School of Education
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Ms Janet Holmes
Secretary, Parliamentary Standing Committee
for Education & Vocational Training
Parliament House
Canberra 2600

22nd March, 2005

Dear Ms Holmes,

Thank you for your letter of 16th March, 2005. On behalf of colleagues in the School of Education at Victoria University who have worked with me to prepare this material, I would like to present the attached documents in response to the Parliamentary Standing Committee for Education and Vocational Training's Inquiry into Teacher Education. I received your letter today (22nd March and leave for 4 weeks overseas on 23rd March). As I do not return until after 15th April, I ask that you accept the following documents as an initial submission and note our interest in making further contribution to the Inquiry as appropriate.

I would draw your attention to the Victorian Parliamentary Committee for Education and Training's 2005 Report of the Inquiry into the Suitability of Teacher Training Courses entitled *Step In, Step Up, Step Out*. The references in that Report to teacher education at Victoria University relate directly to a number of the Parliamentary Inquiry's interests.

The following documents have been gathered to reflect the general work of the School of Education at Victoria University in Teacher Education. They are presented on behalf of colleagues in the School of Education, Dean Faculty of Human Development and the Office of the Vice Chancellor at Victoria University.

We welcome the opportunity to discuss the contents of this document and any other matter with the Committee as appropriate.

At Victoria University we are committed to developing negotiated Partnership Based Teacher Education that is locally responsive and student centred through creative and innovative pedagogies and practices.

In response to particular questions in your letter please note the following.

We are happy to receive the Committee at any time throughout the year. Staff and students are often absent for various other programs and activities which we run, but we are usually able to

provide access to classes and staff across the year. Mid- late July are perhaps the most difficult times. Preservice teachers are normally in schools every week, except for school holidays and some university vacation weeks.

We do not have a School of Education student union *per se* but the University Student Union may be happy to organise contact with students or staff in the School would be happy to work with you to provide access.

Please do not hesitate to contact me after 19th April if you have further questions or enquiries.

Sincerely,

Brenda Cherednichenko
Head, School of Education

**PARLIAMENTARY STANDING COMMITTEE FOR EDUCATION AND
VOCATIONAL TRAINING**

Inquiry into Teacher Education

**Response To Review
Prepared By School Of Education, Victoria University**

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1. Introduction

This response is prepared in the context of the School of Education Philosophy: Learners, Communities and Social Action: Personal, Cultural, Social Action:

> *Learners and their needs are the central focus of the practices of the School of Education. The School values its students, partners and staff and their learning and well-being. This valuing of each person results in the intrinsic importance of diversity and creativity in culture and life as they stimulate inquiry, strengthen learning and support inclusive and democratic practices. The development of learning partnerships with a wide range of community settings drives learning and teaching programs, research and development initiatives. Learner responsive and inquiry based pedagogies and practices support collaborative action for the generation of new knowledge, scholarship and social critique. All colleagues of the School aim to be thoughtful reflexive learning professionals who promote the learning of others and work with and in communities for social justice and equity.*

We would welcome the opportunity to present to the Committee aspects of our pre-service teacher education programs which we believe are directed to achieving the above purpose and goals. We have provided below a summary response to each of the terms of reference and have attached some additional material as exemplars of some of the work described in this document.

The School of Education is willing and has the capacity to work in partnership with the Victorian government Department of Education and Training, and other education authorities, to extend our practice to include more innovative and effective strategies to meet staffing shortfalls such as recruitment of professionals from other fields via salaried internships of 1 or 2 years duration. Such programs are to augment general staffing arrangements, not to replace, or to resolve inadequate planning deficiencies. In relation to this work, we would strongly recommend that this Inquiry seek access to the *Report of the Innovative Approaches to Site Based Teacher Education Project* (Kruger, et al 1999) from DEST, a research report which outlines a range of effective practices for engaging in innovative site based teacher education from across Australia.

As teacher education experiences the same DEST weighted funding as Arts degrees, the capacity of teacher education to develop and sustain innovative practices, initially around the essential practicum component but in the long-term across the whole spectrum of teacher education practice, is extremely limited. These inequities in funding and allocation of a range of resources must be addressed if significant change for improved learning is to be achieved.

Teacher education at Victoria University is based on the building of partnerships with schools and teachers. The School of Education is attempting to strengthen its partnership-based teacher education practices, but faces substantial financial barriers in including schools and teachers more directly in that work.

2.   Response to the General Purpose of the Inquiry

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.

Teaching is a highly personalised profession which requires the development of knowledgeable professionals who are able to build productive and positive relationships with learners and communities so that education of young people is innovative, responsive to their needs and at the same time preparing them for a range of, often as yet unknown, futures in employment and social engagement. Throughout this document we refer to 'teacher education' rather than 'teacher training'.

The School of Education acknowledges that this review is initiated as a response to Australia's responsibility for a broad context of education, including future developments in social and economic domains. This responsibility includes:

- the provision and equitable allocation of adequate resources for high quality educational outcomes for all young people;
- the planning for and thoughtful allocation of appropriate levels of staffing within the teaching profession for the delivery of equitable and high quality outcomes; defend/extend public education as a democratic right for all children;
- support school councils in the development of curriculum to meet all learning needs; the implementation of effective induction programs for beginning teachers;
- the implementation of effective professional learning opportunities for all staff;
- advocacy to the federal government for priority focused and adequately funded university places in pre-service teacher education and;
- the development of respectful and effective partnerships between universities, schools and school authorities such as state and federal departments of education for innovative, effective and sustainable approaches to teacher education and for leadership in strengthening research in education.

A significant feature of teacher education at the present time is the very high demand for places in pre-service courses. The work of Barbara Preston for the ACDE provides an account of high demand, high level entry points and a lack of support from DEST for extra higher education places for teacher education. At Victoria University, we select on the basis of personal application and while we recognise the work of applicants in prior studies it is not the only criterion for selection. Applications are currently of a very high quality with most applicants demonstrating excellent personal and academic skills and abilities. Additionally, the high level of graduate employment is notable. The School of Education currently experiences one of the highest levels of graduate employment for the University.

The School wishes to make several general comments about the issues addressed in the terms of reference for the review. In considering how best to prepare teachers for the 21st century and to welcome into the profession, members of other professions and mature age applicants, it is important to consider the constantly evolving meanings of learning and teaching. Paechter (2001) reminds us that there is a long way to go in valuing life long learning, "Despite recent rhetoric regarding lifelong learning, it seems to be generally accepted both by

educationalists and by the general public that schools knowledge is in some ways different from that found in the world outside" (p.168).

This insight has implications for practices such as recognition of prior learning but also for trust building and shared understandings and outcomes in partnerships. Importantly, it draws attention to the diminishing vocational and academic divide around a reconceptualization of what the Australian Council of Deans of Education have referred to as "new learning". In *New Learning: A Charter for Education in Australia*, the ACDE (2001) described characteristics of the new economy and new society and of the new worker, new citizen and new person. In this way the ACDE identified that new basics are emerging to replace the traditional reading, writing and arithmetic, acquired as received facts and demonstrated in regurgitation of rigidly defined truths (p.85). According to ACDE new learning will be built around knowledge and capability sets, located and transferable learnings and disciplined and reflexive learning. Such descriptors encapsulate the importance of real acknowledgement, understanding and action in learning and teaching within and around contexts defined by ongoing changes in individuals, communities, economies, workplaces, schools and in the world as we may think we know it.

New learning shifts the focus from teaching processes and products to the contexts in which learning occurs, the individual characteristics of learners and the quality of their engagement with knowledge. As Arnold and Ryan (2003) elaborate, "The contexts for learning now are recognizably challenging and need to be understood in all their diversity and complexity. This means that interpersonal relationships, their structure, their function, their mutability and their significance in learning contexts have to be acknowledged. It is essential that there is ongoing dialogue with teacher education course approvals committees and teacher registration boards about the evolving and transdisciplinary nature of teacher education programs" (2003, p.11-12).

Some of the issues discussed in the ACE Charter were taken up in the Ministerial Review of Schools in Victoria (2003) in the key ideas listed by the Leadership Group on Teacher Learning:
- Teacher Learning should be informed by current knowledge about students' lives, social and cultural experiences and expectations and their learning needs.
- Teachers learn from their students: there is a reciprocal relationship between teacher and student learning
- Teacher learning occurs in a continuum from pre-service programs and throughout career and all teachers, whatever their career stage, can develop and improve their teaching practice through teacher learning.

The integral teaching and learning relationship that is central to effective teacher education must remain at the core of all developments around effective teacher education for the 21st century. The relationship between teaching and learning is embedded in the Future Teachers' Project commissioned by the Victorian Institute of Teaching. Looking into the future with an orientation towards social action it is crucially important that the dynamic intersections between social and human contexts are central to any exploration of teaching and learning. Richard Florida in his book, The Rise of the Creative Class" has provided some guidance in his description of tolerance, talent and technology as defining characteristics of the "creative economy" he paints for our future. Others like Martin Seligman and Mihaly Csikszentmihalyi, write of personal growth and learning, and developing a state of "flow".

Effective teacher education programs have as their goal, teachers who:
- are skilled practitioners
- are knowledgeable about teaching and learning
- are reflective about their work
- undertake ongoing professional development
- research and improve their work
- are active in the education and induction of prospective members of the profession
- are advocates for teachers, students and for teaching and learning and
- have the capacity to interact with other professionals and with the broader community in a meaningful way.

As part of this process it is important that teacher educators in universities, teachers in schools and other community agencies work together in partnership in the development and induction of new members of the teaching profession. That is a commitment in which the School of Education has heavily invested in its teacher education practices.

In essence teachers are engaged (sometimes unthinkingly) in the creation of the society in which we live and in the nurturance of its members. This means that teacher education programs must expose prospective teachers to historical, sociological, psychological, political knowledge that enables them to make judgements and engage actively in the world in which they live with an eye to the "common good" and to problematise concepts such as "community", "citizenship", "equality" and "knowledge", "relationships" and "work".

Perhaps the way forward is for a New Basics in teacher education around themes such as: exploring purposes of education, finding the excitement of learning, creating environments for learning, professional identity, knowing the disciplines, practising good pedagogy and designing and reviewing curriculum.

The Victoria University School of Education argues these outcomes will require distinctively new practices in teacher education for their achievement. An education system committed to the strengthening of the knowledge society will be a system that itself creates and distributes new knowledge about education, learning and teaching. The School of Education suggests that open, interactive and inquiry-based partnerships involving schools, school systems and universities will be the most effective framework for the transformation of education in the coming decades.

For 10 years the School of Education has undertaken research and development of partnership-based teacher education. The clear finding of our work is that teacher education should be rethought so that it engages directly with the learning of school students (reported in most detail in the DEST funded 'Innovative Approaches to Site Based Teacher Education' Project 1999). Teacher education, restructured so that it supports the learning of school students, will bring teachers, student teachers and teacher educators together in collaborative partnerships whose goal will be inquiry into, learning about and improvement in practice, in the classroom, in the school systema and of critical significance here, in the university teacher education program.

3.   Response to Terms of Reference

The School of Education provides below a general response to the Terms of Reference with regard to current programs and practices, and the future capacity at Victoria University. The School of Education currently has 3 pre-service teacher education programs. The practices of the School expand on the practices described in DEST report *Innovative Approaches to Site Based Teacher Education* (Kruger, Carpenter, Cherednichenko, Mahon, Martino, Moore, Jones 1999). A fuller response will be available as requested.

School of Education Philosophy

The School of Education's Philosophy of Practice underpins our courses and programs.

> *…in a learning community, individuals feel a deep sense of empowerment and autonomy and a deep personal commitment to the work of the school. This implies that people in the school form not just a community of learners but a community of leaders* (Mitchell, C and Sackney, L. (2000). Profound Improvement: building capacity for a learning community. Lisse: Swets and Seitlinger. p 93)

School of Education: Learners, Communities and Social Action: Personal, Cultural, Social Action

Learners and their needs are the central focus of the practices of the School of Education. The School values its students, partners and staff and their learning and well-being. This valuing of each person results in the intrinsic importance of diversity and creativity in culture and life as they stimulate inquiry, strengthen learning and support inclusive and democratic practices. The development of learning partnerships with a wide range of community settings drives learning and teaching programs, research and development initiatives. Learner responsive and inquiry based pedagogies and practices support collaborative action for the generation of new knowledge, scholarship and social critique. Colleagues in and of the School aim to be thoughtful reflexive learning professionals who promote the learning of others and work with and in communities for social justice and equity.

Selection of Diverse Preservice Teachers

At Victoria University, we select on the basis of application and while we recognise the work of applicants in prior studies it is not the only criterion for selection. Applications are currently of a very high quality with most applicants demonstrating excellent personal and academic skills and abilities. Additionally, the high level of graduate employment is notable. The School of Education currently experiences one of the highest levels of graduate employment for the University. This selection process enables a rich and diverse preservice teacher group to be recruited with many skills and interests.

There is a clear need to attract high quality teachers in some curriculum areas and to assist them financially in their transition from full time worker to student. This latter issue is a complex resource issue but simply giving unqualified professional full time teaching positions would be a significant error. Importantly these professionals need a substantial

induction to pedagogy and the profession. At the same time there is also a need to cease the artificial division of learning and knowledge development into discipline areas. The research which has been carried out over the decades since those early discipline divisions were created tell us that people learn in holistic ways and that teaching and learning are partners in the development of new knowledge. We have already argued for new ways of organised learning and knowledge so that it is integrated, connected to real life and so that students can make further connections to the world beyond the classroom. The New Basics innovations in Queensland and earlier work conducted at the University of Wisconsin have demonstrated that it is not helpful to continue to segment knowledge no matter how comfortable or familiar that may seem to community leaders and parents. Similarly learning styles research also argues strongly that is essential that we leave behind some of the well intended but not well understood practices of previous centuries and move to more creative, connected learning frameworks.

In that context, what becomes critical in recruiting teachers is the ability of teachers to learn, to connect and to work to enhance and create learning opportunities for young people. In attracting people from other professions to teaching, schools and teacher education will need to find ways to accommodate, value and apply the knowledge and experience in their teaching of young people. However, even more important will be the pedagogical understanding and knowledge that they bring about connecting learning for life and for civic engagement. The task for teacher education will be to find ways for people from other professions to bring these qualities to their engagement of young people in learning. The School of Education argues that the kind of site-based teacher education partnerships proposed in the 1999 Project Report to DEST will create the enabling conditions for people from other professions to acquire effective and engaging teaching understanding and skills.

A practical matter underpins the attraction of people from other professions to teaching: how they support themselves during the period of teacher education. Our experience at Victoria University, especially in the one year Graduate Diploma in Secondary Education, is that such people find substantial difficulties in making ends meet as they are unemployed, or part-time employed at best, for at least 9 months. That is an impediment to interested members of other professions. The School of Education sees merit in the proposal made by the Department of Education and Training (Teacher Supply and Demand 2004) to provide financial support to non-teaching professionals to undertake teacher education while also working as 'teachers-in-training' in schools. An important proviso to this evaluation is that the program undertaken is in fact neither training nor apprenticeship, but the kind of reflective inquiry into practice outlined in the DEST funded 'Innovative Approaches to Site Based Teacher Education' Project 1999)**.**

Preservice Primary and Secondary Teacher Education Courses

The Diploma of Secondary Education is a one year post-graduate program and enrols approximately 120 pre-service teachers each year. Graduates are eligible to teach in secondary schools and normally have two teaching specialist areas each. This program is currently offered at Footscray Park and Sunbury campuses. Pre-service teachers in this program normally spend 60 - 80 days in secondary schools. The new Career Change Dip Ed program enables mature applicants to change careers and become teachers. Many of these preservice teachers qualify and VET and VCAL teachers. Similarly, the Career Education

elective project has seen the addition of career education to both the Graduate Diploma in Secondary Education as well as the B.Ed (P-12) outlined below.

The Bachelor of Education (P-12) is a four year undergraduate pre-service program and is offered at Footscray Park, Melton and Sunbury campuses. Approximately 700 students are enrolled in this program in 2004. Pre-service teachers in the B.Ed normally spend 140 days in schools over the 4 years. Pre-service teachers complete studies in education and curriculum for the primary key learning areas as well as substantive core general studies in Literacy and Language, Numeracy and Mathematics, Social and Scientific Inquiry, Visual Arts and Performance, Health Physical Education and Outdoor Studies. These studies complement the two major study sequences of study which pre-service teachers select as teaching specialist areas for secondary teaching. General study sequences offered in conjunction with the School of Education are in the areas of: Language and Literary Studies, Mathematics, Information and Communication Technology, Physical Education, Outdoor Education, Environment Science and Biological Science, Visual Arts, Drama, Music and Social Inquiry. Increasingly pre-service teachers elect to develop major sequences of study from across the University or through other universities. Examples of studies taken outside the School of Education include, Japanese, Vietnamese and other LOTE, physics, chemistry, history, psychology, etc. Close relationships with other faculties in the University enable this development.

The Bachelor of Education graduates teachers who are eligible to teach in both primary and secondary schools in Victoria. The program also has the capacity to enrol and provide appropriate credit transfer for suitable graduates with prior degrees and other qualifications in substantive study areas and to enable them graduate normally with 2-3 years. In the opinion of the School of Education, the Primary-Secondary (P-12) teaching outcome significantly enhances career opportunities for graduates. The P-12 nature of the B Ed also enables graduates to work across the artificial Primary and Secondary schooling divide for example in middle years of schooling programs, bringing understanding and pedagogical practices of one to the other.

Bachelor of Education (Nyerna Studies) is a 4 year undergraduate degree which is responsive to the needs of Indigenous students and includes compulsory substantive studies in Koori Culture and Knowledge. It is taught in Echuca and currently has approximately 35 pre-service teachers enrolled. Pre-service teachers in the B.Ed normally spend 140 days in schools over the 4 years.

Partnership based Teacher Education and Substantive Curriculum Learning

Teacher education at Victoria University is developed through inquiry focussed and learner centred practices which support the development of reflexive teacher professionals. The School of Education is committed to the principle that the essential purpose of teacher education is **'the enhancement of the learning of school students'**. To realise and maintain this focus all teacher education programs are framed around Project Partnerships which provide a distinctive practice-theory orientation to professional and pre-service teacher education rather than the traditional theory-practice orientation (Carpenter, Cherednichenko, Davies and Kruger 2000). Project Partnerships are developed as a response to requests from teachers in primary and secondary schools and other community learning sites for support for locally identified by learning programs, initiatives and projects which support the learning of

school students in their school. Pre-service teachers bring new knowledge, expertise and notably often youth to these settings and work in teams with teachers to address the learning needs of school students and in doing so fulfil their university learning requirements for engagement in curriculum inquiry, teaching practice and curriculum innovation and development.

Within its partnership based orientation, the School is committed to good practice in work integrated learning: to learning outcomes that are defined in terms of work practices and processes; to leaning and teaching activities that focus on the workplace as a setting for learning; to assessment of the learning that occurs in the workplace and to alignment of learning outcomes, learning and teaching activities and assessment.

Teacher education at Victoria University is constantly evolving to reflect and model innovative pedagogies and practices. The use of portfolios, teacher professional standards, competencies and attributes, rich tasks, negotiated curriculum, site based or work integrated learning, flexible learning strategies underpin current University practice.

Additionally our intimate relationship with teachers and schools, through Project Partnerships and the School of 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.

Some partnerships extend to trials of *Innovative Approaches to Site Based Teacher Education* (see Kruger et al 1999) where larger groups of student teachers are working several days a week in one school. At the Grange P-12 College for example in2004, 13 Dip Ed pre-service teachers supported the mathematics and science curriculum for two days a week. Additionally they completed 8 full weeks in the School as well.

As part of their University program, these pre-service teachers worked in the Teachers Learning Centre at the School in professional development programs with their teacher

colleagues and sometimes led by the teachers from the School. Here they learned and reflected alongside their teacher colleagues on current innovations such as New Basics, Habits of Mind, Thinking Curriculum and Middle Years issues. Both teachers and pre-service teachers brought knowledge of school students and their learning needs, interests and styles to the Teacher Learning Centre environment. They also brought a shared long term commitment to the improvement of learning outcomes for these schools students. This rich engagement with practice stimulated inquiry and generated the possibility of the emergence of a professional discursive environment (Carpenter et al 2000).

Collaboration with the Profession, Schools and Community

Other features of the programs and practices at Victoria University are the principles of collaboration, learner responsiveness and community engagement. A current review of pre-service teacher education at Victoria University has been positive, but teacher educators are developing new programs in 2004 which will draw on and extend our practice of pre-service teacher learning to

- Reaffirm of the School of Education's commitment to social justice and equity as the purpose and outcome of both school and teacher education.

- Deliver an extended and even more substantive focus on innovative and reflexive pedagogies, acknowledgement of the new knowledges which are emerging and a commitment to the development of the learning of young people in partnership with teachers, parents and communities.

- Further model pedagogies relevant to the learning of young people, ie learner centred and responsive, negotiated curriculum, peer and self assessment, the development of learning capacity equally as the development of knowledge and practical skills

- Substantive and essential learning in a range of disciplines through both subject specific studies as well as integrated studies for all four year pre-service teachers.

- Extend pre-service teachers' understanding of the social context of learners and teaching so that they may enhance both the learning capacity of young people, but also their own capacity for civic engagement and development of the profession.

- Further support life long learning as an essential practice of teachers

- Enable flexible learning modes and the development of a range of learning technologies in the repertoire of pre-service teachers as both learners and teachers.

- Strengthen the research base which informs pre-service and teacher judgement, decision, action and reflection.

The preparation for teaching that these skilled and experienced professionals will require will be significant and should complement their current practices and knowledge. It is essential that they are able to learn about, practice and develop sophisticated reflective practitioner skills which include practitioner research as the basis for critique and engagement in the professional discursive environment. Partnership based teacher education has the capacity to

deliver locally responsive teacher education practices and outcomes through the development of such a discursive environment.

Through our courses pre-service teachers are continually challenged to embrace such goals and develop these skills. The development of complementary substantive subject and integrated connected knowledge is also a feature of all courses.

Further as a Dual Sector University, Victoria University has the almost unique capacity to scaffold the learning of pre-service teachers from a range of fields of work and study. The wide suite of VET, TAFE and higher education programs offered at Victoria University enable transition, multiple career trajectories and pathways as well as the opportunity to maximise recognition of prior learning within a single institution. This is an aspect of our work which we are quickly developing. In pre-service teacher education, there are concerns about what is recognised as appropriate learning and studies for registration as a teacher. The School of Education and Victoria University colleagues more generally would argue for a broader framework for acknowledging prior achievement in both formal and informal learning. As a profession, teaching must demand that practitioners are reflective lifelong learners who must engage as practitioner action researchers for effective professional decision making.

Professional Learning: School and University Based Educators

Partnership based teacher education requires a strong commitment from the University to change so as to respond directly to support the learning needs of school students through modelling innovative and excellent pedagogies and knowledge development with preservice teachers, teacher professionals in schools and university teacher educators. At Victoria University the Partnerships program requires close engagement of university teacher educators with teams of preservice teachers and school teachers across the school year. With the focus on the learning of school students it is imperative the on-going support for the professional engagement and learning of all colleagues is supported. This is the funding priority at Victoria University. Our on-going close collaboration with the Western Melbourne Region Office of Schools, Department of Education and Training professional learning network is evidence of more formal relationships that have developed as a result of our work.

Appropriate resources are essential to the development and sustainability of excellent practice. The current low funding allocation made to teacher education in university budgets (which, after payments for teaching practice is much less than that accruing to an Arts program) continues to be a substantial impediment to the attempts by the School of Education at Victoria University to establish stronger and more successful teacher education partnerships with schools and their teachers.

4.   **References:**

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5.   Appendices:

5. 1   Appendix 1:   Internal Working Paper for Site Based Diploma of Secondary Education

School of Education, Victoria University
Graduate Diploma of Education – Sunbury Campus Program 2003
Internal Working Document

Course Structure.

A. Rationale for the Course Structure

Context-specific

Context-specific teacher education represents a further dimension in the development of practice-based teacher education as characterised by Project Partnerships.

It extends the partnership by facilitating 'an orderly and evidence based reconstruction of university coursework so that it supports student teachers inquiry into practice' (Carpenter, et al,).

It is to be hoped that the context-specific environment will facilitate a *discursive environment of site-based teacher education which:*
- *commences from a concern with and enhances the learning of school students*
- *supports teachers in planning and teaching*
- *provides continuous practice for student teachers in which to develop competence and practical insights*
- *enables the student teachers to generalise and critique their insights within the framework of a formal university program*
- *requires teacher educators in leading student teachers to connect and critique their practical understandings and generalisations with the current research and theory contained in the educational and other literature*
- *constructs a framework connecting the interests of teachers and teacher educators which promotes ongoing practitioner focused research and professional development.* (Kruger, et al, 1999)

The Grange P-12 School

The Grange has unique forms of work organisation and pedagogy. This setting allows the lecturers to challenge some of the naïve beliefs about schooling that are held by students and to engage them in reflective practice. At The Grange secondary site teacher teams take responsibility for the curriculum and welfare needs of students remaining with the same group for up to 4 years. This group is smaller than the normal cohort as teachers teach more than one subject to them.
This structure is underpinned by flat management principles and the belief that any organisational design must support teachers in classrooms.

The autonomy granted to teachers at The Grange has also allowed some teams to explore alternative methods of curriculum delivery and pedagogy. This included the use of negotiated integrated curriculum approaches as deemed appropriate to the needs and interests of students in the Middle Years.

School student learning focus

In the Partnership Projects the development of the reflective practitioner, inquiry based learning and practice theory constructs have been strengthened over time. This had led to an understanding that the enhancement of school student's learning is the most powerful stimulus for committed practice: the basis for theorising which initiates student teachers professional knowledge and judgement. The investigation of the social practices of classrooms and the outcomes of these practices are central to student learning. *This knowledge demands that teacher education reforms respond to the learning needs of school students as its primary concern, rejecting unnecessary structures which to date have been confined to teachers' and student teachers' learning needs at best.*

University student learning

Where a false dichotomy occurs between theory and practice innovation and reform takes a backseat once the graduating student enters the profession. Teachers are often:

> *forced to forsake their ideals and practices learned in preparation programs in favor of accepting the present standards and conditions of the schools. Until induction periods encourage teachers to think reflectively and critically and to experiment with reform proposals, the new corps of teachers entering schools cannot be expected to carry a reform agenda into schools* (Davis, T. 1992 p.158).

A disjunction that occurs between knowledge taught from the perspective of the academic institution and prevailing practice in schools:

> *Rarely does the experience build upon the general principles and theories emphasised in earlier university study. Almost no person fails these courses and almost all earn top marks for their efforts. Yet most student teachers quickly conform to the practices of their supervising teacher and rarely put into practice a novel technique or risk failure….The emphasis is upon imitation of and subservience to the supervising teacher, not upon investigation, reflection, and solving novel problems.* (p55)

B. Course Structure in Detail

Timetable Arrangements

	Monday (School Site)	Tuesday (Sunbury Campus)	Wednesday (School Site)
8.30	Applied Curriculum Project & teaching practice	Project	Applied Curriculum & teaching practice
10.00			
11.00		Broad Context	
12.00			
1.00			
2.00		Theory/Skills Methods or	Theory/Skills
3.00			
3.30	Team Meeting		Methods/School initiated delivery of the core subjects
5.00			

Note: The timetable is designed to allow maximum flexibility in order to manage:

1. The organisational parameters of the school site
2. A balance between family/work/study for Diploma students
3. Course requirements and standards. In terms of hours this is:

Broad Context	2hrs per week (One semester)
Systems & Issues	2hrs per week (One semester)
Theory Skills	2hrs per week
Methods (2)	4hrs per week each
Applied Curriculum	8hrs per week
Teaching Practice	45 days in school

However, much of the learning is integrated into the Teaching Portfolio which becomes the vehicle for assessment in all practicum related subjects. This is in recognition of the fact that knowledge, skills and understandings cannot be compartmentalised. Methods are an integral part of the Applied Curriculum Project, Teaching Practice and Theory Skills. The course requirements as described above are a formalised institutional mechanism for description and reporting of student learning outcomes.

Appendix 2: General information on Teaching and Learning Practices in the B.Ed P-12.

TEACHING THE BACHELOR OF EDUCATION

Introduction

The following subject outlines provide a statement of the progression in knowledge, understanding and skills required by student teachers in the course. This preamble is a statement of the course pedagogy, consistent with the course organising principles, and which is to be used as the basis for teaching, learning and assessment in the course.

Partnerships

Partnerships provide the authentic context for student teachers, their school mentors and teacher educators, in collaboration, to understand and enhance teaching competence. The practical experiences of student teachers in partnerships are also the basis of their critical reflection and theorising on practice which leads to sustainable improvement and change.

Practice-Theory

The School of Education at Victoria University has an ongoing commitment to teacher education which connects practice and theory. The 1991 Bachelor of Education Course Approval Submission was framed within an intention to project education as a 'practical social science'. Other similar terms are action research, reflective practice, teacher as researcher, social philosophy and practical theorising. Teaching in the course will require teacher educators to make explicit links between student teachers' experiences in partnerships and the development of understanding in classes and through the completion of assessment tasks. Practice-theory develops when student teachers

Describe Practice	the practices of teaching and learning described with particular emphasis on recording how young people's learning is an outcome of teaching;
Interpret Practice	the practices of teaching and learning understood through the application of appropriate educational theory
Theorise Practice	understanding used to generate explanations for practical teaching and learning experiences which become the basis for changed and improved practice
Change Practice	the trialling of new practice.

Thus teaching in all stages in the course should be constructed so that student teachers become researchers of their own practice. In all subjects, teacher educators, even when directly proposing curriculum methodology and teaching strategies, should locate their own classroom practice within a spirit of mutual respect, inquiry and research. The focus for such research is the connection between teaching and learning.

Bachelor of Education 1999 Course Structure Footscray Park & Melton

Year 1 Sem 1	**HEB1010** **Lang. Tech and Education 15pt**	**Core** **Gen Stud 15pt**	**Gen St 1A 15pt**	**Gen St 1C 15pt**
Sem 2	**HEB1020** **Language, Education and Culture 15pt**	**Core** **Gen Stud 15pt**	**Gen St 1B 15pt**	**Gen St 1D 15pt**

Year 2 Sem 1	**HEB2010** **Mathematics and Numeracy Education 15pt**	**Core** **Gen Stud 15pt**	**Gen St 2A 15pt**	**Gen St 2B 15pt**
Sem 2	**HEB2020** **Arts and Literacy Education 15pt**	**Core** **Gen Stud 15pt**	**Gen St 2B 15pt**	**Gen St 2C 15 pt**

Year 3 Sem 1	**HEB3010** **Science, Technology and Numeracy 15pt**	**HEB3020** **Curriculum Theory 15 pt**	**Gen St 3A 15pt**	**Gen St 3C 15pt**
Sem 2	**HEB3030** **SOSE and Literacy Education 15pt**	**HEB3040** **Inclusive Education 15pt**	**Gen St 3B 15pt**	**Gen St 3D 15pt**

Year 4 Sem 1	**HEB4010** **PE, Health and Community 15 pt**	**HEB4020** **Mentoring Literacy and Numeracy 15pt**	**HEB4030** **Change in Education 15 pt**	**HEB4040** **Education Studies 15pt**
Sem 2	**HEB4070** **Partnerships and Practice 30pt**	**HEB4060** **Systems and Issues 10pt**	**HEB4050** **Planning in Education 10pt**	**HEB4080** **Graduating Seminar 10 pt**

Core General Studies (FTS Pk – 4 from the 5, MEL- 1100 & 1200only):

HEB1100 Language and Literacy
HEB1200 Numeracy and Mathematics
HEB1300 Visual Arts and Performance
HEB1400 Health, Physical and Outdoor Education
HEB1500 Social and Scientific Inquiry

Appendix 3: A Case Study of Partnership Based Teacher Education 2003

'Breaking Out' at Fawkner Secondary College: a case study of Project Partnerships

The focus of the Project Partnership at Fawkner Secondary College in 2003 was the Year 9 'Breaking Out' program, an example of the College's decision 'to increase student engagement in their learning by providing more student choice' (Principal's Report 2002 School Report). Preservice teachers in Year 3 of the Bachelor of Education at Victoria University contributed to 'Breaking Out' as part of the Project Partnership at Fawkner Secondary College. The preservice teachers' report (2003) to the College on 'Breaking Out' explained the program.

> *The 'Breaking Out' program aims to increase opportunities for students in Year 9 at Fawkner Secondary College. Students experience new challenges in areas that they would not otherwise experience within the school environment. It enables students to 'break out' of their comfort zones and experience the world from a different perspective.*
>
> *This is achieved through participation in individual activities where the Year 9 timetable is shut down for 2 weeks. During this time students participate in one activity per day.*
>
> *Some activities students participated in are as follows:*
> - ➤ *Drivers ed*
> - ➤ *First Aid*
> - ➤ *Self Defence*
> - ➤ *Ford Discovery Centre*
> - ➤ *Horse Riding*
> - ➤ *Yarra River Cruise*
> - ➤ *Police Academy.*

The outcomes of 'Breaking Out' were intended to be:
- ➤ *Building students' self-confidence*
- ➤ *Expanding students' individual interaction skills*
- ➤ *Providing opportunities for students to learn in different environments, therefore making them better learners.*

'Breaking Out' required the VU preservice teachers to work with the College's Curriculum Coordinator and other staff throughout Term 1, 2 and 3 in planning the program, interviewing the Year 9 students, setting up the individual activities and evaluating the outcomes of the program through further interviews with students, individually and in class groups.

The project commenced with preservice teachers meeting with College staff who reported their experiences of Breaking Out and outlined its importance in the College curriculum. Following that induction period, the preservice teachers worked in pairs to meet the Year 9 students in their classrooms, introducing Breaking Out and informing them that each would be interviewed so that the project would meet their (the students') expectations. During the

interviews the students were asked what they hoped to learn as well as what activities they were interested in exploring.

Following the interviews, the preservice teachers worked with College staff to construct a practicable program from the interview data. On reaching agreement on the program, the preservice teachers worked to make the arrangements with each of the venues to which the Year 9 students would be making visits. The preservice teachers undertook the work to document the program, to inform the College students and their parents of the program and to set up the groups for each of the visits. Throughout this negotiating process the preservice teachers were working in the Year 9 classrooms to ensure that the students understood the program and were aware of expectations about observations, questioning and note taking. 'Breaking Out' took place in the last weeks of Term 2. A teacher and each of the preservice teachers accompanied groups of students on their visits to industry and community education settings.

The culmination of 'Breaking Out' was the program evaluation which the preservice teachers undertook during school term 3. Each of the Year 9 students discussed their experiences with pairs of the preservice teachers with particular emphasis on reporting their learning. In the last weeks of Term 3, the preservice teachers produced a report of the project which included a page devoted to each Year 9 student's experiences and statements for each student responding to 'me personal success as ...' and 'the most important thing I learnt about myself was ...'.

Why is 'Breaking Out' a successful Project Partnership?

The 'Breaking Out' applied curriculum project at Fawkner Secondary College can be seen as a successful example of partnership-based teacher education because it served the interests of each of the partners. Commitment to learning was the core of the project.

The school students

The evaluation compiled by the VU preservice teachers showed how 'Breaking Out' provided the Year 9 students with a range of interesting and challenging experiences. Students reported success in undertaking new experiences such as learning to drive a manual car. They became self-aware – 'I'm a good listener and am able to talk to people – and were able to give clear descriptions about what they had learned – 'being able to work with other people'. One striking conclusion of the evaluation was that the Year 9 students appeared to be gaining a sense of a productive future beyond school.

The College

Successful implementation of 'Breaking Out' was a high priority for the College. Making progress in engaging the Year 9 students in learning was critical for the College in its commitment to students' ongoing educational achievement. Importantly, the success of the 'Breaking Out' project has opened up the possibility that the students will be able to take on a more demanding program of inquiry in Year 10 about settings and activities outside the school.

The preservice teachers

The extent of the 'fit' between the teaching and relationship demands of 'Breaking Out' and the Year 3 B Ed curriculum expectations led to the preservice teachers being able to report learning whose practice-theory trajectory was precisely the 'ideal' of Project Partnerships. For the preservice teachers, the project anticipated, enacted and reinforced the learning about the constructivist pedagogy and inquiry-based curriculum principles which were the content of the preservice teachers' Year 3 university work. The preservice teachers' authentic engagement in 'Breaking Out' initiated authentic learning about the 'Middle Years' and how they connected with the possible post-compulsory pathways for school students. That authenticity, which derived a good deal from the College's expectation that the preservice teachers show initiative in planning, implementing and evaluating the project and take responsibility for students' learning, transformed notions such as inquiry, constructivism and metacognition (reflexivity) into lived experiences. These great educational concepts, so easily rendered dry and academic, became critical in the preservice teachers' pedagogical practice over the year. 'Breaking Out' showed that the inclusion of students in learning, another of the 'big' educational ideas in Year 3 of the B Ed, was a practical possibility and not another of those ideal types which look wonderful in the university lecture theatre and government policy document but in the 'real world' can be sticks with which to beat the practitioner.

The VU School of Education

Project Partnerships could be just a slogan. The VU School of Education intends that it sustain a practice-based form of teacher education. But the School also has long-term hopes that partnerships will transform teacher education – and university education more generally. Defining the primary goal of preservice teacher education as the enhancement of the learning of school students may appear to be counter-intuitive at first glance. In projects such as 'Breaking Out' however, the explicit commitment by the preservice teachers to the school students demonstrates, that being committed to and being active participants in a program focused on student learning, initiates deeper and more sustained development in both educational understanding and practice.

What contributed to the success of 'Breaking Out'?

The College established the conditions for the success of 'Breaking Out'. The project:

- Was a priority for the College
- Had an achievable set of expectations which emphasized school student engagement and learning
- Was well staffed with a project coordinator who was supported by the College Curriculum Coordinator; the project also was provided with other resources needed
- Conferred the need for substantial initiative and independence on the preservice teachers
- Provided ongoing opportunities for the preservice teachers to meet, discuss and plan with teachers.

From the perspective of the preservice teachers, the Curriculum Coordinator presented the project as a substantial educational and organizational challenge. That created some anxiety among the preservice teachers when they felt they weren't making progress. But the

professional expectations made explicit by the Curriculum Coordinator were complemented by the professional support he gave: through specific practical advice of course; but also in his educational leadership in initiating probing discussions with the preservice teachers. Being asked, by a senior educator whose position and work were highly significant to the preservice teachers, how to relate the experience of 'Breaking Out' to particular educational theory was an intellectual test for the preservice teachers. These discussions included the university colleague on his regular visits.

The preservice teachers experienced the vocation of teaching in 'Breaking Out'. Initiative and group independence were clear expectations but as the project evolved, other professional qualities were needed: being collaborative, taking personal responsibility for tasks, being well organized, working through problems within the group, taking criticism (even the 'laying down of the law'!).

'Breaking Out' demonstrates the potential of Project Partnerships. It is a potential not always realised as many school colleagues in their work with preservice teachers assume that partnership practice is not much different from the normal supervised teaching practice. The experience at Fawkner can be read as mapping a new year structure for teacher education.

- Preservice teachers get to know students, the school and the practical demands of the project they will face.
- They undertake planning with the school colleagues and meet regularly with school students to induct them into the project
- Project implementation
- Leading to formal supervised teaching practice
- Project evaluation and reflection on learning by the preservice teachers.

This open structure is relatively uncertain and led to some of the preservice teachers becoming concerned that they might not meet expectations for numbers of lessons taught. That anxiety was particularly evident towards the end of Semester 1. By the end of Semester 2, however, the preservice teachers reported that they had easily met teaching requirements for Year 3, because they had worked closely with particular class groups in 'Breaking Out' and had been working with the teachers of those classes. Negotiating formal teaching time was a simple matter then and emerged 'naturally' from the authentic experience of the project. Getting to know the students well, finding out their interests and then planning curriculum on the basis of that knowledge appeared to be the basis of that authenticity. It is difficult to imagine a practical educational experience more attuned to the intentions of a university program. The result was that the students were able to use their work in 'Breaking Out' as a substantial component of their university assessment in the 4 education subjects in Year 3.

Tony Kruger and Tony Edwards   **February 2004.**

Appendix 4: A Case Study of Rural Partnership Based Teacher Education

This case study was written in 2001. Since then we have continued to grow and develop the Partnership to a wider range of schools and have been able to respond successful to many of the issues outlined in this first year of the Partnership. Each year at least 2 or 3 pre-service teachers who participate in this Partnerships graduate and take up positions immediately in rural communities.

Tyrrell Cluster Partnership 2001

A School – University Project Partnership between the Tyrrell cluster of schools in North West Victoria and Victoria University, School of Education

Personnel

Ms Ros Tucker
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Victoria University B.Ed P-12 Co-ordinator
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Mr Ken Savage
Visiting University Colleague

Partnership Schools

Swan Hill PS/Swan Hill HS
Tyrrell P-12 College
Robinvale P-12 School
Manangatang P-12 School

Bachelor of Education P-12 Student Teachers (specialist teaching areas)
Brett Speed   PE (P-yr 8), ICT
Travis Carrick   PE (P-yr 8), ICT
Samantha Delapa   Outdoor Education, Health
Michelle Pollock   PE (P-yr 8), ICT
Natalie Cachia   PE (P-yr 8), ICT
Robert Moore   Outdoor Education, Health
Ryan McNeil   Mathematics, Science, SOSE
Damian Richards   Outdoor Education, Health
Kelly Pannett   English, SOSE
Stuart Mills   ICT, SOSE

Partnership Development

The Partnership was initiated by Ros Tucker and the teachers in the Tyrrell Cluster. They sought to shape an attractive package to encourage student teachers to spend some of there practicum time in their rural communities. They hoped that the experience would encourage graduates to the area as they were experiencing chronic difficulties in staffing a number of areas.

Ros approached a number of Universities, and Victoria University eagerly accepted the proposal as it was closely aligned with the principles and practices of Project Partnerships in the Bachelor of Education P-12. Project Partnerships is the practice based structure for the program and begins with schools proposing how teams of student teachers from all year levels of the course might work on curriculum development and support, as well as teaching practice to support the learning of school students in a range of schools and other educational settings.

The Tyrrell Cluster Partnership was established as an 8 month team partnership. All members of the team communicated at first by an email discussion list, sharing needs, interests and expertise. From this dialogue and visits to all the schools in May, Ros was able to locate the student teachers in the most appropriate settings where their skills and interests could best support the learning needs of school students.

As Project Partnerships is a negotiated partnership between school teachers, university colleagues and student teachers, the student teachers self selected for the project. The Melbourne based team met every 2 weeks at the university with the project co-ordinator to plan and prepare for the project and afterwards to finalise the project and review the practices and outcomes.

Student teachers worked in the schools for 5 weeks at the end of term 2 and lived in the community. The student teachers were all in year 3 of the B. Ed P-12 and so were completing major sequences of study in a range of areas. The local area Science Professional Development was organised to coincide with these weeks, as Science curriculum was the curriculum focus for these students at the University.

Additionally, the student teachers supported and/or initiated a range of school identified curriculum project while they were in the schools, eg student teachers led a video conferencing project which was established between 3 of the schools. Students were trained in video conferencing and meetings and teaching piloted using this facility. The student teachers planned to present their end of semester assessment to colleagues at the University but the technology did not support this on this occasion.

After the 5 week on-site visit was completed, some student teachers have continued a relationship with the schools, accompanying them on Melbourne based excursions and through on-going email communication.

Support for the Partnership

Co-ordination

Strong co-ordination support from Ros and her colleagues, and excellent planning was evident throughout. Communication was clear, frequent and easy to establish and maintain. Student teachers and University colleagues were very committed to this experience, although there was a high element of risk for many. Only one student teacher was from a rural community.

Student teachers were visited in their schools by a University Colleague, a retired Principal who lived in the area, had a strong knowledge of the B.Ed and local communities. He met with the student teachers in Melbourne before the 5 weeks on site and attended the de-briefing session as well. He is also part of the on-going discussion list and liaised with the B.Ed Co-ordinator who was the Melbourne based co-ordinator for the partnership. He was paid for travel, time and accommodation. The student teachers demonstrated very strong teaching and professional competence, although the support from all Ros, Ken and Brenda was also important to ensure the success of the Partnership.

Flexible teaching, learning and assessment

University colleagues were also very supported both in establishing the project, but also in negotiating flexible assessment requirements so that assessment reflected the work being undertaken.

School and Community Support

Moving away from home for 5 weeks is a costly experience for student teachers who must work to sustain themselves, and often forgo rent and other living costs to be away. The communities were very supportive of the project. Student teachers were offered discount accommodation and a small living allowance to subsidise the costs to them. This was taken from the practicum payment to schools. Student teachers were most appreciative of the way in which they were welcomed into community life, sporting teams and other activities. Student teachers were based in schools in teams so that living expensed, travel and other costs could be minimised, but more importantly because Project Partnerships is team based and the collegial support offered by a team working on a project is powerful.

Learning from the Partnership

The Partnership provided a rich opportunity for rigorous inquiry about teaching and learning and a strong practice-theory experience in teacher education. Student teachers demonstrated teaching competence in primary and secondary schools and engaged in critical reflection and academic learning as a result of this partnership. Feedback from all colleagues was extremely positive.

Some Strengths

Schools were injected with some new young teachers for a short while
Teachers in schools able to share and articulate their knowledge, developing leadership skills and engaging in on-site teacher education

Acceptance and respect from school colleagues for student teachers – very welcoming
Student teachers 'felt like a real teacher'
Acceptance in the community – 5 weeks is long enough to get to know people
Strong learning curve for student teachers but in a very supportive
Student teachers experience a very wide range of teachers' work, given wide responsibilities
Very different culture and practices from previous schools, middle years, integrated learning
Partnership was well organised
Strong parent interest
Video-conferencing – 'we got more than the kids!'
Science learning was excellent and complemented and strengthened Uni learning
Lots of young teachers
Other schools have asked to be part of the Partnership in 2002
Many student teachers have inquired and there is strong interest in the project for 2002

Things to do differently
P-12 was too wide to cover in 5 weeks, a narrower range of curriculum preferred
Live in the community is best (one group stay a distance away and missed out on much community contact)
More time to work in specialist teaching areas
Co-ordination in the base school is very time-consuming and a large task for the rural co-ordinator and resources for this work are needed.

Returning to the Country
Definitely YES, all would return for another Partnership most readily, about half would consider teaching in a rural community.

Conclusion

An outstanding Partnership opportunity for student teachers to engage with the learning needs of young people both in their schools and community settings. Living in the community for an extended period brought new and positive knowledge and experience about rural community and school life and culture. The learning of teacher education students was richly extended and challenged through this experience, as was their personal reflection and development. With stronger resources in the base school for co-ordination this project could be extended and developed very successfully.

5.6 Appendix 5: Samples of regarding Portfolios, Case Writing & Assessment

VICTORIA UNIVERSITY OF TECHNOLOGY

BACHELOR OF EDUCATION

Year 4: Semester 2, 2001

<u>Assessment Requirements</u>

Assessment Components

Assessment in your final semester in the Bachelor of Education is designed to support your demonstration of competence as a graduate teacher and your entry to the teaching profession.

Your professional competence will be demonstrated in two practical outcomes:

1. the successful completion of the major supervised teaching practice in the course - normally seven weeks in Semester 2. Successful completion will be reported in the formal report of your supervised teaching practice and Project Partnerships activity. The report must be finalised before the end of Semester 2. It is your responsibility to ensure that the School of Education receives the completed report by the end of Semester.

    Another outcome of your Project Partnerships and teaching practice will be five written cases of competent practice. Normally the cases are presented under the headings of the National Competency Framework for Beginning Teachers.

    2. a Professional Portfolio, a record of your understanding and practical experiences in throughout the course, but most notably in this fourth year. The Portfolio, to be structured within the National Competency Framework for Beginning Teachers, is the unifying feature of assessment throughout the whole year. It will provide systematic and documented evidence of your competence, reflection on practice and of your considered philosophical position of teaching and learning as a beginning teacher.

    The Professional Portfolio will be used extensively in the Graduating Seminar at the conclusion of Semester 2 and when you are seeking employment in schools.

    Ref: Retallick, J. and Groundwater-Smith, S. 1996. <u>The Advancement of Teacher Workplace Learning</u>. Charles Sturt University: Centre for Professional Development in Education.

Portfolio Assessment

The Professional Portfolio will encompass all subjects in Semester 2 of Year 4 of the Bachelor of Education. Through the Portfolio you will be able to present evidence of your competence in planning for learning, teaching and reflecting for improvement and change.

The Professional Portfolio

Typically a Professional Portfolio for a graduate teacher will contain the following:

- A statement of personal educational philosophy
- A statement regarding your personal educational goals
- Description of the educational setting in Year 4
- Collections of practical teaching and learning documents - unit planning, lesson plans, student work samples - organised within the 5 competency fields of the National Competency Framework for Beginning Teachers.
- Accompanying notations which demonstrate the understanding of the competent beginning teacher and explain why each piece of evidence supports a claim for teaching competence
- 5 pieces of Case Writing (each 400 words approx) which will present examples of competent practice within the 5 competency fields of the National Competency Framework for Beginning Teachers.

Personal Educational Philosophy

As concisely as possible, state clearly what are the principles and values which inform your teaching. Consider

- students and learning
- teachers and teaching and assessment
- relationships between teachers and students
- what classrooms and schools should be like - your approach to classroom organisation and management
- diversity - cultural and educational - and how you respond - eg inclusive curriculum and practice
- your social action commitments - eg to educational equity

Educational Goals

Very brief statements of your professional intentions

Short term goals - in the next year, consider

- personal classroom competence
- professional development
- relationships with a team of colleagues
- becoming part of a school community - being with students, parents etc

Long term goals - in the next five years

- teaching
- curriculum leadership at grade or subject level
- activity and leadership at school level - eg in school-wide planning, on a School Council

Description of the Educational Setting

Short (1/2 page) outline of your practice in Year 4. Refer to

- the school and its community
- class level(s), subjects, class organisation, teacher teams
- nature of school curriculum, charter priorities
- approach to teaching adopted in school

Collections of Evidence about practice

Sufficient material to enable you present an account of your practice.

Include

- unit plans
- lesson planning, together with mentor teachers' evaluations
- students' work samples
- your final teaching report
- documents about other activities to which you made a <u>direct</u> contribution in planning and implementation - eg school camps, productions, outside class activities
- letters, commendations, references
- Case Writing

The National Competency Framework for Beginning Teachers is a useful structure for the organisation of your evidence about competent practice.

Annotations and Explanations

For each piece of evidence to support a claim for practice, you will need to make annotations which draw attention to what the evidence is claiming. For example, an annotation on a lesson plan might include an annotation such as:

> *Note the use of CSFII in inquiry learning in Science (Area of competence 4.1)*

A sample of student's work (a work sample) from the lesson might be annotated with:

> *<u>Learning outcome 4.2</u>: Compare the characteristics of members of our solar system*
> *<u>Indicator</u>: poster which names the planets and outlines their distinguishing features*
> *(Area of competence 4.2, 4.3)*

A more detailed annotation might be needed if you are presenting, say, a unit of work and related lesson plans and work samples.

You should also be prepared to annotate planning and work samples with other evaluations, for example related to complexity of students' thinking, their engagement in or enjoyment of a particular learning activity. If you were pleased with teaching and learning in the activity make clear why …… blow your trumpet !!!!!

Criteria for Assessment

The qualities of the Professional Portfolios considered for assessment will be those suggested by Retallick and Groundwater-Smith (1996):

Validity: does the evidence of practice address what it claims to?
Authenticity: is the evidence genuine - eg verified by a mentor teacher?
Reliability: is the evidence sound enough for different assessors to reach similar
                 conclusions?
Currency: is the evidence relatively recent?
Sufficiency: is the evidence of a scope and detail to support a claim for teaching
                 competence?

These qualities should be used as you collect material for inclusion in your Portfolio. Only material which **directly** emerges from your practice meets the criterion for a Portfolio entry. A curriculum unit or set of worksheets prepared by another teacher is not evidence of <u>your</u> competence in 'planning and managing the teaching process' (area of competence 3).

Assessment Process

The culmination of the course is your participation in a **Graduating Seminar**, which extends over a number of days at the end of Semester 2. During the Graduating Seminar, you will be asked to present your Professional Portfolio to colleagues and lecturers. At this stage, the Portfolio will be in draft form only. The presentation will enable you to refine the Portfolio in preparation for making applications for teaching positions.

A combination of self assessment, peer assessment and lecturer assessment will be used to evaluate the quality of the Professional Portfolio. To support the making of consistent judgements, the following descriptors will be used in evaluating Professional Portfolios:

<u>HD</u>   evidence consists of: descriptions of practice, indicators of professional competence and reflective evaluations, with coherent connections between elements of portfolio. For the rating HD, the explanations and annotations will need to make explicit the theoretical and ethical framework (with recognised literature references) which has informed the described practice and recommendations for change and improvement.

D   As for HD, but with less formality in explanations and annotation. Connections between practice and theory are not as explicitly demonstrated.

<u>C</u>   evidence consists of: descriptions of practice, indicators of professional competence and reflective evaluations, with coherent connections between elements of portfolio. A theoretical framework is implicit or not used consistently.

<u>P</u>   evidence consists of description with limited indication of professional competence. Implicit connections between descriptions of practice, evidence of professional competence and reflective evaluations. A theoretical framework is implicit or not used consistently.

<u>N</u>   evidence consists of description only without any indication that the evidence
demonstrates competence. No theoretical framework evident.

University Student Learning /Professional Portfolios
School of Education Practices

In the School of Education student portfolios are currently and important documentation which reflect development from the Learning Folio in year 1 to the Professional Portfolio as the basis for graduation. Professional Portfolios are an important element of undergraduate and pre-service programs indicating the development of readiness for professional practice. While they may include many aspects of the University's student portfolio plan they have a much broader role in supporting and reporting student learning and professional development. They are used as the basis for the employment portfolios which support student employment after graduation.

First Year

Bachelor of Education (P-12) Fts Park and Melton
HEB1010 Language Technology and Education/HEB1020 Language Education and Culture
Bachelor of Education (Nyerna Studies)
HEE1180 Learning and Communication/HEE1181 Language Development

Outcomes reflected in both graded and ungraded assessment tasks in a learning folio
➢ Inquiry and communication
➢ working in teams and independently
➢ problem solving and critical thinking and inquiry about professional practice
➢ beginning folio of evidence of professional practice
➢ inquiry about teaching and learning in community and beyond
➢ understanding cultural diversity
➢ competent use of information and communication technologies
➢ initial inquiry about the development of a record of practice, skills and abilities reporting of inquiry in professional practice against the National Competencies for Beginning Teachers

Intermediate Years

Bachelor of Education (P-12) Fts Park and Melton
HEB2010 Maths and Numeracy Education/HEB2020 Arts and Literacy Education/HEB3010 Science, Numeracy and Technology/HEB3030 SOSE and Literacy Education

Bachelor of Education (Nyerna Studies)
HEE2180 Mathematics Learning/HEE2181Policy and Practice
HEE3181 Program Development/HEB3183 Education Change

Outcomes reflected in both graded and ungraded assessment tasks build on the above skills and abilities and include:
➢ student folios of practice are extended and comprehensively develop evidence of professional practice in a range of educational environments, including community and school settings.
➢ folios include extensive evidence of developing professional competence

report of professional practice against the National Competencies for Beginning Teachers

Final Year

Bachelor of Education (P-12) Fts Park and Melton
HEB4020 Change in Education/ HEB4080 Graduating Seminar

Bachelor of Education (Nyerna Studies)
HEE4180 Collaborative Action Research 1/HEE4081 Collaborative Action Research 2

Bachelor of Arts (Early Childhood Education)
HEB1650 General Studies: Policy and Practice in Early Childhood Education

Bachelor of Arts (Youth Studies)
HEB0060 Interprofessional Collaboration/HEB4282 Youth Policy and Practice 2

Outcomes reflected in both graded and ungraded assessment tasks in Graduating Professional Portfolios build on the above skills and abilities and include:
➢ extensive evidence of developing professional competence
➢ report of professional practice against the National Competencies frameworks for the relevant professions
➢ wide range of evidence which can be refined for the range of professional outcomes the student wishes to pursue – from community work, to private practice.
➢ presentation and defence of professional competence, based on the Portfolio to a public audience of peers and practitioners

Cases and Commentaries

Goals:
To introduce student teachers to Case Writing as the beginning point of a professional conversation about practice.

Outcome:
Student teachers will be able to identify, discuss and write a first draft of a case of teaching practice.

Suggested Session Outline

Story telling – share in whole class.
  ➢ Tell us about a time when you we stuck for what to do.
  ➢ Describe what happened.
  ➢ What did you think about it?
  ➢ What did you learn?
  ➢ What questions do you still have about that experience.

Everyone write a paragraph about a dilemma you have faced in teaching.
  ➢ Relate a couple of these to share.
  ➢ Using them as examples – walk through case writing as a rich description of practice.

Refer to overheads on what is Case Writing – see PowerPoint file
  ➢ Discuss each step in identifying and recording a case of practice.

Hand-out a case to read and discuss.
  ➢ What are the issues in the case – for the teacher, for the student, foe me??
  ➢ Let's focus on the issues for me!
  ➢ What questions do I have?
  ➢ Can we talk about these – How do I talk about other people's work?

Negotiate and see handouts (see below)

During the break – share stories and cases. A sample case is below which would be good to give everyone as an example

Model (fishbowl) this activity before dividing into pairs.

In partners, read (or tell) your case then ask your partner for feedback using questions from the *Collaborative Conversations*.

- What was your overall reaction to my case?
- Do you think my case was problem-focused? Did it feature a challenge or a dilemma?
- Can you identify with the story…does it 'ring true'?
- Do you think there is enough complexity to form the basis for a good discussion in the commentary?
- Having heard/read the case what questions do you have? What issues need clarification? What did you want to know more about? Where are the details missing? Were there any details that may be extraneous and detract from the narrative?
- Do you think the case creates enough tension or drama to make it interesting?
- Do you think the context is sufficiently described? What contextual details are missing?
- Do you think my case raises interesting questions to think about? What are the key issues for you?
- What could other educators learn from the case?

Bachelor of Education Year 4

Questions for Presenting Competence Roundtable

In groups of 4, use your developing portfolio to answer the following suggested questions. Take turns in asking and answering the questions. Keep detailed notes which you can use to develop your portfolio further.

Main Question	**Possible Supporting Questions**
How would I describe myself as a teacher?	What are my commitments to equity and social justice in education? How do I work with young people to assist their learning in reading / maths etc / and my general studies areas? How I work with colleagues? What is an example of each? How I can contribute to team planning? How I go about improving myself as a professional?
What are the main elements of my portfolio?	What are the decisions I have to make in building my portfolio? Complete the following. 'I am pleased I have convincing evidence about … . The evidence comprises …' Complete the following. 'If I had my time over again I should have obtained evidence about ….'
How prepared am I to use my portfolio in an interview?	What interview questions are you ready to answer? Give examples. How might you answer them? What are the interview questions you don't want to be asked? Give examples. How might you answer them? How can I use my portfolio to show competence in each of the fields of the National Competency Framework: • Using professional knowledge • Communicating and interacting with others • Planning and managing teaching • Monitoring and assessing • Reflecting and evaluating for improvement?
How prepared am I to answer questions about the main elements of professional practice?	What is my preferred approach to curriculum planning? What is the role of CSFII in my planning? How do I plan for inclusive classroom management? How do I cope with diversity in the classroom – eg students with special needs, students from socio-economically disadvantaged backgrounds? *How can I contribute to the application of ICT across the curriculum?* What might be my contribution to supporting special programs in a school – eg Reading Recovery; Making a Difference; Middle Years reform?

Personal Evaluation

In answering questions such as these, note how frequently and effectively you referred to specific elements of your portfolio: records of teaching; of planning; samples of students' work etc.