performance artists to act as mentors for preservice teachers in their learning to teach. One project involved preservice teachers creating and performing a theatre in education piece for students at Mowbray and Spreyton Primary schools. A theatre professional was invited to assist in this creative process.
- A strong partnership has been formed with the Education Officers at the Queen Victoria Museum and Art Gallery at Inveresk. Preservice teachers enrolled in art modules are introduced to the Education Officers and given a guided tour of the gallery and in particular the Museum Education Learning Centre. During this time they are

informed about the number of opportunities available for teachers visiting the museum and how these can be utilised within their own classes in the future. It is also an important opportunity to increase their knowledge of arts literacy, which is to be reported on in the Essential Learnings in 2007.

- Partnerships with leading educators such as Maxine Greene, Emeritus Professor at Harvard University and Doctor Malcolm Skilbeck strengthen scholarship in the Faculty.
- A number of preservice teachers have taken advantage of an opportunity to travel to Thailand during the summer vacation to teach on a voluntary basis.
- There is a reciprocal exchange program which includes bringing teachers from Thailand to spend time in the Faculty working with colleagues and in Tasmanian schools.
- The development of research scholarships for students and lecturers living overseas to enhance cross cultural ties and relationships.
- Research into the development of a crosscultural program which will enhance the development of intercultural understandings across undergraduate programs in the Faculty of Education.
- Establishing and implementing regular seminars and expertise in TESOL (Teaching English to Speakers of Other Languages) for professionals and other interested parties in regional centres.
- *Young Children Learning (2004)*. During 2003, a collaborative project between the Department of Education and the Faculty of Education was undertaken in which seventy-five 4th Year Bachelor of Education students designed learning materials for young learners in Early Childhood classrooms. This project encapsulated the philosophical approach of the Tasmanian Department of Education's Essential Learnings curriculum. These Early Childhood student teachers collaborated with 8 classroom practitioners in the publication of the book *Young Children Learning (2004)*. The joint success of this project has been acclaimed by Early Childhood practitioners across Tasmania. In the words of the Principal Education Review Officer with the Department of Education: *I have received so many comments about the resource 'Young Children Learning' from teachers, staff from support schools and those*

*working in child care. The resource is highly professional, easy to use – and practical.*²⁴

We are particularly enthusiastic about our program called Partners in Professional Practice and Innovation. You will have heard a lot about the practicum or in-school experience and the difficulties people have supporting it, funding it and so on. I hope you have already heard about the very strong relationship we have with the Tasmanian Department of Education, the Catholic Education Office and the independent sector. One of the things that is distinctive about Tasmania is the possibility of having very good relationships – provided you get the vision right. We are working closely with the Department of Education to invite certain schools to work very closely with us – so that the teachers can be true professional partners with us and the practicum can be improved by getting the students to have positive experiences in schools.

A large number of schools in Tasmania give us prac places. I had a report yesterday that most of those schools are very committed to the work they are doing with us. But we want to acknowledge what they are doing for us and upgrade that by asking the teachers to deliver the teacher education part of the program alongside us, rather than having the separation between universities and schools. We want to develop true partnerships, and we believe that is possible in Tasmania. We are grateful for the support of our major stakeholders – the Department of Education, Catholic Ed and the independent sector, who are very much on board with us in moving forward with that kind of relationship.²⁵

The issues of partnerships and reciprocal learning are very important. We have had three students in our school this year. The feedback from our colleague teachers and from preservice teachers has been exceptionally positive. We would like to grow that experience in future years. I know that the model Kate has led certainly allows that. For example, we meet with the students and we know that, as a school, we have so much to learn from preservice teachers. But we also know that we can impart some reciprocal learning. Also, down the track we believe there are

24 *Submission No. 119*, pp. 11-13 (University of Tasmania).

25 *Transcript of Evidence*, 24 November 2005, p. 4 (University of Tasmania).

opportunities under the proposed Graduate Certificate in Mentoring and Coaching for some of our teachers to actually come back to the university, be presenters, work closely at the coalface here on site and also grow their own learning and understanding about how the faculty of education works.

That reciprocity is important. We have preservice teachers going from the university into our clusters and schools and staff from our clusters coming to the university. This notion of lifelong learning and commitment to learning for all is so important. One of our supervising teachers this year has expressed an interest already in coming back to university to complete a PhD. We are looking at ways we can grow, particularly in various disciplines. So already there is momentum in schools. I am sure that, as our clusters continue to gather momentum and continue to be effective for education in the state, there will be strong partnerships and commitment from all.²⁶

Batchelor Institute of Indigenous Tertiary Education

Ms Bainbridge – That is one of the good things that we are currently exploring. There is another model that we are currently working on, certainly in the IEW – Indigenous education worker – area, and that we want to look to in the higher education work. We have a memorandum of understanding with the Catholic Education Office, where their teachers in schools deliver some of the courses. We support the assessment, and we have visits and workshops out in the community as well. We are in a partnership so that they are delivering some of the course with the teachers on the ground whilst we support through assessment, resource materials and occasional visits. We have a good model out at Galiwinku at the moment, where, with the school, we are jointly funding the position, with the lecturer based out in that community. They have put up half the salary; we have put up the other half. That is a model we think is working very well, and we are extending that.²⁷

26 *Transcript of Evidence*, 24 November 2005, pp. 39-40 (University of Tasmania).

27 *Transcript of Evidence*, 30 August 2005, p. 18 (University of Tasmania).

Curtin University of Technology

There is a particular focus on prospective students from an Indigenous Australian background who are encouraged to apply for entry through TER or STAT scores or alternatively they may enter Early Childhood and Primary courses via non-standard entry access agreement with Curtin's Centre for Aboriginal Studies. In addition to these pathways an innovative program for Indigenous students has been operating through a partnership between the Department of Education and Training, Western Australia (DETWA) and Curtin's Centre for Aboriginal Studies. In this program Aboriginal and Islander Education Officers (AIEO) who are currently employed in Western Australian schools upgrade their qualifications as they combine their 'in situ' everyday work and university study.²⁸

Edith Cowan University

The idea of the partnership was to invite schools to join it initially through their districts because the district had its own structures – I should add as an aside that we sought to do a similar thing with the non-government sector, but they are not a system and they were not all that keen on joining anything as a connectivity although some of the same principles that we operate apply to the non-government schools, particularly the Catholic system, as well. We wanted to build this relationship and have a university staff member associated with a particular school so that there could be some continuing contact between that school and the university and to try and find ways in which, with the work of the university and the work of the school, there could be some common mutual advantage. Some of that mutual advantage came from the professional contact between the school and ourselves. Some of it came from people from the university being able to provide some resources either via professional development or PD or just availability of staff to connect to the school and to find from the school staff who could teach and assist us with our programs, provide us with advice and help us out in other different kinds of ways.

28 *Submission No. 158*, p. 4 (Curtin University of Technology).

This partnership arrangement is now in a sense firmly established. Not all of our students are currently placed in partner schools, but we expect that progressively the whole relationship between ourselves and schools will take that particular form. I do not want to say any more because I want you to have the opportunity to hear from my colleagues – one from the Swan district and one from the Joondalup district, Mr Zeid and Mr Chesny; Sue Sharp, who knows how it all runs; Carmel Maloney, who manages the whole practicum experience; and Graeme Lock, who has been instrumental in setting up the Swan partnership. My final comment would be that, in talking with my colleagues, fellow deans in other parts of Australia, there are a small number of universities that have gone down this path – the Victoria University is one. There are some others that we link with, and we feel that it is providing a framework for building quite strong relationships, not just nominal relationships, regarding what the university does in the school, with all kinds of additional benefits.²⁹

Prof. Maloney – In the Swan partnership we have over 80 schools that have partnership status. But, to add to the previous point, more and more schools are now asking to come on board and become a partnership school. They do see that there are added benefits to being a partner, and the numbers are increasing each year. We started with 20 schools as a trial. Over three years, that has developed. Over 80 schools are now in a partnership arrangement with us.

Mrs Sharp – On the Joondalup campus, we would have pretty much 75 schools that we are in partnership with. We would have started with 35 to 40 in our first year. One of the interesting factors of partnerships for us has been that, even though we have increased the number of schools coming into partnerships, what is really significant for us is that we have increased the penetration into the schools that we had. So, instead of taking one or two students a year, some of our schools take up to 30 students a year. As Lou said, they really are part of the school culture. We even have schools now that put us in their school development plans. They look at our

29 *Transcript of Evidence*, 26 October 2005, p. 26 (Edith Cowan University).

prac timetable for the following year and say: 'Which one of these pracs would contribute most to our school this year? Where can we use these students most effectively?' They are really thinking along the lines that Max was talking about. We get a lot of requests, as well, for students with specific talents – for example, 'I have a music specialist who would like student; is it possible to have someone with a music background?' and so on. We often send our students, even before university starts, on school camps. I just put out a call. They have to apply to me to be allowed to do that in their own time. The partnerships have opened up those sorts of possibilities.³⁰

Dr Lock – When we started the Swan partnership in 2003 Max asked me to manage it and get it going. A colleague and I actively undertook some research in the second school term of that year. We went and interviewed 14 of our partnership principals. We were very open, saying, 'How is it going? What do you think works? What do you think doesn't work. How can we improve?' One of the features of this partnership is this continual conversation we have with our schools saying 'How can we improve? We listen to our schools and resources permitting, we shall do so.' As a result of this research – we actually had a refereed journal article published, which really pleased us. It was read by a university in another state who visited us this year to ask us how our partnership had developed. So it is seen by a fairly established university in the eastern states that we have developed a model on which they can also develop relationships with the school.

We have also been involving, this year in particular, teachers from our partnership schools in our course reviews. Each semester we review our courses with respect to improving what we can do. For the primary course this year we invited practising classroom teachers who are teaching in the program and three deputy principals. They felt very valued in coming in and made some very worthwhile contributions, which will continue to improve the courses which we deliver and continue to improve the structure our in-school experiences for our students.³¹

30 *Transcript of Evidence*, 26 October 2005, p. 30 (Edith Cowan University).

31 *Transcript of Evidence*, 26 October 2005, p. 32 (Edith Cowan University).

Prof. Hackling— For example, in the science education projects a lot of our research has been funded by DEST. Basically we spent five years building up a collaborative consortium of partners to support bids for DEST funding, and key players in that are the Australian Academy of Science, as the peak body for science; the Australian Council for Educational Research, which has the educational measurement expertise in the country; the Australian Science Teachers Association, which is the professional body; and the Curriculum Corporation, which is the curriculum development agency for the states and territories. They are the key players in science education at the national stage. All those partner groups have been involved in all five of the DEST funded projects I have mentioned. At the state level we strongly partner with the state Department of Education and Training and, particularly with the Fogarty work, the Catholic Education Office and the Association of Independent Schools, so we are strongly linked to the sectors within this state. The state department, the national players and DEST are our main partner groups.³²

Tabor College

In South Australia we are very privileged in that there is an excellent collegial relationship between the public and private providers of teacher education. We enjoy working with colleagues in the public sector and Tabor is part of a practicum partnership arrangement, chaired by Frank Davies, our head of education, who is here. This group includes representation from the three state universities and Tabor Adelaide and it organises the allocation of primary schools in the Adelaide metropolitan area for student-teacher practicum placements. Tabor actually maintains the state database record of these practicum placement allocations for all members of the partnership and Frank is also the South Australian coordinator for the National Association of Field Experience Administrators. We also work with the state universities and others in a professional development pathways network framework. This is concerned with

32 *Transcript of Evidence*, 26 October 2005, p. 46 (Edith Cowan University).

professional development of teachers and the offering of units for their postgraduate studies.³³

University of South Australia

Prof. Hattam—I am going to be talking about one particular project which we are calling Redesigning Pedagogies in the North. It is an Australian Research Council Linkage project. It has got the following features at this point. Its partners are the northern Adelaide public secondary schools, the Australian Education Union and the Social Inclusion Unit, with representatives from the School of Education at the University of South Australia. The project has a full-time PhD student, and I think we are negotiating for another one. As well, a couple of our EdD students are working out in the north, so their work is related to this project. We have got two honours students. The project has the involvement of the program coordinator of our middle-school teaching program. We have got some nascent plans to try and involve practicum students in the project next year.

Dr Nichols—My remarks are about the relationship between our graduate programs and the industries that are our partners. The graduate certificate in education is a highly industry-responsive program. Every year or two years, we develop new strands to that program, which relate to the service development needs identified by our partners for their experienced teachers. Over the last four years, we have developed new strands in the fields of science and maths education, inclusive education, new literacies and new technologies and community capacity building. Our student and stakeholder evaluations have been highly positive.³⁴

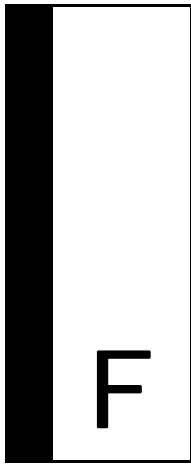
Prof. Brennan—Perhaps the disappearance or the almost invisibility of the employing authority is because they are so always here. We would have 20 staff from there or from us with each other in meetings every week. We have a Teacher Education Liaison Committee, which meets quarterly, which brings together all the employers, all the providers and other interest groups to talk about supply, demand, issues about professional development and a whole range of topics that

33 *Transcript of Evidence*, 29 September 2005, p. 48 (Tabor College).

34 *Transcript of Evidence*, 28 September 2005, p. 31 (University of South Australia).

people want to put on the table. A subcommittee of that is the group referred to before by Ian Hamilton and John Holmes, the Teacher Practicum Coordinating Committee, where the employers and the providers sit down and work out who is having what, so that we do not have demarcation disputes with four providers asking every school to provide placements.³⁵

35 *Transcript of Evidence*, 28 September 2005, p. 35 (University of South Australia).



Appendix F - Students, Selected Higher Education Statistics (DEST)

Table: Tertiary Entrance Score Statistics for commencing students enrolled in a course for Initial Teacher Training, by State and Institution.

Students, Selected Higher Education Statistics (DEST)**Table: Tertiary Entrance Score Statistics for commencing students (a) enrolled in a course for Initial Teacher Training, by State and Institution.**

State/Institution		2001			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NSW	ACPE Limited	0	0	0	0
	Avondale College	51	63	83	54
	Charles Sturt University	55	71	87	128
	Macquarie University	71	79	90	124
	Southern Cross University	71	79	90	39
	The University of New England	46	75	93	20
	The University of New South Wales	67	74	92	48
	The University of Newcastle	68	76	88	237
	The University of Sydney	74	81	92	181
	University of Technology, Sydney	72	81	92	112
	University of Western Sydney	71	78	88	22
	University of Wollongong	77	82	92	113
	Sub-total	67	78	90	1,078
VIC	Deakin University	68	77	88	298
	La Trobe University	64	75	87	83
	Monash University	69	79	91	144
	RMIT University	70	78	90	92
	The University of Melbourne	72	80	89	107
	University of Ballarat	62	64	78	188
	Victoria University	52	62	74	60
	Sub-total	63	75	88	972
QLD	Central Queensland University	67	78	88	299
	Christian Heritage College	0	0	0	0
	Griffith University	77	86	93	193
	James Cook University	57	70	87	323
	Queensland University of Technology	77	82	93	313
	The University of Queensland	75	87	97	130
	University of Southern Queensland	57	70	90	183
	University of the Sunshine Coast	0	0	0	0
	Sub-total	63	80	92	1,441
WA	Curtin University of Technology	76	83	91	84
	Edith Cowan University	70	75	86	203
	Murdoch University	74	85	93	20
	The University of Notre Dame Australia	71	80	90	6
	The University of Western Australia	85	92	96	26
	Sub-total	71	78	91	339
SA	The Flinders University of South Australia	67	77	89	91
	University of South Australia	64	74	88	343
	Sub-total	64	75	89	434
TAS	University of Tasmania	68	82	95	113
	Sub-total	68	82	95	113

State/Institution		2001			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NT	Charles Darwin University	34	54	85	17
	Sub-total	34	54	85	17
ACT	University of Canberra	73	77	91	80
	Sub-total	73	77	91	80
Multi-State	Australian Catholic University	67	76	87	272
	Sub-total	67	76	87	272
TOTAL		64	78	90	4,746

(a) Includes only Commencing Domestic Undergraduate students with their basis of admission being either completion of secondary education at school or TAFE.

Author: Lawrence Doherty, University Statistics Section, DEST, 15 September 2006

Students, Selected Higher Education Statistics (DEST)**Table: Tertiary Entrance Score Statistics for commencing students (a) enrolled in a course for Initial Teacher Training, by State and Institution.**

State/Institution		2002			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NSW	ACPE Limited	0	0	0	0
	Avondale College	49	70	93	57
	Charles Sturt University	66	73	86	125
	Macquarie University	76	86	94	86
	Southern Cross University	0	0	0	0
	The University of New England	63	76	94	19
	The University of New South Wales	71	79	94	49
	The University of Newcastle	70	78	88	231
	The University of Sydney	76	85	94	188
	University of Technology, Sydney	76	83	90	97
	University of Western Sydney	0	0	0	0
	University of Wollongong	76	81	91	116
	Sub-total	70	80	92	968
VIC	Deakin University	68	79	88	287
	La Trobe University	66	74	87	78
	Monash University	73	81	94	117
	RMIT University	69	78	86	92
	The University of Melbourne	70	82	92	85
	University of Ballarat	66	72	86	128
	Victoria University	54	66	75	76
	Sub-total	66	77	89	863
QLD	Central Queensland University	70	82	90	214
	Christian Heritage College	0	0	0	0
	Griffith University	77	85	93	254
	James Cook University	62	75	88	247
	Queensland University of Technology	79	82	94	269
	The University of Queensland	71	88	97	144
	University of Southern Queensland	68	74	88	16
	University of the Sunshine Coast	0	0	0	0
	Sub-total	69	82	93	1,144
WA	Curtin University of Technology	76	82	91	81
	Edith Cowan University	70	77	87	208
	Murdoch University	76	81	91	35
	The University of Notre Dame Australia	0	0	0	0
	The University of Western Australia	82	90	98	39
	Sub-total	71	80	91	363
SA	The Flinders University of South Australia	71	80	91	177
	University of South Australia	67	77	90	342
	Sub-total	67	78	90	519
TAS	University of Tasmania	54	74	92	113
	Sub-total	54	74	92	113

State/Institution		2002			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NT	Charles Darwin University	36	60	73	30
	Sub-total	36	60	73	30
ACT	University of Canberra	74	82	91	78
	Sub-total	74	82	91	78
Multi-State	Australian Catholic University	65	76	87	316
	Sub-total	65	76	87	316
TOTAL		68	80	91	4,394

(a) Includes only Commencing Domestic Undergraduate students with their basis of admission being either completion of secondary education at school or TAFE.

Students, Selected Higher Education Statistics (DEST)
Table: Tertiary Entrance Score Statistics for commencing students (a) enrolled in a course for Initial Teacher Training, by State and Institution.

State/Institution		2003			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NSW	ACPE Limited	0	0	0	0
	Avondale College	49	65	87	43
	Charles Sturt University	66	72	87	155
	Macquarie University	78	86	95	100
	Southern Cross University	67	76	85	59
	The University of New England	70	74	84	36
	The University of New South Wales	76	84	93	51
	The University of Newcastle	71	80	88	183
	The University of Sydney	80	86	94	209
	University of Technology, Sydney	78	84	94	85
	University of Western Sydney	75	79	88	16
	University of Wollongong	76	82	92	179
	Sub-total	71	82	92	1,116
VIC	Deakin University	72	80	88	237
	La Trobe University	68	73	88	79
	Monash University	75	84	93	131
	RMIT University	64	76	87	111
	The University of Melbourne	83	88	95	46
	University of Ballarat	64	71	84	150
	Victoria University	51	65	81	79
	Sub-total	65	78	90	833
QLD	Central Queensland University	69	80	90	265
	Christian Heritage College	0	0	0	0
	Griffith University	78	84	92	216
	James Cook University	66	76	88	269
	Queensland University of Technology	84	90	94	138
	The University of Queensland	69	87	96	144
	University of Southern Queensland	71	78	88	174
	University of the Sunshine Coast	0	0	0	0
	Sub-total	69	82	92	1,206
WA	Curtin University of Technology	81	86	94	59
	Edith Cowan University	72	78	88	191
	Murdoch University	80	85	93	31
	The University of Notre Dame Australia	82	82	82	1
	The University of Western Australia	87	91	98	20
	Sub-total	72	82	92	302
SA	The Flinders University of South Australia	69	80	91	164
	University of South Australia	69	79	90	251
	Sub-total	69	80	91	415
TAS	University of Tasmania	56	74	92	90
	Sub-total	56	74	92	90

State/Institution		2003			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NT	Charles Darwin University	0	0	0	0
	Sub-total	0	0	0	0
ACT	University of Canberra	74	79	91	83
	Sub-total	74	79	91	83
Multi-State	Australian Catholic University	65	76	88	262
	Sub-total	65	76	88	262
TOTAL		69	81	91	4,307

(a) Includes only Commencing Domestic Undergraduate students with their basis of admission being either completion of secondary education at school or TAFE.

Students, Selected Higher Education Statistics (DEST)**Table: Tertiary Entrance Score Statistics for commencing students (a) enrolled in a course for Initial Teacher Training, by State and Institution.**

State/Institution		2004			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NSW	ACPE Limited	0	0	0	0
	Avondale College	59	67	89	74
	Charles Sturt University	65	74	85	234
	Macquarie University	82	88	95	105
	Southern Cross University	73	80	89	41
	The University of New England	69	77	92	13
	The University of New South Wales	80	85	95	48
	The University of Newcastle	76	81	89	170
	The University of Sydney	83	90	96	162
	University of Technology, Sydney	77	84	94	94
	University of Western Sydney	69	84	95	35
	University of Wollongong	75	81	91	222
	Sub-total	70	82	93	1,198
VIC	Deakin University	74	80	88	236
	La Trobe University	0	0	0	0
	Monash University	78	86	94	158
	RMIT University	62	77	87	101
	The University of Melbourne	80	86	95	69
	University of Ballarat	62	73	88	139
	Victoria University	58	67	81	87
	Sub-total	67	80	90	790
QLD	Central Queensland University	69	80	90	308
	Christian Heritage College	60	68	86	15
	Griffith University	80	86	94	200
	James Cook University	70	78	91	196
	Queensland University of Technology	81	86	94	212
	The University of Queensland	72	87	96	129
	University of Southern Queensland	72	80	88	222
	University of the Sunshine Coast	0	0	0	0
	Sub-total	72	83	93	1,282
WA	Curtin University of Technology	80	87	94	53
	Edith Cowan University	73	79	90	36
	Murdoch University	79	82	89	30
	The University of Notre Dame Australia	0	0	0	0
	The University of Western Australia	87	90	97	20
	Sub-total	77	86	94	139
SA	The Flinders University of South Australia	73	83	91	121
	University of South Australia	71	82	92	251
	Sub-total	72	82	91	372
TAS	University of Tasmania	54	72	91	121
	Sub-total	54	72	91	121

State/Institution		2004			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NT	Charles Darwin University	66	71	84	21
	Sub-total	66	71	84	21
ACT	University of Canberra	76	80	89	41
	Sub-total	76	80	89	41
Multi-State	Australian Catholic University	69	80	89	202
	Sub-total	69	80	89	202
TOTAL		70	82	92	4,166

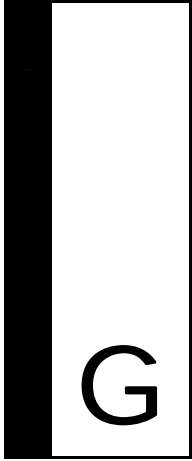
(a) Includes only Commencing Domestic Undergraduate students with their basis of admission being either completion of secondary education at school or TAFE.

Students, Selected Higher Education Statistics (DEST)
Table: Tertiary Entrance Score Statistics for commencing students (a) enrolled in a course for Initial Teacher Training, by State and Institution.

State/Institution		2005			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NSW	ACPE Limited	43	60	76	106
	Avondale College	50	66	85	93
	Charles Sturt University	66	72	81	95
	Macquarie University	83	88	94	76
	Southern Cross University	69	77	84	20
	The University of New England	76	82	91	21
	The University of New South Wales	78	83	92	75
	The University of Newcastle	71	79	90	197
	The University of Sydney	82	88	95	219
	University of Technology, Sydney	78	82	90	75
	University of Western Sydney	59	64	68	39
	University of Wollongong	75	80	89	124
	Sub-total	63	81	92	1,140
VIC	Deakin University	65	77	86	398
	La Trobe University	0	0	0	0
	Monash University	77	86	94	173
	RMIT University	63	74	83	128
	The University of Melbourne	82	88	94	53
	University of Ballarat	59	70	86	47
	Victoria University	51	64	79	90
	Sub-total	62	77	90	889
QLD	Central Queensland University	0	0	0	0
	Christian Heritage College	61	77	91	34
	Griffith University	74	82	94	301
	James Cook University	58	72	88	175
	Queensland University of Technology	77	84	94	365
	The University of Queensland	68	88	97	104
	University of Southern Queensland	65	75	92	244
	University of the Sunshine Coast	60	73	88	136
	Sub-total	66	82	94	1,359
WA	Curtin University of Technology	81	88	94	2
	Edith Cowan University	0	0	0	0
	Murdoch University	67	77	87	56
	The University of Notre Dame Australia	0	0	0	0
	The University of Western Australia	86	90	95	15
	Sub-total	68	81	94	73
SA	The Flinders University of South Australia	69	83	92	102
	University of South Australia	65	79	91	336
	Sub-total	66	80	91	438
TAS	University of Tasmania	56	67	89	62
	Sub-total	56	67	89	62

State/Institution		2005			
		10th Percentile Score	Median Score	90th Percentile Score	Total number of students
NT	Charles Darwin University	0	0	0	0
	Sub-total	0	0	0	0
ACT	University of Canberra	73	79	88	40
	Sub-total	73	79	88	40
Multi-State	Australian Catholic University	66	76	87	180
	Sub-total	66	76	87	180
TOTAL		64	80	92	4,181

(a) Includes only Commencing Domestic Undergraduate students with their basis of admission being either completion of secondary education at school or TAFE.



Appendix G - Funding Allocation

**Allocation of Commonwealth Supported Places,
Distribution by Funding Cluster, Loadings and Calculation
of Basic Grant Amounts for this Agreement**

Allocation of Commonwealth Supported Places, Distribution by Funding Cluster, Loadings and Calculation of Basic Grant Amounts for this Agreement

Item	Funding cluster	Commonwealth Grant Amount (a) \$	Commonwealth Grant Amount with 5% Increase for the Grant Year (b) \$	Number of Places Undergraduate (EFTSL) (d)	Number of Places Non Research Postgraduate (EFTSL) (d)	Total Number of Places (EFTSL) (d)	Approved Transitional Over-enrolments (c) (EFTSL) (d)	Total Commonwealth Grant Amount \$	Total Commonwealth Grant Amount with 5% Increase (b) \$
1	Law								
2	Accounting, Admin, Economics, Commerce								
3	Humanities								
4	Mathematics, Statistics								
5	Behavioural Science, Social Studies								
6	Computing, Built Environment, Health								
7	Foreign Languages, Visual and Performing Arts								
8	Engineering, Science, Surveying								
9	Denistry, Medicine, Veterinary Science								
10	Agriculture								
11	Education								
12	Nursing								
Total									
		Loading \$	Places (EFTSL) (d) Included in table above					Total Loading \$	
Enabling Loading									
Medical Student Loading									
Regional Loading									
Total Medical Places									
Commencing Medical Rural Bonded Scholarship places (e)									
Commencing Bonded Medical Place Scheme places (e)									
						Total Basic Grant Amount			
						Total funding rounded to the nearest thousand			

(a) The Commonwealth contribution amounts are as specified in section 33-10 of HESA plus indexation in accordance with Part 5-6 of HESA.

(b) If applicable - the increase to the Commonwealth contribution amounts (and, hence, the basic grant amount for the Grant Year) is subject to section 33-15 of HESA.

(c) The percentage referred to in paragraph 33-25(1)(b)(ii) is 105% plus the percentage that these places represent of the total number of Commonwealth supported places allocated to the higher education provider under this funding Agreement.

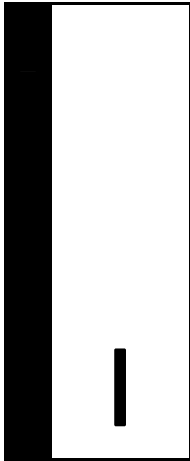
(d) 'EFTSL' has the same meaning as it does in HESA.

(e) Included in funding clusters in table above.



Appendix H – Funding Acquittal

Acquittal of Australian Government financial assistance



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