



Faculty of Education

Submission
to the
**National Inquiry into
Teacher Education**

Public Hearing

Brisbane

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QUT Faculty of Education

Vision Statement

The QUT Faculty of Education: 'Leading Innovation in Learning'

In leading innovation in learning we are committed to:

- Generating opportunities for risk and experimentation
- Delivering high impact research and development
- Building intercultural competence and capacity for global citizenship
- Promoting lifelong and life-wide learning
- Building strategic collaborations
- Enacting and promoting socially just and inclusive learning environments
- Developing a culture of transdisciplinary approaches within and beyond the faculty

This will involve:

- Ensuring an intellectually stimulating and encouraging Faculty environment
- Providing an environment that promotes and supports high expectations
- Advancing flexible and responsive Faculty structures and processes
- Using strategic evidence-based approaches to decision making
- Progressing reconciliation and authentic partnerships with Aboriginal and Torres Strait Islander peoples
- Engaging in public advocacy

- January 2005

1 Overview

QUT has the largest Faculty of Education in Australia, with 4784 Equivalent Full-Time Student Load (EFTSL) enrolled - 4262 EFTSL in preservice teacher education programs.

Of our preservice teacher education students, 2293 EFTSL are enrolled full time in the four year Bachelor of Education (B.Ed.) within three specialisations: Early Childhood (540 EFTSL), Primary (921 EFTSL) and Secondary (832 EFTSL) as per Table 1 below. A further 725 EFTSL are enrolled in a two year graduate-entry B.Ed. within the same three areas of specialisation. Nearly a quarter of this student load is comprised of students studying part-time, many in distance mode. A further 1128 EFTSL are enrolled in one of 12 double degrees offered in conjunction with other QUT faculties. These double degrees cover a range of options that include Early Childhood and Primary Education degrees as well as Secondary Education.

Table 1: Preservice Teacher Education EFTSL 2000-2005

EFTSL Course	Year					
	2000	2001	2002	2003	2004	2005
B Ed (Secondary)	890.13	883.91	917.61	869.00	886.63	832.50
B Ed (Primary)	956.13	1006.42	1042.53	946.13	952.88	921.10
B Ed (Early Childhood)	513.13	501.60	523.81	527.13	558.63	539.90
B Ed (Secondary) Graduate	195.50	227.83	280.91	277.88	282.63	231.80
B Ed (Primary) Graduate	249.38	305.82	450.69	390.00	365.44	348.90
B Ed (Early Childhood) Graduate	69.94	100.00	127.37	123.50	145.00	144.20
GRAND TOTAL	2874.19	3025.58	3342.92	3133.63	3191.19	3018.40

In common with many other states, Queensland has shortages of Secondary teachers, particularly in Maths, Science, and LOTE, and short term surpluses of Early Childhood and Primary teachers. The pattern is further complicated by geography, with few teaching vacancies in the Eastern coastal cities and difficult-to-fill teaching vacancies in rural and isolated locations in the West of the state.

2 Recruitment, Selection and Characteristics of Commencing Students

2.1 The Quality of Commencing Students

In general, QUT does not have a problem attracting high quality students to its teacher education programs. Whilst OP scores dropped by one to two bands on average for the 2005 entry cohort, due to the general drop in demand for university places across the nation, education programs at QUT remain in the 'Tough' category in terms of entry scores (Good Universities Guide, 2005). Our undergraduate programs rank similarly to the Bachelor of Engineering, the Bachelor of Mathematics, the Bachelor of Nursing and the Bachelor of Applied Science in terms of entry requirements. (See Table 2 below for further comparisons.)

Table 2: QUT Degrees with Similar Cut-Off Scores to Education 2005

Course	Major Round Cut-off
B Engineering	10 / 80
B Education (Primary)	10 / 80
B Maths	10 / 80
B Built Environment (Urban & Regional Planning)	10 / 80
B Education (Secondary)	11 / 78
B Nursing	11 / 78
B Information Technology - Gardens Point	11 / 78
B Applied Science	11 / 78
B Education (Early Childhood)	12 / 75
B Education (Primary) – Caboolture*	12 / 75
B Health Science (Health Info. M'gt., Health Serv. M'gt)	12 / 75
B Information Technology – Carseldine	12 / 75

*New campus – first cohort

It should be noted that the small drop in entry scores in 2005 came off a very high base in 2004. One of the specialist entry points for that year was at the OP 7 level - a score that was sufficient for entry to most QUT degree programs on offer. Standard entry to the Bachelor of Primary Education and the Bachelor of Secondary Education was at OP 8 in 2004, while the Bachelor of Early Childhood had a cut-off of OP 9.

Admission to the graduate-entry B.Ed. has required increasingly high GPAs in recent years, due to increasing demand. (The general requirement has been an undergraduate degree, with a 4.5 GPA and in the case of Secondary Education, further requirements related to the fit between undergraduate disciplinary depth and the intended teaching areas.) However, smaller numbers of applicants in 2005 also saw a slight easing of entry scores into this program. (In 2005, the two-year, graduate-entry program was just under 40% of the total commencing cohort of undergraduate domestic students.)

As universities appreciate, the management of commencing student load across all programs is exceedingly challenging. QUT is no exception. Previous to 2005, we admitted students to the four-year B.Ed. program via the Queensland Tertiary Admissions Centre (QTAC), and to the two-year, graduate-entry B.Ed. via direct application. However for the 2005 round, we used QTAC as the entry point for both B.Ed. programs. The much earlier deadlines and changed application procedures for the two-year, graduate-entry B.Ed. may have been in part responsible for the slightly lower demand for the 2005 year.

2.2 Characteristics of the Entering Cohort

The characteristics of the entering cohort are of particular interest¹ (see Appendix A and B). In Education, only 18% of commencing undergraduate students came directly from Year 12. The under-20s were still the largest age band enrolling (33%), but the 20-24 year olds were almost as prevalent (28%). Education had a much higher proportion of students in

¹ The figures that follow are from the 2005 commencing cohort of Domestic Undergraduate students, and are similar to those of all recent years.

this age band than any other QUT faculty. A very high proportion of commencing Education students already have university experience - 46% in 2005. The Faculty of Law is the most similar in this regard with 53%.

2.3 Specialisations within Education

Through our close connections with the major education employers, we are very aware of the weaker demand for primary teachers in Queensland, and through our interactions with prospective students prior to application, do all we can to encourage them to choose secondary education. But many prospective students are personally committed to primary teaching and resist our efforts to redirect them towards secondary education.

We also rebalance our targets for commencing students through the various phases of the admission process, to maximise the enrolments in the B.Ed. (Sec.) and associated double degrees, especially in areas such as Maths, Science, and Technology, where we know there are major shortages. But as in all universities this involves complex juggling of numbers of students in each achievement band, cut-off scores and overall university enrolment targets. QUT prides itself on being the university of choice for undergraduate students in Queensland (number of first preferences is a KPI for all faculties) and also emphasises the importance of maintaining high cut-offs to all programs as an indicator of reputation. At QUT we have not lowered OP scores to unacceptable levels in order to maximise the number of commencing students. Under-enrolment is seen as the lesser evil. The entire load management process is centrally managed at the most senior level, and even when a cut-off score is lowered by one band, the Dean is called to account.

3 Initiatives in 2005

In the last year, the Faculty has implemented several new undergraduate initiatives including two separate cohorts located at the new QUT campus in Caboolture and an innovative special cohort for Secondary Science and Maths teachers that began in November 2004.

3.1 The Caboolture Initiatives

Caboolture is a very rapidly growing urban area that lies some 50 kms north of Brisbane. This is an area with high levels of unemployment, an ethnically diverse population and poor access to higher education. QUT commenced operations there in 2002 and two years later, the Faculty of Education participated for the first time, by teaching a small number of tutorials there for local students enrolled at the Kelvin Grove campus.

Whilst innovation is extremely challenging with a cohort of almost 1300 first year students at Kelvin Grove, much is possible with a cohort of 58 at Caboolture. Thus, while the Caboolture programs are virtually identical in curricular structure to the mainstream programs, innovative pedagogy is expected at Caboolture, including the utilisation of strong partnerships between local schools and the university. We are developing Caboolture as one of several 'incubators of innovation' for the Faculty, and since all but one of the Caboolture academic staff teach across both campuses, we hope the lessons learned there will permeate the much larger cohorts at Kelvin Grove.

From 2005, two initiatives began at Caboolture. A small cohort of second year B.Ed. (Primary) students from Kelvin Grove campus agreed to relocate to Caboolture for one year only, to undertake a largely field-based program that offers a middle years specialisation.

The Middle Phase of Learning is a priority for the Caboolture cluster of Education Queensland (EQ) schools, so they were particularly keen to partner in this program. However, the participating schools include government, church-based and independent schools. This sub-specialisation in Middle Years should serve these students well in terms of future employment, as this is emerging as a major area of need in the Queensland teaching workforce.

The Faculty also opened a new first year entry point to the B.Ed. (Primary) four-year program at Caboolture, and was delighted by the level of interest. While it was planned to enrol only 25 students there, the commencing cohort size was more than doubled when a large number of qualified applications were received. It is anticipated that most of these students will stay on at Caboolture as second years, and enter the Middle Years sub-specialisation in 2006.

3.2 The Special Cohort Grad-entry B.Ed.(Sec.) Program for Mathematics and Science

During 2004, a special cohort program was developed with EQ's Strategic Workforce Planning Office in an attempt to attract additional students to Secondary Mathematics and Science teaching. This involved advertising jointly with EQ and targeted recruitment of well-qualified graduates with deep Mathematics and Science expertise. (This initiative fits very well with Actions 13 and 21 from the 2003 report *Australia's Teachers: Australia's Future, Advancing Innovation, Science, Technology and Mathematics, Agenda for Action.*)

These 25 students met our regular entry requirements but also underwent a special selection process, including interviews conducted jointly with EQ. (The short time available to implement this program meant this cohort was recruited using direct admission rather than QTAC procedures.) The program consists of the regular graduate-entry B.Ed. (Secondary) units rearranged to allow students to commence in November 2004 and graduate in February 2006. (Thus the four semester program will be completed in 16 months.)

The program also differs in several other respects: These students are paid a modest stipend by EQ (\$6,000 in total); are provided with one-on-one mentoring by Heads of Departments in schools with a strong reputation in Maths and Science; spend more time in these schools than most students; and are guaranteed employment with EQ on completion of the degree.

Whilst not without its challenges, this special cohort program attracted excellent students, some with Masters and Doctorates in Science and Mathematics, and will graduate some 21 Maths and Science teachers just after the commencement of the 2006 school year. For the first few weeks of the 2006 school year, the students will be interns carrying Board of Teacher Registration (BTR) authorisations to teach half time, before transitioning into the regular workforce at the end of February.

This program is an exemplar of the partnership initiatives that could put increased numbers of specialist teachers into the workforce in areas of need. We had hoped that it would continue for many years however a pending change to the Queensland regulatory environment for required length of graduate-entry programs has ensured that it will now cease after only one intake.

3.3 Queensland Board of Teacher Registration (BTR) Changes in Requirements

In December 2004, the Queensland Minister for Education announced that the minimum requirement for length of graduate-entry teacher education programs would drop from two

years to one year, commencing in 2006. This change has brought major disruptions to all Queensland graduate-entry programs in 2005, and consequent destabilisation of student load management and budget projections for both 2005 and 2006.

While it is accurate to say that universities could have opted to retain their two-year degrees despite this 50% cut in minimum time required to qualify for registration, most have been afraid to do so for fear of losing market share.

As this change was announced, at QUT we were about to implement a new graduate-entry B.Ed. that had been two years in the design and development phase. After only the 2005 intake it will now be discontinued and we are partway through the process of designing and accrediting a new one-year Graduate Diploma in Education.

As was feared following the announcement of the change to a one-year requirement, attrition has been higher than normal in the graduate-entry B.Ed during 2005. The attrition rates range from 30% in Primary, to 31% in Early Childhood and 35% in Secondary programs. The rates are particularly high in the case of distance education students, most of whom are studying on a part-time basis.

This shift from two to one years of preservice preparation has little support among education stakeholders and it is clear that both students and staff will have to work extremely hard if these graduates are to be well prepared to teach after only 130 days of teacher education. The highly compressed nature of this program also highlights the need for preservice programs that articulate smoothly into the induction phase of an educator's career. As university-based educators we are acutely aware of the need for induction programs and ongoing professional development across the whole career span, but it is not clear how we can assume formal responsibility for the induction phase, given that many graduates do not find permanent employment immediately after graduation.

We are keen to encourage these Graduate Diploma holders to continue their professional development with ongoing study, and are currently evaluating a range of possible articulations into the Master of Learning Innovation, but given that postgraduate study is not required for ongoing registration (and currently does not attract a higher salary in Education Queensland) this is likely to be an option taken up by only a few.

PD results

4 Quality of Programs in Education

Determining the quality of preservice teacher education programs is a multi-faceted task. Course Experience Questionnaire (CEQ) data is the most widely-used indicator and is therefore significant, but it provides only a basic measure of graduate satisfaction, rather than a comprehensive picture of how well the program is preparing graduates for work in the profession now and for the future.

4.1 Professional Input

Like most universities, to attempt to ensure our programs are sensitive to the current needs of the profession, we attempt to involve professional stakeholders in course design and in ongoing monitoring of course quality as much as possible. Their inputs are critical as we prepare new members of the profession, but these professional voices inevitably are diverse. Academic leaders have to sift through these opinions and sometimes set conservative professional opinion aside and take some risks with a new and different pedagogical approach. For this Faculty, our new Master of Learning Innovation (MLI) was a case in point. It sets out to develop in a wide range of educators, an interest in learning innovation, and to encourage educators to open their thinking to a much broader range of

learning possibilities than they may previously have considered within their narrow specialisations. Some of the professional opinions received during the planning of this degree suggested we should stay with a traditional Master of Education. We considered this advice carefully, but decided to proceed with the MLI. Now in its first year of operation, the MLI is showing promise in linking academic study with the professional workplace in new, more flexible ways, but it is too soon to draw firm conclusions about its success. In a faculty that is striving to be a leader in learning innovation, some risk-taking is essential.

Maintaining a preservice program that is both high quality and large volume, through the vicissitudes of university funding and other rapidly changing contextual features poses significant challenges.

4.2 Destination Data

One indicator of graduate quality is found in the graduate destination data, though this too is subject to sometimes extreme variations in employment trends. As indicated above, Queensland currently does not have a shortage of primary teachers or early childhood teachers, though indications are that shortages will occur over the next decade. The demand for early childhood teachers is likely to increase considerably in 2007, as the new Preparatory Year is implemented in all schools across the state. However, this may be offset to some extent by the redirection of primary teachers to this new initiative rather than by hiring additional early childhood specialist teachers.

Given the fluctuations in demand of specializations within the teaching workforce, and the need to make intake decisions five years ahead of time, the graduate destination data for QUT graduates is thought to be reasonable, though not as good as we might hope. The expectation of immediate employment for Education graduates however, seems to be a remnant of an earlier era, when teacher education was provided by the major education employer agencies, so supply and demand could be directly managed. (Graduate destination data are shown in Appendix C.)

QUT traditionally has been concerned with the need to prepare new graduates for work in rural and isolated locations and has a long history of collaboration with groups such as Priority Country Area Program (PCAP), Isolated Children's Parents' Association (ICPA), and more recently, Rural Education Forum Australia (REFA). (For e.g. Mrs. Megan McNicholl, the former national president of ICPA, and one of the founders of REFA, was our Alumnus of the Year in 2003.) We currently use the Alumni Annual Appeal Fund to help support our Rural and Remote Practicum project, which places student teachers in Far Western Queensland for a practicum or internship. For several years, we also ran the Virtual Schools project, which used videoconferencing technology to bring live coverage of remote classrooms into a lecture theatre at Kelvin Grove Campus. This project had great success in terms of raising the interest levels of undergraduate students in teaching "in the bush", however, the high costs of the project were not sustainable once the project funding ended. We hope to reintroduce it, once videostreaming is technologically viable in remote locations.

4.3 CEQ Data and Responses

As is generally recognised, CEQ scores are negatively correlated with program size, and as the largest preservice program in Australia, we are often disappointed with the CEQ feedback from our recent graduates.

Our major response to poor CEQ data has been to undergo a major reconceptualisation of our four and two-year B.Ed. programs. One of the major differences will see a required internship for all fourth-year students, with the first cohort graduating from the new program at the end of 2006.

The advent of a clear set of learning outcomes - the Teacher Practitioner Attributes (TPAs) as the design framework for the new four-year program also enabled us to begin tracking student achievement against these outcomes from first year. An instrument was developed (the Self-Assessment Matrix) and students in the first cohort have now used it several times, to consider their own progress against these TPAs. Practicum assessment documents also have been amended so that student progress can be better captured in terms of these desired learning outcomes.

Whilst the curriculum design carries great potential in terms of tracking student learning progress more directly, the embedding of such opportunities in the day-to-day operations of individual teaching teams and course coordinators is not easily accomplished. With the appointment of a new Assistant Dean (Learning) this semester, we are just commencing a review of the extent to which these new assessment priorities are being actioned across all three years (currently in place) of the "new B.Ed." Some rationalisation of the TPAs, also is underway, with the new label (Educational Practitioner Attributes or EPAs) signifying the change.

This semester, we are directly tackling the problem of poor CEQ data in the short term, by making minor modifications to the final year of the "old B.Ed." program; running focus groups of final year students to better identify any remaining issues, and adding in one week of activities that are specifically designed to provide a bridge from the final six week practicum period to beginning professional work.

4.4 Student Evaluation of Teaching (SET) and Student Evaluation of Unit (SEU) Data

QUT has long had in place, two types of student satisfaction surveys that are completed on a unit-by-unit basis. The Student Evaluation of Unit (SEU) is completed at the request of the Course Coordinator or Head of School and covers all groups/sub-groups within any particular unit. The Student Evaluation of Teaching (SET) has a very similar format, but is initiated by individual staff to receive feedback on their own teaching. Until quite recently, SET data was released only to the person requesting it.

SET and SEU data overall suggest a high level of satisfaction by our students, with averages of 4.12 - 4.4 on a 5 point scale, over the 2003-2004 years on the overarching questions: "Overall, how would you rate this unit/the teacher of this unit?" It is also worth noting that in the 2004 data, of the bank of 30 questions, none had an average less than 3.52. These data would seem to bring into question the CEQ data on quality of teaching received.

4.5 Other Quality Improvement Projects

In previous years, students were somewhat critical of lecturers' use of technology, but this area has shown improvement in the most recent data set. In late 2004, the Faculty initiated a new project (one of several in recent years) designed to provide increased assistance for slow adopters of technology, called the Innovation, Technology and Pedagogy (ITP) Project. This low-budget, but hopefully high-impact project is based on peer assistance. A group of academic staff who are already utilising innovative technological strategies in their pedagogy were commissioned to produce easy to use web-based templates to provide technological solutions to common pedagogical needs. The project provided on-call professional assistance in conjunction with the university's Teaching and Learning Support Service (TALSS) as well as some release time for technologically-savvy pedagogues within each School to support their peers as they made more extensive use of technology in their teaching. Although this project is not yet complete, feedback has been excellent, with many staff making use of the consultant. The project also has been recognised for its excellence in concept and design by the university and TALSS staff are now advocating its use across other faculties.

The Faculty has been strengthening its links with other faculties over recent years and this ability to work across boundaries in the interests of multi-disciplinary research and teaching is beginning to emerge as a feature of QUT as a university. In the teaching arena, this is perhaps best captured in the number of large scale Teaching and Learning Development grants led by this Faculty's staff, but including staff from other faculties. Grants received since 2002 are listed in Table 3 below.

Table 3: Large Teaching & Learning Grants Led by Faculty of Education Staff 2002 – 2005

Year	Amount of Grant	Title and Focus	Other Participating Faculties
2005	\$149,550	Using the internship/final practicum experience to create quality learning environments and outcomes that facilitate the transition from preservice to beginning education/health professionals	Health
2004	\$100,000	Internationalising The Curriculum: Attending to Cultural Diversity in Teaching and Learning Across Three Faculties at QUT	Creative Industries Health
2003	\$149,455	Developing and trialling outcomes-based, work-integrated curricula to enhance students' development of professional attributes during field experiences	Health Education
2002	\$145,058	Reconstructing Teaching and Learning Through Assessment: Using an Outcomes-based Framework to Shape Student Learning Experiences	-

5 Field-Based Learning

Field-based learning remains a cornerstone of preservice teacher education programs at QUT, but these components of programs are under extreme pressure. Traditional models of practicum reflect an overly-simplistic view of students learning 'theory' on the university campus, then unproblematically 'applying it' in a school setting, in a given number of days of required practicum. Both this conceptual model and the logistics surrounding the traditional view of field-based learning are outdated and simply not sustainable given current pressures.

5.1 New Approaches to Field-Based Learning

In recent years, this Faculty has trialled several new approaches to field-based learning. These have included the embedding of field-based learning within regular units of study, so that first-year students spent time in a small cluster of geographically-related schools not for formal practicum, but for purposes such as participating in presentations and discussion groups led by teachers, completing observational tasks and being encouraged to become part of the school community as a volunteer. It was hoped these relationships would endure through several years. The first-year students who began in this project are now third years and some are still involved as volunteers at these schools. (This first year "Cluster Schools" model is still operating but in a reduced form, because of the logistical challenges in assigning such a large number of new students to special tutorial groups based on geographical clusters of schools.)

In another project, students who were placed in Sunshine Coast schools for their final practicum at the beginning of their last semester were encouraged to stay on in the field while they undertook three remaining electives - all taught by teachers in these schools, who were employed by the university as adjunct staff. Insights from this project were utilised in designing the "new B.Ed" which will place all students in the field for internships as a capstone experience at the end of the program.

Students in the new graduate-entry program (that commenced this year) will be on campus and in the field for several blocks of time each semester, as we strive to better link on-campus study and field-based learning. The *Centre for Professional Practice* project with Brisbane Girls Grammar School that commenced this year also aims to build enduring connections between a small cohort of student teachers and the school community, in the interests of providing an enhanced field-based learning experience for the students, and strengthening the links between school and university-based staff to enhance the professional learning environment for both sets of staff.

We remain committed to developing these initiatives, and providing a range of pathways into the profession, all characterised by innovations in field-based learning. But sustaining these initiatives and taking them to a scale able to provide enhanced field-based learning experiences for *all* of our students is extremely challenging. We continue to explore ways to make these initiatives a mainstream part of all our programs.

5.2 Regulation of the Practicum

One of the contextual features of education is the highly regulated nature of professional preparation. In recent years, the Board of Teacher Registration (BTR) has moved a significant distance towards holding universities accountable for the quality of their graduates, but not regulating every input to preservice programs. This shift from regulation of input measures towards accountability for learning outcomes has helped foster innovation in all of the Queensland preservice education programs. There is one input measure remaining however - the number of practicum days required. The Queensland Forum of Deans of Education (QDEF) currently is challenging this indicator and seeking greater flexibility in terms of providing field-based learning within degree structures.

5.3 Internships: Pluses and Minuses

Another major development in the provision of field-based learning in the QUT programs is that of internships. Internships have been present in our four year degree program for many years, but they have been available only to a select group of high-achieving students. Given that internships provide such a powerful learning opportunity, we have been keen to open them to all students and this will happen in 2006, when the first intake of the new B.Ed. program reaches fourth year.

We have required internships in the new two-year graduate-entry program also, but unfortunately these will probably disappear in the forthcoming Grad. Dip. unless we can negotiate with the BTR to count internship days within the required number of practicum days. Currently, the BTR has a firewall between practicum days and internship days that requires special authorisation to cross and prevents a smooth transition from practicum to internship on a timeline that reflects the level of competency of the individual student. Another firewall separates internship from induction. We would like to see both of these hard-edged boundaries replaced with a more permeable differentiation.

Schools are always keen to have interns, because they add significantly to the workforce. In 2005, we estimate that interns will provide some \$232,000 worth of unpaid labour into Queensland schools, and when this expands to include all B.Ed. fourth year students in

2006, the value of their unpaid labour will be \$1.4 million. The advent of required internships also will increase pressure on our challenge of providing sufficient regular practicum places however, as we are anticipating schools will see interns as a much more appealing prospect than less experienced student teachers.

5.4 Challenges of Field-Based Learning

With such a large preservice program, locating sufficient placements and the logistics of matching student to placement requires a large and expensive infrastructure, and even with hard-working and highly competent staff, the risk of not being able to place all students arises every semester.

We have tried to develop our field experience program with significant inputs from teachers in the field, in hopes of building a greater sense of ownership by schools, and use Liaison Lecturers with longstanding connections to particular schools, to stay in touch during the periods when students are undertaking practicum. But despite these efforts, it is clear many teachers simply do not wish to work with student teachers. This extreme shortage of placements also means that quality of placement sometimes becomes an issue.

The future of the practicum in Queensland teacher education programs is facing particular uncertainties at this time. The existing suite of State Industrial Agreements is currently before the Industrial Commission, to determine if they should be replaced with an Industrial Award. If this should happen, universities are likely to be faced with at least a doubling of current practicum costs. At the same time, the major education employers are considering an alternate approach to the provision of practicum places, though if this should eventuate, it too is likely to carry increased costs for the universities and thus further threaten the viability of teacher education programs.

6 Funding Teacher Education

The naming of teacher education as a national priority area was a memorable highlight of the Treasurer's 2003 Budget speech. For Education students, this "national priority" status has translated to a concrete benefit in maintaining low student contributions, but for teacher education providers the financial realities remain harsh.

Whilst payments to individual supervising teachers may be quite modest, in total this Faculty pays out some \$1.8 million in teacher payments each year to provide the minimum number of practicum days for each student. The operation of the logistics unit that make the practicum possible for some 5,000 students each year costs a further \$0.5 million, excluding the costs of the academic staff who teach into the practicum-based units.

For many years, QUT used a complex formula to determine funding levels to faculties that included an off-the-top allocation to cover the costs of payments to supervising teachers. From this Faculty's perspective, this approach worked well. Whilst a nominal figure was entered into the Faculty's budget for this item, at the end of the year, the figure was adjusted to match actual payments to teachers.

For the 2004 budget, the Faculty received a share of the university Commonwealth Operating Grant derived through a different but equally complex formula, based on the newly announced cluster weightings for disciplines. No off-the-top funding for the practicum was included and the Faculty had to find almost two million dollars for this purpose from within its general salaries line. The Faculty funding share also dropped

because of its small number of international students and other full fee-paying students. Under this Relative Funding Model (RFM1) the Faculty experienced extreme hardship in 2004 and for the first time in many years, operated at a significant deficit.

In 2005, a modified RFM2 offered some relief to the Faculty of Education, with the introduction of a special "tax break" in recognition of the additional costs of the practicum. Whilst the general distribution formula redirects approximately 50% of the gross funding income to divisions, to support centrally-delivered services, under RFM2 Education has \$1000 per EFTSL of gross funding income protected from redirection. This adjustment was projected to bring a \$1.7 million benefit to the Faculty this year, though as noted above, due to the smaller number of students enrolled and high attrition in the two-year, graduate-entry B.Ed., the actual benefit from this tax break will be considerably less than the projected figure.

While the practicum adjustment in the QUT funding formula has helped us live within our means once again, the categorisation of Education as a 'low cost' discipline, the lack of indexation and the inability of universities to charge top-up fees for education programs all suggest that the future of education programs in universities is far from assured. To rely on the goodwill of other faculties (with much higher cluster weightings, top-up fees and more full fee-paying students) to cross-subsidise education programs is committing us to a future as the 'institutionalised poor' of universities. Not what might be expected for a 'national priority area'.

7 Future Directions and Challenges

Ensuring students have a high-quality preservice program and emerge with the knowledge, dispositions and skill sets they will need for the future of education is our greatest challenge. This manifest challenge reflects not only the financial constraints within which we work, but also features of the culture of the profession and the logistics of teacher education.

Education should be a forward-looking profession, given the importance of its work with young people, yet this has not been the most radical of professions. Despite allegations of teacher education programs being "ideologically driven", the professional workforce has remained a stable, even conservative group. Rarely are teacher voices heard advocating for radically different approaches to education. Teachers are much more likely to raise their voices in support of students and what they see as the quality dimensions of traditional education facilities and programs.

The professional work of educators is complex and intellectually demanding, and becoming more so as the pace of change become ever faster. No longer can the task of teacher education be simply to provide graduates with the knowledge and skills currently needed in the profession. That knowledge and those skills may well be out of date even before the graduate walks across the stage at graduation.

Now, more than ever before, the task is to create educators with powerful intellects - critical thinkers who can analyse complex and rapidly-changing demands, then act creatively to devise new solutions to problems their own teacher educators may not even have dreamed of. This is not a simple skills-based education, designed to transmit craft knowledge from one generation of practitioners to another. It needs to be a high-level university degree that draws heavily upon current research and literature - not to simply impart current theoretical knowledge, but to provide the intellectual backdrop against which new educators learn how to gather data, evaluate its worth and synthesise new meanings for themselves and with

colleagues. In other words, to become effective problem solvers for the complex professional problems they will have to face in the future.

To achieve this, the taken-for-granted pedagogical practices of universities will need to be significantly disturbed, even ruptured. Spaces will need to be created within university curricula, environments, metrics and culture where innovations in pedagogy are not only tolerated but expected. Professional regulatory agencies need proactively to stimulate innovation in professional education programs, rather than being the agents of control who try to ensure that familiar but outdated definitions of quality are enshrined for what is a very uncertain future.

The proposed move towards national accreditation of teacher education programs is not without risk. If accreditation is to become a matter of national regulation, it is essential that state accreditations disappear. Otherwise, universities will be stymied in their attempts to innovate by a labyrinth of regulatory dictums. As described above, the Queensland Board of Teacher Registration has created some important 'white space' for innovation through its moves towards requiring exit standards, rather than controlling inputs. Therefore, *any* new professional accreditation process should utilise an audit approach, with minimal input requirements, and careful monitoring of the universities' own quality assurance mechanisms to ensure that graduates are indeed competent for beginning professional practice.

It would be ludicrous to hold preservice teacher preparation programs accountable for the quality of professional practice that may come decades after participation in an initial teacher preparation program. Professional education should be an ongoing expectation for all teachers, with suitable rewards and sanctions to motivate educators to continue their own professional growth across the full span of their careers.

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 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.

All of these new partnerships involve not only short term professional development activities for educators, but collaborative research opportunities and other forms of enduring connection among schools, all parts of the university, other education agencies, the corporate sector and the community at large. Our aim is to provide large-scale high

quality PD that is readily articulated into postgraduate education at Graduate Certificate, Masters, and ultimately Doctoral level.

QUT has one of the largest, most innovative, and we would claim, best Ed.D. programs in the country. It provides an excellent scaffolded learning environment for those wishing to undertake doctoral study and utilises web-based learning supports to provide a research degree experience for students both on campus and spread throughout the nation and beyond. This program expects the highest quality of research output and its graduates deliver it, through participation in a learning environment that is strongly collaborative. It allows practicing professionals to research topics that are of direct relevance to their workplaces and in many ways is our flagship of learning innovation for educational leaders, current and future.

The notion that school leavers experience a sense of vocation to teach as teenagers, complete an undergraduate qualification by the time they are 21 and then stay in a teaching career for the next 40 years (especially without the benefits of further university education) is already patently inaccurate, as reflected in the data described above, for 2005 QUT commencing undergraduate students in Education. Many mature adults now commence a teaching career in mid-life and bring to the classroom the benefits of decades of work and life experience. Rather than seeing it as a tragedy that so many young teachers leave the classroom within five to six years of graduation, we should be celebrating their boldness and creative thinking, and devising suitable ways to welcome them back a decade later, when they have added to their life experience and feel ready to teach once again. We should be encouraging our students to keep their career options as open as possible. Encouraging such 'in again, out again' careers in education might be the best thing we can do, to revitalise the teaching profession and young people's learning experiences for the future.

8 Conclusion

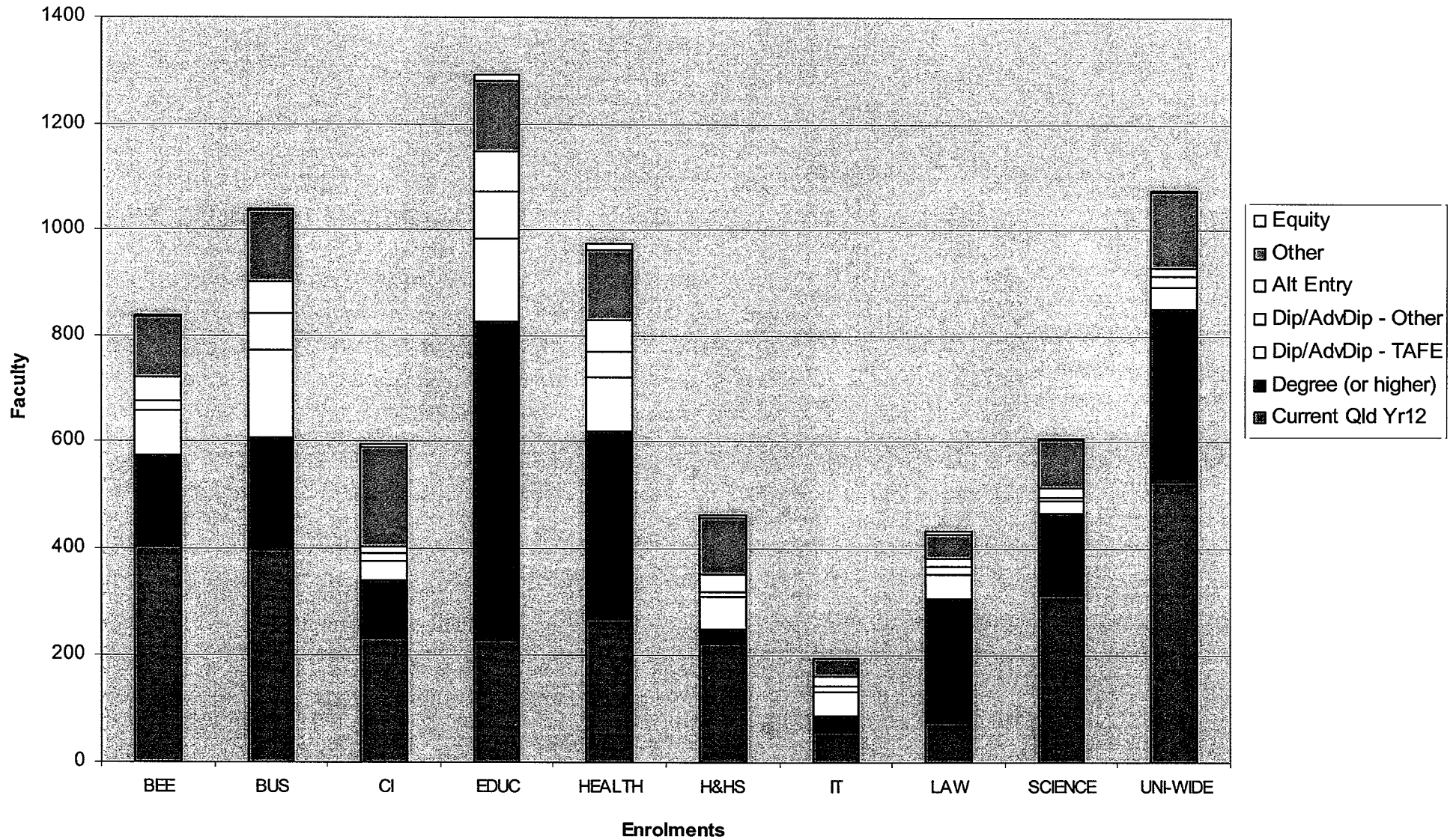
We thank you for this opportunity to share some of the Faculty's achievements, challenges and perspectives on the future for education and educators. This Faculty has been providing high quality and large scale teacher education for many decades, and has more than 100,000 alumni, most of whom are or have been teachers in Queensland schools. We are proud of this heritage, and will certainly continue to honour it in the future.

But we aspire to a new type of learning leadership. As the newly-adopted vision statement attests, we want to be leaders of learning innovation, not just in traditional teaching and schooling, but across the full range of corporate, industry and community environments where learning needs to be encouraged and facilitated. We want to lead the development of new forms of professional education and multi-disciplinary research for lifelong and life-wide learning.

APPENDICES

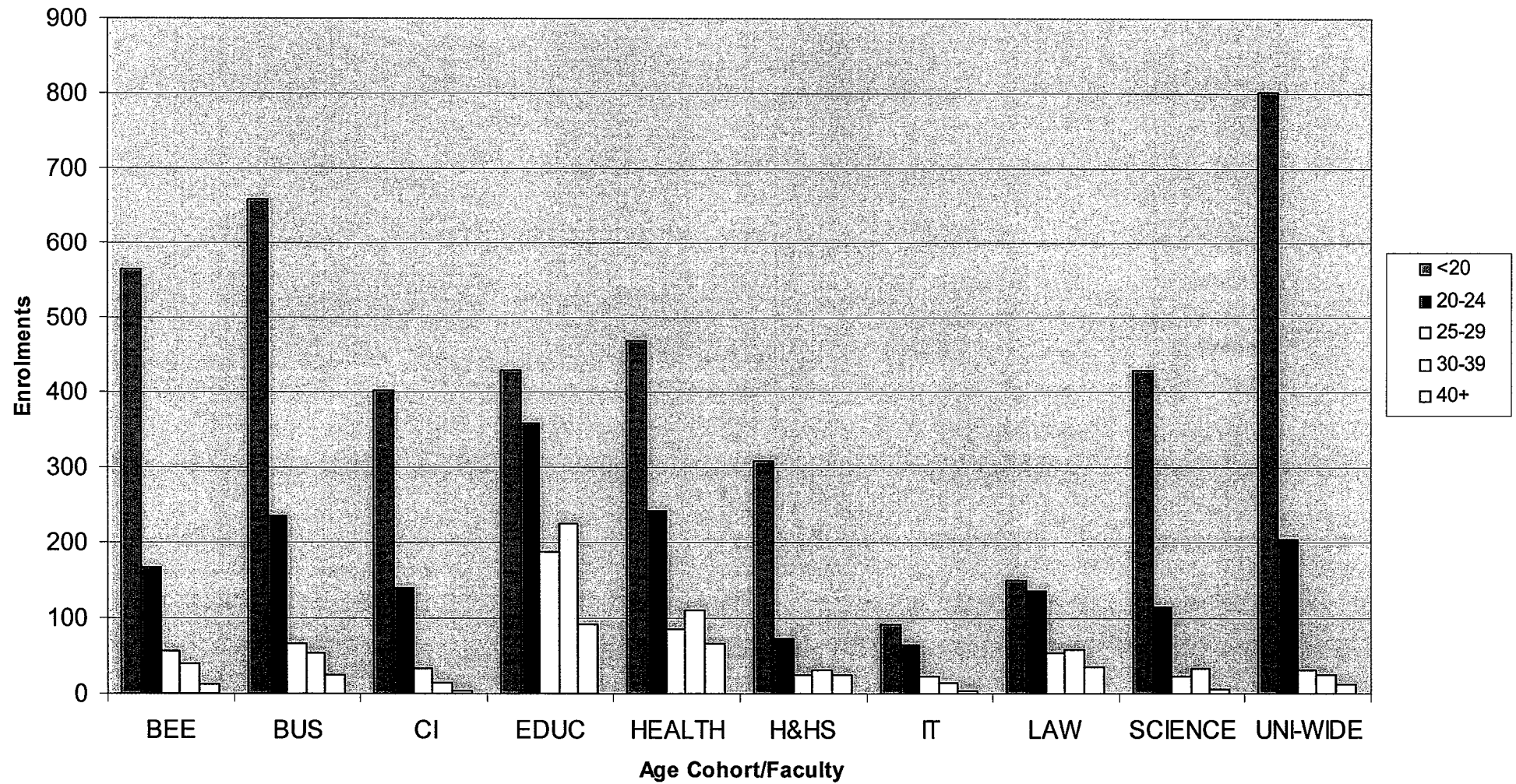
Appendix A

Domestic Undergraduate Commencing Faculty Enrolments by Admission Pathway 2005



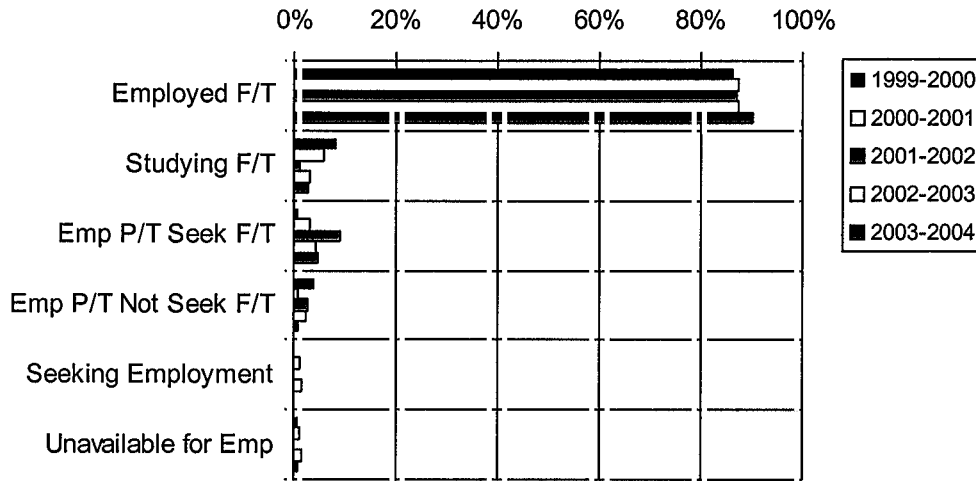
Appendix B

Domestic Undergraduate Commencing Faculty Enrolments by Age 2005

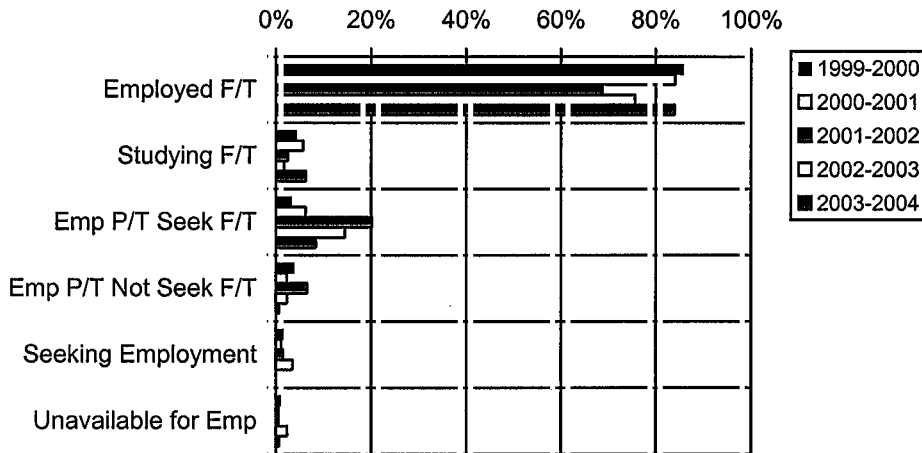


Appendix C

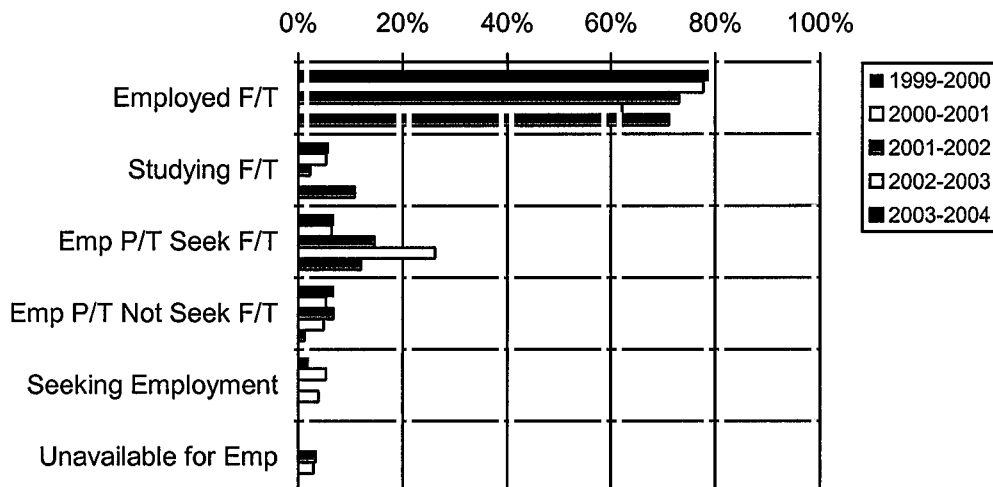
C1: Employment Trends for B.ED (Secondary) Graduates 1999-2004



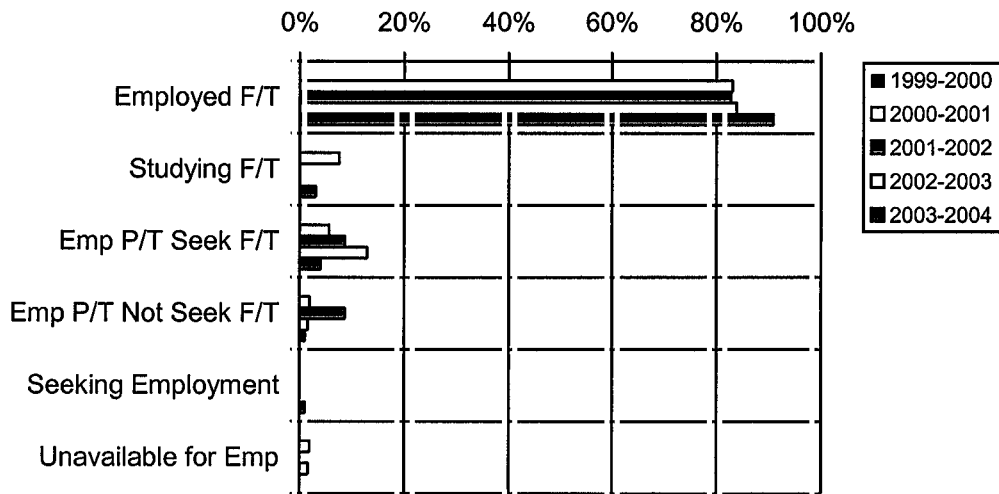
C2: Employment Trends for B.ED (Primary) Graduates 1999-2004



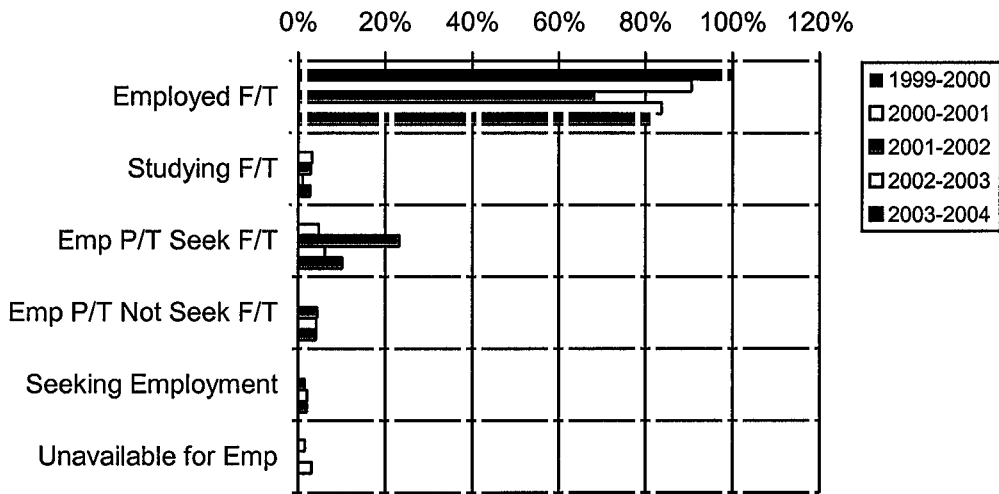
C3: Employment Trends for B.ED (Early Childhood) Graduates 1999-2004



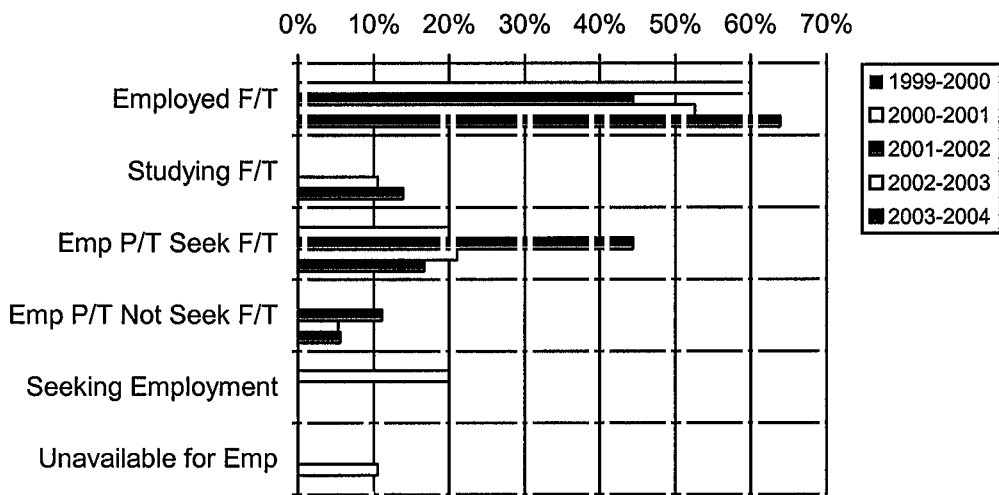
C4: Employment Trends for Grad. B.ED (Secondary) Graduates 1999-2004



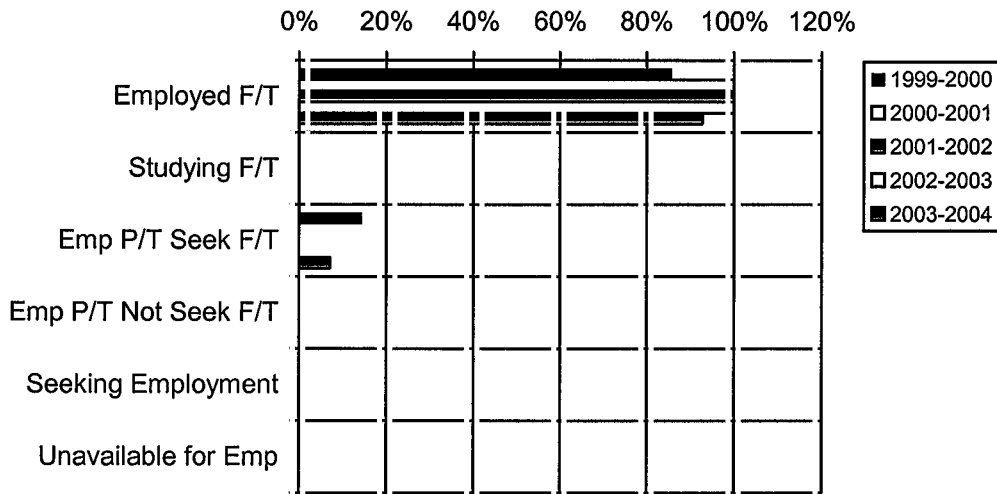
C5: Employment Trends for Grad. B.ED (Primary) Graduates 1999-2004



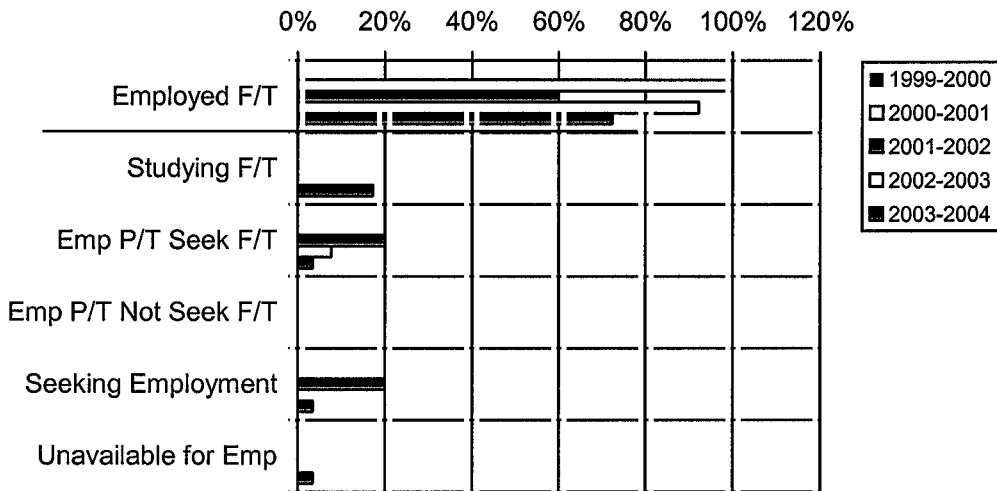
C6: Employment Trends for Grad. B.ED (Early Childhood) Graduates 1999-2004



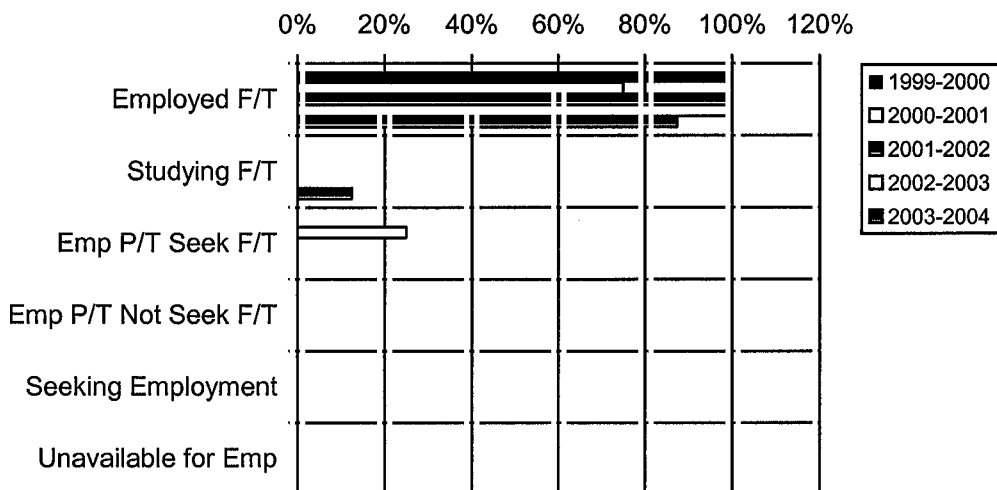
C7: Employment Trends for B.Ed. (Secondary) / B. Arts Graduates 1999-2004



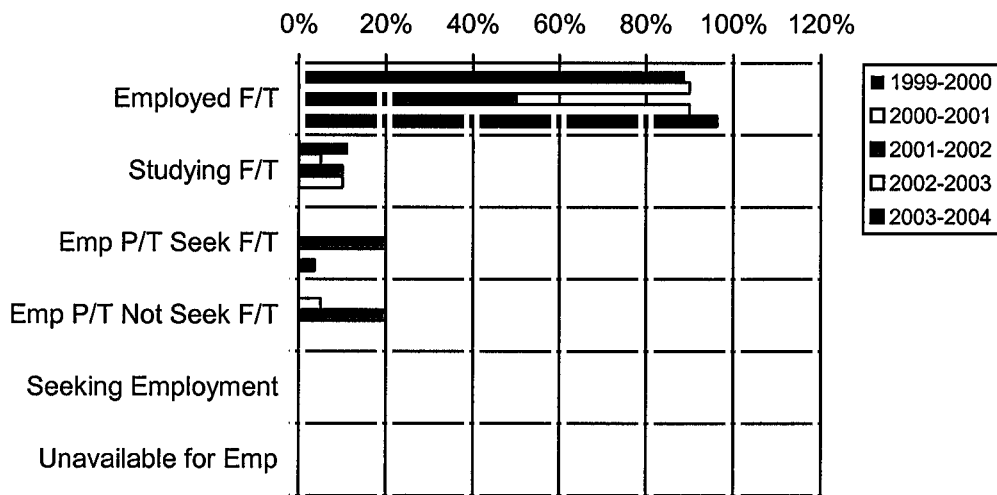
C8: Employment Trends for B.Ed. (Primary) / B. Arts Graduates 1999-2004



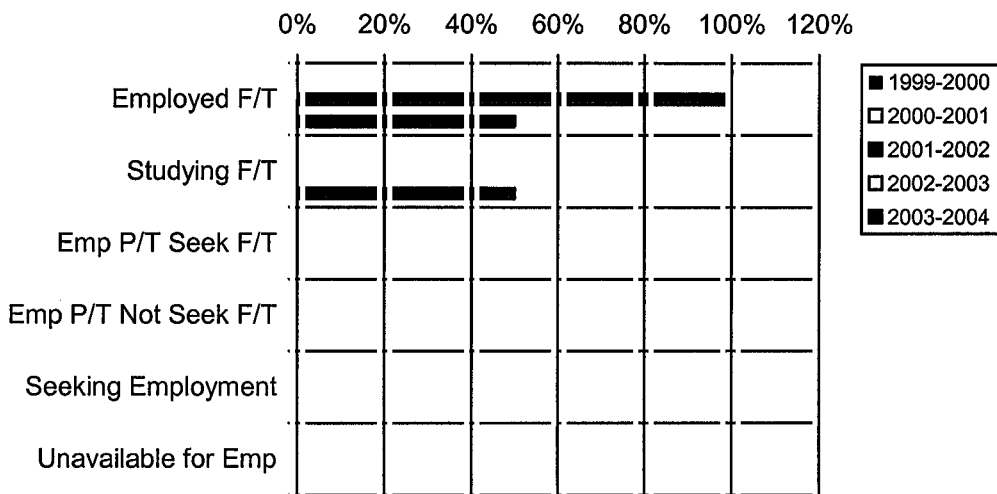
C9: Employment Trends for B.Ed. (Secondary) / B. Applied Science Graduates 1999-2004



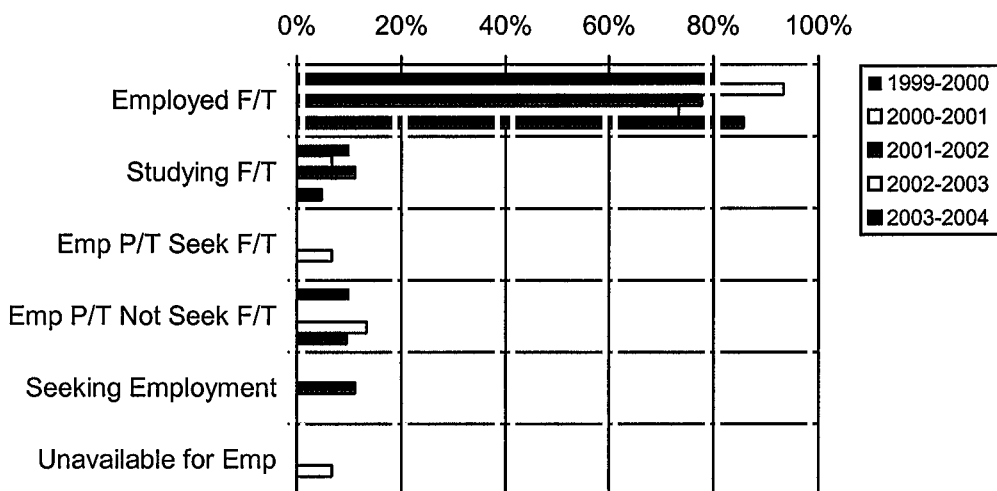
C10: Employment Trends for B.Ed. (Secondary) / B. Applied Science (in Human Movement Studies) Graduates 1999-2004



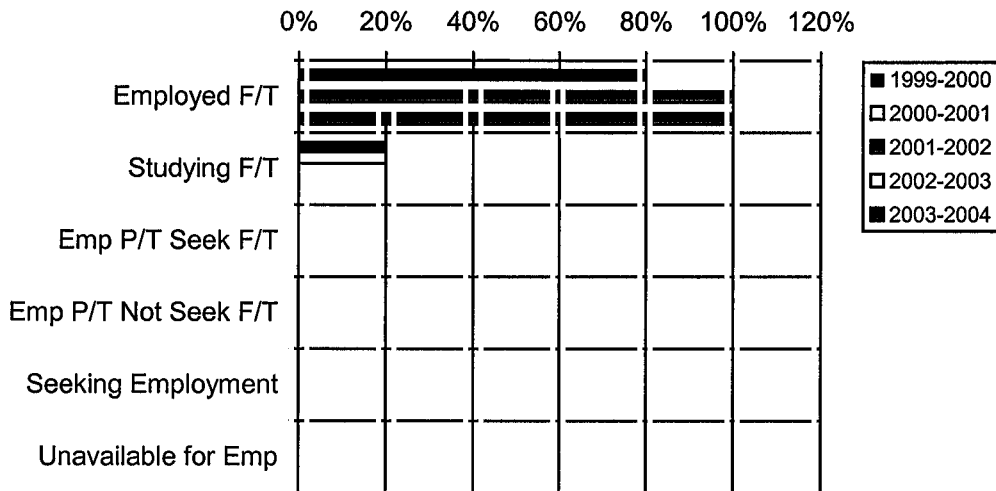
C11: Employment Trends for B.Ed. (Secondary) / B. Business Graduates 1999-2004



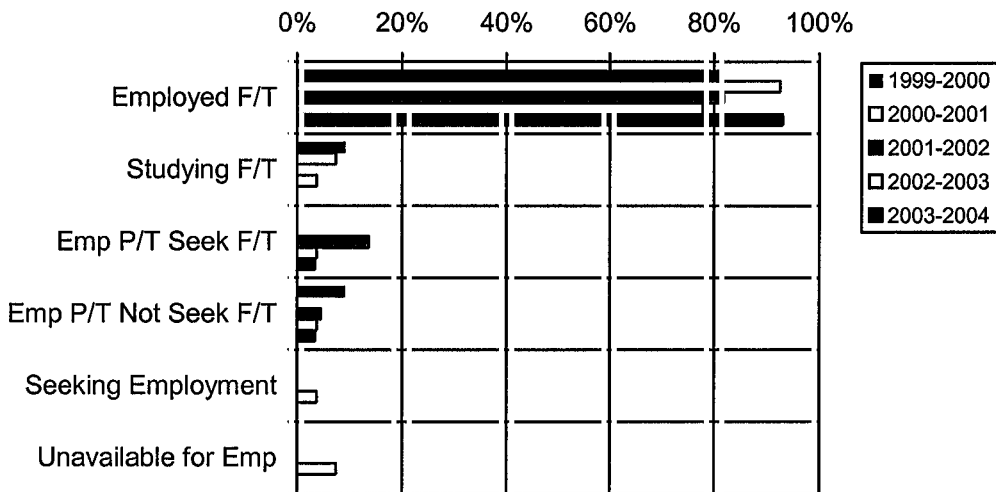
C12: Employment Trends for B.Ed. (Secondary) / B. Music Graduates 1999-2004



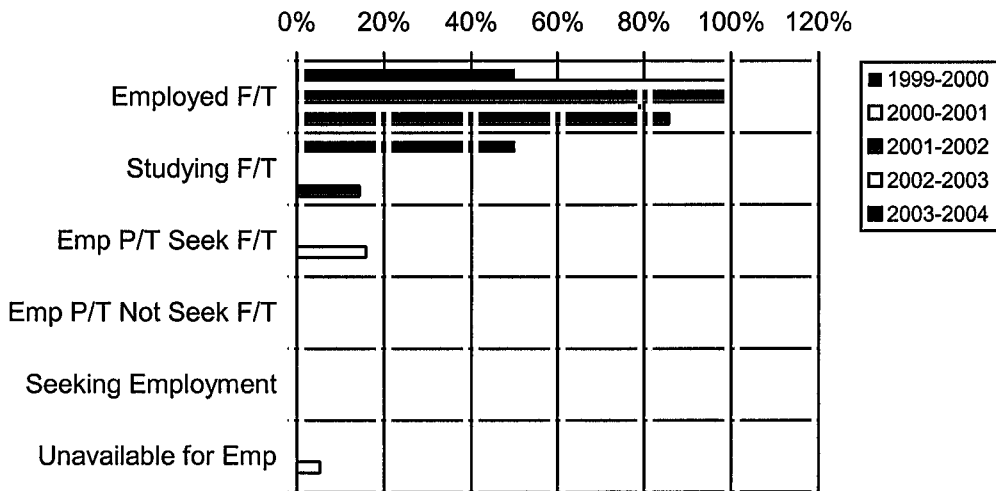
C13: Employment Trends for B.Ed.(Secondary) / B. Arts (Dance) Graduates 1999-2004



C14: Employment Trends for B.Ed.(Secondary) / B. Arts (Drama) Graduates 1999-2004



C15: Employment Trends for B.Ed. (Secondary) / B. Arts (Visual Arts) Graduates 1999-2004



C16: Employment Trends for B.Ed. (Secondary) / B. Information Technology Graduates 1999-2004

