

FACULTY OF EDUCATION, GRIFFITH UNIVERSITY

RESPONSE TO

House of Representatives Standing Committee on Education and

Vocational Training Inquiry into Teacher Education

Terms of Reference

1. Examine and assess the criteria for selecting students for teacher training courses.

Selection for admission to an undergraduate education degree is made on the basis of academic merit. The minimum requirement for eligibility for admission is completion of year 12 of secondary school, or equivalent academic achievement. Admission to a Graduate Entry program in primary or secondary education is by direct application to the University. Pre-requisites for admission are specified in terms of levels of achievement in particular Year 12 subjects. These prerequisites are described in the following table:

Program	Program Duration	Prerequisite subjects
Secondary Education		
Bachelor of Education – Secondary (Maths, Science, Computing strand)	Mt Gravatt, Nathan	For Maths and computing teaching area: English, Maths B or C (4 SA) For Science teaching area: English, Maths B or C (4 SA) Plus one of Biological Science, Chemistry or Physics (4 SA)
Bachelor of Education – Secondary (English & Social Science strand), (HPE), (Drama)	Mt Gravatt, Nathan	English (4 SA)
Bachelor of Education – Secondary (HPE)	Mt Gravatt	English (4 SA)
Bachelor of Education – Secondary (Drama)	Mt Gravatt	English (4 SA) plus Audition and Interview; Drama recommended
Bachelor of Science/Bachelor of Education	Mt Gravatt Nathan	English, Maths B or C (4 SA) Plus one of Biological Science, Chemistry or Physics (4 SA)

Bachelor of Arts/Bachelor of Education	Mt Gravatt Nathan	English (4 SA)
Bachelor of Arts (Languages and Linguistics)/Bachelor of Education	Mt Gravatt, Nathan	English (4 SA)
Bachelor of Fine Arts/Bachelor of Education	Mt Gravatt QCA	English (4 SA) plus Folio and Questionnaire.
Bachelor of Exercise Science/Bachelor of Education	Gold Coast	English (4 SA) Plus one of Biological Science, Chemistry, Physics or Maths B (4SA)
Bachelor of Education - Secondary Graduate Entry	Mt Gravatt Gold Coast	Applicants must have successfully completed an undergraduate degree with a minimum of 60CP in each of two distinct teaching areas offered within the program.
Bachelor of Technology Education	Mt Gravatt	English (4 SA), Maths, Graphics, Engineering Technology and/or a science recommended.
Primary Education		
Bachelor of Education - Primary	Gold Coast Logan Mt Gravatt	English (4 SA)
Bachelor of Arts in Psychology/Bachelor of Education	Gold Coast	English (4 SA)
Bachelor of Education - Primary Graduate Entry	Gold Coast	From Semester 3/2004, applications will be accepted from candidates with a recognised Bachelor's degree or equivalent. Places in this program are strictly limited. Applicants are required to submit the following: an official academic transcript, a detailed resume, a comprehensive candidate's statement.

Bachelor of Human Services/Bachelor of Education	Logan	English (4 SA)
Special Education		
Bachelor of Special Education	Mt Gravatt	English (4 SA)

English Language Requirements apply to **international applicants and other applicants whose previous study was undertaken in a language other than English.**

From 2005, the minimum English language proficiency requirements to be eligible for entry to all undergraduate Education programs are as follows:

- A minimum score of 575 on TOEFL (Test of English as a Foreign Language) (TWE 5.0); or
- A computerised TOEFL score of 233 with Essay Rating 5.0;
- A minimum overall band score of 6.5 on IELTS (International English Language Testing System) with no sub-score of less than 5.5; or
- No score less than 3⁺ in each skill of the ISLPR ([International Second Language Proficiency Rating](#)).

English test results must be no more than two years old. Please note that the above requirements are HIGHER than the requirements stipulated in section 11.0 of the [Admission Policy for Undergraduate Programs](#). Applicants are referred to this policy for further information.

If they do not meet the University's specified English language requirements, students can contact the [Griffith University English Language Institute \(GUELI\)](#) to increase their eligibility for entering a Griffith University program. The GUELI offers a number of English language and other courses at both its Brisbane and Gold Coast Branches.

Applicants are also advised that the Board of Teacher Registration requires that graduating teachers from non-English speaking backgrounds undertake an IELTS (International English Language Testing System) test to demonstrate their English language proficiency is at the level of 7.0 in each area of the IELTS prior to registration.

These criteria for selecting students for teacher training programs are deemed to be appropriate at this time.

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

Over recent years our Faculty of Education has been fortunate in attracting very capable students. For example, in our Bachelor of Education (Primary) program we have consistently drawn in students with OPs (banded ranks ranging from Overall Position 1 to OP 25) no lower than 9. In some specialist areas we have consistently drawn in students from the top six ranks, for example in Health and Physical Education and in some of our Double Degrees, such as the BA (Applied Psychology) BEd. In addition, our capacity to attract very able students into our Graduate Entry programs is notable. For example in our Graduate Entry BEd (Primary) program we have regularly attracted over five times the number of applicants than available places, enabling us to select the highest quality cohort. These successes are offset to some extent by the lack of demand for particular areas in our secondary programs, specifically, mathematics and science, with some difficulties also being experienced in information and communication technology. Unfortunately, lower OPs are common in these fields.

That said, Education Faculties have been and are being used to assist Universities to balance institutional intake. In other words, where there is a lack of demand in particular programs (for example Science) and targets in other Faculties cannot be met, enrolments in Education are inflated by lowering the OP bar to ensure overall University targets are met.

3. Examine attrition rates from teaching courses and reasons for that attrition.

Recent data (2003) indicate that attrition rates for the BEd Primary Program are, generally, low across the three campuses (Gold Coast 10.5%, Mt Gravatt 13.6% and Logan 8.9%). These figures are similar to those for the preceding 4 years. The attrition rates for the BEd Special Education over this same period are comparable to those for the Primary Program, as are the rates for the BEd Secondary (with the exception of the abnormal rate of 20.3% that occurred in 2000).

The findings of the *First Year Discontinuation Study 2003-2004* revealed that most students of the University attributed personal reasons for their decision to curtail their studies.

Other reasons for their decision to discontinue were that:

1. The program/course did not suit their needs or did not appeal to them
2. They felt overwhelmed and found it hard to adjust to university life.

The report noted, also, that students who discontinued their studies tended to have lower OP Scores compared to the overall QTAC applicant profile for first year undergraduates.

6. Examine the interaction and relationships between teacher training courses and other university faculty disciplines.

The Faculty of Education at Griffith has extensive interaction with other university faculty disciplines through double degrees that are offered in more than one Faculty, or through elective studies in a number of programs. Many students who are enrolled in the Bachelor of Education - Secondary program study in other faculties, including the Faculties of Science, Environmental Sciences, Engineering & Information Technology, Griffith School of Business, Arts, and the Queensland Conservatorium of Music. In addition, four double degrees are offered in secondary education, in Science, Exercise Science, Arts, Languages and the Arts. Students who wish to become Music teachers enrol in a Bachelor of Music Studies program at the Queensland Conservatorium of Music but may elect to take courses, suited to a second teaching area, that are offered at the Faculty of Education. These students subsequently enrol in the Bachelor of Education – Graduate Entry program. Students interested in primary education may enrol in a double degree in Psychology and Education on the Gold Coast campus, or a double degree in Human Services and Education on the Logan campus.

Program	Campus/s	Faculties involved	Disciplines
Secondary Education			
Bachelor of Education – Secondary (Maths, Science, Computing strand)	Mt Gravatt, Nathan	Science, Environmental Sciences, Engineering & Information Technology, Education	Physics, Chemical Sciences, Biological Sciences, Multi-Strand Science, Maths, Computing, Secondary Education
Bachelor of Education – Secondary (English & Social Science strand), (HPE), (Drama)	Mt Gravatt, Nathan, South Bank, University of Queensland St Lucia campus (for French & German)	Arts, Education, Griffith Business School, Science, Engineering & Information Technology, Queensland Conservatorium of Music	English, Social Science (SOSE), Computer Education, Drama, Health & Physical Education, LOTE (see languages in BA (LAL)/BEd), Music, Secondary Education
Bachelor of Science/Bachelor of Education	Mt Gravatt Nathan	Science, Environmental Sciences, Engineering &	Physics, Chemical Sciences, Biological Sciences, Multi-

		Information Technology, Education	Strand Science, Maths, Computing, Secondary Education
Bachelor of Arts/Bachelor of Education	Mt Gravatt Nathan	Arts, Education, Science, Environmental Sciences	Chinese, Indonesian, Italian, Japanese, Spanish Literary Studies Historical Studies Indigenous Studies Politics, Economy & Society Maths Secondary Education
Bachelor of Arts (Languages and Linguistics)/Bachelor of Education	Mt Gravatt, Nathan, University of Queensland St Lucia campus (for French & German)	Arts, Education, Griffith Business School	Chinese, Indonesian, Italian, Japanese, Spanish, French & German English, Social Science (SOSE), Secondary Education
Bachelor of Fine Arts/Bachelor of Education	Mt Gravatt South Bank	Queensland College of Art, Education, Arts, Griffith Business School	Painting, Sculpture & Intermedia, Drawing & Print Media, Gold & Silversmithing, Digital Art & New Media, English, Social Science (SOSE), Drama, Secondary Education
Bachelor of Exercise Science/Bachelor of Education	Gold Coast	Health, Education, Environmental Sciences	Exercise Science Chemistry Biology Secondary Education
Bachelor of Music Studies	South Bank, Mt Gravatt	Queensland Conservatorium of Music, Education	Music, Instrumental Music. English, Computer Education, Drama, Health

			and Physical Education, Social Science (SOSE)
Primary Education			
Bachelor of Arts in Psychology/Bachelor of Education	Gold Coast	Health, Education	Psychology, Primary Education
Bachelor of Human Services/Bachelor of Education	Logan, Mt Gravatt	Health, Education	Human Services, Child & Family Studies, Early Childhood Studies, Primary Education

7. Examine the preparation of primary and secondary teaching graduates to:

- (i) *teach literacy and numeracy*

Literacy

Graduates in both the primary and secondary programs are prepared to teach literacy. Primary students are given specific instruction in the teaching of literacy, as are students in the English teaching area in the secondary programs. Further, one of the professional standards set by the Board of Teacher Registration in Queensland is “Graduates will possess and be able to apply a range of literacies relevant to their professional roles”. Teacher education programs must demonstrate how this standard is met in each program before the program is accepted. Several Faculty of Education staff have published in the area. The publications either provide a scholarly resource both for the faculty’s courses and for practising teachers, or report on the evaluation of the courses offered. Detailed comments for both the primary and secondary programs follow.

The preparation of primary teaching students in the teaching of literacy is addressed in the courses English Education 1 1045CLS, English Education 2 2044CLS (core for all primary students), and, English Education 3 3043CLS (core for general primary students). Each course is outcome based and sequenced to scaffold developmental understandings, skills and practices. These courses prepare students to be teachers of English and the literacies associated with this discipline within a critical, social–constructivist framework. Therefore the delivery of the course content is inquiry-based with students being introduced to literacies as multi-modal mediated texts that are influenced by cultural and social factors Lectures introduce theoretical perspectives and key issues related to a range of topics for study. Tutorials are activity based and act as forums for debate and exchange of ideas, informed by student readings and their own experiences. A range of resources has been developed to scaffold the learning of students including audio and videotapes – several of which have been developed locally; an electronic grammar quiz designed to develop students’ skills and knowledge

about grammar; a course based grammar text, and, a bank of assessment materials to support students in completing assessment tasks. The content delivered in lectures and on the Learning @GU website is supported with a textbook used across each course and a set readings. The learning in each course is scaffolded with tutor demonstrations of teaching approaches, group activities and reflective discussion. The preparation of students to teach literacy is grounded in a theorised understanding of effective learning principles and teaching practices that examine literacy learning in all language modes.

In English Education 1 students are introduced to planning for literacy learning through the use of video, readings and activities in tutorial where they critically interpret informing documents such as the Education Queensland English syllabus, Developmental language continua, and Freebody and Luke's four resource model. In activity- based tutorials, they develop understandings about the teaching of composing and comprehending across all language modes as they work together in small group activities. This includes the teaching of skills such as phonics, handwriting, spelling as they are embedded in purposeful language contexts. Students apply these understandings in a collaborative task where they select resources and design literacy activities using the medium of a literacy centre. They then individually develop a detailed lesson plan with a rationale that synthesises their developing understanding of learning, language and literacy teaching in an early years' classroom.

In this course students' own literacy practices are addressed where processes and skills are related to their literacy capabilities as tertiary students.

Statement of outcomes:

On completion of this course students should:

- understand language development principles which inform effective teaching in the subject English;
- understand intellectual, cultural and contextual factors which influence the construction of texts;
- design, implement and evaluate elements of a lesson on literacy in the subject English;
- understand assessment practices used in monitoring literacy learning in the early years of schooling;
- discuss critically some current professional issues related to English education;
- begin consideration of the theoretical content and pedagogical content of the Queensland English Years 1 to 10 Syllabus;
- write in Queensland modern script;
- feel positive about their own knowledge, attitudes and skills following an introductory study of language and its potential application to classroom teaching; and,
- do the practical literacy tasks of their own work as students nearing completion of the first year of initial preparation as teachers.

In English Education 2, students build on their learning in English Education 1 as they develop diagnostic skills in interpreting children's literacy learning

strengths and needs and design, implement and evaluate an intervention that will address identified needs. The emphasis is on teaching that is strategic and child-centred. In tutorials, tutors model approaches as students work from student samples of reading and writing using work samples, audio and video tapes to apply diagnostic tools such as running records in diagnosing literacy needs and planning teaching activities that are strategy based. This course is linked to PSP during which the students put into practice the work they have done in the semester. English Education 2 also focuses on developing students' knowledge about text types and grammar. A self-paced electronic grammar quiz has been developed to support this learning. This has been a site of ongoing research with publications listed below.

Outcomes for English Education 2:

On completion of this course students move from the understandings built during English Education 1, to strategic applications in teaching. To do so, they will have:

1. linked new knowledge from the course with their prior knowledge of students' literacy development;
2. linked new knowledge from the course to enhance their own understanding of language and the way language works in texts;
3. explained such articulation by providing evidence of new theoretical and practical understanding particularly as it informs effective learning, teaching, and assessing in the KLA English; designed a basis for diagnosing and responding to students' learning needs and reporting on this work for an individual as a case study;
4. developed a repertoire of strategies to promote strategic literacy learning across oral, print and multi-mediated texts; and,
5. achieved a working knowledge of the English Syllabus (2005).

English Education 3 was developed in collaboration with schools with a view to prepare students to manage their own learning in the workplace. This course offers student choice and flexibility in assessment as students are taught how to research their own learning needs. There is a critical/multiliteracy focus where students are challenged to re-think ways of teaching composing and comprehending skills and processes and to address different teaching contexts and diverse learning needs of children.

Throughout this course, lectures have been designed to stimulate critical thinking and challenge students' views of traditional approaches to teaching. This is done through the use of cultural and community texts such as song, websites, poetry, movies, cartoons, catalogues, brochures and newspapers. Guest lecturers from schools and Education Queensland have been invited to teach in the course and students lead the tutorial sessions with group activities based on the course readings. A specially developed video is used in each tutorial where a classroom 'snapshot' provides stimulus material for students to observe how teachers design their English programs. These video clips feature local schools and assist students in their preparation for PSP 4 and in planning for English teaching.

This course has been the site of ongoing research evaluating its effectiveness in preparing students as teachers of English.

Statement of outcomes:

The central purpose is that they will confidently apply their researched understandings of principles of effective teaching and learning to their own classroom practice.

After successfully completing this course, they will be able to:

1. identify their own learning needs as a teacher of English;
2. strategically pursue their own learning as a researcher of literacy;
3. work collaboratively with peers and members of the teaching profession to develop and test effective teaching approaches to enhance literacy learning;
4. plan for student diversity by researching learning needs of specified groups of students; and,
5. apply a repertoire of practices that will support students' mastery of a range of communication media (oral, print and multimedia).

As noted above, students who are enrolled in the English teaching area in the Secondary programs are also given specific preparation. Preparation is based on the assumption that literacy involves competency in the use of standard English language and in a range of methods of textual analysis. In the English teaching area, students are required to demonstrate high levels of oral and written literacies. They are guided towards an understanding of, and proficiency in, multiliteracies, including media, visual and technological literacies. A particular emphasis in this teaching area is the development of critical literacy, which entails a theoretical understanding of the ways in which language works as a social practice. Critical literacy is premised on the view that 'meaning' is not fixed, singular and universal. Rather, meanings are multiple and subject to change, being constructed through the interactions between texts and the experiences, knowledge and understandings that readers utilise in their encounters with texts.

Therefore, in order to prepare teacher education students in the English teaching area to implement current syllabus demands, the approach taken to literacy is that it is:

- multidimensional -- and as such must attend to a range of skills and practices that cover "the basics" to critical textual analysis;
- multimodal -- and therefore the range of literacy skills and practices addressed cover the reading, writing and understanding of a wide range of print and electronic texts;
- involves the control of textual features, grammar and generic conventions pertaining to multidimensional and multimodal texts.

Students enrolled in other teaching areas in the secondary teacher education programs are prepared to teach literacy in ways appropriate to that area. For example, students enrolled in the Social Science (SOSE) teaching area are prepared in the following range of literacies:

- critical literacy - awareness of stereotyping, cultural bias, author's intention, hidden agendas and silent voices;

- numeracy - solving problems related to social, built and natural environments and using numerical language and reference systems;
- political literacy - able to recognize and come to a position on significant current issues, make realistic judgments and take effective action;
- environmental literacy - able to understand, appreciate, research, evaluate and present argument on a variety of environmental issues;
- social literacy – to understand the significance of social issues in terms of communities, individuals and self; and
- technological literacy as it applies to issues related to media, privacy and equitable access to resources.

Students studying languages develop an appreciation of cultural literacy through the completion of at least two cultural context courses in addition to the oral and written literacy skills inherent in their language study. Students enrolled in Health and Physical Education are concerned with movement in its social and cultural contexts. The approach taken in this teaching area emphasises students' knowledge and application of multiliteracies, especially with regard to non-verbal communication. Students enrolled in the Science teaching area, are prepared in the different genres that allow for the application of scientific literacies. The Educational Studies courses, which are completed by all students enrolled in secondary teacher education programs, also emphasise multiliteracies. For example, in the course 4014 CLS Assessing Student Learning, explicit links are made between assessment and literacies. The approach taken in this course recognises that learning is mediated through literacy and language. Various tasks assist student teachers preparing to teach in different sectors and different discipline areas to explore the interrelationship between assessment, literacies and discipline domains.

Numeracy Primary Program

Currently there are three compulsory courses in mathematics education in the BEd Primary program. Mathematics Education 1 covers the content and teaching of number including numeration and number operations for whole numbers, common fractions, decimal fractions, and percents. Mathematics Education 2 covers the content and teaching of geometry, measurement, chance and data. Mathematics Education 3 covers issues related to teaching mathematics such as curriculum planning, use of technology, equity, assessment, and promoting numeracy achievement.

Students may also elect to do a major in Advanced Numeracy Pedagogy, which includes three extra courses in mathematics education, namely Mathematics Activities, Diagnosis and Intervention in Mathematics, and Planning for Effective Mathematics Teaching.

In addition to the core numeracy courses completed as part of their primary teaching component, students in the BEd – Special Education program who are in the Special Needs strand take a course that focuses on formal and informal techniques for the diagnosis of specific mathematical errors and misconceptions, providing a basis for programs to overcome these difficulties. As such, it provides a strong basis for competent initial teaching of mathematics to children with

special needs as well as a background in diagnosis and intervention for remedial and resource teachers at both the primary and secondary levels. Students in this course are involved in one - on -one interventions with students with numeracy problems.

Numeracy Secondary Program

In the BEd Secondary program Griffith University, concepts and skills concerning teaching methods for numeracy education are addressed within a comprehensive framework relating to learning numeracy, teaching numeracy and assessing numeracy. Learning is assumed to take place around social constructivist learning processes such as the modification, transformation, extension, revision of prior knowledge as occasioned by the search for problem solutions that are deemed valid. Pedagogies supporting this assumption concerning learning are drawn together by a so-called *Teaching Agenda for Modern Mathematics Classrooms*. The agenda consists of teaching methods grouped around: Learning interactions; metacognitive teaching tools; problem solving; activities; multiple representations; and pedagogically sequenced instruction. Supporting the development of concepts and skills useful for teaching and assessment, this agenda is explained, illustrated, developed and operationalised. The teaching methods used in numeracy studies include: student facilitation of numeracy learning activities; video taping and student analysis of these against the framework of an appropriate agenda for teaching; student construction of a numeracy sub-topic curriculum plan and student critical analysis of this plan. In this students learn about the three principle components of the numeracy curriculum (syllabus disciplinary knowledge, pedagogy, assessment); how these are to be aligned in practice; how to choose pedagogy responsive to learning theory and what assessment strategies are most likely to advance formation and summative assessment goals.

(ii) *teach vocational education courses*

The Faculty of Education offers several programs in vocational education. Students enrolled in the Secondary teacher education programs complete a prescribed course in vocational education called, Work, Education and Vocational Education. Students in the Primary education program at Mt Gravatt and Logan campuses may elect to complete this course. In addition, there are professional development programs (i.e. the Graduate Certificate in Training and Development) that qualified primary and secondary teachers can enrol in to learn more about vocational education.

Work, Education and Vocational Education is designed primarily for school teachers and other educators who wish to develop their understanding of the changing relationship of education and work, and the convergence of general secondary education and vocational education. In particular, it aims to critically develop understanding about the current vocational education and training (VET) in senior secondary schooling. Also considered are the effects on day-to-day practices and the reasons why those who learn, teach, manage and administer are altering to meet these developments. The intention is to provide an opportunity to

make sense of reasons why a push for vocational education in schools has developed as it has in secondary schools in Queensland, in Australia and in overseas countries.

The course content includes:

- (1) vocations, vocational education and training, 'new vocationalism' and education versus training, the vocational aspects of secondary education, youth labour markets and policies for retention to year twelve;
- (2) the national training reform agenda, standards, competence, the influences of business and industry, a convergence of general and vocational education; RPL, AQF, Training Packages
- (3) teachers' practice and VET in schools, traineeships, new apprenticeships – Queensland, Australia and overseas models of VET in schools;
- (4) implications for schools and their administration arising from the VET in schools agenda.

(v) *deal with bullying and disruptive students and dysfunctional families*

One course in the new BEd – Primary addresses such issues. It focuses on student teachers using positive behavioural interventions and support approaches. Students will be members of inquiry learning teams who gather data from school based experiences and develop evidence based strategies for improving the academic achievement and behaviour of children. Students will undertake 25 days of Professional Experience. During the block school experience of 20 days students will plan units of work and teach whole class lessons informed by their KLA courses studied on campus. (Science).

Students in the BEd–Special Ed program undertake a course with an allied focus. Students in this course examine the processes, principles, and techniques associated with the management of students with special needs who exhibit high levels of problem behaviour. Teacher education students are required to practically apply the theoretical aspects of coursework through the design, implementation, and evaluation of a management program for a student in an early childhood, primary, secondary, or special school setting.

(vi) *deal with children with special needs and/or disabilities*

Students in the Bachelor of Education Primary and those in Secondary programs undertake core studies relating to the teaching of children with special needs or disabilities in the *Teaching to Difference* course.

Undergraduate special education programs are offered at the Mount Gravatt campus. The current BEd Special Education Program prepares student teachers for careers in special education settings in primary, secondary and special schools. For the greater part of the first 3 years of that degree students undertake the courses of the regular primary program. Students undertake some introductory

courses in special education in their third year. At the end of their third year, students elect to undertake one of four specialist strands in their fourth year (Intellectual Impairment, Visual Impairment, Hearing Impairment or Special Needs/Learning Disability). In the fourth year, some special education courses include students from more than one specialist strand. For example, students in both the Special Needs and Intellectual Impairment strands take the courses in Positive Behavioural Support and Counselling in common, and those in the areas of intellectual impairment and visual impairment take the course in Preverbal Communication together. Other fourth year courses are specific to particular strands (e.g., those dealing with Braille and Australian Sign Language). Students in the Special Needs strand undertake further studies in teaching literacy and numeracy (e.g. courses in Listening and Reading Comprehension and Diagnosis and Remediation in Mathematics). In fourth year, students undertake teaching practice in schools/settings appropriate to the strand of their choice.

Opportunities for practising teachers (both primary and secondary) who wish to undertake studies in special education are offered via the MEd Special Education Program. This is a one-year full time equivalent program comprising eight courses that are offered externally. Students undertaking this program may specialise in one of strands indicated above, or in other specialist areas such as early intervention and physical impairment. A number of courses in this program include a practice teaching component.

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

Depending on the nature of particular teaching contexts, students in the Primary and Secondary programs are involved in professional relationships with such persons/bodies in all of their practice teaching courses. (These aspects of professional socialisation are specifically addressed in Professional Practice handbooks in both Primary and Secondary programs). Additionally, students in the BEd-Special Ed. Program undertake two courses focusing on interpersonal relationships of this nature and counselling skills.

Two courses in the new BEd Primary program address matters of professional and community relationships. The first of these assists students to develop their professional identity. It explores the question of how best to act as a professional, within and beyond the school. Students identify and examine the ethics and values, interpersonal communication strategies and dispositions of the professional teacher. As an active participant of a learning community, students participate in critical and evidence-based enquiry around issues of interest and concern with the aim of helping them develop a more robust and defensible professional identity.

The second builds on concepts of global change first encountered in Studies in Socio-cultural Understandings. Students will engage with these concepts further and apply them to investigations into how global changes, in their economic, social and cultural forms, impact on teachers' professional work in their local communities, and how the teaching professional may best respond. A critical perspective will inform studies into the notion of the teacher as an agent of

transformation across local and global contexts. Students will pursue a selection of topics: inter-cultural sensitivity and cultural awareness, sustainable futures, globalisation, consumerism and education decision-making.

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

There is a strong association between Griffith University and both state and private schools.

Formal Professional Experience Programs.

All students are required by the Board of Teacher Registration to complete 100 days in school settings. Some of these schools have chosen to work only with Griffith, while others work with a number of universities.

In all three practicums for secondary and the last two for primary pre-service teachers, a university academic meets the students for a two-hour tutorial each week and is the same person who supervises them in the schools. The school, in consultation with that person, assesses students' performance in the classroom. In some cases, the tutors are practicing teachers and those tutorials are held after school.

Currently, job interviews occur at the end of their last practicum if that practicum is in a state school.

University/School Alliances

Griffith University (Mt Gravatt, Logan and the Gold Coast) has formal alliances with groups of schools near each of the campuses. University staff and students work with teachers and administrators from these alliance schools on various research projects and seminars.

Other Professional Interaction

University staff work with teachers on various departmental curriculum committees. This results in university input into school programs, but of course, it also means that the teachers have some influence in university courses.

9. *Investigate the appropriateness of the current split between primary and secondary training.*

The new BEd – Primary Program has attempted to resolve concerns felt over this “current split” with the introduction of a focus on the middle years of schooling. In this course (Learning and Teaching in the Middle Years), students overview physical, cognitive, emotional and social development in the middle years of schooling, examine theories of learning as applicable to the middle years learner and explore and apply effective pedagogies for the middle years learner in the context of visual arts, movement (HPE) and drama. (This course has double the credit point loading [20CP] of ‘regular courses’ [10CP]).

Students undertake 20 days of professional experience in schools. During the single lead-in days they will design classroom based enquiries that address the following inquiry foci:

What is learning in the middle years?

How does learning take place in the middle years?

What kinds of learning match the middle school learner's needs?

How do we design learning experiences for the middle school learner?

During the block practice component, students will extend their planning and teaching over the course of the professional experience to focus on the Mathematics and English. Students will continue their observations of the classroom as well as engage in reflective practice.

11. Examine the adequacy of the funding of teacher training courses by university administrations.

There is no doubt that more funding would result in a better teacher education experience. It is inevitable that, with increased intakes, some groups become larger. Smaller tutorial groups would result in closer interaction between students and academics and hence, a better outcome. It may be the case that universities find greater difficulty in funding teacher education courses because of the nature of the programs. For example, the training of science, manual arts and physical education teachers requires specialist and often expensive equipment as do programs committed to preparing teachers to work with students with special needs, particularly the low incidence areas of visual and hearing impairment. The other financial burden for universities is the payment of supervising teachers. The cost for the Faculty of Education at Griffith is currently approximately \$1.5 million per annum. This may increase as a new award is currently under consideration.