



# **Education and Training Committee**

## **Final Report**

### **Step Up, Step In, Step Out:**

### **Report on the Inquiry into the Suitability of Pre-Service Teacher Training in Victoria**

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Education and Training Committee

Inquiry into the Suitability of Pre-Service  
Teacher Training in Victoria

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# Education and Training Committee

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# Terms of Reference

On 3 June 2003, the Education and Training Committee received a terms of reference to inquire into, consider and report on the suitability of current pre-service teacher training courses, including:

- (a) future requirements of such courses to train teachers appropriate for future schooling; and
- (b) the particular training needs and arrangements for mature-age entrants from other professions –

and, in conducting the inquiry, the Committee is to:

- (i) determine the range and nature of pre-service teacher training courses within Victoria and the variation among these courses in areas of contact and practicum time, and in course focus on content and pedagogy;
- (ii) examine a range of pre-service teacher training courses across Australia and internationally, focusing on how these courses differ and how they meet the needs of teachers and education systems for the 21<sup>st</sup> century;
- (iii) determine the skills and knowledge required of teachers, and therefore of pre-service teacher training courses, in response to reflect the changing nature of education in the 21<sup>st</sup> century;
- (iv) examine issues related to attracting people from other professions to become qualified teachers in Victoria; and
- (v) make recommendations on specific requirements for pre-service teacher training courses, based on the skills and knowledge required of teachers in the 21<sup>st</sup> century and to support increased entry of mature-age entrants from other professions.



# Chair's Foreword

I am pleased to present the report of the Education and Training Committee on the Inquiry into the Suitability of Current Pre-Service Teacher Training Courses. This inquiry occurred during a time when considerable State, national and international attention was focused on the quality of our teachers and the quality of teaching in schools. I believe that this inquiry offered the Committee a valuable opportunity to further advance Victoria's teaching workforce, through improvements in teacher education.

Unprecedented change in the global economy, the national job market and the Victorian community necessitate reciprocated change throughout our education system. Students of the 21<sup>st</sup> century will experience a vastly different education from previous generations. Not only will they stay at school longer than any preceding generation, they will develop high tech knowledge and computer skills unheard of in the past. Teacher education will need to at least keep pace with this change, if not situate itself at the leading edge.

The Committee identified during this inquiry that significant improvements to pre-service teacher education can be achieved in three simple steps. In brief, we need to 'step up' the quality, standards and accountability mechanisms throughout the teacher education system; we need the current teaching profession to 'step in' to institutions, both to enhance their own qualifications and to share their knowledge and skills with teacher educators and pre-service teachers; and we need teacher educators to 'step out' into schools, to develop an understanding and appreciation of the realities of teaching and learning in the 21st century classroom.

In undertaking this inquiry the Committee was consistently mindful that the ultimate beneficiaries of a strong, well functioning education system are school students. The future opportunities in the lives of our students, their place in the community and the society they shape, are all inherently related to the quality of teachers we have in our schools. It follows that the more we strive for and achieve excellence in teacher education, the better the outcomes for our students, their futures and society as a whole. The Committee notes that few education faculties identified improving student outcomes as central to their role in education and emphasises that universities must start measuring their success as teacher educators through student outcomes in our schools.

The Committee extends a warm thank you to all those who participated in the inquiry. The quality of evidence, the courtesy and the effort demonstrated by many participants has added enormous value to the inquiry process and this report. As always, the Committee's report is largely dependant on the perspectives and quality of information volunteered by key stakeholders.

Members of the Committee also wish to express sincere thanks to all staff that assisted throughout this inquiry.

I would also like to thank the Members of the Committee for their enthusiastic participation in and contribution to this inquiry.

The Committee believes this is an exciting time in the history of pre-service teacher education in Victoria, where the teaching profession and the teacher educating community stands at the threshold of a new era in teaching. The Committee is confident that the solutions it proposes to the challenges discussed in this report, will help the education and training community usher in a new paradigm for teaching and teacher education for the 21<sup>st</sup> century. Further, the Committee believes the 44 recommendations contained in this report will significantly inform the workforce planning within the Department of Education and Training, the work of the Victorian Institute of Teaching and the recently announced national inquiry into teacher education. This report will therefore significantly influence standards within teacher education in the future.

**Steve Herbert, MP**  
**Chair**



# Executive Summary

The terms of reference for this inquiry required the Education and Training Committee to investigate the suitability of current pre-service teacher training courses in Victoria. The Committee was also required to make recommendations on specific requirements for pre-service teacher training courses, based on the skills and knowledge required of teachers in the 21<sup>st</sup> century and to support increased entry of mature-age entrants from other professions.

## Context for the Inquiry

It is widely recognised that the role of the teacher is probably more complex than it has ever been, requiring an unprecedented range of skills and knowledge. At the same time, research over recent decades has affirmed that quality teachers are one of the most crucial elements in effective learning. Internationally, the teaching profession has been thrust into the spotlight and teacher educators must not only stay abreast of a rapidly changing world, but also produce graduates who are at the leading edge of that change.

The consistent view of the education community is that teaching requires a balanced mix of professional and pedagogical skills and subject knowledge, and the ability to respond to an increasingly diverse range of learning and personal needs of children in the classroom. In turn, these elements are founded on communication skills, relationship skills, a commitment to student learning and welfare, a capacity to measure or chart that learning and a capacity to design dynamic, individualised learning programs for all students. It seems then that competencies required for teaching are becoming increasingly complex and therefore more difficult to achieve and maintain.

It should be acknowledged that the Victorian teaching workforce is, by world standards, of excellent calibre and that our teachers continue to not only meet the needs of the children they teach, but also the needs of the State's growing economy. However, this inquiry took place within a changing education environment, with policy attention at the State, national and international level focussed on the quality of teachers and teacher education. Many other nations are responding to these policy challenges with the allocation of an unprecedented level of resourcing to improve the quality of outcomes of the education system. In this context, the Victorian system, and particularly, its teacher education institutions, must adjust, or fall behind international standards.

In undertaking this inquiry evidence was received from a wide range of Victorian, interstate and international stakeholders. Sixty-six written submissions were received, over 200 witnesses gave evidence in public hearings and

community forums and a further 133 individuals participated in focus group discussions commissioned by the Committee. The Committee also consulted with policy makers and teacher educators interstate and overseas. In Europe and the United States, the Committee met with over 90 people, representing 36 organisations. The Committee met with a further 21 teacher educators and other stakeholders in New South Wales and Queensland.

In commencing this inquiry, the Committee examined the current policy environment, governance of teacher education, current levels and location of delivery and the length and structure of teacher education courses currently available in Victoria.

During this inquiry, the Victorian Institute of Teaching commenced the Future Teachers Project. The Project aims to:

- establish standards for graduates of Victorian pre-service teacher education programs;
- develop new guidelines for pre-service teacher education course approval; and
- review the accreditation processes for pre-service teacher education courses.

During Committee deliberations on this report, the Commonwealth Government also announced a national inquiry into teacher education. The Committee welcomes the Federal Parliamentary inquiry, particularly given that many necessary reforms involve a partnership approach between the State Government and the Federal Government.

## **Accreditation and Accountability**

This inquiry revealed a wide variation in the standards within teacher education institutions and the skills and expertise of graduates of different courses. The Committee also noted little consistency across institutions in terms of how they incorporate Victorian Institute of Teaching standards and guidelines and Department of Education and Training policies into their programs. Consequently, while some institutions are focusing clearly on school and Government priorities, other programs appear to have been developed to meet a range of priorities that may or may not reflect the current priorities of Victorian schools. As a result, this inquiry revealed significant disquiet regarding the quality and relevance of pre-service teacher education currently being delivered in Victoria.

Far too often, school principals and experienced teachers, employing authorities, parent representatives and new teachers, and even some school students, reported that new teachers were not 'teacher ready'. Put simply, many

new graduates seem to lack practical teaching skills, as opposed to the theoretical foundations required to be an effective teacher. The Committee has therefore recommended that the Victorian Institute Teaching substantially upgrade its accreditation standards to reflect world's best practice and to hold education faculties accountable for producing 'teacher ready' graduates.

The Committee consistently heard that standards in teacher education can only be raised through increased involvement of schools and the teaching profession. The Committee observed that some education faculties are beginning to recognise the benefits of a partnership approach to teacher education and are incorporating partnerships into mainstream course planning. Unfortunately, such partnerships remain in their infancy in most universities. The Committee has therefore recommended that the Victorian Institute of Teaching require universities to set up partnerships with local schools and to consult regularly with key stakeholders including teachers, principals, professional bodies, parent representatives and employing authorities. To further enhance the accreditation process the Committee has recommended that the Victorian Institute of Teaching:

- require universities to provide detailed documentation outlining mechanisms for ongoing monitoring, evaluation and modification of teacher education courses, their curriculum and delivery;
- require universities to provide details regarding facilities and resources allocated to the program;
- implement an annual survey of graduating teachers, mentor teachers and school principals; and
- benchmark the performance of teacher education providers.

The Committee was also critical of current quality assurance frameworks and believes that there is a major need for education faculties to seek feedback about their own performance. The Committee further believes that the State Government and the Federal Government each have a role in the long-term evaluation of the effectiveness of different teacher education courses.

## **Flexible Design and Delivery of Teacher Education**

The changing nature of the labour market, which is characterised by high mobility and an increasing proportion of career change professionals, and the increased attractiveness of teaching as a career, offers unparalleled opportunities for our education systems to attract highly talented and knowledgeable professionals into teaching. In doing so, it offers the chance to greatly enhance diversity and the quality of the teacher workforce. However,

these more mature, career change entrants often come into teaching with greater financial and family commitments that must be maintained while studying. To meet these diverse personal needs, career change entrants need flexibility in when classes are offered and, where appropriate, opportunities to accelerate the completion of their course. For Victorian schools to fully harness this workforce potential, therefore, teacher education institutions will increasingly need to respond with greater diversity and flexibility in the design and delivery of their programs.

The Committee drew heavily on international best practice in examining alternative and fast track pathways into teaching. While increasingly some Victorian universities are improving their course design to enable career change entrants to either continue working or fast track their training, the Committee found that instances of this were too few and remain below international best practice.

The Committee also heard that many of the strategies proposed to meet the needs of career change entrants were the same as those made by or on behalf of the overall pre-service teacher cohort. This is because the modern university student, whether mature age or entering directly from school, has a lifestyle that often combines study, part-time employment and a range of social, family and community commitments. The challenges arising due to these commitments are also often exacerbated for those undertaking their pre-service teacher education in rural and regional Victoria.

Put simply, the typical 9am to 5pm university lecture and tutorial regime is increasingly restrictive in regard to the myriad demands on contemporary pre-service teachers' time.

In responding to the challenge of delivering teacher education to an increasingly diverse pre-service teacher cohort, the Committee envisions a future teacher education system in Victoria that is structured in such a way as to:

- allow for a greater number and variety of teacher education pathways and programs, including intensive module and employment-based routes;
- allow scope for greatly accelerated course work opportunities;
- attract a wide range of entrants, including career change professionals; and
- facilitate greater mobility into and out of the teaching profession.

The Committee has therefore recommended that the Victorian Institute of Teaching, in conjunction with teacher education providers and employing authorities, design, implement and promote flexible and accelerated programs and pathways into teacher education. An improved framework for recognition of

prior learning could be one of the key components for achieving this. The Committee considers that there is considerable scope for universities to improve delivery of teacher education by:

- offering intensive coursework modules that shorten the time taken to complete teacher education requirements;
- optimising the use of the full calendar year rather than restricting delivery within an inflexible academic timetable;
- offering classes in the evenings and on weekends;
- repeating course units and offering them in a combination of delivery modes (including weekend, intensive and weekly structure), to enable pre-service teachers to take advantage of class times that are most suitable;
- optimising the use of online delivery for the theoretical (or other suitable) components of teacher education courses; and
- developing partnerships with schools and other appropriate education and training organisations for more effective, flexible delivery of appropriate course components.

## **Content of Pre-Service Teacher Education**

The Committee's evidence revealed some significant gaps in the current content of pre-service teacher education courses in Victoria. The Committee heard that while pre-service teacher education courses have been effective in the past, considerable gaps in pre-service teacher education in addressing current educational priorities were identified by many participants in this inquiry.

Areas consistently identified as lacking among pre-service and graduating teachers included classroom management skills, development of classroom resources, student assessment and reporting strategies, and a number of other practical elements such as time management skills, organisational skills, acceptable professional conduct, developing professional relationships and understanding what school communities expect. The Committee also received evidence that current teacher education courses do not provide sufficient opportunities for pre-service teachers to develop methods and techniques for responding to the learning and other needs of school students with various learning abilities, disabilities and other special needs, including the specific requirements of culturally and linguistically diverse classrooms. Some school principals and experienced teachers also reported that new teachers are graduating without sufficient, specific strategies to improve literacy and

numeracy standards or the ability to integrate the use of ICT across the school curriculum.

The Committee found that some of the gaps in pre-service teacher education are caused by the structure of courses, whereby often the most important or relevant subjects are treated as elective units of study. This means that while some pre-service teachers cover these key or emerging issues, others do not. The Committee therefore believes that the Victorian Institute of Teaching must, in consultation with the employing authorities, undertake a review of the core and elective components of teacher education. The Committee also believes that the Department of Education and Training must convene meetings with Deans of Education on a regular basis, and organise formal briefing sessions on all new curriculum or program initiatives and priorities for relevant education faculty staff.

The Committee found that achieving the right balance between the theoretical and practical components of teacher education is one of the most important challenges currently facing those involved in the design, delivery and accreditation of teacher education. There was a general consensus, however, that teacher education courses need to pay greater attention to:

- heightening knowledge of the practical dimensions of teaching among pre-service and new teachers;
- improving the integration of practical experience into the structure and substance of teacher education courses; and
- modelling of effective teaching practices during teacher education.

The Committee finds that the above factors can be partially addressed through greater engagement of pre-service teachers in problem-based learning and substantial, school-based research projects. The Committee also believes that there is scope for greater involvement of current practitioners in the delivery of teacher education. This means that education faculties should seek to deliver their courses through a balanced mix of academic staff and outstanding practising teachers and look for opportunities to deliver relevant components of teacher education courses within a school, rather than the university environment.

In ensuring all pre-service teachers acquire an adequate depth of subject knowledge, the Committee believes education faculties must regularly and formally consult with peak subject associations and employing authorities about the content of each unit of study they provide. The Committee also believes that the Victorian Institute of Teaching, in conjunction with subject associations and employing authorities, should develop a model to assess the quality and relevance of subject knowledge included in pre-service teacher education. The Victorian Government also has a role in monitoring trends in supply and demand

for specific subjects and pursuing strategies to ensure that allocation of places and specialisations within teacher education matches future workforce needs.

The Committee identified a current gap in the coverage of VCAL, VET in schools and other applied learning pathways available in secondary pre-service teacher education. The Committee believes that this gap has significant potential to hinder Government and community goals for the expansion of course alternatives and the improved engagement in education and training by all members of our community. The Committee considers that the preparation of teachers who understand the place of, and can teach vocational and applied learning, should therefore, be one of the priorities in pre-service teacher education.

## **Teaching Practicum**

The teaching practicum was a key area of contention throughout the inquiry, with the overwhelming majority of stakeholders believing that the current time spent in practicum, as well as the quality of the experience, is largely inadequate. Many called for teaching practice to represent at least 25 per cent of pre-service teacher education, with some suggesting a 50 per cent split between university classes and school-based training. The Committee has therefore recommended that the number of days spent in teaching practice be increased to 130 days for pre-service teachers undertaking undergraduate courses and to 80 days for those undertaking a postgraduate course.

Some education faculties reported to the Committee that the challenges in delivery of teaching practicum include the high cost of delivery and the difficulty in finding a sufficient number of quality teaching placements. The Committee believes that in many cases, however, education faculties are failing to invest sufficient effort into the organisation, supervision and assessment of practicum placements. Importantly, a number of faculties have been successful in providing their pre-service teachers with significantly more practicum time than the minimum required, through the implementation of effective partnerships with their local schools.

While the Committee heard that most pre-service teachers greatly value their time spent in schools, the Committee also heard evidence regarding a lack of quality or consistency in the practicum experiences of pre-service teachers. The supervision and assessment of teaching placements are not always adequate and pre-service teachers are not always matched with the most appropriate school-based supervisor. The Committee has therefore recommended that the Victorian Institute of Teaching develop a set of common standards governing the design, management and assessment of practicum programs applicable to education faculties and schools involved in providing teaching placements. The Committee also identified a need to ensure all pre-service teachers experience

a diversity of professional placements, covering schools with different geographic, cultural and socioeconomic profiles.

## **Information and Communication Technologies in Teacher Education**

The Committee was consistently advised that it is crucial that future teachers acquire sufficient expertise in the use of existing and emerging information and communication technologies. The Committee was also advised that it is just as important that teachers learn how to effectively integrate the use of ICT into their teaching across the school curriculum. The Committee heard that one of the fundamental challenges faced in incorporating ICT into student learning is ensuring teachers have a level of ICT competence that is comparable to that of many young people today. A radical divide seems to separate school students of the 21<sup>st</sup> century, who are 'digital natives' and many current teachers, who are 'digital immigrants', often lacking the technology skills of school students and new entrants into teacher education. Likewise, a gulf also exists between the level of ICT competence among teacher educators and the ICT skills and experience of pre-service teachers. Further, the Committee heard that:

- ICT linkages between teacher education faculties and school systems are under-developed;
- ICT resources and applications within teacher education has not kept pace with developments in the schools sector;
- linkages between education faculties and developers of ICT products are not strong enough; and
- experiences of pre-service teachers in ICT instruction during pre-service teacher education vary considerably in breadth and quality.

The Committee therefore recommends that the Victorian Institute of Teaching make ICT a compulsory and key focus of all pre-service teacher education courses and ensure that ICT is integrated with the teaching practicum. The Committee has further recommended that education faculties be required to submit a plan to the Victorian Institute of Teaching, detailing how ICT is incorporated across the curriculum, resources allocated to ICT and professional development for faculty staff.

While acknowledging the steps some universities are taking to improve the coverage of ICT in teacher education, the Committee recognises that trying to ensure our teaching faculties catch up to the remarkable transformation occurring in our schools can be a daunting challenge. The Committee has therefore considered a new approach to ICT in teacher education, whereby



delivery of ICT components could in fact occur in best practice schools. In recommending this, the Committee has looked at the various models of ICT excellence in education, including the Navigator Schools, Centres of Excellence and the new Leading Schools Fund programs. The Committee has concluded that education faculties should develop partnerships with schools involved in such initiatives. Such a partnership would also be beneficial to schools, by opening up substantial facilities for greater out-of-hours use and potentially transferring new ideas from the lecture room into the classroom.

## **Selection of Students into Teacher Education Courses**

The Committee received strong evidence that education faculties generally select pre-service teachers based largely on their previous academic performance. This is despite the existence of current guidelines that identify a number of additional attributes that are likely to signify potential for teaching. These include an enquiring mind and willingness to learn, positive motivation towards helping children and adolescents learn, effective interpersonal and communication skills, ability to work independently and in teams, enthusiasm and initiative, flexibility, adaptability and patience, an outcomes orientation and an ethical approach to teaching.

The Committee believes that the failure of education faculties to adequately assess a broad range of competencies required for teaching results in a missed opportunity for school students to experience the best learning environment possible. The Committee also believes that existing selection processes have potential to discriminate against mature age or career change applicants. The Committee therefore believes that a best practice model for selection into teacher education courses includes a staged process involving an initial assessment of academic results and a written application, followed by an interview and/or group assessment task to assess an applicant's interpersonal and communication skills, and their motivations for and commitment to teaching.

## **Teacher Induction and Mentoring**

The Committee received evidence that effective induction and mentoring of new teachers is essential to ensure successful transitions into teaching. The Committee is encouraged by new Department of Education and Training and Victorian Institute of Teaching initiatives that have improved graduate induction and mentoring over recent years. Nevertheless, this inquiry identified certain aspects that can be further improved. Notably, the Committee found that education faculties should play a greater role in the first year induction process. The Committee considers this approach to have advantages for the pre-service teacher, as well as the teacher educators who would gain the opportunity to

obtain valuable information regarding the effectiveness of their programs in producing 'teacher ready' graduates. The Committee also suggests that the Victorian Institute of Teaching can achieve more consistency across the mentoring system by establishing formal qualifications and accreditation requirements for new teacher mentors.

## **Conclusion: Step Up, Step In, Step Out!**

Victoria has a world-class school system and a highly qualified, professional teaching workforce that is committed to achieving the best possible outcomes for every student. The nature of education is changing, however, creating new demands on schools and teachers. Teachers of the future will require a different complement of skills, knowledge and experience. Teacher education faculties will therefore need to respond with continued review and modification of their teacher education courses.

The average age of teachers is increasing and the nature of the labour market is changing, with greater mobility into and out of teaching. Universities will therefore also need to respond with a whole range of more flexible and accelerated routes into teaching to make teaching more attractive for career change professionals.

This Committee observed that some teacher education faculties are already changing in response to the new demands of education in the 21st century. The Committee also notes the exemplary progress being made in a number of pre-service teacher education courses, driven by innovative approaches to delivery and better integration of teacher education courses with the needs of school communities. The Committee believes, however, that the time is right for more extensive, far reaching reform and for a consistent approach to change to take place. The Victorian Institute of Teaching and teacher education faculties must, in partnership with local education communities and employing authorities, increase the quality of many of the key elements of pre-service teacher education if contemporary challenges are to be successfully met.

Many reviews of teacher education have been completed over recent decades, though tangible reforms have been slow. The recent establishment of the Victorian Institute of Teaching, which has a legislated role in the governance of pre-service teacher education and the teaching profession, therefore presented this Committee with a valued opportunity to make strong recommendations that will change the landscape of teacher education for the future. In making its recommendations, the Committee aims to increase quality and standards at all key stages of teacher education. Responsibility for increasing the quality, standards and accountability mechanisms throughout the teacher education system is shared between the Victorian Institute of Teaching, education faculties, employing authorities, the current teaching profession and the broader education and training community.

The teaching profession must play a key role in supervising and mentoring pre-service teachers and new teachers in schools. Current members of the profession should also be encouraged to become more involved in activities occurring within education faculties. They should provide input into the design, development and implementation of new teacher education courses. They should also provide feedback regarding the quality of the programs and the ability of these programs to prepare new teachers effectively for the classroom. Current teachers can also be more involved in the delivery of teacher education, sharing their knowledge and skills with teacher educators and pre-service teachers either in the classroom or as guest lecturers or part-time employees within education faculties. The Committee also believes that leaders in the profession could benefit by working with universities, and taking advantage of opportunities to enhance their own qualifications and teaching knowledge and skills.

The Committee received strong evidence indicating that teacher educators also need to strengthen their linkages to the local education and training community. This should be achieved through a combination of strategies. Some teacher educators may seek opportunities to experience teaching in a 21st century classroom, while others will continue to undertake action research in partnership with their local schools. Additionally, key components of courses can and should be delivered within the school setting, with education faculties strengthening partnerships and making greater use of advanced, specialised facilities that already exist in many schools.

During Committee deliberations on this report, the Commonwealth Government also announced a national inquiry into teacher education. The Committee welcomes the Federal Parliamentary inquiry, particularly given that many necessary reforms involve a partnership approach between the State Government and the Federal Government.

The Committee believes this report, particularly the 44 recommendations, will significantly inform the workforce planning of the Victorian Government, the work of the Victorian Institute of Teaching and the Federal Parliamentary inquiry into teacher education. This report will therefore have a significant influence on the raising of standards within teacher education in the future.



# Recommendations

## ***Chapter 2 Accreditation and Accountability of Teacher Education***

**Recommendation 2.1: (page 56)** That the Victorian Institute of Teaching substantially upgrade its accreditation standards to reflect world's best practice and that these standards be reviewed following stakeholder consultation every five years.

**Recommendation 2.2: (page 60)** That the Victorian Institute of Teaching require teacher education providers to set up partnership agreements with participating schools that:

- set out arrangements for preparing and supporting university and school-based staff involved in pre-service teacher education;
- make clear how resources are divided and allocated between the partners; and
- make clear to everyone involved each partner's role and responsibilities and how success will be measured.

**Recommendation 2.3: (page 61)** That the Victorian Institute of Teaching require teacher education providers to regularly consult with key stakeholders, including teachers, principals, professional bodies, parent representatives, employing authorities and teacher educators from a variety of institutions. As a condition of course accreditation, universities should provide:

- a description of the consultation process;
- a report on the contributions of parties consulted, together with the university's analysis of and response to them;
- a description of how the university will continue to report and be accountable to major stakeholders; and
- evidence regarding effective participation in the development of new and existing teacher education programs by university and school-based staff.

**Recommendation 2.4: (page 65)** That the Victorian Institute of Teaching require universities to provide detailed program documentation outlining mechanisms for ongoing monitoring, evaluation and modification of teacher education courses, their curriculum and delivery. Systems should be established to:

- incorporate and respond to feedback from key stakeholders;
- identify targets for improvement;

- review provision against these targets;
- specify the action to be taken to achieve improvements; and
- ensure that the specified action is taken and that it leads to substantial improvement.

**Recommendation 2.5: (page 66)** That the Victorian Institute of Teaching require universities to provide details regarding resources and facilities allocated to teacher education courses. Specific details should be provided regarding teaching resources, ICT facilities and resources allocated to the teaching practicum.

**Recommendation 2.6: (page 66)** That the Victorian Institute of Teaching seek to improve quality assurance in teacher education by:

- implementing an annual survey of graduating teachers, their mentoring teachers and school principals, commencing in 2006, to determine how well teacher education courses are preparing graduates for teaching;
- maximising feedback from new graduates by including the annual survey of graduating teachers (and any other feedback instruments) as part of the documentation required for teacher registration;
- reviewing the content of the survey every two years, to ensure the questions and response categories/scales remain relevant to the needs of teachers in the 21st century;
- benchmarking the performance of teacher education providers, using the results of the Institute's annual survey (and any other instruments designed by the Institute) and existing Commonwealth Government surveys; and
- publishing the benchmarked results of teacher education faculties.

**Recommendation 2.7: (page 66)** That the Victorian Government undertake a major research project for the long-term evaluation of teacher education. This project should include a comprehensive data and collection management system that links pre-service teacher profiles and various teacher education courses to recruitment, retention and advancement within the profession. This evaluation should compare outcomes for various structures and approaches to teacher education, including:

- undergraduate versus postgraduate preparation;
- primary or secondary courses compared to P-12 courses;
- characteristics of university or campus attended;
- disciplines studied (and then taught in schools);
- characteristics of partnerships developed with local schools;

- relative emphasis afforded the major components of teacher education, including theory, practice and research projects; and
- length, structure and diversity of teaching practice incorporated into the course.

**Recommendation 2.8: (page 67)** That the Victorian Government pursue through MCEETYA a longitudinal study into the long-term effectiveness of various approaches to teacher education in terms of student outcomes.

### ***Chapter 3 Flexible Design and Delivery of Teacher Education***

**Recommendation 3.1: (page 89)** That the Victorian Institute of Teaching, in conjunction with universities, design, implement and promote innovative opportunities to attract high quality applicants into the teaching profession. These initiatives should include flexible and accelerated programs and pathways to meet the diverse needs of potential pre-service teachers, including career change entrants, those in rural and regional areas and under-represented target groups.

**Recommendation 3.2: (page 89)** That the Department of Education and Training, in conjunction with other employing authorities, implement targeted marketing strategies designed to attract a diverse pool of potential teachers, including high quality recruits from other professions.

**Recommendation 3.3: (page 93)** That the Victorian Institute of Teaching, in conjunction with universities, develop a broad, comprehensive framework for relevant previous knowledge, skills and experience to be formally recognised as credit towards the completion of teacher education programs for suitable career change candidates. Further, that the Victorian Institute of Teaching, in partnership with universities, develop and implement, no later than 2008, an accelerated postgraduate teacher education program, which incorporates a tailored training plan for each pre-service teacher and flexible delivery strategies for the coursework component of the program.

**Recommendation 3.4: (page 97)** That the Victorian Institute of Teaching encourage universities, through appropriate accreditation and registration requirements, to maximise the flexibility in their provision of teacher education by:

- offering intensive coursework modules that shorten the time taken to complete teacher education requirements;
- optimising the use of the full calendar year rather than restricting delivery within the traditional academic timetable;
- offering classes in the evenings and on weekends;

- repeating course units and offering them in a combination of delivery modes (including weekend, intensive and weekly structure), to enable pre-service teachers to take advantage of class times that are most suitable;
- optimising the use of online delivery for the theoretical (or other suitable) components of teacher education courses; and
- developing partnerships with schools and other appropriate education and training organisations for more effective, flexible delivery of appropriate course components.

## ***Chapter 4 Content of Pre-Service Teacher Education***

**Recommendation 4.1: (page 104)** That the Department of Education and Training convene meetings with the Deans of Education on a regular basis and organise formal briefing sessions on all new curriculum or program initiatives and priorities for relevant education faculty staff.

**Recommendation 4.2: (page 104)** That the Victorian Institute of Teaching, in consultation with employing authorities, undertake a review of the core and elective components of teacher education, to ensure that current and emerging priorities are covered by core course units completed by all pre-service teachers.

**Recommendation 4.3: (page 111)** That the Victorian Institute of Teaching require that all pre-service teachers be provided with opportunities to undertake problem-based learning and undertake a substantial, school-based research project during their studies.

**Recommendation 4.4: (page 114)** That the Victorian Institute of Teaching, in accrediting teacher education courses, look for evidence that universities are delivering their courses through a balanced mix of academic staff and outstanding practising teachers.

**Recommendation 4.5: (page 115)** That the Department of Education and Training facilitate initiatives that support and enable practising teachers to deliver appropriate components of pre-service teacher education. Further, that opportunities for such delivery to occur within school rather than university environments be explored.

**Recommendation 4.6: (page 120)** That the Victorian Institute of Teaching require education faculties to regularly and formally consult with peak subject associations and the employing authorities about the content of each unit of study they provide.



**Recommendation 4.7: (page 120)** That the Victorian Institute of Teaching, in conjunction with the peak subject associations and the education faculties, devise an assessment model to ensure an appropriate level of subject knowledge is acquired during pre-service teacher education.

**Recommendation 4.8: (page 120)** That the Victorian Institute of Teaching include in its annual survey of graduating teachers, school principals and mentor teachers, items to evaluate the quality and relevance of subject knowledge included in pre-service teacher education. Further, that this information be relayed back to education faculties, to ensure necessary improvements in course curriculum are made.

**Recommendation 4.9: (page 121)** That the Department of Education and Training continue to monitor trends in teacher supply and demand and pursue strategies to ensure that allocation of places and specialisations within teacher education match future workforce needs. Further, that the Victorian Government negotiate with the Commonwealth Government to ensure areas of subject shortage are prioritised during annual negotiations that establish university load and profiles.

**Recommendation 4.10: (page 124)** That the Victorian Institute of Teaching require universities to include VCAL, VET in schools and other applied learning pathways in all secondary teaching courses. Further, that the Institute ensure all new graduates have an understanding and appreciation of these programs as a condition of full registration as a teacher.

**Recommendation 4.11: (page 129)** That the Department of Education and Training and the Victorian Institute of Teaching, in consultation with relevant stakeholders, ensure that specific strategies responding to students with special needs are incorporated as a key element of pre-service teacher education.

**Recommendation 4.12: (page 133)** That the Victorian Institute of Teaching ensure all teacher education faculties adopt a holistic approach to teacher education and ensure that personal and interpersonal capabilities such as emotional resilience, communication skills and conflict resolution are developed and taught formally as part of all pre-service teacher education courses.

**Recommendation 4.13: (page 136)** That the Victorian Institute of Teaching, in consultation with key stakeholders, develop standards for graduating teachers that appropriately reflect the Government's and the community's goals for inclusion of culturally and linguistically diverse students. Further, that these priorities be reflected in the accreditation process for pre-service teacher education courses in Victoria, as of 2007.

**Recommendation 4.14: (page 136)** That the Victorian Institute of Teaching, in consultation with the Victorian Aboriginal Education Association, develop standards for graduating teachers that appropriately reflect the Government's and the community's goals for indigenous students. Further, that these priorities be reflected in the accreditation process for pre-service teacher education courses in Victoria, as of 2007.

## **Chapter 5 Teaching Practicum**

**Recommendation 5.1: (page 161)** That the Victorian Institute of Teaching develop a set of common standards governing the design, management and assessment of practicum programs applicable to all teacher education providers and users.

**Recommendation 5.2: (page 161)** That the Victorian Institute of Teaching incorporate the following Guidelines of the former Standards Council of the Teaching Profession into its new requirements for course accreditation:

- that professional experience must be incorporated into each year of any teacher education course;
- that only those who have demonstrated satisfactory skills in teaching practice should be awarded a teaching qualification;
- that the teaching practicum involve pre-service teachers in undertaking the range of tasks that make up a teacher's role, including planning, assessing and reporting;
- that pre-service teachers be involved in the broader activities of the school (or other professional setting), including meetings, professional development, parent-teacher nights and extracurricular activities;
- that during their teacher education, pre-service teachers practise over a range of year levels and environments as well as have sustained professional experience with groups of children;
- that trainees have the opportunity to practise teaching in all key learning areas for which they are preparing to teach; and
- that to count as a day towards the minimum number of required days of teaching practice, the trainee should spend the normal full teaching time in the day at the school (or other teaching location).

**Recommendation 5.3: (page 167)** That as a condition of course accreditation and future teacher registration, the Victorian Institute of Teaching phase in a requirement that pre-service teachers complete a minimum of 130 days of supervised teaching practice during an undergraduate course or 80 days of supervised teaching practice during a postgraduate course.

**Recommendation 5.4: (page 167)** That, through MCEETYA, the Victorian Government pursue a national standard regarding the minimum number of days of teaching practice to be undertaken by pre-service teachers.

**Recommendation 5.5: (page 167)** That the Department of Education and Training develop guidelines for practicum to occur outside of school settings and normal school times, where appropriate. Settings may include TAFE institutes, ACE organisations and registered training providers.

**Recommendation 5.6: (page 167)** That subject to appropriate evaluation, the Department of Education and Training consider expanding its new Career Change Program, to enable a larger pre-service teacher cohort to undertake extended school-based training.

**Recommendation 5.7: (page 172)** That the Victorian Institute of Teaching require universities to:

- ensure that supervision of teaching practicum occurs in and through genuine partnership arrangements between the universities and schools;
- demonstrate their capacity to make a comprehensive assessment of pre-service teacher performance during practicum, based on significant input by school-based supervisors and university staff;
- incorporate regular school visits into the schedule of teacher educators, as part of a more effective and personalised interaction between university staff, schools, school-based supervisors and pre-service teachers; and
- supplement school visits with written materials that clearly set out guidelines for teaching practice, especially how teaching practice relates to and is integrated with university-based coursework and how it should be supervised and assessed.

**Recommendation 5.8: (page 174)** That the Victorian Institute of Teaching, in consultation with all relevant stakeholders, develop an accreditation framework for school-based pre-service teacher supervisors.

**Recommendation 5.9: (page 176)** That the Department of Education and Training and other employing authorities devise detailed protocols outlining the expectations and requirements of pre-service teachers and schools during teaching practice placements.

**Recommendation 5.10: (page 179)** That the Victorian Institute of Teaching specify expectations regarding the diversity of practicum experience, which should include experience in a variety of schools with different geographic, cultural and socioeconomic profiles. Further, that the Victorian Institute of Teaching, where practicable, require at least one placement to be in a non-metropolitan area.

**Recommendation 5.11: (page 179)** That the Victorian Institute of Teaching require pre-service teachers to complete, in addition to their formal teaching practice, at least 20 additional days of relevant field experience during an undergraduate course or 10 days during a postgraduate course.

## ***Chapter 6 Information and Communication Technologies in Teacher Education***

**Recommendation 6.1: (page 192)** That the Victorian Institute of Teaching make ICT a compulsory and key focus of all pre-service teacher education courses through the establishment of appropriate levels of competency for new teachers. Further, that the application of ICT be included and assessed as a compulsory and formal requirement of teaching practicum.

**Recommendation 6.2: (page 192)** That as a condition of course accreditation, Victorian universities be required to submit a detailed ICT plan outlining:

- how ICT is incorporated across the curriculum;
- how the university will respond to the different needs and different levels of expertise in ICT among the pre-service teacher cohort;
- the resources allocated to ICT; and
- professional development for faculty staff.

**Recommendation 6.3: (page 194)** That the Department of Education and Training explore partnership opportunities between universities and schools to access centres of ICT excellence for use in the delivery of pre-service teacher education.

## ***Chapter 7 Selection of Students into Teacher Education Courses***

**Recommendation 7.1: (page 215)** That the Victorian Institute of Teaching, in consultation with the employing authorities and teacher education institutions, broaden current selection criteria and processes for entry into teacher education. Selection should be based on a combination of academic ranking and aptitude, which may be assessed through written (or online) applications, together with an interview where appropriate.

**Recommendation 7.2: (page 215)** That the Victorian Institute of Teaching consider and respond to the specific needs of mature age and career change professionals when developing revised selection criteria and processes for entry into teacher education.

## ***Chapter 8 Teacher Induction and Mentoring***

**Recommendation 8.1: (page 228)** That the Victorian Institute of Teaching work with universities and employing authorities to design and implement a structured professional development program for first year graduates to complement their pre-service teacher education program. Further, that the Institute, in consultation with education faculties and schools, incorporate this program into the requirements for full teacher registration.

**Recommendation 8.2: (page 232)** That following formal evaluation of existing induction and mentoring models, the Victorian Institute of Teaching establish formal qualifications and accreditation requirements for mentors of beginning teachers.



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# List of Abbreviations

ACE	Adult and Community Education
ACFE	Adult, Community and Further Education
ACER	Australian Council for Educational Research
ACU	Australian Catholic University
AEU	Australian Education Union
AISV	Association of Independent Schools, Victoria
AMSI	Australian Mathematical Sciences Institute
AQF	Australian Qualifications Framework
ASPA	Australian Secondary Principals Association
APESMA	Association of Professional Engineers, Scientists and Managers, Australia
AUQA	Australian Universities Quality Agency
BSSC	Bendigo Senior Secondary College
CCP	Career Change Program
CECV	Catholic Education Commission of Victoria
CEQ	Course Experience Questionnaire
CERI	Centre for Educational Research and Innovation, OECD
CPTAV	Council of Professional Teaching Associations in Victoria
CRT	Casual Relief Teacher
CSF	Curriculum Standards Framework
DE&T	(Victorian) Department of Education & Training
DEST	(Commonwealth) Department of Education, Science and Training
DfES	Department for Education and Skills (United Kingdom)
ENTER	Equivalent National Tertiary Entrance Ranking

GCSE	General Certificate of Secondary Education (United Kingdom)
GDTE	Graduate Diploma of Technology Education
GPA	Grade Point Average
GSA	Graduate Skills Assessment
GTP	Graduate Teacher Programme (United Kingdom)
HECS	Higher Education Contribution Scheme
ICT	Information and Communication Technology
KLA	Key Learning Area
LDA	Learning Difficulties Australia
LLEN	Local Learning and Employment Network
LOTE	Language Other than English
MCEETYA	Ministerial Council for Employment, Education, Training and Youth Affairs
NCATE	National Council for Accreditation of Teacher Education (United States)
NCLB	No Child Left Behind (United States)
NCTAF	National Commission on Teaching and America's Future
NEiTA	National Excellence in Teaching Awards
OECD	Organisation for Economic Co-operation and Development
Ofsted	Office for Standards in Education (United Kingdom)
PBL	Problem-based Learning
PREQ	Postgraduate Research Experience Questionnaire
QTS	Qualified Teacher Status (United Kingdom)
RPL	Recognition of Prior Learning
RTP	Registered Teacher Programme (United Kingdom)
RTO	Registered training organisation

SCITT	School Centred Initial Teacher Training (United Kingdom)
SCTP	Standards Council of the Teaching Profession
SOSE	Studies of Society and Environment
STEP	Stanford Teacher Education Program
TAFE	Technical and Further Education
TEAC	Teacher Education Accreditation Council (United States)
TQELT	Teacher Quality and Educational Leadership Taskforce, MCEETYA
TTA	Teacher Training Agency (United Kingdom)
Unesco	United Nations Educational, Scientific and Cultural Organisation
VAEAI	Victorian Aboriginal Education Association Incorporated
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VIT	Victorian Institute of Teaching
VQA	Victorian Qualifications Authority
VTAC	Victorian Tertiary Admissions Centre



# 1. Context for the Inquiry

'We suffer in the absence of good education: we prosper in its presence.'

Donald Johnston, Secretary General of the OECD

## Introduction

Australia is well on the path to a knowledge-based economy; an economy based on the production, distribution and use of knowledge. People are increasingly required to be knowledgeable, computer literate and able to learn in an ongoing way, thus the knowledge-based economy may aptly be described as a learning economy.<sup>1</sup> As Professor Terri Seddon from Monash University (1999) notes, 'this trajectory puts education at the heart of economic development'.<sup>2</sup> It is therefore the central mission of 21st century educators to produce active, knowledgeable and thinking learners who will thrive in the new economy.

It is widely recognised that the role of the teacher is probably more complex than it has ever been, requiring an unprecedented range of skills and knowledge. At the same time, research over recent decades has affirmed that quality teachers are one of the most crucial elements in effective learning. Internationally, the teaching profession has been thrust into the spotlight and teacher educators must not only stay abreast of a rapidly changing world, but also produce graduates who are at the leading edge of that change.

The consistent view of the education community is that teaching requires a balanced mix of professional and pedagogical skills and subject knowledge and the ability to respond to an increasingly diverse range of learning and personal needs of children in the classroom. In turn, these elements are founded on communication skills, relationship skills, a commitment to student learning and welfare, a capacity to measure or chart that learning and a capacity to design dynamic, individualised learning programs for thinking learners. It seems then that competencies required for teaching are becoming increasingly complex and therefore more difficult to achieve and maintain. Furthermore, educators point to the significance of decentralisation of governance and decision-making responsibilities, and the move to evidence-based practice and policy development in the evolving role of teaching. It is of great concern to the Committee that some of these tasks and competencies may not be sufficiently emphasised in pre-service teacher education to meet current, let alone future, workplace demands.

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<sup>1</sup> OECD website, [www.oecd.org](http://www.oecd.org), viewed on 30 November 2004.

<sup>2</sup> Seddon, T. 1999, 'A self-managing teaching profession for the learning society?', *Unicorn* (25), 1: 14-29.

While there appears to be agreement at a general or philosophical level about the skills and knowledge required of future teachers, there is less certainty and agreement about whether teacher education courses currently prepare graduate teachers adequately for professional service. The breadth and depth of subject knowledge teachers require is much debated, as is the relative emphasis given to theory versus practice in teacher education. While many teacher educators advocate the need for a strong emphasis on education theory, most current practitioners and others in the education and training community indicate that there is insufficient emphasis given to the practice of teaching, as well as general professional knowledge and skills, which include such disparate tasks as student assessment, lesson preparation and delivery, parent-staff communication, effective student discipline, collegial activity, self-directed professional growth and advancing the development of the profession.

Debates about required teaching skills and knowledge are, in turn, taking place in the context of an over-arching debate about the extent to which teachers should be taught essential skills and knowledge during their pre-service studies, as opposed to during their active careers. Research literature and evidence presented to this inquiry emphasise that reform of pre-service teacher education should be complemented by continuing reform of career structures and heightened provision of professional development opportunities for practicing teachers. Moreover, the education of teachers must take into account both the function and form of education and training in the early 21st century and the infrastructure that will be required for effective delivery. The systemic purpose and role of schools and other education and training providers is changing. Consequently, structural reform of teacher education, including the responsibilities of universities, schools and other partners must be undertaken. The Committee considers that in the long term, current arrangements are both unsuitable and unsustainable.

It should be acknowledged that the Victorian teaching workforce is, by world standards, of excellent calibre and that our teachers continue to not only meet the needs of the children they teach, but also the needs of the State's growing economy. However, many other nations are responding to the increasing importance of schools and the teaching workforce with the allocation of an unprecedented level of resourcing to improve the quality of outcomes of the education system. In this context, the Victorian system, and particularly, its teacher education institutions, must adjust, or fall behind international standards.

## **Background to the Inquiry**

The Education and Training Committee comprises eight Members of Parliament, with five drawn from the Legislative Assembly and three from the Legislative Council. Mr Steve Herbert, MP, chairs the Committee.

### ***Functions of the Committee***

The Education and Training Committee is constituted under the Parliamentary Committees Act 2003.

The Education and Training Committee's specific function under the Act is to:

inquire into, consider and report to the Parliament on any proposal, matter or thing concerned with education or training if the Committee is required or permitted so to do by or under the Act.

### ***Terms of Reference***

On 3 June 2003, the Education and Training Committee received terms of reference to inquire into, consider and report on the suitability of current pre-service teacher training courses, including:

- (a) future requirements of such courses to train teachers appropriate for future schooling; and
- (b) the particular training needs and arrangements for mature age entrants from other professions –

and, in conducting the inquiry, the Committee is to:

- (i) determine the range and nature of pre-service teacher training courses within Victoria and the variation among these courses in areas of contact and practicum time, and in course focus on content and pedagogy;
- (ii) examine a range of pre-service teacher training courses across Australia and internationally, focusing on how these courses differ and how they meet the needs of teachers and education systems for the 21<sup>st</sup> century;
- (iii) determine the skills and knowledge required of teachers, and therefore of pre-service teacher training courses, in response to reflect the changing nature of education in the 21<sup>st</sup> century;
- (iv) examine issues related to attracting people from other professions to become qualified teachers in Victoria; and

- (v) make recommendations on specific requirements for pre-service teacher training courses, based on the skills and knowledge required of teachers in the 21<sup>st</sup> century and to support increased entry of mature age entrants from other professions.

The Committee commenced work on the inquiry in March 2004. In August 2004, a request was made to revise the reporting date from September 2004 to March 2005. The revised reporting date was required to take account of the extensive consultation process required for this inquiry and to allow for comprehensive analysis of the large body of information submitted to the Committee.

### ***Scope of the Inquiry***

This inquiry included the full suite of teacher education programs accredited for delivery in Victoria in 2004. This covers two streams of entry: undergraduate and postgraduate programs. In 2004, there were 4,828 new enrolments into teacher education programs in Victoria. Of these 45 per cent were new entrants into four-year undergraduate programs and 55 per cent were postgraduate entrants completing one- and two-year teacher education programs.

There are two broad types of pre-service undergraduate programs; the traditional single, four-year degree programs (such as Bachelor of Education - Primary), or a range of double degree programs that prepare graduates with both teacher education and another qualification.

A number of stakeholders suggested that the Committee should also consider early childhood education. Given the already broad nature of the terms of reference however, and the separate legislative and accreditation structures in place for early childhood education, the Committee has not been able to include this area in the current inquiry, except where an early childhood qualification is combined with a primary teaching qualification.

While entry into teaching in Victoria is still via the traditional university qualification, this is not the situation in some other countries. The Committee therefore needed to consider the broader range of routes into teaching offered in other jurisdictions. These include the employment-based routes operating in the United Kingdom and alternative certification pathways that are rapidly evolving in the United States.



## **Inquiry Methodology**

### ***Call for Submissions***

In March 2004, the Committee advertised the terms of reference for this inquiry in *The Age* and the *Herald Sun*, both in the early general news section and the education specific lift-out of each paper. The inquiry was also advertised in the *Education Times*, published by the Victorian Department of Education and Training. A discussion paper was posted on the Committee's website, providing interested parties with a brief into the scope and nature of the inquiry.

Additionally, over 160 targeted stakeholders and experts were invited to make submissions to the inquiry.

Sixty-six written submissions were made to the Committee by a wide range of stakeholders (refer Appendix A). These included the Victorian Government, teacher education providers, primary and secondary schools, the vocational education and training (VET) sector, unions, various subject associations, special interest groups, child and welfare associations, parent groups and current teachers. In addition, the Committee collected a large volume of supplementary material including detailed data, past research and published reports, academic papers and university course guides and materials.

### ***Briefings, Public Hearings and Community Forums***

Prior to commencing formal hearings the Committee was briefed on the policy context surrounding teacher quality and teacher education by three key organisations: the Department of Education and Training, Victorian Institute of Teaching (VIT) and Australian Council for Educational Research (ACER).

An extensive series of formal hearings and community forums took place during the period March to November 2004 (refer Appendices B and C). Over 200 witnesses gave evidence to the inquiry. Of great value were two community forums held at Frankston High School and Corio Bay Senior College. Attending these forums were a wide range of members of the local education community, including school principals, new and experienced teachers, school students, parents, pre-service teachers, pre-service teacher educators and other interested parties.

## ***University and School Visits***

The Committee has undertaken significant and ongoing consultation with teacher educators throughout this inquiry. As a key stakeholder, the Committee has sought to involve teacher educators and encourage them to initiate and drive many of the changes the Committee has recommended throughout this report. The Committee has achieved extensive involvement of university faculty staff in a variety of ways, including formal hearings, community forums, university visits and a commissioned research project. Throughout the inquiry the Committee visited the education faculty at the following university campuses:

- Australian Catholic University (Melbourne campus)
- Deakin University (Geelong campus)
- La Trobe University (Bundoora campus)
- Monash University (Peninsula campus)
- RMIT University (Bundoora campus)
- University of Ballarat (Mt Helen campus)
- University of Melbourne (Parkville campus)
- Victoria University (Sunbury campus)

During the above visits, the Committee consulted with Deans, Heads of School, faculty staff, teaching practicum co-ordinators and past and present students of teacher education programs.

School communities also participated extensively throughout this inquiry. In addition to the two community forums hosted by Frankston High School and Corio Bay Secondary College, St Patrick's College in Ballarat arranged for the Committee to participate in detailed discussions with school leaders, the pre-service teacher co-ordinator, pre-service teacher supervisors, new graduates and current pre-service teachers, while Sunbury Primary School hosted discussions between the Committee and a large contingent from their education partnership and school cluster.

Refer Appendix C for a list of participants involved in university and community forums.

### ***Interstate Investigations***

The Committee's terms of reference required it to examine a range of pre-service teacher education courses across Australia. Summary information was initially obtained via a short survey sent to universities across Australia. Additionally, the Committee undertook further enquiries with government representatives and teacher educators in Sydney and Brisbane. Individuals involved in these discussions are listed at Appendix D.

### ***International Investigations***

In mid-2004, several members of the Committee, together with the Executive Officer, travelled to Europe and the United States to investigate a variety of different approaches to teacher education. A list of meetings is contained at Appendix E.

During these investigations, the Committee met with international government agencies, teacher education institutions, Ministers, legislators and key policy makers and researchers. Prior to organising the meetings, a briefing paper targeted at international recipients was prepared and distributed, ensuring that the meetings were focused and informative. In total, the Committee met with over 90 people representing 36 organisations during its international investigations.

Specifically (but not exclusively), the Committee was interested in the:

- range of pre-service teacher education courses offered
- dominant trends in the structure of teacher education courses, including the theoretical and practical innovations influencing those trends
- range of strategies employed to attract mature age teaching recruits from other professions
- appropriate balance between subject and pedagogical knowledge and the implications of this for the design of pre-service teacher education
- range of recognised prior learning credits awarded to mature age entrants from other professions and methods of integrating this prior learning into course structures.

A report on the overseas investigations is available at the Parliamentary library.

The valuable knowledge acquired throughout the international investigations was thoroughly reviewed by the Committee and has been used to inform the discussion and recommendations contained throughout this report.

## **Conferences**

In October 2003, representatives of the Committee attended the ACER Research Conference *Building Teacher Quality* in Melbourne. This conference provided significant background material for the inquiry as well as contacts for key state, national and international experts who contributed to the Committee's work.

The Committee's international investigations coincided with the Education Commission of the United States' National Forum on Education Policy in Orlando in July 2004. Refer Appendix E for a list of conference sessions attended by the Committee. Participation at this conference provided a valuable opportunity for the Committee to hear first-hand a range of views from senior educationalists and legislators from across the United States. The Chair of the Committee was also invited to address a group of legislators who were most interested to hear the Chair's reflections on the various conference sessions, and the approaches Victoria is taking to promote greater educational opportunities in the classroom, to developing a balance between academic and vocational curricula and in the introduction of the Victorian Certificate of Applied Learning (VCAL) in the senior years.

## **Commissioned Research**

The Committee commissioned Market Solutions to undertake a study to determine perceptions of pre-service teacher education among a range of stakeholders from across Victoria. Presented to the Committee in August 2004, the study involved 133 participants from the primary and secondary sectors, encompassing both rural and metropolitan Victoria. Participants included secondary school students, parents, mature age entrants to pre-service teaching courses (including potential entrants), recent graduates, supervising and mentoring teachers, principals and teacher educators. Results of this study have been incorporated into this report.

## **Report Structure**

Chapter 1 sets the scene for the inquiry by outlining the background to the inquiry and the Committee's methodology, the national and international contexts within which teacher education operates, the current governance arrangements for teacher education in Victoria and the range of teacher education courses currently delivered within Victoria. Chapter 2 sets a framework for improving the accreditation and accountability arrangements of teacher education for the future. Chapter 3 aims to improve the range and nature of pre-service teacher education, through the development of innovative and flexible design and delivery of courses. Chapter 4 sets out recommendations for the future content of teacher education in Victoria and Chapter 5 is dedicated to an in-depth analysis of the structure and quality of

teaching practicum currently offered and sets out a range of strategies for improving the quality and relevance of the practicum experience. Chapter 6 looks at the integration of information and communication technologies (ICT) in teacher education. Chapter 7 considers how the suitability and quality of teacher education can be addressed through improved student selection techniques and Chapter 8 looks at how mentoring and induction programs can complement teacher education programs in ensuring the successful transition of new teachers into the school environment. Concluding comments are made in Chapter 9 of the report.

## **Teacher Training or Teacher Education?**

Many contributors to this inquiry, particularly from the university sector, prefixed their submissions with a concern over the title and wording of the terms of reference. That is, the term ‘teacher training’ is itself a point of contention. To many in the education community, it is evident that the conflict between the terms ‘teacher training’ and ‘teacher education’ strikes to the very heart of contemporary debate within the field. The Committee is unconcerned however by what it considers to be a semantic difference and in recognising that the term ‘teacher education’ is preferred within the education community, this has been used throughout the report.

Of much greater interest to the Committee is achieving the appropriate balance between theoretical and practical components of such programs. While most universities strongly defended the place of theoretical studies in teacher education programs and were clearly troubled by any view that teachers are trained (rather than educated), the Committee received significant evidence (from a wide range of stakeholders), that teacher education currently over-emphasises theory while failing to adequately prepare graduates for the practice of teaching.

The Committee is of the view that teachers must engage extensively in both the theoretical and practical aspects of teacher education. Both are imperative if teachers are to successfully cope with the high (and varied) demands now facing the profession. What many new graduates require is the means to successfully bridge the divide that currently exists between practice and theory, providing the ‘how and what’ as much as the ‘why’ of teaching.

## Policy Contexts

This inquiry took place within a changing education environment and with a state, national and international spotlight on the quality of teachers and teacher education programs. The following section outlines the major policy contexts within which teacher education currently operates.

### *International Directions*

The Organisation for Economic Co-operation and Development (OECD) has emphasised that teacher policy is of increasing importance due to a wide range of factors. These include:

- quality teaching is a key to improving student learning
- teachers are the largest item in the school system budgets
- teaching is the largest graduate occupation and a large part of public sector employment
- demands on schools and teachers are growing and changing
- the framework for recognising and rewarding teachers' work is limited and rigid
- the teaching workforce is ageing
- recruitment difficulties are evident in some subjects/geographic areas
- quality concerns remain an issue even when there is no teacher shortage.<sup>3</sup>

In conducting its inquiry, the Committee remained cognisant of the overarching policy directions established within the international community, as discussed during meetings with the OECD in June 2004. These include:

- There is a great diversity in the teacher labour market, and in school contexts; this implies that policies need to be targeted more to particular types of teachers and to school needs.
- The school is emerging as the key agency for improving student learning, which implies that schools need to have both more responsibility and more accountability for student outcomes.

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<sup>3</sup> Presentation made by the OECD to the Committee, Paris, 28 June 2004.

- To exercise these responsibilities effectively, many schools will need more skilled leadership teams and stronger support, especially in disadvantaged locations.
- Schools and teachers would benefit from greater career diversity, mobility among schools and mobility into and out of the profession throughout an individual's working life.
- There needs to be a more coherent, lifelong learning framework linking pre-service teacher education, the induction of new teachers and ongoing professional development.
- Teaching needs to be seen as a knowledge-rich profession in which individuals continually seek to develop and improve, and have the incentives to do so.
- Unless teachers are actively involved in policy development and taking the lead in areas such as defining professional standards, successful policy implementation is unlikely.
- The research and data base informing teacher policy is fragmented, and needs to be strengthened at national and international levels.

Reflecting the importance of teacher quality, the OECD has recently conducted a major research project entitled *Attracting, Developing and Retaining Effective Teachers*. This collaborative project involving 25 countries (including Australia), is drawing on each country's experience and research to identify a range of policy directions in four main areas:

- attracting able people into teaching
- educating, developing and certifying teachers
- recruiting, selecting and employing teachers
- retaining effective teachers in schools.

Unfortunately, the OECD had not released the results of its study at the time of the Committee's final deliberations.

## ***National Developments***

The Commonwealth Government has increased its role in teacher education over recent years. Through the Quality Teacher Programme<sup>4</sup> and the new National Institute for Quality Teaching and School Leadership (launched in June

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<sup>4</sup> The Commonwealth Government's Quality Teacher Programme provides funding to strengthen the skills and understanding of the teaching profession. The Programme was a 1998 election commitment that was subsequently extended until June 2005.

2004), the Commonwealth Government seeks to promote a national approach to:

- professional standards and accreditation for leadership and classroom teaching
- professional learning for school leaders and classroom teachers
- research and communication of professional knowledge
- promoting the profession.

In July 2003, the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA<sup>5</sup>) ratified the National Framework for Professional Standards for Teaching. The product of extensive consultation with teacher employers, teacher representative and professional organisations, and teacher educators, as well as reference to national and international research, the Framework presents the parameters within which teaching standards can be developed.

The Framework describes four career dimensions for teachers namely, Graduation, Competence, Accomplishment and Leadership. Within each dimension, the Framework outlines specific elements of teaching including professional knowledge, professional practice, professional values and professional relationships, all of which should be fulfilled to an appropriate level. The elements described in the Framework are contained in Appendix F.

During 2004, MCEETYA Teacher Quality and Educational Leadership Taskforce (TQELT) undertook a major mapping project of teacher education programs. This was largely a descriptive study of over 100 courses offered by approximately 40 institutions across Australia, focusing on student selection into courses, the content and structure of courses and procedures for assessing, evaluating and accrediting teacher education programs. This long overdue study should prove invaluable in co-ordinating a national approach to quality in teacher education but unfortunately for this Committee, the work of MCEETYA TQELT was not released at the time of the Committee's final deliberations.

Also important to the national policy context for teacher education is the *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century*, made by MCEETYA in 1999. The important student goals set out in the Declaration are shown in Figure 1.1. The Committee emphasises that all of the recommendations contained in this report are aimed at ensuring that teachers of the future are equipped to act as key drivers in meeting the student goals set out in the Declaration.

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<sup>5</sup> Membership of MCEETYA comprises State, Territory, Australian Government and New Zealand Ministers responsible for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status.



**Figure 1.1: National Goals for Schooling in the Twenty-First Century**

<b>Goals</b>	
<b>1. Schooling should develop fully the talents and capacities of all students. In particular, when students leave school, they should:</b>	
1.1	have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities, and to collaborate with others.
1.2	have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members.
1.3	have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives, and to accept responsibility for their own actions.
1.4	be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life.
1.5	have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.
1.6	be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.
1.7	have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development.
1.8	have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.
<b>2. In terms of curriculum, students should have:</b>	
2.1	<p>attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:</p> <ul style="list-style-type: none"> <li>• the arts;</li> <li>• English;</li> <li>• health and physical education;</li> <li>• languages other than English;</li> <li>• mathematics;</li> <li>• science;</li> <li>• studies of society and environment; and</li> <li>• technology</li> </ul> <p>and the interrelationships between them.</p>
2.2	attained the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an

appropriate level.

- 2.3 participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies.
- 2.4 participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

**3. Schooling should be socially just, so that:**

- 3.1 students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socioeconomic background or geographic location.
- 3.2 the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students.
- 3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students.
- 3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians.
- 3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.
- 3.6 all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

Source: Commonwealth Department of Education, Science and Training (DEST) website, [www.dest.gov.au](http://www.dest.gov.au), viewed on 4 January 2005.

In February 2005, the Commonwealth Government announced a national inquiry into teacher education. The House of Representatives Standing Committee on Education and Vocational Training will inquire into and report on the scope, suitability, organisation, resourcing and delivery of teacher training courses in Australia's public and private universities. The Committee will also examine the preparedness of graduates to meet the current and future demands of teaching in Australia's schools.<sup>6</sup> The Committee welcomes the Federal Parliamentary inquiry, particularly given that many necessary reforms involve a partnership approach between the Federal Government and the State and Territory Governments.

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<sup>6</sup> A copy of the terms of reference is available at the House of Representatives Standing Committee on Education and Vocational Training website, [www.aph.gov.au/house/committee/evt](http://www.aph.gov.au/house/committee/evt).

## ***Victorian Landscape***

The Victorian Institute of Teaching has been legislated with the responsibility for the registration of teachers, the accreditation of teacher education programs and the development of professional standards. In December 2003, a set of standards for new teachers, the Standards of Professional Practice for Full Registration for Teachers in Victoria, were published by the Institute. The Standards cover three dimensions of professional activity: professional knowledge, professional practice and professional engagement.

The Standards are the product of extensive consultations with over 600 teachers and principals and mark the first time that Victorian teachers themselves have established standards describing the characteristics of effective teaching and the essential components of teacher knowledge and practice. Although the Standards are not prescriptive, they provide strong direction regarding the knowledge and practice of teaching and demonstrate what the profession expects its members to know and be able to do. Before being granted full registration, provisionally registered teachers in Victoria are expected to demonstrate that they meet the standards by developing and presenting a portfolio-based project in their first or second year in the profession.

During 2004, the Victorian Institute of Teaching commenced its Future Teachers Project, which is designed to determine the perceptions of beginning teachers and school principals of the effectiveness of current teacher education models in Victoria and to identify what changes these stakeholders believe should be made to better prepare future teachers. Further information on the Project is provided below.

Another important development likely to affect teacher education courses in the future is the new framework of essential learning for all Victorian schools in both government and non-government sectors, currently being implemented by the Victorian Curriculum and Assessment Authority (VCAA). In identifying what constitutes essential learning, the VCAA identifies core discipline concepts, generic skills and personal and social competencies, attributes and values.

## **The Governance of Teacher Education**

The governance of teacher education rests largely with the Victorian Institute of Teaching. Since its establishment under the *Victorian Institute of Teaching Act* 2001, the Institute has had three main responsibilities critical to the governance of pre-service teacher education and the teaching profession; the registration of teachers, the development of professional standards and the accreditation of pre-service teacher education. Additionally, education faculties also operate within the national accountability framework relevant to all universities.

### ***Teacher Registration***

The Victorian Institute of Teaching is responsible for the registration of all teachers in primary and secondary schools in Victoria, ensuring only qualified people are employed in Victoria's Government, independent and Catholic schools. All teachers practising in Victoria must be registered with the Institute. In most circumstances, teachers must have completed an Institute-approved, pre-service teacher education course to be eligible to register. In exceptional cases, where the requirements for a teaching position cannot be fulfilled by an existing registered teacher, some people can acquire 'Permission to Teach' from the Institute without a formal teaching qualification. Successful applicants are generally required to fill specialised positions and must have satisfied the Institute's standards for character and fitness to teach.

### ***Course Accreditation***

The predecessor to the Victorian Institute of Teaching, the Standards Council of the Teaching Profession (SCTP) produced the 1998 Guidelines for the Evaluation of Teacher Education Courses as outlined in the next section. The Guidelines are the interim guidelines for the accreditation for teacher education courses currently used by the Institute, pending the development and implementation of new guidelines and processes following completion of the Future Teachers Project (refer below).

Accreditation for each course is conducted by an assessment panel, which is a sub-committee of the Victorian Institute of Teaching's accreditation committee. The accreditation committee comprises representatives from the employing authorities<sup>7</sup>, universities and schools, including a practising principal or teacher and additional community stakeholders. The panel undertakes a thorough interrogation and assessment of the course documentation provided by the university, detailing the objectives of the course, who it is aimed at, how

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<sup>7</sup> The Victorian Institute of Teaching informed the Committee that the accreditation committee currently has representation from the Department of Education & Training and the Association of Independent Schools of Victoria. At the time of establishment, the Catholic Education Commission of Victoria did not nominate a representative.

students will be selected, content of each unit and how a course will meet the expectations of the Institute. Later, the panel visits the institution to consult with course developers and stakeholders about any particular issues or questions they may have, forming a broad view and a judgment about the course quality and whether it meets the guidelines. A recommendation is then presented to the accreditation committee where the process or its findings may be challenged or queried by any member. Once a recommendation is put forward, the course is generally approved.

### ***Guidelines for Teacher Education Courses in Victoria***

Since 1998, the Guidelines for the Evaluation of Teacher Education Courses have provided guidance for the content, scope and outcomes expected of pre-service teacher education courses in Victoria. The Guidelines focus on the outcomes required for graduates of pre-service teacher education and offer general advice on the directions that may be taken to achieve quality outcomes. They generally do not specify particular content or particular time requirements for study in specific areas. According to the Guidelines, this is because:

It is recognised that those who design and conduct courses have professional expertise in specific aspects of education theory and practice. Their input contributes vitally to the existence of a rich and diverse range of programs available to teacher education students in Victoria.<sup>8</sup>

The Committee believes however, that there may be cause for more prescriptive requirements in the future, given that many academic staff involved in teacher education are increasingly isolated from the practice of teaching in a 21st century classroom. Additionally, the Committee is concerned about the lack of guidelines associated with time requirements for courses, as it heard that many institutions are not currently making optimum use of existing course hours. Furthermore, the Committee identified serious weaknesses in current guidelines associated with the teaching practicum, as discussed in Chapter 5.

The Guidelines state that the primary function of pre-service teacher education is to prepare students for school teaching. It is expected that a graduate of a primary education course is fully prepared to teach across the P-6 grade levels. Primary teachers must be prepared to teach across seven of the key learning areas (KLAs): English, Mathematics, Science, The Arts, Studies of Society and Environment (SOSE), Health and Physical Education and Technology Studies. The eighth KLA, Languages Other than English (LOTE), is not included as it requires specialist knowledge and skills to teach a language. All secondary teachers must have a sound understanding of subject disciplines with a depth of knowledge appropriate to the level they are teaching. Teachers should be able to teach in at least two disciplines, one to VCE level and one to at least Years 7-10.

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<sup>8</sup> Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, p.1.

Additionally, all teaching graduates are expected to:

- have knowledge of the role of language and literacy in learning
- give attention to the teaching of English, especially reading, speaking, listening and writing (including spelling and grammar)
- have knowledge of literacy pedagogy
- have basic knowledge of how to address literacy learning needs of second language learners.

A detailed list of current expectations of teaching graduates is included at Appendix G. These expectations cover the content of teaching, the practice of teaching, the use of learning technologies to enhance student learning and teaching organisation and the ethical, professional and organisational context of teaching. Interestingly, while these are essential features of the regulation of teacher education, the evaluation of achievement against these elements has, to date, been under-emphasised and even ignored.

An extremely important component of teacher education is the practical school experience or teaching practicum. Victorian requirements stipulate at least 80 days of supervised teaching practice in undergraduate courses and at least 45 days for postgraduate courses, with a minimum of 60 days required for postgraduate P-12 courses. As discussed in Chapter 5, the Committee found a desperate need for these requirements to be increased.

### ***Future Teachers Project***

During the Committee's inquiry, the Victorian Institute of Teaching was commencing its Future Teachers Project. The aims of the Project are to:

- establish standards for graduates of Victorian pre-service teacher education programs
- develop new guidelines for pre-service teacher education course approval
- review the accreditation processes for pre-service teacher education courses.

Stage one of the Project involved a major research phase, aimed at determining perceptions of current teacher education models and identifying changes that should be made to better prepare future teachers. Stage two involves preparing a discussion paper on the proposed new guidelines and processes for Institute approval of pre-service teacher education courses. Stage three, consultation on the discussion paper with teachers, principals, teacher educators, employer and peak representative organisations, will take place during April 2005 to July 2005.

The final stage, approval and implementation, is expected to be completed during September 2005 to December 2005.

The Committee expects that this report will significantly influence each stage of the Future Teachers Project and urges the Victorian Institute of Teaching to adopt a research-based approach to the approval of pre-service teacher education courses in the future.

In developing its new guidelines and processes for future accreditation of pre-service teacher education, the Victorian Institute of Teaching will acknowledge the importance of both theory and practice in teacher education:

Graduate teachers must have practical skills and understanding – much of which is gained while at schools during their professional experience activities and ‘teaching rounds’. They must also have a sound understanding of why certain approaches are taken – the theory behind the practice. Thus partnerships between universities and schools are critical in teacher preparation.<sup>9</sup>

The Committee is pleased to note the emphasis given by the Institute to partnerships between universities and schools in teacher education. While such partnerships are encouraged under the 1998 Guidelines, the Committee is disappointed in the general lack of effective partnership models currently operating in teacher education in Victoria. Recommendations regarding responsibility and accountability for much stronger partnerships are made in the following chapter.

As part of its Future Teachers Project, the Victorian Institute of Teaching has produced Draft Standards for Graduating Teachers (refer Appendix H). When implemented, the Standards will require all graduate teachers to have had pre-service professional learning experiences within each of the eight Standards. The Institute’s new process of review and approval of courses is being developed to ensure that these Standards and a range of essential elements of professional knowledge and practice are included in all approved courses.

The characteristics of teaching outlined in the Draft Standards provide a guide to effective teaching practices that all teachers graduating from a course of teacher education should have opportunities to consider, understand and develop as professional knowledge during their course. Universities seeking to prepare teachers will have their courses reviewed for their capacity to provide candidates with this essential practice and importantly, to demonstrate that graduates meet these Standards.

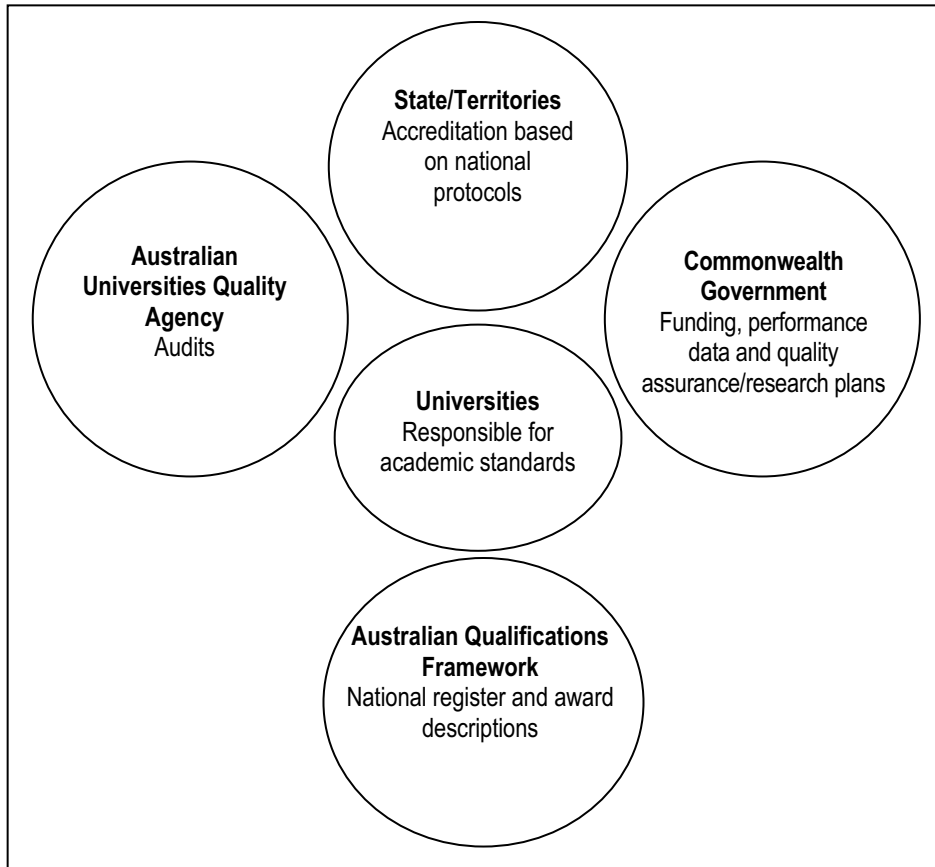
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<sup>9</sup> Victorian Institute of Teaching website, [www.vit.vic.edu.au](http://www.vit.vic.edu.au), viewed on 5 January 2005.

## ***The National Accountability Framework***

Accountability within Australia's higher education system is based on interrelationships between the Commonwealth, State and Territory Governments and the higher education sector, as shown in Figure 1.2. The accountability framework includes external accreditation bodies and internal quality assurance mechanisms implemented by the universities.

**Figure 1.2: Australian Quality Assurance Framework**



Source: Commonwealth Department of Education, Training and Youth Affairs (DETYA) 2000, *The Australian Higher Education Quality Assurance Framework*, DETYA, Canberra, p.4.

The Australian Universities Quality Agency (AUQA) is an independent, not-for-profit national agency established by MCEETYA in 2000 to promote, audit, and report on quality assurance in Australian higher education. AUQA is primarily responsible for conducting quality audits of self-accrediting Australian higher education institutions and State and Territory Government higher education accreditation authorities on a five-yearly cycle and providing public reports on the outcomes of these audits. The major aim of their audits is to consider the performance of higher education institutions against their own stated objectives and to review the procedures in place to monitor and achieve these objectives. This role is vital given universities are self-accredited and responsible for their own academic standards.



Central to the Commonwealth Government's role in the quality assurance framework is funding support for a number of performance monitoring tools including the Graduate Destination Survey, the Course Experience Questionnaire and the Postgraduate Research Experience Questionnaire.

A system-wide survey of employment success following graduation, known as the Graduate Destination Survey, has been conducted since the 1970s by the Graduate Careers Council of Australia. The Commonwealth Government funds the survey, with significant in kind contributions by institutions. The survey is completed by graduates four months after completion of their course. It provides information on the proportion of graduates in full-time employment (including industry, occupation and salary level) and full-time study (including level and field). The survey provides comparative information to the public and benchmarking information to assist universities to monitor the success of their graduates in the competitive labour market. The Graduate Careers Council of Australia also distributes the Course Experience Questionnaire (CEQ) and the newer Postgraduate Research Experience Questionnaire (PREQ), which represent a useful source of information on student perceptions of their experiences at university. The CEQ currently covers the following facets of the undergraduate experience: teaching, goals and standards, workload, assessment, generic skills and overall satisfaction.

An additional instrument funded by the Commonwealth Government is the Graduate Skills Assessment (GSA), which was designed to assess the generic skills of university students, both at point of entry to and exit from university. The components of the test, which was developed by the Australian Council for Educational Research, are critical thinking, problem solving, interpersonal understanding and written communication.

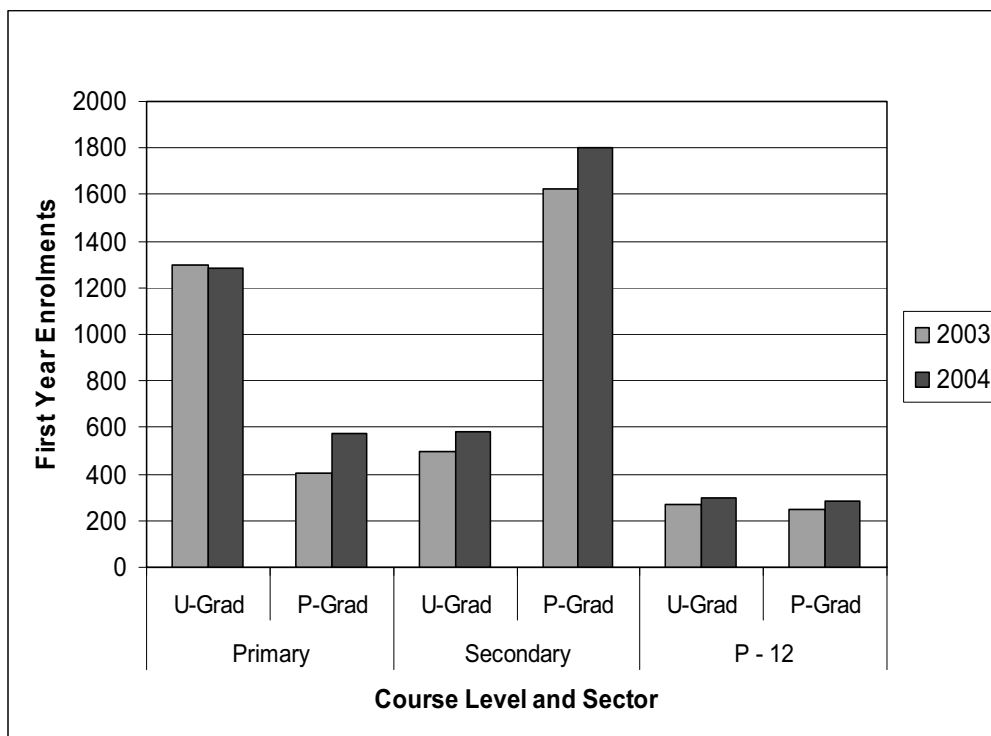
## **Current Levels of Teacher Education and Location of Delivery**

Teacher education in Victoria is delivered by a variety of institutions, including public universities, dual-sector institutions and the Australian Catholic University. Delivery is based across the Melbourne metropolitan area as well as in regional and rural centres. It is also possible to undertake a pre-service teaching course via distance education through Deakin University. A list of teaching courses, including course name, length of course and approval cycle is contained at Appendix I.

## Levels of Delivery

The Victorian Institute of Teaching provided data on the number of first-year enrolments in each pre-service teacher education course in 2003 and 2004 (refer Appendix J). Figure 1.3 shows the aggregate enrolments in undergraduate and postgraduate courses for primary teaching, secondary teaching and P-12 teaching.

**Figure 1.3: Number of Enrolments in Teacher Education Courses (2003-2004)**



Source: Victorian Institute of Teaching, supplementary materials provided to the Committee.

In 2004, first-year enrolments in undergraduate primary teaching courses were more than double that of postgraduate courses. However, this relative proportion is down from 2003 (when enrolments in undergraduate primary courses were more than three times greater than postgraduate courses), due to increased enrolments in postgraduate primary courses at all institutions, plus the commencement of a new graduate diploma primary teaching course at RMIT University. Together, these new enrolments raised the overall enrolments of postgraduate primary courses by over 40 per cent in 2004. In contrast, enrolments in postgraduate secondary education courses outnumber undergraduate enrolments by a factor of three. This data indicates that students, employers and course providers have a preference for undergraduate qualifications for teaching in the primary sector and postgraduate qualifications for teaching in the secondary sector.

Table 1.1 shows enrolments for each of the pre-service teacher education providers in Victoria in 2004. The University of Melbourne had the most

enrolments for primary and secondary teacher education courses and, consequently, was the largest provider overall, representing 23 per cent of total enrolments. Monash and Deakin Universities had, respectively, the next highest number of enrolments, whilst Charles Sturt University in Albury had the least enrolments in teacher education courses for Victorian students. Deakin University had the greatest number of enrolments in courses qualifying graduates to teach in both primary and secondary schools (that is, P-10 or P-12 courses).

**Table 1.1: First Year Enrolments in Teacher Education by Course Provider (2004)**

	Primary	Secondary	Primary & Secondary	TOTAL
Australian Catholic University	261	166	0	427
Charles Sturt University Albury	56	0	40	96
Deakin University	344	223	240	807
La Trobe University	307	278	47	632
Monash University	252	571	0	823
RMIT University	223	178	0	401
University of Ballarat	6	163	101	270
University of Melbourne	411	707	0	1118
Victoria University	0	100	154	254
<b>TOTAL</b>	<b>1860</b>	<b>2386</b>	<b>582</b>	<b>4828</b>

Source: Supplementary materials provided to the Committee by the Victorian Institute of Teaching.

## Metropolitan Delivery

Metropolitan-based provision of teacher education is located at Bundoora, Burwood, Clayton, Footscray Park, Frankston, Melton and Sunbury, as well as the Melbourne central business district.

**Table 1.2: Metropolitan Delivery of Teacher Education**

Institution	Undergrad - Primary	Undergrad - Secondary	Postgrad - Primary	Postgrad - Secondary
Australian Catholic University – Melbourne	✓	✓	✓	✓
Deakin University – Burwood	✓	✓	✓	✓
La Trobe University – Bundoora		✓	✓	✓
Monash University – Peninsula	✓		✓	
Monash University – Clayton		✓		✓
University of Melbourne – Parkville	✓	✓	✓	✓
RMIT University – Bundoora	✓	✓	✓	✓
Victoria University – Footscray Park & Sunbury	✓	✓		✓
Victoria University – Melton	✓	✓		

Source: Supplementary materials provided to the Committee by the Victorian Institute of Teaching.

Of the seven institutions delivering teacher education in metropolitan regions, five offer both primary and secondary teaching as both an undergraduate and postgraduate qualification. Monash University, however, divides its delivery between two campuses, with primary teaching located at the Peninsula campus (Frankston) and secondary teaching located at Clayton. The remaining two institutions offer courses in three out of four categories of teacher education programs, making a broad range of programs readily accessible to metropolitan students.

## ***Non-Metropolitan Delivery***

Of the 11 non-metropolitan campuses offering teacher education, only the University of Ballarat offers the full suite of programs (that is, primary and secondary teaching at both undergraduate and postgraduate level). In total, there are 13 primary teaching courses (eight undergraduate and five postgraduate) and 11 secondary teaching courses (four undergraduate and seven postgraduate) offered in rural and regional Victoria.

**Table 1.3: Rural and Regional Delivery of Teacher Education**

<b>Institution</b>	<b>Undergrad - Primary</b>	<b>Undergrad - Secondary</b>	<b>Postgrad - Primary</b>	<b>Postgrad - Secondary</b>
Australian Catholic University – Ballarat	✓		✓	✓
University of Ballarat	✓	✓	✓	✓
Charles Sturt University – Albury	✓	✓		
Deakin University – Geelong	✓		✓	✓
Deakin University – Warrnambool	✓			
La Trobe – Bendigo	✓			✓
La Trobe – Mildura	✓			
La Trobe – Shepparton			✓	
La Trobe – Wodonga		✓	✓	✓
Monash University – Gippsland	✓	✓		✓
University of Melbourne – Shepparton				✓

Source: Supplementary materials provided to the Committee by the Victorian Institute of Teaching.

Broadly, it appears that rural and regional Victoria is well served by teaching course offerings, with a total of 24 courses on offer in nine rural and regional locations. However, a closer analysis reveals that many rural and regional Victorians are highly likely to be required to re-locate if they seek to become a teacher, with only Ballarat benefiting from delivery of the full suite of teacher education programs. Beyond Ballarat and Geelong, the only course offerings in the north-west and western regions of the State are undergraduate primary

courses offered by Deakin University in Warrnambool and La Trobe University at Mildura. Applicants from these regions seeking to undertake undergraduate secondary teaching or postgraduate preparation (either primary or secondary) therefore have a choice between two often undesirable options; to either complete a qualification via distance education or to re-locate to Melbourne, Geelong or Ballarat. The north-eastern and eastern regions of the State suffer a similar level of disadvantage in the delivery of teacher education. This is a key concern of the Committee given previous research that has demonstrated that people who train in their community are more likely to be retained there.

## Length and Structure of Teacher Education Courses

Traditional teacher qualifications are generally consistent across Australia, with most States and Territories requiring a four-year undergraduate degree or either a one- or two-year postgraduate qualification for entry into the teaching profession (refer Table 1.4). In Victoria, all postgraduate courses for secondary teaching are currently one-year programs, with the exception of the Graduate Diploma in Technology Education offered by La Trobe University, which is a two-year course. For primary teaching, three universities offer a two-year postgraduate course and four universities offer a one-year postgraduate program. Postgraduate qualifications for teaching in both primary and secondary schools (that is, P-12 courses) require one year of study at La Trobe University and two years of study at Deakin University.

**Table 1.4: Length of Teacher Education across Australia (years)**

	VIC	NSW	QLD	ACT	SA	TAS	WA	NT
Undergraduate	4	3	4	4	4	4	4	4
Postgraduate	1 or 2	1	2	1	1	2	1	1-1.5*

Source: Data compiled by Committee staff in direct consultation with universities and/or in reference to course guides.

\* Course is typically 1.5 years though it may be accelerated upon negotiation.

In recent years there has been much discussion surrounding the optimal length of teacher education, with some countries moving towards longer university courses and others adopting more innovative approaches that accelerate the university-based components and allow pre-service teachers to continue their teacher training in the school classroom. The Committee supports such models and the view of the OECD that any additional resources for teacher education should be directed towards ongoing professional development rather than increasing the length of pre-service programs.

The Committee observed that a significant level of energy is being invested in research and discussion to defend lengthy teacher education programs, particularly within the higher education sector. It seems to the Committee that the sector has a vested interest in suggesting that a two-year postgraduate qualification is more beneficial than a one-year postgraduate preparation and that teaching should embrace a Master's qualification as a standard requirement for the profession. Contrary to such views, the Committee sees the real issue as one of 'teacher readiness'. Rather than continuing arguments that the more one does of something the better they will become, the Committee suggests researching and applying innovative approaches to the design and delivery of teacher education based on the following features:

- a quality intake based on high academic standards and an assessment of personal qualities required for effective teaching
- a program of studies that engages pre-service teachers through a variety of teaching and learning approaches designed to foster their interests, independence and inquiry as teachers
- high quality practical teaching experiences, with structured learning expectations and quality supervision and support by the university and the school
- a transition into full-time teaching that includes a quality mentor program and structured ongoing professional development throughout and beyond the induction year.

## **Current Teacher Education Courses in Victoria**

The Committee's terms of reference required it to examine the range and nature of pre-service teacher education courses within Victoria. In undertaking this work, the Committee sought to determine and evaluate in broad terms, the major components of various programs and how various universities balance discipline (or key learning area) content knowledge, pedagogy and practical aspects of teaching. To inform its evaluation of Victorian course offerings, the Committee also examined a sample of courses from across Australia and a small number of international jurisdictions. The following section provides a brief summary of the structure and content of undergraduate and postgraduate programs preparing graduates for primary and secondary teaching, as well as P-12 courses and specialist technology education programs. This section is based largely on supplementary information provided to the Committee by the Victorian Institute of Teaching in October 2004.

## ***Undergraduate Primary Teaching Courses***

There are currently twelve undergraduate pre-service teacher education courses (offered by eight institutions) with Victorian Institute of Teaching approval to prepare graduates for primary teaching in Victoria (refer Appendix I). Some courses include a double degree provision, including the Bachelor of Teaching/Bachelor of Arts, Bachelor of Teaching/Bachelor of Science and a small number of courses with an early childhood specialisation that allows graduates to teach in either a primary school or early childhood setting. These are the Bachelor of Early Childhood Education at Melbourne and Monash Universities and the Bachelor of Education (Early Childhood) at the Albury campus of Charles Sturt University.

Undergraduate primary teaching courses generally include eight units studied during each year of the course, in addition to the practicum component. Programs include a mixture of units with a variety of nomenclature, including educational studies (for example, teaching studies, curriculum studies and practice of teaching), plus discipline studies, and electives (a description of these categories is contained at Appendix K). The relative weighting of these components varies between courses, though generally six to 10 units are dedicated to educational studies, up to five units each for both literacy and numeracy, up to three units dedicated to science and technology, two to arts and one or two units to each of physical education, SOSE and information technology. The remaining units tend to be dedicated to elective discipline studies and teaching practicum. To ensure pre-service teachers have a high level of understanding of basic subject material, some courses have hurdle requirements that students must satisfactorily complete. The University of Melbourne for instance, requires pre-service teachers to complete a test of basic mathematics competence, with the pass rate set at a high level. The Committee notes, however, that most education faculties placed very little emphasis on such academic hurdles in evidence to this inquiry.

Some teacher education programs offer additional units that complement the education of the pre-service teacher. For instance, the Bachelor of Early Childhood Education at Monash University offers pre-service teachers the opportunity to gain knowledge of methods of conducting education research and an understanding of how research by the teacher in the classroom can improve understanding of teaching and learning in formal and informal contexts. Others offer the opportunity to study ways in which the needs of children with disabilities and giftedness may be met. The Australian Catholic University includes within its core program a four unit foundation sequence that allows students to meet the requirements for accreditation to teach in Catholic schools in Victoria.

Undergraduate primary teaching courses generally involve at least three hours of formal contact per week for each unit of study, with at least four hours of direct contact time required in P-12 courses. Universities also specify a



minimum expectation of additional study time. For example, Deakin University suggests a minimum of six hours of study for each unit each week.

All undergraduate primary teacher education programs must include a minimum of at least 80 days of supervised teaching practice. Practicum and field experience programs provide classroom experience and contextualise the theoretical component of the teaching studies. Theory and practice are covered on campus in preparation for the professional practice component of courses. Teaching practicum in undergraduate primary teaching courses currently ranges between 80 days and 180 days. Early childhood courses generally provide between 135 and 152 days, with between 45 and 70 days in primary schools and the remainder in early childhood settings. Double degree courses provide the opportunity for between 80 and 100 days of practicum in primary schools.

### ***Postgraduate Primary Teaching Courses***

Postgraduate primary teaching is offered as either a one or two-year course in Victoria. There are four one-year courses offered at Deakin, La Trobe, Monash and RMIT Universities. It is interesting to note, however, that the one-year postgraduate primary course at Deakin University is available only for international students. A two-year postgraduate primary course is delivered by the University of Melbourne, University of Ballarat and Australian Catholic University.

The one-year postgraduate course at La Trobe University is divided into three components: (1) Theory and Practice in Education, dealing with social, philosophical and general teaching and management issues; (2) Methods of Teaching, addressing specific curriculum areas taught in primary schools; and (3) the Teaching Practicum. Both La Trobe and RMIT Universities dedicate a unit to each KLA, and offer an additional ICT unit. Monash University offers an additional unit focused on enabling both numeracy and literacy, rather than offering an ICT subject. Melbourne University's two-year graduate primary teaching course has a similar subject weighting to RMIT and La Trobe Universities, with an extra half a unit for each of literacy and numeracy. The remainder of the course is dedicated to educational studies and practicum, including an internship and research project.

The one-year course at RMIT University shares some of the same units delivered for its other education courses. While course guides show that content may be similar, postgraduate courses are delivered to postgraduate students as a separate cohort as these students are expected to achieve higher levels more quickly and have additional demands within their assessment criteria. The overall theme of RMIT University's program is to address the approaches of new learning, which provides a theoretical framework for planning and delivering program content, encouraging pre-service teachers to be reflective, to think about what will be needed for teaching in the future and thinking and learning in

new ways. In essence, the program focuses on the 'how and why' of teaching, with less emphasis on the 'what'.

The approach to teaching practicum also varies across universities. Pre-service teachers at La Trobe University complete supervised practicum at Grades P-2, 3-4 and 5-6. They are also expected to participate in a variety of professional activities such as off-campus excursions, a three-day professional development seminar, a two-day residential camp, Department of Education and Training briefings and at least four days of fieldwork in a non-school setting relevant to teaching.

For pre-service teachers at RMIT University, the organisation of professional practice takes advantage of the close relationship that the university has with primary schools in its catchment areas. In each of the school networks there is a community co-ordinator who works on behalf of the university with mentor teachers and pre-service teachers. With 160 days in schools, there is greater opportunity to become immersed in a variety of educational settings, build a repertoire of teaching strategies and develop an understanding of learners in various contexts.

### ***Undergraduate Secondary Teaching Courses***

As at 2004, there were nine undergraduate secondary pre-service teacher education courses delivered by five Victorian universities. In most instances, courses are offered as a double degree, partnered with disciplines such as Arts, Science, Physical Education, Music, Commerce and Applied Science. Of particular interest, La Trobe University offers an innovative and highly integrated Bachelor of Science/Bachelor of Science Education, which was designed to address the decline in science education over the past decade.

Double degrees have an effective full-time duration of at least four years and course requirements must be satisfied for both degrees. Half of the credit points are usually undertaken in education and curriculum studies offered by the Faculty of Education and half through approved studies offered by the partner faculty. Although graduates of these courses will have two degrees, the objective is to prepare students specifically for teaching.

Typically, eight units are studied each year of a secondary teaching course. These include units in three key areas:

- (1) Content of teaching: these units provide the professional orientation and the practical perspectives that inform other studies in the course. The main content input comes from the discipline studies, while the methods units provide a focus and direction for gathering resources and knowledge directly related to secondary teaching. These subjects address the pedagogical knowledge that is required to underpin teaching and may include units such

as Educational Psychology and either Human Development or Adolescent Development.

- (2) Practice of teaching: these units address the design of teaching and learning experiences, effective classroom management and methods of teaching, by exploring teaching in a range of situations, using a variety of teaching methods and strategies to suit the content being taught, catering for different learning styles and awareness of the complex nature of the relationship between teaching and learning. Units also consider strategies to support and assess student learning, including assessment techniques and when and how they are used.
- (3) Discipline studies: In most courses, students must complete at least a year of study in the partnered degree in order to acquire an understanding of content, before undertaking any teaching based subjects. Students are required to complete approved major and minor subject streams in the partnered degree, though both streams may be from the same field. The teaching component of the double degree also addresses the relevant discipline from a curriculum perspective, through teaching method subjects.

As well as covering the specific secondary curriculum methodologies, students usually take a unit on Language and Literacy in secondary schools. Such units cover literacy demands of various secondary school subjects, the needs of students from non-English speaking backgrounds and the relationships between teenage culture and the language and culture of schooling.

Additionally, pre-service teachers must undertake between 80 to 90 days of professional practice over the four years. Depending on the institution, the professional practice component is considered as either part of, or in addition to, the eight units of study per year. Monash University, for instance, includes teaching practicum as part of the standard double degree course load, while Deakin University provides professional placement additional to the normal course work. The University of Melbourne requires a minimum of 45 professional placement days over the first three years of the course, followed by an extended internship in the final year.

### ***Postgraduate Secondary Teaching Courses***

Of the nine postgraduate secondary teaching courses currently offered in Victoria, eight are one-year programs. The one exception is the Graduate Diploma in Technology Education offered at La Trobe University, which is a two-year course. Units within Graduate Diploma of Education (Secondary) courses can be categorised as either curriculum studies or practice of teaching.

All courses require pre-service teachers to study at least two methods; one unit of each method is studied each semester. There are provisions for pre-service teachers to study two methods of the same field, where one stream is more

specialised than the other. In most postgraduate secondary teaching courses the total length of practicum is 45 days (the minimum required by the Victorian Institute of Teaching), generally completed as three, three-week placements. Pre-service teachers at RMIT University, who also undertake 45 days, complete five single days of practicum and a three-week placement in first semester, followed by a five-week placement in second semester. Monash University offers the greatest number of days of teaching practicum for a postgraduate secondary course (50 days).

The course at Australian Catholic University is structured significantly differently to those at other universities, with only two units of core educational studies, four teaching method units, four electives and the field experience. Two electives relate to broader educational issues, although pre-service teachers may choose to study a third teaching method. A further two elective religion units are offered for those seeking accreditation to teach in Catholic secondary schools. Those not seeking such accreditation may substitute these units with other approved electives.

La Trobe University formally integrates teaching practice into the course with supporting lectures, tutorials and assessment that is reflective of the professional placement experience. As a result, La Trobe University has only two learning and teaching units at its core, though it seeks to create stronger links between the practicum and those learning and teaching subjects. The University of Ballarat similarly has formal links between the practicum experience and the core units with a seminar program dedicated to professional placement that it has in place of a fourth educational unit.

The University of Melbourne has a standard course framework, though it is among a number of institutions which include a compulsory unit of study on effectively incorporating ICT in student learning.

### ***Primary and Secondary (P-12) Courses***

Four universities now offer the opportunity for graduates to qualify to teach both primary and secondary students (P-12). These courses must prepare graduates to teach the full P-12 range and must assess 'teacher readiness' for independent teaching in both primary and secondary schools. Undergraduate courses with current Victorian Institute of Teaching approval are the Bachelor of Education (Prep-12) and the Bachelor of Education – Physical Education at Victoria University and the Bachelor of Education (K-12 Middle School), which is offered at the Albury campus of Charles Sturt University. Postgraduate courses are the two-year Bachelor of Teaching (Primary and Secondary) at Deakin University, offered at the Melbourne and Geelong campuses as well as via distance education, and the Graduate Diploma in Education (Primary-12) offered at the Wodonga campus of La Trobe University.

Pre-service teachers completing the Bachelor of Education (K-12 Middle School) at Charles Sturt University undertake units covering the content of teaching, practice of teaching and a middle schooling strand, in addition to the teaching practicum. Content of teaching units address the pedagogical knowledge required to underpin teaching in the middle school, studied from physical, social and cultural perspectives. Subjects include transitions in middle schooling, learning motivation and schooling, identity relationships and education, education and diversity in middle schooling and community and adolescent perspectives. Practice of teaching covers primary curriculum content and pedagogy units across the seven KLAs and secondary teaching subjects in mathematics, English or IT and geography. The middle schooling strand includes seven units focusing on the understanding, strategies and skills that constitute effective pedagogy for adolescents.

Victoria University offers a four-year P-12 undergraduate course at its Footscray, Melton and Sunbury campuses. Pre-service teachers must complete a range of compulsory core educational studies, with a particular emphasis on literacy and numeracy and their integration with other key learning areas. They must also undertake four core general studies subjects (from a choice of five), which complement the compulsory educational subjects. The remainder of the degree consists of elective subjects from other faculties.

Pre-service teachers at the Footscray campus are encouraged to undertake a double major in two of the following areas: Social Inquiry, Visual Arts, Drama, Mathematics, Information and Communication Technology or Language and Literacy Studies. The Melton campus offers major streams in Outdoor Education and Physical Education (Primary), undertaken with either Language and Literacy Studies or Information and Communication Technology. The Sunbury campus offers majors in Language and Literacy Studies, Information and Communication Technology and Music studies and pre-service teachers have access to Drama at the Footscray campus and Visual Arts through the St Albans campus.

The Victoria University course is structured to accommodate pre-service teachers transferring to or from the course, allowing for changes in study pathways. The course may be shortened for those who have already completed an approved degree.

At Charles Sturt University, undergraduate P-12 teacher education courses provide for around 100 days of practicum, with additional experiences in schools required as a component of various units. In year three of the course, a three-week community placement involving significant interaction with adolescents is undertaken.

Victoria University has developed Project Partnerships between schools and the University. Normally, pre-service teachers will work in partnership schools for a part of each week throughout the course, enabling them to integrate their

learning of teaching practice and theory with classroom experience. In the final year, pre-service teachers have an extended placement in a school, bringing the total practicum experience to at least 80 days over the four years.

## ***Technology Education***

The University of Ballarat offers a four-year Bachelor of Education/Bachelor of Technology and La Trobe University offers a two-year Graduate Diploma in Technology Education at its Bundoora, Bendigo and Wodonga campuses. All courses are comprised of educational studies, discipline or method studies and teaching practicum.

The double degree offered by University of Ballarat is designed to provide entry into the teaching profession, as well as into the science and technology industries. Graduates are able to teach any two combinations of mathematics, science, technology and vocational education and training programs. Unique to the University of Ballarat course is an emphasis on the need for teachers and learners to be innovative and entrepreneurial, achieved through a stream of units focused on innovation and entrepreneurship studies.

Applicants with at least eight years of relevant experience and an apprenticeship or trade certificate (or others deemed by the University to have an equivalent background) are eligible to undertake an accelerated program, which reduces the course duration to three years.

The University of Ballarat program includes 80 days of professional practice, undertaken as three placements of three weeks plus a seven week practicum in a school or other education organisation. Those undertaking the full, four-year course must also complete a paid cadetship in industry.

La Trobe University's Graduate Diploma of Technology Education provides a pathway for appropriately qualified and experienced practitioners from industry and enterprise to train as technology teachers for secondary schools. The course is offered in co-operation with TAFE (Technical and Further Education) institutions that provide specialised vocational education and training (VET) units and may be completed part-time over three to four years. To be eligible for entry to the course, applicants must satisfy one or more of the following requirements:

- Certificate of Proficiency of the Victorian Industrial Training Commission or equivalent, and substantial relevant work experience (the period of apprenticeship and work experience must total at least eight years)
- a Certificate of Technology or other approved two-year full-time post-Year 11 TAFE certificate or equivalent, plus at least six years of relevant work experience

- diploma or other approved two-year full-time post-Year 12 diploma, or equivalent, plus at least two years of relevant work experience
- other such vocational qualifications and occupational experience as may be deemed by the University and the Victorian Institute of Teaching to be at least equivalent to one of the above.<sup>10</sup>

Graduates of La Trobe University's Graduate Diploma of Technology Education are qualified to teach one or more of Systems Technology, Design and Technology, Food Technology and Information Technology, to Victorian Certificate of Education (VCE) level. Only two units are dedicated to educational studies; the remaining ten subjects are either discipline focused or teaching practicum. Key areas addressed in the course include:

- innovation in design and technology
- developing more integrated approaches between technology and science education
- occupational health and safety in technology education programs
- meaningful re-engagement and development of disaffected learners
- literacy development in technology and vocational programs
- development of innovative design and systems initiatives (at industry standard)
- cross-curricular programs for VCE, VET in schools and the Victorian Certificate of Applied Learning (VCAL)
- re-inventing 'excellence' as a whole of curriculum outcome
- co-operative, collaborative and realistic resourcing (equipment and materials)
- the role of the Year 7-10 technology curriculum towards post-compulsory education and training pathway options
- developing professional industry links, partnerships and pathways.<sup>11</sup>

Pre-service teachers undertaking the Graduate Diploma of Technology Education are required to complete 82 days of professional practice in schools or TAFE, completed over four separate placements. At least 60 days of practical experience must be in a school setting.

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<sup>10</sup> La Trobe University website, [www.latrobe.edu.au](http://www.latrobe.edu.au), viewed on 14 February 2005.

<sup>11</sup> Written Submission, La Trobe University School of Educational Studies, May 2004, p.11.

As of 2005, Deakin University has commenced offering the Graduate Diploma of Education (Applied Learning). This course will train teachers of 15-19 year-olds through an emphasis on pedagogies associated with applied learning. Graduates will be prepared to teach in programs focusing on vocational, applied and enterprise learning, including VET in schools subjects, the VCAL and Enterprise Education.<sup>12</sup>

The Graduate Diploma of Education (Applied Learning) is a one-year graduate entry teacher education program, targeting people who are seeking teaching as a career change opportunity who also have backgrounds in applied and vocational learning. Prospective candidates include those with industry, technical and applied professional backgrounds; youth work and community development project experiences; and youth program experience in the secondary education, TAFE and Adult and Community Education (ACE) sectors.<sup>13</sup> The course will have a 'mixed-mode' of delivery. The off-campus component will be delivered through work-based locations that represent the diversity of teaching and learning sites now being utilised in the formal education and training of 15-19-year-olds. The on-campus components of the course will be periodic and time intensive tutorial/workshop blocks typically of one-week duration. This form of mixed mode delivery will allow Deakin University to make regional and rural areas a target for recruitment, with the delivery of the work-based components being in or near the student's own community and the on-campus component of the course located at Geelong.<sup>14</sup>

Course units in Deakin University's Graduate Diploma of Education (Applied Learning) will cover, for example:

- the need to develop awareness of the 'culture of youth' issues, including teaching young people already alienated by prior school experiences and resistant to formal learning contexts and appreciating the fractured nature of many young people's pathways
- positioning pedagogy as a core study for the course together with an exploration of the concept of applied learning
- course content and 'teaching methods' for current vocational and applied learning programs in post-compulsory education
- student welfare

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<sup>12</sup> Supplementary materials provided to the Committee by Deakin University, June 2004.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.



- exploring what is required for effective educational practice within partnerships between the school, TAFE and ACE sectors and industry and community organisations.<sup>15</sup>

### ***Early Childhood Education***

Unlike primary and secondary education, responsibility for early childhood education rests with the Department of Human Services, under the Children's Services Act 1996. To be qualified to work autonomously in a child care centre, prospective child care workers must obtain at least a two-year diploma level qualification in an approved course. A large number of early childhood courses are available through numerous institutions, including universities, TAFE institutions and other providers.

Child care professionals are simultaneously responsible for the care of the children under their supervision and their education. Children's services diploma courses reflect that need and tend to have at their core, subjects that can be broadly classified into developmental studies, health and safety, curriculum and planning and professional studies. Additional subjects focus on a range of issues such as inclusiveness, diversity, family and community partnerships.

Although the Committee deemed early childhood education to be generally beyond the scope of this inquiry, some universities offer courses that prepare graduates for both early childhood education and primary teaching. These courses are relevant to this inquiry and include Monash, RMIT and Melbourne Universities, which all offer either a Bachelor of Early Childhood Education or Bachelor of Education with an option to specialise. These courses closely follow the equivalent degree for primary qualification and although graduates are qualified to teach to Grade 6 in primary school, the intent of the course is to produce graduates who specialise in educating younger children.

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<sup>15</sup> Supplementary materials provided to the Committee by Deakin University, June 2004.



## 2. Accreditation and Accountability of Teacher Education

Teaching is one of the most influential professions in society. In their day-to-day work, teachers can and do make huge differences to children's lives: directly, through the curriculum they teach, and indirectly, through their behaviours, attitudes, values, relationships with and interest in pupils.<sup>16</sup>

Teacher Training Agency, United Kingdom

### Context

The Committee's inquiry took place in an environment of significant policy review locally, nationally and internationally; on the quality of teaching, professional standards, teacher registration, teacher education and educational leadership. The policy focus on such issues recognises that the key factor in school effectiveness and student learning is the quality of teachers and their teaching. This recognition has led to several major new government initiatives and many minor modifications to current teacher education programs by individual universities. Further, the Victorian Institute of Teaching (VIT) continues to work with the profession and teacher educators to strengthen professional standards and the assessment of these standards.

Despite recent initiatives and modifications, the Committee's inquiry revealed a wide variation in the standards within teacher education institutions and the skills and expertise of graduates of different courses. The Committee also noted little consistency across institutions in terms of how they incorporate Victorian Institute of Teaching standards and guidelines and Department of Education and Training policies into their programs. Consequently, while some institutions are focusing clearly on school and Government priorities, other programs appear to have been developed to meet a range of priorities that may or may not reflect the current priorities of Victorian schools. As a result, this inquiry revealed significant disquiet regarding the quality and relevance of pre-service teacher education currently being delivered in Victoria. Major areas of concern can be categorised as:

- the capacity of pre-service teacher education to equip beginning teachers with classroom management and other practical teaching skills
- perceived lack of engagement of teacher educators with the realities of teaching

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<sup>16</sup> Teacher Training Agency (UK) 2004, *Qualifying to Teach: Professional Standards for Qualified Teachers and Requirements for Initial Teacher Training*, Teacher Training Agency (UK), London, p.2.

- concerns regarding the interaction between universities and schools during the teaching practicum
- perceived lack of involvement from practising teachers in the development of teacher education programs
- the implications of recruitment difficulties in identified geographic regions and subject specialisations on the quality of teacher graduates
- a lack of accountability, quality assurance and formal feedback arrangements.

A submission from Benalla Primary School summed up the views of many:

We are alarmed at the lack of depth in the training of many of our new teachers, the seemingly sporadic, ad hoc approach to their training and the variations from institution to institution. Currently, too many gaps exist in what we believe are the fundamental skills, knowledge and understandings being taught to pre-service teachers.<sup>17</sup>

Having observed a general lack of accountability for the ‘teacher readiness’ of graduates, the Committee identified during this inquiry that significant improvements to pre-service teacher education can be achieved in three simple steps. In brief, we need to ‘step up’ the quality, standards and accountability mechanisms throughout the teacher education system; we need the current teaching profession to ‘step in’ to institutions, both to enhance their own qualifications and to share their knowledge and skills with teacher educators and pre-service teachers; and we need teacher educators to ‘step out’ into schools, to develop an understanding and appreciation of the realities of teaching and learning in the 21st century classroom. The ‘Step Up, Step In, Step Out’ theme is important in the context of this chapter, and will recur throughout remaining chapters of the report.

## **The ‘Teacher Readiness’ Concept**

‘Teacher readiness’ means that a new teacher has the skills and knowledge required for effective teaching, sufficient knowledge of the subject matter that they will be teaching and the personal characteristics and competencies that allow them to engage in the profession through effective relationship building. The Victorian Institute of Teaching Standards of Professional Practice for Full Registration make a clear statement that being ‘teacher ready’ encompasses:

- knowing how students learn and how to teach them effectively
- knowing the content that you are teaching

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<sup>17</sup> Written Submission, Benalla Primary School, March 2004, p.2.

- knowing your students
- planning and assessing for effective learning
- creating and maintaining safe and challenging learning environments
- using a range of teaching practices and resources to engage students
- reflecting on, evaluating and improving professional knowledge and practice
- being an active member of the profession.<sup>18</sup>

As a most basic requirement, teachers must have sound literacy and numeracy skills and a thorough understanding of subject matter in relevant specialisations. The Committee also suggests that competent use of ICT and its integration across the curriculum is equally as important. Despite this, teaching of ICT and ICT pedagogy in pre-service teacher education is not well integrated and often ineffective.<sup>19</sup> The Committee notes that the United Kingdom requires all teaching graduates to pass skills tests in literacy, numeracy and ICT. While not advocating a new level of formal testing, the Committee believes a more rigorous approach to quality assurance of these skills could be beneficial.

Beyond these very basics, teachers must be equipped to commence their career as an independent, competent and confident classroom teacher. New teachers must have effective classroom management strategies, they must know how to plan, prepare and deliver lessons and to monitor, assess and report on student learning. They must have a working understanding of relevant curriculum materials and their important legal and professional responsibilities. And they must be able to communicate and interact effectively with students, parents, their teaching colleagues and a broad range of other professionals.

Numerous perspectives on the profile and quality of beginning teachers were presented to the Committee throughout the course of the inquiry. Significantly, several stakeholders were keen to emphasise that there has been a marked improvement in the quality of graduates over the past five years. Dr Ian Sloane, Executive Committee Member of the Victorian Primary Principals Association and Principal of Mitcham Primary School stated:

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<sup>18</sup> Victorian Institute of Teaching (VIT), 2003, *Standards of Professional Practice for Full Registration*, VIT, Melbourne, pp.3-4.

<sup>19</sup> See, for example, Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.32, Ms K. Rooney in Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.8, Ms S. Atkins in Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, p.10, and Ms M. Heale in Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.3.

... principals have noticed an increasing quality in the calibre of new graduates applying for positions in schools.<sup>20</sup>

Similarly, the Catholic Education Office, expressed:

The type of person presenting for employment is generally of satisfaction and they appear to be of excellent character and strong commitment to the profession.<sup>21</sup>

It would appear to the Committee that this increase in graduate quality is likely to be a product of the rise in popularity of teaching as a profession. As job security, career structures and remuneration within the profession have improved, high demand for teacher education courses has resulted in a subsequent rise in ENTER (Equivalent National Tertiary Entrance Ranking) scores required for entry into many teaching courses.

The Victorian Institute of Teaching's Future Teachers Project in part supports positive perceptions of teacher education among some stakeholders. Most participating beginning teachers reported that their pre-service education was effective and nearly 80 per cent would recommend the course to others wanting to become a teacher.<sup>22</sup> The Project also identified, however, certain perceived shortcomings in pre-service courses, including an inadequate grounding in many of the professional and practical aspects of teaching. Such perceptions were shared by many contributors to the inquiry<sup>23</sup> and were observed in interstate and international jurisdictions. For example, Mr Tom Alegounarias, Acting CEO of the NSW Institute of Teachers stated that the 'quality of teacher preparation is at best uneven, that teachers were almost universal in their criticism if not condemnation of the whole reliability of the quality of teacher education'.<sup>24</sup> The Committee also heard that similar perceptions of teacher education in the United Kingdom led to a major overhaul of the system and to the enforcement of the concept of 'teacher readiness', whereby new graduates must be assessed as ready for independent classroom teaching as a requirement for attaining Qualified Teacher Status.

Far too often, school principals and experienced teachers, parent representatives, new teachers and even school students, report that new teachers are not 'teacher ready'. Stakeholders identified a raft of key areas where graduates tended to have a limited knowledge or understanding, including current curriculum documents, lesson planning skills, testing regimes, assisting students with special needs, responsiveness to student welfare issues,

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<sup>20</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.4.

<sup>21</sup> Mr G. Whiley, Education Officer, Catholic Education Commission of Victoria, in Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, p.15.

<sup>22</sup> The Victorian Institute of Teaching's *Future Teachers Project* sampled a total of 1124 (or 44.2% of the cohort population) of beginning teachers and their principals. The teachers surveyed had graduated from Victorian universities between 31 March 2002 and 31 March 2003 and commenced work in 2003.

<sup>23</sup> Refer to Chapter 4 for a more detailed discussion on the perceived gaps in teacher education.

<sup>24</sup> Transcript of Meeting, Sydney, 26 October 2004, p.24.

classroom management, reporting and assessment and legal liability and mandatory reporting. Many of these skills are fundamental to the teaching profession and the paucity of these skills in new graduates is central to this inquiry. In the words of Benalla Primary School Principal, Mr Brian Bamford and Assistant Principal, Ms Heather Leary:

These are professional capabilities specific to the profession of teaching and are fundamental to the graduate's ability to function effectively as an efficient, albeit beginning, classroom teacher.<sup>25</sup>

The Committee was also advised that many beginning teachers lack the inner, or character level skills required of a teacher. In some instances, beginning teachers lack confidence and resilience, characteristics that some reported were often more prevalent in school students than in beginning teachers.

In balance, the Committee recognises that a dichotomy exists between perceptions of the quality of current teaching graduates. Whilst a small number may describe the standard of graduates as 'sensational', many others view new graduates, in many respects, as not having been prepared for the task of effectively and independently teaching a class of diverse students. Schools, parents and the broader community therefore need better mechanisms to allow their input and feedback to be incorporated into course design and accreditation processes.

Victorian teacher education providers have a responsibility to produce high quality graduate teachers that can 'hit the ground running' and be effective practitioners, albeit beginning practitioners, from day one in the school classroom. To do this, whilst continuing to recognise the importance of theoretical frameworks, they must re-evaluate the current theory/practice domination of current teacher education in this State. The Victorian Government, Victorian Institute of Teaching, employing authorities and the profession more broadly, must make teacher education providers accountable for adopting a more balanced approach to the theoretical and practical aspects of teacher education through appropriate accreditation and quality assurance frameworks.

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<sup>25</sup> Written Submission, Benalla Primary School, March 2004, p.1.

## Accreditation Frameworks in Australia

Accreditation refers to the assessment and endorsement of a course by an external body. Responsibility for accreditation of teacher education currently rests with State and Territory Governments in Australia. In Victoria, accreditation has been legislated as the responsibility of the Victorian Institute of Teaching.

Traditionally, there has been a comparatively weak relationship between accreditation and registration in teacher education in Victoria and nationally. As Dr Lawrence Ingvarson, of the Australian Council for Education Research (ACER), observed early in the Committee's inquiry, '[a]ccreditation in the sense of assessment is almost non-existent in Australia'. Dr Ingvarson further noted that a previous study by the Higher Education Council, which compared occupations such as architecture, nursing, medicine, dentistry and teaching (among others), found that teacher education was the weakest in terms of external accreditation of the relevant university course.<sup>26</sup> Mr Andrew Blair, President, Victorian Association of State Secondary Principals also highlighted an overall lack of accountability and quality assurance traditionally seen in teaching:

... I am actually quite critical of our Department of Education and Training – the largest employer of teachers in this state, by a long way – for not leveraging those training institutions and saying, 'Sorry guys, you actually are not running the agenda anymore. If you want your young people to be employed, then this is what we require. We need some quality assurance about what is going on and we need for you to join us and the rest of this community in the rest of this century'.<sup>27</sup>

Effective accreditation regimes inevitably rely on high levels of accountability and feedback from all relevant stakeholders to ensure ongoing quality of courses and yet, these accountability mechanisms are currently very much undervalued in existing accreditation processes.

Despite a range of Commonwealth Government funded general course surveys (as identified in Chapter 1), the Victorian Department of Education and Training reported in its written submission that there are currently no standard measures used by universities regarding the quality of teachers being trained. Unlike industry, which can be reluctant to employ graduates from certain universities if they are viewed as being lesser trained than graduates from other universities, the Department has been totally reliant upon the universities to provide its teaching graduates, regardless of quality. The Department further notes that consistent with the partnership models advocated throughout this report, that the Department, the Victorian Institute of Teaching, other employers of teachers and

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<sup>26</sup> Transcript of Evidence, Briefing, Melbourne, 15 March 2004, p.24.

<sup>27</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.35.



the universities need to work together to develop an appropriate and consistent measure on course quality.<sup>28</sup>

The establishment of State and Territory authorities (such as the Victorian Institute of Teaching) with a direct legislated accreditation function are set to change the landscape of teacher education in Australia. They are doing this through rapid advancement of the professional standards for teachers and revised registration and accreditation requirements. The Victorian Institute of Teaching has, for example recently published draft standards for graduating teachers, which will be used in the process of approving teacher education courses in Victoria (refer Appendix H for detailed guidelines). The three themes of the Institute standards, covering professional knowledge, professional practice and professional engagement, are very similar to the elements identified in the Professional Teaching Standards published by the NSW Institute of Teachers<sup>29</sup> and the Professional Standards for Graduates produced by the Queensland Board of Teacher Registration.<sup>30</sup>

The new assessment and approval process to be implemented by the Victorian Institute of Teaching in 2006 represents a significant opportunity for vital improvement in the accreditation of teacher education in Victoria. To date, universities have simply needed to identify for the assessment panel, whereabouts in their course they cover each of the components set out in the 1998 Guidelines for the Evaluation of Teacher Education Courses. In the future, however, the accreditation process will become far more qualitative, with universities having their courses reviewed for their capacity to provide candidates with the opportunity to deliver the essential body of knowledge and practice as set out in the Draft Standards, and to demonstrate that graduates actually meet these standards.

Importantly, the Victorian Institute of Teaching, like similar bodies in other Australian States, seeks to increase accountability while avoiding the sometimes stifling effect created by very detailed standards and stringent enforcement regimes such as those previously seen in the United Kingdom. The Committee commends the Victorian Institute of Teaching's outcomes-based approach to evaluation and accreditation, recognising that each university has individual characteristics and the need to encourage differentiated teacher education programs to respond to the myriad needs of increasingly diverse communities. However, this is not to say that systemic accountability requirements across all universities are not needed. Clearly, current evaluation arrangements are inadequate to satisfy proper quality assurance regimes and new measures and systems of evaluation will need to be developed.

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<sup>28</sup> Written Submission, Victorian Department of Education & Training, July 2004, p.6.

<sup>29</sup> NSW Institute of Teachers, *Draft NSW Professional Teaching Standards Working Draft for Consultation – 28 April 2003*, Sydney, NSW Institute of Teachers website, [www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au), viewed on 4 January 2004.

<sup>30</sup> Queensland Board of Teacher Registration 2002, *Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs*, Board of Teacher Registration, Queensland, pp.6-7.

As noted above, the Victorian Institute of Teaching is moving towards an accreditation system whereby providers must demonstrate that graduates meet the relevant professional standards. As is the case in other Australian and international jurisdictions, the Committee expects that the Institute will specify additional requirements for providers of teacher education programs. For example, the NSW Institute of Teachers has proposed a requirement that providers not only demonstrate that their courses reflect the agreed professional standards for graduate teachers, but also that courses have a sound conceptual base, are research-based and provide graduates with an in-depth knowledge of subject matter. Further, providers in New South Wales will be required to demonstrate that courses are delivered through partnerships with the profession; and that programs are adequately resourced and taught by those with appropriate qualifications and experience.

Similarly, the Board of Teacher Registration in Queensland also specifies certain features that should characterise the context within which teacher education programs are offered. These cover aspects such as:

- the qualifications and experience of staff
- the foundation of programs on a sound research base
- the existence of a representative governing body with responsibility for policy and resource development
- effective consultation with the teaching profession
- facilities and resources of a standard appropriate to the needs of quality professional programs
- resources to support flexible modes of delivery
- clear selection criteria and entry procedures.<sup>31</sup>

The Committee makes recommendations relating to the inclusion of similar aspects in accreditation of teacher education programs later in this chapter.

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<sup>31</sup> Queensland Board of Teacher Registration (BTR) 2002, *Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs*, BTR, Queensland.

## **International Models of Accreditation and Accountability**

The Committee studied the accreditation and accountability requirements for teacher education providers in three international jurisdictions. New Zealand was selected for its proximity to Australia, its international recognition as a best practice model and the reciprocal arrangements that allow teachers who qualified in New Zealand to teach in Australia and vice versa. The United Kingdom was the second model examined based on its very rigorous accreditation and teacher registration requirements that have led to improved teacher quality and student learning over recent years. Finally, the Committee examined the accreditation processes evolving nationally in the United States.

### ***New Zealand Teachers Council***

The New Zealand Teachers Council was established in February 2002. Its main purpose is to provide professional leadership in teaching, to enhance the professional status of teachers and to contribute to a safe and high quality teaching and learning environment for children and other learners. The Council's legislated functions are to establish and maintain standards for teacher registration, to establish and maintain professional standards for qualifications that lead to teacher registration and to conduct, in conjunction with quality assurance agencies, approvals of teacher education programs on the basis of established standards.

Teacher education programs in New Zealand are approved every five years. The purpose of the approval process is to ensure that courses continue to be appropriate for the purpose of preparing teachers to meet the Council's Satisfactory Teacher Dimensions and the 'Fit to be a Teacher' criteria. The process is also intended to provide the Teachers Council with an assurance that a previously approved program continues to be dynamic and respond to new knowledge, research and developments and that it builds capacity both in its staff and in its graduates.<sup>32</sup>

The emphasis given to research as the basis of any teacher education program is of particular interest to this Committee. The New Zealand Guidelines state:

A quality teacher education programme must be informed by sound research and should promote research as an important component of student teachers' developing professional skills. Therefore the Teachers Council would expect to see evidence of a solid research base for the programme identified in the conceptual framework and followed through its aims. In addition, evidence must be provided that research has informed the

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<sup>32</sup> New Zealand Teachers Council 2002, *Standards for Qualifications that lead to Teacher Registration: Guidelines for the Approval of Teacher Education Programmes*, New Zealand Teachers Council, p.4.

various programme elements, such as socio-cultural, historical, political, philosophical, curriculum and pedagogical perspectives.<sup>33</sup>

As expected within any accreditation model, the New Zealand Teachers Council sets out clear documentation requirements covering the integral components of any teacher education program. These include the conceptual framework for the program; program aims; graduate profile and standards; program content, design, structure and progression; assessment policies and procedures; practicum information; and entry standards. In addition, the accreditation process in New Zealand evaluates a range of important dimensions that the Committee believes could be incorporated into the new requirements being developed by the Victorian Institute of Teaching. These include, for example, extensive consultation with key stakeholders, learning and teaching resources, recognition of prior learning and standards surrounding the qualities, experience and professional development of university faculty staff.

An extremely important requirement in the New Zealand model is extensive consultation with a wide range of internal and external interest groups. As described in the Guidelines, the accreditation panel expects to see detailed documentation with respect to:

- External consultation – consultation must be described that has taken place during the development of the program with teachers, principals, head teachers, professional bodies, employers, teacher educators from other institutions and the wider community with an interest in the education of teachers. The contributions of those consulted must be indicated along with the institution's analysis of and responses to them. Plans for continuing reporting and accountability to these groups must also be provided.
- Internal consultation – evidence must be provided of the active participation in the development of the program by current staff as well as representatives of practising teachers who will be contributing to any part of the program. The professional learning of the staff that has taken place during program development and plans for the continuation of that learning must be referred to in the documentation. Plans for internal review processes must also be included. When members of the accreditation panel meet the people consulted, they ask about their experiences and participation during the development of the program.<sup>34</sup>

The Committee would like to see similar requirements covering consultation in the Victorian Institute of Teaching course accreditation process. Having reviewed some of the course accreditation documentation submitted by Victorian universities in recent years, the Committee is unsure that effective

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<sup>33</sup> New Zealand Teachers Council 2002, *Standards for Qualifications that lead to Teacher Registration: Guidelines for the Approval of Teacher Education Programmes*, New Zealand Teachers Council, p.9.

<sup>34</sup> Ibid, pp.9-10.

consultation is a regular feature of the design, development and review of teacher education programs in Victoria.

The Committee would also like to see new course accreditation processes reflect some other aspects of New Zealand's guidelines. The New Zealand Teachers Council requires that resources necessary for research and learning, by both faculty staff and pre-service teachers, are clearly identified in relation to all program components. Evidence must be available of the provision of and access to sufficient tertiary level library resources, technology resources and teaching resources and equipment for all curriculum areas. For courses delivered through open, flexible or 'mixed mode', full information must be provided about the technologies used, the rationale for this use in relation to the known characteristics of the pre-service teacher cohort, how various technologies are used and for what aspects of the course, allocation of faculty staff time for training in distance education techniques and the preparation of appropriate materials, specific resources for travel, library and communications and student databases and management and audit systems.<sup>35</sup>

The Teachers Council also requires evidence that the lecturers responsible for pre-service teachers' learning are suitably qualified academically, and experienced in teacher education and in teaching in the relevant sector. Lecturers should hold a relevant qualification in advance of that being aspired to by the pre-service teachers. In addition, any other teaching staff associated with the course as associate teachers or mentor teachers must be identified and evidence of their suitability to be involved in the program must be provided. The Council also requires evidence of:

- staff development opportunities for improvement in their respective fields of expertise
- staff library and resources
- ongoing involvement in research
- ongoing academic learning (formal and informal)
- sufficient and timely resources to support staff undertaking relevant professional development
- opportunities for staff to regularly interact with other experienced teacher educators in their own and other institutions to discuss their teaching and the learning of their students.<sup>36</sup>

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<sup>35</sup> New Zealand Teachers Council 2002, *Standards for Qualifications that lead to Teacher Registration: Guidelines for the Approval of Teacher Education Programmes*, New Zealand Teachers Council, p.12.

<sup>36</sup> Ibid, p.15.

## ***Accountability in the United Kingdom***

The teacher training<sup>37</sup> system in the United Kingdom has, without a doubt, the highest level of rigour in terms of quality assurance and accountability of all the jurisdictions, national and international, examined by the Committee. This rigour is evident in the entry standards for teacher training, requirements surrounding teaching practicum, graduate standards and accreditation of teacher education programs. Furthermore, achievement of high standards is required by all elements of the system; teacher trainees, teacher educators, teacher training providers and government agencies involved in the design, delivery and regulation of teacher training.

The Teacher Training Agency (TTA), which was established in 1994, is a unique body, as a national arm of government charged with two primary responsibilities that are rarely combined. First, it competes in the graduate labour market to recruit prospective teachers into pre-service teacher training and secondly, it ensures the quality of pre-service teacher training is the best it can be. Importantly, the TTA has the powers to purchase pre-service teacher training and therefore, to allocate training places to universities, schools and other providers according to their quality.<sup>38</sup> Mr Ralph Tabberer, Chief Executive of the TTA reports that by having these two significant responsibilities in a single body, at the gateway to the profession, the United Kingdom has made significant advances, not only in results, but in the ways the profession thinks and acts.<sup>39</sup> Mr Tabberer further contends that the experience of the TTA has revealed some important points about the value of:

- having powers and policy levers that work
- combining evidence and policy concerned with teacher quantity and teacher quality
- looking out from the education services as well as within.<sup>40</sup>

Clear quality standards and course requirements are set out in regulations addressing the standards that graduate teachers should achieve, entry requirements for teacher training and the training requirements for all courses. The Standards for the Award of Qualified Teacher Status contain 42 standards for graduate teachers, covering the areas of professional values and practice, knowledge and understanding, and teaching (refer Appendix L). The Requirements for Initial Teacher Training specify what providers of pre-service

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<sup>37</sup> The UK Government uses the term 'teacher training' rather than 'teacher education'. The Committee has adopted this terminology in the current section as it more aptly reflects the 'teacher readiness' approach to teacher preparation adopted by the Teacher Training Agency.

<sup>38</sup> Tabberer, R. 2003, 'Promoting teacher quality in England: the role of the Teacher Training Agency', in *Building Teacher Quality: What does the research tell us?*, Proceedings of the Australian Council for Education Research (ACER) Research Conference 2003, ACER, Melbourne, p.2.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

teacher training must do. They are organised into four sections, covering trainee entry requirements, training and assessment, management of the initial teacher training partnership and quality assurance (refer Appendix M). The standards underline the essential contribution that schools and other settings make to pre-service teacher training. They apply to all types of provision and all pre-service teacher training providers must meet them.

A system for inspecting pre-service teacher training is implemented by the Office for Standards in Education (Ofsted) on a regular inspection cycle, with provider results being published annually and affecting the number of training places subsequently allocated to that provider. High quality providers have received more places, providers falling short of expectations have had places reduced and, in a small number of instances, providers have lost their accreditation.<sup>41</sup>

Measurable improvements have resulted from the United Kingdom's reforms of teacher training, which are based on a framework of stronger sanctions and incentives. Inspection data indicate there have been annual increases over the past five years in the proportion of trainees placed within providers graded as good or very good by Ofsted, from 69.9 per cent in 1999-2000 to 80.9 per cent in 2003-2004.<sup>42</sup> Mr Tabberer reports that an even better indicator has been the performance of newly qualified teachers in their first year of teaching, which led to Her Majesty's Chief Inspector describing the 2003 new teacher cohort as 'the best ever'.<sup>43</sup>

Of key interest to the Committee is the United Kingdom's requirement for all pre-service teacher training providers to be involved in partnerships with schools. Institutions must actively involve schools in planning and delivering pre-service teacher training, selecting trainee teachers and assessing trainee teachers for Qualified Teacher Status. Providers must set up partnership agreements that make clear to everyone involved each partner's role and responsibilities, that set out arrangements for preparing and supporting all staff involved in training, and that make clear how resources are divided and allocated between the partners. Further, providers are responsible for making sure the partnership works effectively and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

The Committee supports a far greater level of involvement in teacher education by Victorian schools than currently occurs. Effective partnerships have been slow to evolve in Victoria and very few Victorian institutions currently demonstrate any strong commitment to this activity. The Committee therefore believes the Victorian Institute of Teaching should make the establishment of

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<sup>41</sup> Tabberer, R. 2003, 'Promoting teacher quality in England: the role of the Teacher Training Agency', in *Building Teacher Quality: What does the research tell us?*, Proceedings of the Australian Council for Education Research (ACER) Research Conference 2003, ACER, Melbourne, p.2.

<sup>42</sup> Ibid, p.3.

<sup>43</sup> Ibid.

partnerships between education faculties and schools a requirement through course accreditation mechanisms.

Another aspect of the United Kingdom's teacher education model that is of significant relevance to the Committee is the Ofsted inspection regime. All providers must meet six quality assurance requirements (as set out in Appendix M), including the systematic monitoring and evaluation of all aspects of provision to improve its quality and ensure that it complies with the current requirements for pre-service teacher training providers. Systems must be in place to identify targets for improvement, review provision against these targets, specify actions to be taken to achieve improvements and to ensure that the specified action is taken and that it leads to improvement. Providers must also benchmark their performance over time and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.

### ***Accreditation in the United States***

The completion of an accredited teacher education program has until recently, rarely been a requirement for teacher licensing, registration or employment in the United States. This probably accounts, at least in part, for the fact that less than half of the 1,300 schools of education in the United States are currently accredited, more than 45 years after the establishment of an accrediting authority.<sup>44</sup>

The National Council for Accreditation of Teacher Education (NCATE), established since 1954, is recognised by the US Department of Education as a professional body for colleges and universities that prepare teachers and other professional personnel for work in primary and secondary schools. NCATE currently accredits 575 schools of education (rather than their individual courses), which produce around two thirds of the nation's teacher entrants completing a teacher education program.

The dual mission of NCATE is accountability and improvement in teacher education. The NCATE accreditation process establishes rigorous standards for teacher education programs, holds accredited institutions accountable for meeting these standards and encourages unaccredited schools to demonstrate the quality of their programs by working for and achieving professional accreditation. Through its voluntary, peer review process, NCATE ensures that accredited institutions produce competent, caring and qualified teachers and other professional school personnel who can help all students learn.

In order to become accredited, each teacher education provider must meet six units of standards, as shown in Appendix N. The 'candidate performance'

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<sup>44</sup> TEAC, 'On Some Differences Between TEAC and NCATE', TEAC website, [www.teac.org](http://www.teac.org), viewed on 14 December 2004.



standards (Standards 1 and 2) focus on learning outcomes and require institutions to use evidence to demonstrate their pre-service teachers are gaining the knowledge, skills and dispositions necessary to have a positive impact on P-12 student learning.<sup>45</sup> The remaining 'unit capacity' standards (Standards 3-6) are aimed at ensuring universities support their teacher education programs through partnerships with schools, an emphasis on responding to diversity in the classroom, well-qualified faculty staff who model best practice in teaching and appropriate governance and resourcing.<sup>46</sup>

The assessment of teacher education programs in the United States has undergone significant change over recent years. Prior to 2000, institutions were measured largely by a review of what they offered to candidates – the quality of the curriculum and how it was implemented.<sup>47</sup> While curriculum is an important component of teacher education, the Committee is interested to note the experience of NCATE in taking accountability to the important next step: results. NCATE achieves this by asking whether:

- candidates have acquired the necessary knowledge and skills to become effective teachers
- candidates have demonstrated their knowledge and skills in measurable ways
- the institution has provided clear evidence of the competence of their candidates, including that they can help students learn.<sup>48</sup>

In 2003, the US Secretary of Education formally recognised the newly formed Teacher Education Accreditation Council (TEAC) as the second accrediting body in the field of teacher education in the United States. The TEAC accreditation framework contains requirements for candidate status, three separate quality principles and standards for the capacity for program quality (refer Appendix O). The program capacity requirements cover curriculum; faculty staff; facilities, equipment and supplies; fiscal and administrative capacity; student support services; recruiting and admissions practices; and student feedback.

An important difference between NCATE and TEAC accreditation in the context of this inquiry is that while NCATE accredits a teacher education provider, TEAC accredits only individual programs. This means that TEAC accredits only programs for which there is evidence that graduates are competent, caring and qualified and that those programs that do not have evidence of success remain

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<sup>45</sup> National Council for Accreditation of Teacher Education (NCATE) (USA) 2002, *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, 2002 Edition, NCATE, Washington, DC, p.9.

<sup>46</sup> Ibid.

<sup>47</sup> Ibid, p.8.

<sup>48</sup> Ibid.

unaccredited and accept the consequences of this status.<sup>49</sup> The Committee supports the TEAC model as a more rigorous and accountable model of accreditation.

The Committee was also impressed with TEAC's progressive approach to accreditation, which warrants, through an academic audit, that the program has an effective quality control system that has the capacity to monitor quality, identify problems and weaknesses and implement remedies for them.<sup>50</sup> Therefore, rather than adopting the more traditional accreditation model, whereby programs are accredited based on whether they conform to established standards, the institution's quality control mechanisms are at the heart of TEAC's accreditation process. Put simply, TEAC requires that every program ask: 'Is there credible evidence behind the claims the program faculty members make about their graduates and is that evidence strong enough to convince disinterested experts?'<sup>51</sup>

## **A New Accreditation Framework for Victoria**

The Committee is aware that the Victorian Institute of Teaching is currently developing new standards and processes for future accreditation of teacher education programs in Victoria. The Committee expects that these new procedures will incorporate best practice from interstate and international bodies. In developing a new model, the Committee believes the Institute must be far more explicit in its requirements than was evident in the guidelines produced by the former Standards Council of the Teaching Profession. The Committee believes the Victorian Institute of Teaching must adopt an evidence-based approach in the design, implementation and assessment of standards. The Institute must also go beyond simply evaluating institutions against the standards for graduating teachers by including specific requirements covering university resources and processes.

The Committee does not intend to make recommendations that will result in overly prescriptive requirements that stifle creativity and result in little diversity in teacher education. As discussed in the following chapter, the Committee sees a great need for a broad range of teacher education courses that are flexible in their delivery. However, there was clear evidence throughout this inquiry that teacher education institutions are not fully accountable for the quality and 'teacher readiness' of their graduates. All of those involved in teacher education in Victoria must 'step up' the quality and standards at all phases of the teacher education process. The teaching profession and other key stakeholders must 'step into' the university system, to enhance their own level of skills and

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<sup>49</sup> TEAC, 'On Some Differences Between TEAC and NCATE', TEAC website, [www.teac.org](http://www.teac.org), viewed on 14 December 2004.

<sup>50</sup> Ibid.

<sup>51</sup> Ibid.

knowledge associated with teacher education but equally as importantly, to be involved in raising the standard of teacher education in this State. Finally, teacher educators must regularly 'step out' into schools and other learning environments to remain abreast of current challenges, priorities and practices in education in Victoria.

The Committee therefore believes that the Victorian Institute of Teaching needs to develop a rigorous accreditation process that ensures all pre-service teacher education courses offered in Victoria:

- reflect the Institute's graduate and professional standards for teachers
- are informed by sound research and emphasise the importance of using quantitative and qualitative evidence to enhance the professional skills of teachers
- are developed using an appropriately constituted course advisory committee that meets regularly. Membership must include balanced representation of academic staff, professional associations, employing authorities and practising teachers
- document how graduate standards will be met and how the university will assess and report student achievement.

The Committee also believes that accreditation standards must be systematically reviewed every five years, to ensure that they continue to reflect advances in research in the sector, and best practice in the teaching profession. The Committee further believes that the Victorian Government (and other State and Territory Governments) must pursue systemic change to teacher education at the Commonwealth Government level, to ensure that regulatory, funding and allocation mechanisms can be utilised to complement State accreditation frameworks. Specifically, the Committee believes that all State and Territory Governments should pursue, through the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA), continued improvement and evaluation of teacher education, to ensure future teachers continue to meet the current and emerging needs of the community. Any national reform of teacher education should aim to:

- increase the level of accountability of teacher education institutions
- establish clear standards covering the requirements of teacher education providers and their graduating teachers
- ensure that quality is objectively and independently evaluated

ensure that success is rewarded and that strategies are put in place to address sub-standard quality or outcomes.

**Recommendation 2.1:** That the Victorian Institute of Teaching substantially upgrade its accreditation standards to reflect world's best practice and that these standards be reviewed following stakeholder consultation every five years.

## ***Partnerships in Teacher Education***

A key area of discussion throughout this inquiry was around the mechanisms used by universities to incorporate input by the profession into teacher education programs. Such input is essential to give relevancy to teacher education and to produce 'teacher ready' graduates who are independently competent and confident in the classroom.

Some universities are beginning to recognise the benefits of adopting a partnership approach to teacher education. These approaches remain in their infancy at most institutions and are generally quite limited, being targeted at the teaching practice component of courses (refer Chapter 5 for discussion on partnerships in practicum). However, the Committee observed that Victoria University employs a partnership model involving close collaboration between university educators, school principals and teachers, aimed at improving all aspects of its teacher education programs.

Some of Victoria University's Project Partnerships extend to trials of site-based teacher education, where large groups of pre-service teachers are working several days per week in one school. At the Grange P-12 College in Werribee, for example, 13 pre-service teachers undertaking the Graduate Diploma course are supporting the mathematics and science curriculum for two days per week and will also complete an eight week block placement. As part of their university program, these pre-service teachers work in professional development programs with their teacher colleagues in the College's Teachers Learning Centre. There, they learn and reflect alongside their colleagues on current innovations being implemented in Victorian schools, such as New Basics, Habits of Mind, Thinking Curriculum and Middle Years issues. Both practising teachers and pre-service teachers bring knowledge of school students and their learning needs, interests and styles to the Teacher Learning Centre environment and they also share a long-term commitment to the improvement of learning outcomes for their school students.<sup>52</sup>

The Committee also received evidence that Deakin University is increasingly utilising a partnership approach with schools to deliver some of its course units. The Deakin University programs are a collaborative university-school endeavour whereby pre-service teachers attend a school consistently throughout a semester and university staff hold workshops at the school. The workshops

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<sup>52</sup> Written Submission, Victoria University, School of Education, April 2004, p.9.

focus on curriculum issues and learning activities appropriate to the particular teaching subject. During the workshop, the pre-service teachers work with small groups of school students then come back together to discuss the implications of the teaching session. The model has been used mainly for primary mathematics, science and language and literacy units.

The Committee observed that the school-based programs at both Victoria and Deakin Universities have been successful in forging stronger links with schools, generating increased involvement of schools in each university's programs, enhancing the reflective engagement of pre-service teachers in the learning and teaching process and increasing the satisfaction of pre-service teachers and their commitment to their course.<sup>53</sup> Furthermore, the Committee received evidence from the communities working with these two universities that the benefits of the partnerships extend to all involved: the pre-service teachers, university staff, principals and teachers, school children and the broader school community.<sup>54</sup>

The Committee heard on a number of occasions that partnership programs are very popular with school children, as they are exposed to exciting new activities and participate in close collaboration with an adult. According to Deakin University, teachers regularly report that children who otherwise pose management problems work productively in the small group situation.<sup>55</sup> For the schools, the program offers advantages for children who are exposed to small group teaching that is planned under the tutelage of the university staff, and gives teachers access to current curriculum ideas. It is therefore a professional development experience for teachers.<sup>56</sup> Deakin University also reported that faculty staff find partnership models a challenging and rewarding way to teach, since they need to react to real issues that arise for teachers and students in classroom situations, requiring constant integration of theory and practice.

Mr Peter Blunden, Principal, Kurunjang Secondary College highlighted some of the professional development opportunities available through partnership models of teacher education:

... young people coming into a school having had some of that experience in curriculum development and project management and research as applied in a real school setting has been one of the fabulous advantages of project partnerships ...

By this involvement our teachers and students have the opportunity to go down to the university and not only access the wonderful resources of the teachers at the university but also to talk to student teachers at the university

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<sup>53</sup> Written Submission, Deakin University, Faculty of Education, April 2004, p.7.

<sup>54</sup> See for example, Transcript of Evidence, Sunbury Primary School site visit, 22 November 2004 and Written Submission, Deakin University, Faculty of Education, April 2004.

<sup>55</sup> Written Submission, Deakin University, Faculty of Education, April 2004, p.7.

<sup>56</sup> Ibid.

... and that sharing and learning experience through the process has certainly helped our learning as well.<sup>57</sup>

Mr Blunden continued by describing how the project partnerships benefit whole communities, by crossing the boundaries within local learning communities:

... one of the priorities that emerged was that we need to look at years from zero to eight for schooling. That is where there is a big gap in preparing young kids for primary school and for the access that children might have to kindergartens, particularly in the new growing estates ... and we designed a project. ... These are the strengths of the partnership; these are the strengths of taking it to another level. As the trust has grown, as the learning has grown, as partnerships have grown, Victoria University is now playing a lead role in the whole notion of development of a learning community.<sup>58</sup>

The Committee heard that schools can also benefit from being involved in influencing the outcome of teacher education and in being able to assess the quality of potential future employees.

For example, Mr David Cook, Principal, Sunbury Primary School commented:

...we certainly have needs in trying to get sufficient staff to do certain programs, and with the government emphasis on middle years and early years literacy and numeracy development we thought, 'People; resources' ... These are the people we will be employing in a year or two years; it could be a great opportunity to influence the outcome and the quality of the person.<sup>59</sup>

Ms Bev Fegen, Assistant Principal, Altona Primary School also noted:

... [the opportunity of] looking at our future employment [has] been the highlight for us. We actually employed a young man ... just from seeing his work at university, his enthusiasm and the partnership we had, and we saw that as an opportunity to look at him in a role in our school.<sup>60</sup>

The Committee recognises that such close links between universities and schools are the way of the future in teacher education. They have the potential to provide pre-service teachers with a rich, relevant and realistic pathway into teaching, as well as provide opportunities to schools and the existing teacher workforce to improve learning outcomes for students. While acknowledging that such programs may be resource intensive and pose organisational challenges for both the school and the teacher education institution, the Committee heard clear evidence that the benefits of these partnerships far outweigh the potential costs. The Committee therefore strongly advocates that this approach is adopted universally by Victorian institutions. The Committee sees the barriers to such an approach currently rest within some university faculties that are

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<sup>57</sup> Transcript of Evidence, Sunbury Primary School site visit, 22 November 2004, pp.7-8.

<sup>58</sup> Ibid, p.8.

<sup>59</sup> Ibid, p.4.

<sup>60</sup> Ibid, p.5.

reluctant to embrace change due to conflicting priorities and the status given to academic and research responsibilities.

The importance of informing course development through partnerships with the profession has been consistently emphasised in recent research and policy documents. For example, Dr Gregor Ramsey wrote that 'genuine partnerships between universities and schools in the initial education of teachers will be strengthened by structures and processes in which teacher educators and teachers work together with a shared identity as members of the teaching profession, jointly engaged in the broad range of activities their profession demands'.<sup>61</sup>

Similarly, Boston Consulting Group recommended in its 2003 Schools Workforce Development Strategy that the Department of Education and Training engage in high level advocacy with teacher training providers to support delivery of the Government's workforce requirements, on key issues such as subject mix and course quality.<sup>62</sup> Subsequently, the Minister for Education Services, the Hon Jacinta Allan, announced a series of initiatives, including one whereby the Government will actively engage with university education faculties on pre-service course quality. In undertaking this work, the Department will use existing course assessment materials, such as those produced by the Graduate Careers Council of Australia. It will also collect schools' views on the skills and competencies of recently employed beginning teachers. The assessment is to be focused on the Government's needs as a major employer of teachers and is aimed at complementing the role of the Victorian Institute of Teaching in developing professional standards and accrediting pre-service education courses.<sup>63</sup>

The Interim Committee for a NSW Institute of Teachers noted that fundamental to Dr Ramsey's view is that teacher input constitutes more than the inclusion of a practising teacher on a course development panel. Rather, it is developing and maintaining ongoing relationships with the profession so that communication and input are integral features of every stage of course development, implementation and review.<sup>64</sup> The Interim Committee further noted that building this type of relationship across all teacher education providers requires the development of a regulatory framework to enable the profession to provide consistent input into teacher education programs.<sup>65</sup>

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<sup>61</sup> Ramsey, G. 2000, 'Quality Matters. Revitalising teaching: Critical times, critical choices. Report of the Review of Teacher Education, New South Wales', cited in *Report to the Minister on the Establishment of an Institute of Teachers*, Interim Committee for a NSW Institute of Teachers, 11 July 2003, NSW Department of Education & Training, Sydney, p.51.

<sup>62</sup> Written Submission, Victorian Department of Education & Training, July 2004, p.5.

<sup>63</sup> Department of Education & Training (DE&T) 2004, *Teacher Supply and Demand for Government Schools*, DE&T, Melbourne, p.9.

<sup>64</sup> Interim Committee for a New South Wales Institute of Teachers 2003, *Report to the Minister on the Establishment of an Institute of Teachers*, Interim Committee for a NSW Institute of Teachers, Sydney, p.51.

<sup>65</sup> *Ibid*, p.52.

The Committee noted some level of resistance to any such regulatory framework. Mr David Cook, Principal of Sunbury Primary School also commented that partnerships really develop when 'a couple of key people with the vision and the capacity [get] out of their office at different stages and seize opportunities that are right in front of them'.<sup>66</sup> The Committee agrees with this proposition but also believes that education faculties should be accountable for engaging their key stakeholders in developing, supporting and improving teacher education, within a broad regulatory framework. The Committee therefore believes that the Victorian Institute of Teaching should require education faculties to engage with and manage partnerships with local schools, as a condition of course accreditation. These partnerships should actively involve schools in planning and delivering pre-service teacher education and assessing pre-service and new teachers against graduate and professional standards.

**Recommendation 2.2:** That the Victorian Institute of Teaching require teacher education providers to set up partnership agreements with participating schools that:

- set out arrangements for preparing and supporting university and school-based staff involved in pre-service teacher education;
- make clear how resources are divided and allocated between the partners; and
- make clear to everyone involved each partner's role and responsibilities and how success will be measured.

It is important to note that partnerships in teacher education should not be restricted merely to teacher education providers and schools. The Committee also heard evidence that there needs to be much greater input from the employing authorities, and stronger linkages between these organisations and the teacher education providers. The role of the Department of Education and Training, Catholic Education Commission of Victoria and the Association of Independent Schools of Victoria is to ensure that course content is informed by current curriculum frameworks and that pre-service teachers are educated about a broad range of relevant policies and other initiatives. Employing authorities also have a role in informing institutions about their future employment needs, based on trends in school enrolments and teacher attrition and projections regarding areas of subject growth and demand. As noted by the OECD, unless teachers are actively involved in policy development and taking the lead in areas

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<sup>66</sup> Transcript of Evidence, Sunbury Primary School site visit, 22 November 2004, p.4.



such as defining professional standards, successful policy implementation is unlikely.<sup>67</sup>

Other important relationships may be between parent representatives and the broad range of education and training partners involved in any learning community. Again, improved communication and partnerships between such important stakeholders as the local learning and employment networks, local industry and employers, TAFE and Adult and Community Education (ACE) providers and teacher educators from a wide range of institutions will help to ensure that teacher education is more informed, and therefore, more able to produce 'teacher ready' graduates in the future.

**Recommendation 2.3:** That the Victorian Institute of Teaching require teacher education providers to regularly consult with key stakeholders, including teachers, principals, professional bodies, parent representatives, employing authorities and teacher educators from a variety of institutions. As a condition of course accreditation, universities should provide:

- a description of the consultation process;
- a report on the contributions of parties consulted, together with the university's analysis of and response to them;
- a description of how the university will continue to report and be accountable to major stakeholders; and
- evidence regarding effective participation in the development of new and existing teacher education programs by university and school-based staff.

## ***Quality Assurance***

The effectiveness and quality of pre-service teacher education were consistently raised throughout this inquiry. Pre-service teachers, the major employing authorities and current teaching professionals consistently highlighted concerns regarding the relevance of many teacher education programs, or at least components of them, as discussed throughout Chapter 4. Similarly, major concerns regarding the adequacy and quality of teaching practicum were almost unanimous among these stakeholders, a topic covered in depth in Chapter 5. Additionally, many stakeholders raised a range of internal quality issues, ranging from the quality of instruction in pre-service teacher education to the quality and adequacy of a wide range of resources allocated to programs.

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<sup>67</sup> Presentation made by the OECD to the Committee, Paris, 28 June 2004.

In a broad sense, the Committee was continually frustrated throughout its inquiry by the lack of research regarding what form of teacher education is the most effective, as measured through performance in the early years of a teaching career. One simple indicator of quality in teacher education may be the teacher attrition rate and yet, while Victoria's attrition rate was reported by Dr Lawrence Ingvarson of ACER at around 25 or 30 per cent, there is currently no research that can link those leaving the profession to the type of teacher education they completed.<sup>68</sup> Other important indicators of quality may include advancement within the profession and most importantly, student outcomes in the classroom, but again, there seems to be no research available that links teacher education to these factors.

The above comments are not meant to overlook the fact that some education faculties have very strong research units that have produced a range of valuable research studies. Rather, the Committee wishes to highlight the internationally-recognised lack of comparative studies (qualitative and quantitative) of various course offerings over time. As noted by the OECD, the research and data bases informing teacher policy is currently highly fragmented and needs to be strengthened at international and national levels.<sup>69</sup> Similarly, the US National Council on Teacher Quality noted that much of today's knowledge base on teaching and teacher education is uneven, incomplete and highly disputed, often due to a lack of grounding of teaching methods in valid research.<sup>70</sup> The Committee has a firm view, therefore, that further research is required to link the types of quality indicators identified above to variables such as the type of preparation undertaken (undergraduate versus postgraduate or primary/secondary specific versus P-12 courses), university attended, length of course, disciplines studied (and then taught in schools), and importantly, the length, structure and diversity of teaching practice incorporated into the course.

The Committee sees that the State Government, as well as individual institutions has a key role in data collection. Just as data on school performance has increased over recent years, detailed data regarding teacher education providers must now be systematically collected, so that a comprehensive picture of quality and outcomes at each stage of the teacher education system can be obtained. Data should cover a wide range of characteristics collected at all key stages, to build up a picture of how well teacher education courses are preparing teachers (and what other factors may contribute to teacher quality). Key stages include applications to a teacher education course, offer of a place within teacher education, commencement of teacher education, completion of a teacher education course, recruitment into the profession, professional advancement and exit from the profession. Over time, it will be possible to undertake a longitudinal study that potentially links personal profiles and teacher

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<sup>68</sup> Transcript of Evidence, Briefing, Melbourne, 15 March 2004, p.22.

<sup>69</sup> Presentation by the OECD to the Committee, Paris, 28 June 2004.

<sup>70</sup> Meeting with representatives of the National Council on Teacher Quality, Washington, 8 July 2004.

education to recruitment, retention and advancement within the profession and to student outcomes.

Internally, universities must be responsible for monitoring and evaluating all aspects of their provision. They must continually review the level of resources allocated to their programs and how they meet the requirements of both pre-service teachers and faculty staff in achieving course objects. Inadequate investment in teaching resources, ICT, staffing or any aspect of the teaching practice component of programs has significant potential to dramatically reduce the quality of the course. Quality can only be maintained if universities have comprehensive, effective, quality assurance systems in place. This means having mechanisms for the ongoing monitoring, evaluation and improvement of each course. Effective models of evaluation will incorporate and respond to feedback from all key stakeholders. This feedback should cover not only how well a teacher education program meets its objectives, but also how well those objectives and outcomes meet the needs of key stakeholders, namely pre-service teachers, employing authorities and children in the classroom. Systems must therefore be established to identify targets for improvement, review performance against those targets, specify the actions to be taken to achieve improvements and ensure both that the specified action is taken and that it leads to improvement.

The lack of quality assurance within many current pre-service teacher education courses was frequently raised throughout this inquiry. Pre-service teachers and their future employing authorities often complained about the standard of university pedagogy, citing numerous examples where lecturers did not model effective teaching practice and/or were not aware of the realities of teaching in the 21st century classroom. Many pre-service teachers and their school-based colleagues noted that some lecturers use content and support materials that are long outdated, while others noted that lecturers often fail to incorporate new technologies into their own teaching. Leading teachers and school principals, too, consistently highlighted concerns regarding the relevance and recency of skills and knowledge relating to current teaching practice. As the Catholic Education Commission of Victoria notes, this is of major concern, as the front of room lecture has its place in a tertiary setting, but, if it becomes the dominant paradigm, it represents poor modelling for students.<sup>71</sup>

Ms Genevieve Loughnan, a casual relief teacher, cited concerns about the class management skills of some lecturers, stating that the annoying and disruptive behaviour of other students was rarely challenged by lecturers. She sees this as 'an easy cop-out, probably stemming from [lecturers] having given up on their own ability to change'. Ms Loughnan, like many current pre-service teachers, also noted a lack of enthusiasm and inspiration among current teacher educators:

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<sup>71</sup> Written Submission, Catholic Education Commission of Victoria, April 2004, p.6.

Often the lectures were so clinical, given with little or no insight into the classroom action we were about to immerse our lives in. ... The only enthusiasm I saw was from visiting speakers, who were obviously dedicated inspirational people.<sup>72</sup>

Many stakeholders suggested that the instances of poor quality of instruction within teacher education are due, in part, to the increasing isolation of university staff from the realities of the 21st century classroom. Many universities have, over recent years, weakened the links with schools that were previously associated with teaching practicum, while others have failed to develop sound mechanisms for incorporating input from the profession regarding course content and delivery. This led to many calling for more lecturers to 'step out' into schools, to experience what really goes on. Indeed, the Committee consistently heard that professional experience is as important to the teacher educator as it is to the pre-service teacher. Comments from many of the schools contributing to this inquiry support this contention.

Invermay Primary School reported that:

The lecturing staff at the universities appear to not have taught in a classroom for many years and are not preparing the [pre-service teachers] for the demands (both emotionally and physically) of the profession. It appears that their skills need to be updated and recent. A teaching sabbatical for all university lecturers is suggested to keep them relevant and skilled as to what really is expected of teachers in schools.<sup>73</sup>

Staff at St Patrick's College in Ballarat also noted that the skills and practices of many lecturers may be outdated due to a lack of recent experience in schools:

... there is a guy at the moment – a fantastic person – teaching in Year 8 who had lectured at Ballarat University for 22 years. He came to school 18 months ago, and for the first six months he did not know what hit him... He did not know how hard teachers worked back in the schools, and he found it quite difficult. So we did a lot of mentoring with him.<sup>74</sup>

In light of the above comments, and many other similar ones, there must be significant questions regarding the quality of instruction within universities. Despite this, very few institutions could provide evidence that they have effective performance management or quality assurance processes in place. Indeed, the Committee heard that often the only assessment of lecturers may be in the form of voluntary student evaluations, which often remain confidential to the lecturer themselves unless they choose to show their own colleagues. For their own part, a number of universities identified difficulties associated with offering sufficient levels of professional development to their teacher educators.<sup>75</sup> This is of significant concern in itself, but even more so when considering that some

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<sup>72</sup> Written Submission, G. Loughnan, April 2004, p.3.

<sup>73</sup> Written Submission, Invermay Primary School, May 2004, p.1.

<sup>74</sup> Transcript of Evidence, St Patrick's College site visit, 5 November 2004, p.35.

<sup>75</sup> See for example, Written Submission, La Trobe University, School of Educational Studies, p.3.

academic staff have come from different jurisdictions and are therefore unfamiliar with the current trends and initiatives in Victoria (and Australia).

As a first, simple step in improving quality assurance then, universities must be accountable for collecting comprehensive data and information about their own performance and that of individual faculty staff. Employing mechanisms for collecting student feedback throughout the course is only the first step in achieving this. Feedback following graduation is particularly important, as new teachers with genuine professional experience will be able to make a more informed evaluation of the quality and usefulness of their pre-service teacher education. An added benefit is that by surveying or interviewing past students, universities will have the opportunity to continue their support to new teachers after they have commenced in the workplace. This may include advice regarding curriculum resources or new teaching strategies or more general advice regarding working in a professional setting. This type of support will have the added benefit of strengthening ongoing relationships between universities and schools. Bendigo Senior Secondary College was just one of many stakeholders emphasising this need:

... there is very little, if any, feedback to the institution after the teacher begins their career. It should be that the tertiary institution plays an ongoing role, supporting the student during their first year in a school. This would also provide the institution with very strong feedback as to how well their course prepared (or not prepared) the teacher for their first year of teaching.<sup>76</sup>

As identified above, however, feedback from past graduates must be complemented by feedback regarding the quality and outcomes of teacher education from supervising teachers, mentors, school principals and employing authorities.

**Recommendation 2.4:** That the Victorian Institute of Teaching require universities to provide detailed program documentation outlining mechanisms for ongoing monitoring, evaluation and modification of teacher education courses, their curriculum and delivery. Systems should be established to:

- incorporate and respond to feedback from key stakeholders;
- identify targets for improvement;
- review provision against these targets;
- specify the action to be taken to achieve improvements; and
- ensure that the specified action is taken and that it leads to substantial improvement.

<sup>76</sup> Written Submission, Bendigo Senior Secondary College, May 2004, p.3.

**Recommendation 2.5:** That the Victorian Institute of Teaching require universities to provide details regarding resources and facilities allocated to teacher education courses. Specific details should be provided regarding teaching resources, ICT facilities and resources allocated to the teaching practicum.

**Recommendation 2.6:** That the Victorian Institute of Teaching seek to improve quality assurance in teacher education by:

- implementing an annual survey of graduating teachers, their mentoring teachers and school principals, commencing in 2006, to determine how well teacher education courses are preparing graduates for teaching;
- maximising feedback from new graduates by including the annual survey of graduating teachers (and any other feedback instruments) as part of the documentation required for teacher registration;
- reviewing the content of the survey every two years, to ensure the questions and response categories/scales remain relevant to the needs of teachers in the 21st century;
- benchmarking the performance of teacher education providers, using the results of the Institute's annual survey (and any other instruments designed by the Institute) and existing Commonwealth Government surveys; and
- publishing the benchmarked results of teacher education faculties.

**Recommendation 2.7:** That the Victorian Government undertake a major research project for the long-term evaluation of teacher education. This project should include a comprehensive data and collection management system that links pre-service teacher profiles and various teacher education courses to recruitment, retention and advancement within the profession. This evaluation should compare outcomes for various structures and approaches to teacher education, including:

- undergraduate versus postgraduate preparation;
- primary or secondary courses compared to P-12 courses;
- characteristics of university or campus attended;
- disciplines studied (and then taught in schools);
- characteristics of partnerships developed with local schools;
- relative emphasis afforded the major components of teacher

education, including theory, practice and research projects; and

- length, structure and diversity of teaching practice incorporated into the course.

**Recommendation 2.8:** That the Victorian Government pursue through MCEETYA a longitudinal study into the long-term effectiveness of various approaches to teacher education in terms of student outcomes.

## Conclusion

While many stakeholders to this inquiry identified examples of exemplary teacher education programs in Victoria, or at least, good practice in specific areas of design or delivery, the balance of opinion was that many courses continue to fail in their task of producing graduates who are ‘teacher ready’. The Committee believes this situation has arisen due to inadequate partnerships between teacher educators and schools, lack of input by the teaching profession more broadly and lack of feedback from graduates. The Committee is also concerned that where feedback from key stakeholders is collected, it is often not effectively incorporated into the design or modification of courses. Accountability, quality assurance and formal feedback arrangements must therefore be improved. The Committee believes that this can only be achieved through a more rigorous accreditation process that ensures universities improve their programs through partnership models of delivery and enhanced internal quality assurance mechanisms. The State Government must also play a role in improving accountability, by encouraging and supporting the research and data base upon which teacher education policy is formulated.





### **3. Flexible Design and Delivery of Teacher Education**

#### **Context**

It is widely acknowledged that a career for life is no longer the norm and teaching, like other professions, is seeing a far greater level of workforce mobility. To sustain a profession with a sufficient number of highly qualified teachers in our schools, the education system will therefore increasingly need to attract a more diverse pool of applicants. It can therefore be argued that to simply continue to offer the same types of university pathways into teaching is to fail to respond to the reality of the 21st century labour market. If the education community seeks to break down the insular nature of teaching to encourage a diverse range of high quality candidates to enter the profession, it will need to substantially expand the pathways into teaching. This means that teacher education faculties must pay greater regard to the broad range of qualifications, skills and experience of potential entrants and devise ways for these to be assessed against the requirements of existing teacher education qualifications. Opportunities can then be devised to accelerate teacher education, while ensuring that all new entrants meet the requirement of having a four-year teaching qualification, or other qualification that has been deemed equivalent by the Victorian Institute of Teaching and the education community.

The changing nature of the labour market, which is characterised by high mobility and an ever-increasing proportion of career change professionals, and the increased attractiveness of teaching as a career, offers unparalleled opportunities for our education systems to attract highly talented and knowledgeable professionals into teaching. In doing so, it offers the chance to greatly enhance diversity and the quality of our teacher workforce. For Victorian schools to fully harness this workforce potential, however, teacher education institutions will increasingly need to respond with greater diversity and flexibility in the design and delivery of their programs to meet the different demands and needs of career change teachers. It seems ironic that teacher educators, who consistently report on the need for teachers in the classroom to be flexible, inclusive and responsive in their approach to teaching, are yet to fully embrace such a philosophy in the design and delivery of their teacher education programs.

Given their explicit identification within the Committee's terms of reference, much evidence was received about how teacher education could be modified so as to recruit a range of highly qualified career changers into the profession. Strategies proposed included improved recognition of prior learning, creation of customised and specialised teacher education programs, accelerated entry into the profession and more flexible delivery models including site-based, part-time,

evening, weekend, intensive and online study modes. It was interesting to note however, that many of the strategies proposed to address the needs of mature age and career change entrants were the same as those proposed by or on behalf of many in the overall pre-service teacher cohort. This is because the modern university student, whether mature age or entering directly from school, has a lifestyle that often combines study, part-time employment and a range of social, family, community and/or sporting commitments. The challenges arising due to these commitments are also often exacerbated for those undertaking their pre-service teacher education in rural and regional Victoria.

In responding to the challenge of delivering teacher education to an increasingly diverse student cohort, the Committee envisions a future teacher education system in Victoria that is structured in such a way as to:

- allow for a greater number and variety of teacher education pathways and programs, including immersion and employment-based routes
- allow scope for greatly accelerated course work opportunities
- attract a wide range of entrants, including career change professionals
- facilitate greater mobility into and out of the teaching profession.

## **Rationale for a New Approach to Design and Delivery**

Many stakeholders throughout this inquiry have argued that teacher education programs must be more flexible, and should allow for on-the-job training for some entrants. Often, the motivation for demanding new, more flexible and employment-based models was based on the need for mature age or career change entrants to enter the profession quickly, to limit any financial disruption associated with re-training (refer following section). It is also important to note however, that some of the calls for alternative pathways, accelerated teacher education programs and employment-based teacher training were aimed at addressing other needs. For example, some stakeholders proposed alternative pathways to assist in addressing recruitment difficulties in a small number of subject disciplines in secondary schools,<sup>77</sup> while others suggested that career change entrants with alternative qualifications or experience may sometimes be

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<sup>77</sup> The Department of Education & Training reported that Victorian schools experience some difficulty in filling teaching positions in particular subject areas or isolated geographic regions. The Department reported that Mathematics is the major subject of concern, accounting for almost one in five of all secondary school difficult to fill vacancies in 2003. Physical Education and Special Education were also identified as of concern, with some difficulty recruiting in English, LOTE (Italian, Indonesian, French and Japanese), General Science, Physics, Information Technology, Technology Studies and Food Technology/Hospitality.

equally or more suitable for teaching certain groups of students effectively. The important caveat on such comments is that the community and the profession expect that all teachers in our schools have a four-year teaching qualification, or an alternative that has been assessed as an equivalent qualification by the Victorian Institute of Teaching. Support for innovative and flexible pathways into teaching is in line with international policy directions, with the OECD noting, for example, that schools and teachers would benefit from greater career diversity, mobility among schools and mobility into and out of the profession throughout a working life.<sup>78</sup> The Committee also heard that rural and regional students have particular needs for flexible design and delivery of teacher education (and indeed, all higher education), as discussed below.

### ***Career Change Professionals***

The education community generally accepts that career change professionals bring valuable experiences, world views and approaches to teaching, and that recruitment from within this cohort will remain important to the future of the profession. The Committee received evidence from many current practitioners, including Ms Michelle Green, Chief Executive, Association of Independent Schools of Victoria, that industry contains a wealth of knowledge and practical experience that school students can and should benefit from. This wealth of experience is of particular importance in fast developing areas such as science and technology, where recent practical experience provides valuable insights to students.<sup>79</sup>

The proportion of mature age candidates undertaking pre-service teacher education, while often difficult to quantify, is also acknowledged to be significant,<sup>80</sup> with increasing interest among those seeking a career change to enter secondary teaching in particular. Despite this, the Committee found that most Victorian universities have been slow to recognise and respond to the needs and talents of this cohort through modified teacher education programs and flexible delivery options.

The Committee received much evidence to suggest that rigid adherence to existing entry requirements may hinder the recruitment of mature age and career change entrants into teaching, or at the very least impose unnecessary imposts on this group as they attempt to enter the teaching profession. The Committee heard that the requirement to complete a 12-month qualification can be viewed by some in these target groups as an insurmountable obstacle to entering the teaching profession, while others described the year as one to be

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<sup>78</sup> Meeting with representatives of the OECD, Paris, 28 June 2004.

<sup>79</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.8.

<sup>80</sup> The Committee was unable to determine the proportion of mature age or career change entrants into teacher education due to the tendency of many universities to use 'non-Year 12' entrant as a proxy for 'mature age'. While 'non-Year 12' entrants may represent somewhere around 50% of the overall cohort in many undergraduate courses, a much smaller proportion of these are aged over 30, and only a very small number are likely to be aged 40 and over.

endured, rather than as valuable in preparing them to be effective teachers.<sup>81</sup> While acknowledging that the lack of income for 12 months can be a deterrent to some people considering a career change, the Committee notes that this is increasingly being addressed through incentives such as scholarship programs, improved salary conditions for the profession and the development of intern-based models of teacher education. Nevertheless, the Committee supports arguments that many mature age and career change entrants could enter teaching via more flexible delivery options and/or accelerated pathways that make optimal use of the full year (and not just two 13-week semesters). Further, the Committee sees that such an approach, which takes into account previous education, training and professional experience, would not threaten the quality of teacher education or eventual teaching practice.

The Committee wishes to emphasise that, while some mature age candidates have special entry or support needs, a number of universities reported mature age students to be highly motivated in their application to the task of becoming a teacher and as bringing a strong professional attitude to their studies.<sup>82</sup> A number of stakeholders reported that many mature age people have very stable lives and are therefore perhaps more able to fulfil course requirements than some VCE graduates, while the University of Melbourne also reported that these students take responsibility for their personal transformation and seek out help and support to achieve this.<sup>83</sup>

The Association of Professional Engineers, Scientists & Managers, Australia (APESMA) and the Australian Mathematical Sciences Institute (AMSI) both advised the Committee that the shortage of mathematics, science and IT teachers could be partially addressed by developing alternative pathways into teaching for the large pool of IT and engineering professionals who would like to retrain as teachers. Representatives of the Victorian Department of Education and Training supported moves to re-train professionals in these areas, suggesting that such an approach could have flow-on benefits for the children in the classroom:

Because these people have had practical experience using mathematics in other professions such as engineering they may be able to teach in a much less theoretical way than a lot of people who are just trained in mathematics. We are hoping that one of the spin-offs from that could be a greater interest in maths as a career and greater engagement with the kids because they can see the practicality of mathematics.<sup>84</sup>

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<sup>81</sup> See for example, Written Submission, Association of Independent Schools of Victoria, May 2004, p.7.

<sup>82</sup> See for example, Written Submission, University of Melbourne, April 2004, p.16.

<sup>83</sup> Written Submission, University of Melbourne, April 2004, p.16. The Association of Independent Schools of Victoria also noted in its Written Submission that mid-career professionals often need less support than other new graduates.

<sup>84</sup> Mr B. Maguire, Work Force Planning & Analysis, Department of Education & Training, in Transcript of Evidence, Briefing, Melbourne, 15 March 2004, p.5.

The Committee was also advised that improved capacity to recruit teachers with industry experience (through more diverse and flexible pathways into teaching) may go some way towards addressing the current gender imbalance within some areas of the teaching profession.<sup>85</sup>

The Committee heard strong arguments throughout this inquiry that all teachers must have a thorough preparation in theories of childhood development and pedagogical practice and opportunities for advanced entry into teaching are therefore necessarily limited. The Committee certainly agrees with the first part of this argument, supporting the view that preparation for teaching in both the primary and secondary sectors requires a significant emphasis on childhood development:

Pre-service training of secondary teachers has traditionally been organised primarily around transmission of subject knowledge and skills, which can result in a fragmented view of the lives of students. The psychosocial development of the child has always been the foundation upon which primary school teacher training is based. How is it that it becomes irrelevant when the child enters secondary school, and launches into the world of adolescence?<sup>86</sup>

The Committee suggests however, that the theoretical knowledge required for effective teaching can be acquired effectively and efficiently through a combination of flexible delivery models and on-the-job training. Further, for professionals seeking a career change into teaching, targeted and accelerated theory-based units could easily be developed for intensive study throughout the year, particularly over the traditional three-month university summer break.

The Committee also heard evidence that the needs of senior secondary students are quite different to those of students during their junior and middle secondary school years, with many arguing that they require more adult relations with their teachers and people who are in touch with their subjects and industries and vocations. Some have argued that at this stage, the notion of teams of teachers, instructors and tutors can be more readily adopted. Dr David Warner, Principal and CEO of Eltham College of Education argued strongly for this type of approach to teaching in the senior secondary years. He further suggested that the profession should actively promote ready movement between teaching and other professions, to ensure the knowledge, skills and attitudes of teachers remain relevant to the 21st century classroom:

Before rejecting such proposals, we need to ask ourselves how long we have been trying to train innovative teachers and how effective we have been? Is it not time to seek alternative approaches? Given today's labour market should we be trying to attract young people into teaching for life? It is out of kilter with most other sections of the labour market and I suspect of young people who are increasingly demonstrating their comfort with multiple

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<sup>85</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.5.

<sup>86</sup> Written Submission, Centre for Adolescent Health, May 2004, p.2.

jobs and careers, travel and self-employment. Possibly these people will be better able to work innovatively with young people as they will be more in touch with the complexities, changes and indeed, excitement of working and living in the 21<sup>st</sup> century. Is it not appropriate to question whether people seeking to teach for life are the risk takers and innovators that schools need to create the opportunities for students to be innovative?<sup>87</sup>

A number of stakeholders also highlighted that it is not only career change professionals that should be targeted with flexible or customised teacher education programs. Many recognised that there is currently a large pool of potential entrants already working in schools, either as paid staff in other occupations or as volunteer helpers in the classroom. It was suggested that this group be specifically targeted for recruitment into teacher education, through customised teacher education programs and recognition of prior learning, where appropriate. Others suggested that the needs of potential re-entrants could be addressed through short refresher courses covering up-to-date teaching practices, content knowledge, curriculum and policies,<sup>88</sup> and a structured, quality mentoring program.<sup>89</sup>

In summary, the Committee heard that design and delivery of teacher education must be more flexible to allow for the different work, family and social commitments of a diverse pre-service teacher cohort. Additionally, there were strong calls for more intensive and accelerated delivery, to reduce the amount of time spent out of full-time employment while preparing to become a teacher. The Committee was informed that increased entry and retention of career change professionals in teaching could be further supported through:

- opportunities for accelerated entry that are supported with a 'trainee' wage while completing the necessary teaching qualification
- greater recognition of prior learning and work-based training and experience
- greater return to study support and scholarship programs
- advanced standing on entry into teaching for those with recognised relevant skills and experience and greater opportunities for advancement within the profession
- more opportunities for professional development within the teaching profession, including sabbaticals, study tours, community-based learning, time release for postgraduate study, continued linkages with industry and teacher exchange programs between community organisations, government and business

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<sup>87</sup> Written Submission, Eltham College of Education, April 2004, p.10.

<sup>88</sup> Written Submission, Australian Catholic University, March 2004, p.2.

<sup>89</sup> Written Submission, Catholic Education Commission of Victoria, April 2004, p.10.

- effective induction and mentoring programs in schools
- refresher programs in relevant discipline areas and for teachers re-entering the profession
- differentiated marketing and promotion campaigns specifically targeting the mature age and career change pre-service teacher cohort
- greater research into the specific needs of this potential pre-service teacher cohort.<sup>90</sup>

In recognising the special qualities and special needs of the mature age and career change cohort, the Committee wishes to emphasise that it is equally important for the teaching profession to actively recruit younger candidates who have an appropriate mix of life experience, academic qualifications and industry skills. It also emphasises that the need for more flexible design and delivery of teacher education was raised in relation to a broad range of potential pre-service teacher cohorts and not only the mature age or career change cohort. Hence, recommendations in this chapter seek to improve the suitability of current pre-service teacher education from the perspective of the career changer as well as the overall pre-service teacher cohort, while keeping in mind the skills and knowledge requirements of teachers of the future, which are discussed in depth in Chapter 4.

### ***Rural and Regional Needs***

Rural and regional communities and potential pre-service teachers in these areas also warrant special consideration in the context of this inquiry. Unfortunately for these communities, the majority of current teacher education courses in Victoria are still based around full-time, on-campus study, thus requiring pre-service teachers to locate within a reasonable distance of where the course is being offered. As identified in Chapter 1, opportunities to undertake teacher education are very limited beyond the major regional centres of Ballarat and Bendigo or the Monash University Gippsland campus at Churchill.

The Committee received much evidence suggesting that the current design and delivery of teacher education is not well suited to rural and regional students. The barriers faced are much the same as those faced by the overall student cohort, but these challenges can be quite acute in regional and rural areas. The

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<sup>90</sup> This list represents a compilation of evidence received by a variety of stakeholders including the Department of Education & Training, Association of Independent Schools of Victoria, Australian Council of Deans of Education, Australian Catholic University and the Country Education Project.

Country Education Project (CEP)<sup>91</sup> informed the Committee that mature age potential recruits in particular are either being dissuaded from undertaking a teacher education course or experiencing considerable hardship while undertaking a course because:

- programs are often offered only on-site at a university campus
- training costs, including HECS (Higher Education Contribution Scheme) fees, are very high
- there may be a need to travel or re-locate to study
- family demands impede successful study where inflexible course structures are in place
- many potential applicants may feel intimidated, initially, by a traditional university program and environment (perhaps where success in higher education has not been well-established in a particular community or family due to the longstanding lack of educational opportunities in these areas).

The Department of Education and Training currently identifies a number of recruitment difficulties in rural and regional Victoria within specific curriculum areas such as technology, mathematics, sciences, the arts and languages and in broader subject areas in isolated rural areas, particularly in north-western Victoria. The inadequate and inflexible provision of teacher education in rural and regional Victoria is therefore of significant concern given the well-established research that rural and regional students completing their qualification within their own communities are more likely than their metropolitan counterparts to be employed and retained within that community.

The Committee sees the availability of quality, well structured teacher education programs that respond to local needs as one of the keys to addressing recruitment difficulties faced by some rural schools. It agrees with the view of the Country Education Project, however, that if the availability and preparation of teachers is to improve in these rural communities, there must be a comprehensive, co-ordinated approach to the following elements:

- changes to the structure, emphasis and content of teacher education courses
- inclusion of relevant and flexible placement opportunities in rural schools during teacher education

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<sup>91</sup> The CEP was initially established in 1977 as part of the Commonwealth Schools Commission Country Area program. The CEP represents more than 400 educational communities throughout Victoria. Its elected committee of management includes representation from schools and institutions in the various education sectors, parents groups, government departments and other community members with an interest in rural education.



- incentives to encourage beginning teachers to take up rural teaching opportunities
- support and retention strategies.<sup>92</sup>

The Committee notes that some universities are already beginning to modify their teaching programs in an attempt to meet the needs of rural and regional students. For example, the University of Melbourne and the Australian Catholic University are both commencing an initiative in 2005 with the City of Shepparton, to deliver a teacher education course locally. The course will be the same program as that accredited by the Victorian Institute of Teaching for delivery at metropolitan campuses, but is being offered at a local school, in collaboration with the school principal and staff. It is also expected that the course will offer evening classes, making it even more attractive to mature age students.

The University of Ballarat has also identified the potential for more flexible delivery models to meet the needs of mature age entrants in rural and regional Victoria and is currently investigating school-based delivery as a means of expediting entry to the profession for career change entrants. The University stipulates that any acceleration of teacher education must not come at the expense of instruction in the essential pedagogical and other professional skills and knowledge teachers must acquire before being permitted to teach unsupervised in schools. It suggests, however, that one way of managing this problem is to offer a summer school and first semester of intensive study on campus, before sending pre-service teachers to a partner school of the university to complete a second semester of training in a professional setting.<sup>93</sup> The Committee supports this approach and urges all Victorian universities to explore opportunities to accelerate teacher education in this manner.

It is disappointing that initiatives such as those outlined above are not already well-established and widespread throughout Victoria. The Committee welcomes these developments, and looks to the teacher education community to expedite their further development and implementation as a matter of high priority.

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<sup>92</sup> Written Submission, Country Education Project, April 2004, p.4.

<sup>93</sup> Written Submission, University of Ballarat, April 2004, p.2.

## **Alternative Pathways into Teaching**

All entrants into the teaching profession in Victoria currently require a traditional university qualification; either a four-year undergraduate teaching degree or a one- or two-year postgraduate degree. In contrast, the Committee observed much greater diversity in pathways into teaching in both the United Kingdom and the United States. While acknowledging the need for a strong academic background (including a tertiary education) and thorough preparation in teacher education, the Committee hopes that as a result of its inquiry, alternative models of teacher education will at least be examined further by key stakeholders. Other jurisdictions in Australia are already moving in this direction and overseas countries, notably the United Kingdom, are well advanced in this area, while still prioritising quality within their teacher education programs.

### ***Routes into Teaching in the United Kingdom***

The development of alternative pathways into teaching in the United Kingdom has been driven by the UK Government's Teacher Training Agency (TTA), whose purpose is to raise standards in education by attracting able and committed people into teaching and by improving the quality of training for teachers and the wider school workforce. Consequently, the United Kingdom has a co-ordinated approach to the delivery of teacher education, which includes three routes (undergraduate, postgraduate and employment-based) that are specifically targeted to attract very different applicant pools into teaching (refer Appendix P). It is important to note that while there is a certain level of diversity in pathways, teaching remains a graduate profession and that all teachers in the United Kingdom require Qualified Teacher Status (QTS) to teach in government schools. To be awarded QTS, applicants must complete their initial teacher preparation and demonstrate that they have met the required Standards. In England, applicants must also pass skills tests in numeracy, literacy and ICT.

The United Kingdom's flexible postgraduate route offers a tailor made approach to training so that students can train in the evening, at weekends and from home. Although classroom-based experience (teaching practicum) is required, coursework is through a series of modules that can be studied full-time in a short concentrated burst, or part-time over a longer period. If students already have classroom experience, they may be able to follow an assessment only route into teaching.

The flexible postgraduate route is complemented by a Fast Track program specifically targeted at motivated, ambitious graduates and career changers. Fast Track is an individually tailored, accelerated development program specifically structured towards leadership positions in education. It commences with initial teacher preparation and continues throughout the early years of teaching, with participants being given early responsibility in specially designed

Fast Track posts. Leadership may be from within the classroom as an Advanced Skills Teacher or as a member of the school senior management team in positions such as assistant head, deputy head and head teacher. Like the flexible postgraduate route, the Committee sees Fast Track as an innovative response to the specific needs of mature age and career change professionals, who may find that traditional career and salary structures act as a disincentive to enter the teaching profession.

The Graduate Teacher Programme (GTP) is a popular, competitive route offering approximately 3,200 applicants annually the opportunity to qualify as a teacher while they work in a school. Applicants must have the minimum academic (GCSE) qualifications as required of all trainees, plus a degree or equivalent qualification. Each program includes an individual training plan, as agreed by the Designated Recommending Body to enable the participant to achieve QTS Standards. The standard program is one year in length, but less with appropriate previous experience, although the minimum is three months. The employer (the school) pays the trainee a salary that is at least equivalent to the unqualified teacher pay rate, and possibly more.

The Registered Teacher Programme (RTP) is very similar to the GTP, but as it is targeted at career changers without a degree qualification (minimum entry requirements are the appropriate GCSE qualifications plus two years of higher education) it is a longer program that normally requires two years of training, with a minimum of one year. There are 200 places in England each year (no set number of places in Wales).

In 2002-2003, there were 48 School Centred Initial Teacher Training (SCITT) providers accredited by the TTA to deliver postgraduate pre-service teacher training. Groups of schools take the lead in designing the training program and may choose to work with a range of partners, including higher education institutions and local education authorities. Some schools ask a managing agent (for example, a higher education institution or local education authority) to take responsibility for certain aspects of the provision, such as the administrative and financial aspects, quality assurance or co-ordination of the course. The Committee heard that all types of schools and colleges can be and are involved in SCITT, including those in the government and non-government sectors, small and large and across the full age range of education. The common theme is 'their enthusiasm to provide high quality training for teachers of the future, in a context where trainees learn from effective teaching practices'.<sup>94</sup>

The Committee heard that SCITT offers a distinctive form of training, as it is based in schools and run by them. For trainees, one of the most significant advantages of SCITT is that from day one, they are in the classroom environment, acquiring the knowledge and skills required for effective teaching. Significantly, the Committee also heard the SCITT offers considerable benefits

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<sup>94</sup> Meeting with representatives of the Teacher Training Agency, London, 30 June 2004.

to the schools involved, both because all participating teachers continually review and evaluate their teaching as part of the process of training the next generation of teachers, and because the whole school gains a new professional dimension by devising and running a course of training.

The Committee received evidence from a number of Victorian stakeholders supporting the school-based models of teacher training in the United Kingdom. For example, Mr Travis Smith, Teacher and Director of Computing at Frankston High School and Lecturer in Psychology Method at Monash University felt that SCITT is more effective in preparing teachers for the practical aspects of teaching when compared with current Victorian models of teaching practicum:

... student teachers were more than prepared for everything that the school environment might throw at them because of their vast experiences in every facet of the profession. Instead of the artificial three to five-week teaching rounds currently in place at many universities here, perhaps we need to look at a similar program which would benefit all involved and give student teachers a sense of belonging and ownership of the classes they teach, rather than being thrown into someone else's class for a few weeks where establishing a relationship and a rapport with students is almost impossible.<sup>95</sup>

The flexible and Fast Track options for attaining postgraduate teacher qualifications and the employment-based routes into teaching were of particular interest to the Committee during its investigations in London. These pathways have significant potential to respond to the needs of mature age and career change entrants into teaching and to improve delivery in rural and regional Victoria. The Committee heard that employment-based routes in the United Kingdom have been very powerful, with a consistent view expressed that quality is coming from those schools with strong partnerships with the higher education sector. The Committee heard that while these routes may have higher quality risks, where they are implemented effectively, they are surpassing conventional routes in terms of teacher retention.

The Committee believes that the teaching profession in Victoria could learn much by further studying and experimenting with the teacher training models operating in the United Kingdom. In particular, the Committee believes that the following characteristics make development of similar routes highly desirable within the Victorian context:

- employment-based routes offer a highly flexible pathway into teaching for a diverse pool of mature age and career change entrants
- flexible and fast track postgraduate routes and employment-based programs incorporate a structured model that allows

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<sup>95</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.8.

recognition of prior learning and experience in both formal and informal education and training environments

- entry into independent teaching via employment-based routes is only accelerated for suitably qualified applicants who have previous relevant experience that has been assessed as being at the standard required for a highly qualified profession
- employment-based programs have been designed to respond to a range of factors that could otherwise act as a barrier to entry for highly suitable people. These include provision of a salary during training, ability to accelerate training to allow earlier entry into the profession and flexible delivery of course modules that allows study to take place at times and locations that are convenient to the trainee
- the UK model represents a best practice partnership approach to teacher training, involving consortia of schools, local education authorities and higher education institutions that are recognised and accredited by the TTA.

The Committee has considered the above lessons when formulating its recommendations throughout this chapter.

### ***Alternative Certification in the United States***

There are three pathways into teaching in the United States: undergraduate teacher education courses, Master's degree courses (generally one year, sometimes two years) and the third, growing route of alternative certification. While in some States this route is very similar to the Master's degree, it is a true bypass in other States.

The proliferation of alternative certification routes in the United States is being driven by the introduction of the federal government's *No Child Left Behind Act 2001*. The Act requires that all teachers in core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography) be highly qualified by the end of the 2005-2006 school year. The Act includes specific criteria for considering a teacher highly qualified and other specific requirements regarding timelines for meeting teacher quality standards, alternative routes to certification and other related issues.

The No Child Left Behind legislation requires that in order for any teacher to be considered highly qualified, they must hold a Bachelor degree, demonstrate competence in each academic subject taught, obtain full State certification or pass the state licensure exam and hold a license to teach. Full State certification may also be obtained through an alternative certification route. While the

Federal definition of teacher quality is consistent across States, both certification and testing requirements vary considerably by State. Despite the introduction of No Child Left Behind, the Committee consistently heard throughout its investigations in the United States that variability and quality among teacher education courses, teacher testing and alternative certification routes remain a key concern to many in the education community. Specifically, the Committee heard a consistent view that some states are by-passing quality standards in a desperate attempt to get 'qualified' teachers into schools, particularly in inner suburban and hard to staff areas.

The Committee did not have sufficient time during its international investigations to study in depth the many and varied alternative certification routes in the United States. It did, however, hear much about the often contentious Teach for America program, which is described in the case study below. It is important when considering this example however, to remain cognisant of the very different education and teaching context in which this program operates, whereby a significant proportion of teachers in particular States or within localised areas of disadvantage, previously had no formal teaching qualification at all. On this basis, the Committee offers the Teach for America program as an example of a creative approach to developing teacher education programs to fulfil a specific need (in this case, severe teaching shortages in areas of significant disadvantage), rather than as a program that is suitable for implementation in the Victorian context, which already has a fully and highly qualified profession.

Nonetheless, there are some useful aspects of the Teach for America program that could be adopted by Victorian universities. In particular, the Committee is impressed by the use of a summer semester to deliver intensive pre-training preparatory modules. It also sees that universities could make similar use of summer programs for pre-service teachers to gain additional teaching experience, to experience working with children or young adults in a range of environments or to experience the teaching profession prior to committing to a pre-service teaching course. Examples of this may include a tutoring scheme for senior secondary students undertaking their Victorian Certificate of Education (VCE) or running school holiday programs for children of all ages, either within school or other local community environments.

### Case Study 3.1: Teach for America

Since 1990 more than 12,000 people have joined Teach for America, each committing at least two years to teach in low income rural and urban communities. Approximately 60% of participants have remained in the field of education following their two-year commitment to the program, as teachers, principals, education policy advisers and leaders and staff of education reform organisations.

Teach for America participants undertake five weeks of preparation at a residential summer training institute. A typical day is full of activities designed to help participants quickly develop their skills as teachers. During mornings and early afternoon sessions, participants teach in summer school programs. In the afternoons and evenings, they participate in a full schedule of discussions, workshops and other professional development activities with a faculty of exceptional Teach for America participants, alumni, and other experienced educators.

To prepare for the learning and teaching responsibilities that make up their experience at the summer training institute, participants are required to engage in a series of readings, observations and reflection questions prior to commencing their training. By the end of this independent work, they should be able to describe important concepts, strategies of teaching and to reflect on their own areas of strength and growth as an instructional leader. The independent work requires participants to complete nine separate observations and exercises in four different classrooms in schools in low-income communities, one regular education classroom, one special education or bilingual/ESL classroom and one exemplary school. Participants are also encouraged to spend time shadowing a high-performing teacher in the anticipated placement school, deliver a sample lesson and visit a current Teach for America participant's classroom.

Participants also attend regional inductions or orientation periods in the placement site, with many sites having both a pre- and post-training induction period.

Teach for America's regional offices build strong networks of support following placement in a school. Where possible, multiple participants are placed together in the same school (or with past participants) so they can collaborate on projects and support one another's development as teachers. In addition, participants attend content area and grade level groups facilitated by experienced teachers, observe other excellent teachers and participate in professional discussions with Teach for America participants and staff. Regional offices also work with local school districts, schools of education, professional associations and others in the profession to connect participants to the best professional development and teaching resources available. Seasonal retreats, discussion groups, online resources, social activities and inter-regional conferences help participants stay connected to their colleagues.

School districts hire Teach for America participants through state-approved alternative certification programs whereby participants must meet specific requirements and demonstrate proficiency in the grades and subject areas they will teach. These program requirements vary by region and by position, but in most cases they call for participants to pass subject area tests before teaching and to take ongoing coursework during the school year.

Teach for America is highly competitive and prestigious amongst participants, with an acceptance rate of only around 15%. Teach for America undertakes aggressive efforts to recruit a diverse group of the most outstanding university graduates who will be the future leaders in fields such as business, medicine, politics, law, journalism, education and social policy. No previous teaching experience or education coursework is required. Together with

minimum academic requirements, Teach for America applicants must demonstrate a record of outstanding endeavours, persistence in the face of challenge and a strong sense of personal responsibility for outcomes. Applicants should also have strong critical thinking skills, the proven ability to influence and motivate others, excellent organisation skills and the desire to work according to the program's mission.

Source: Teach for America course materials, provided to the Committee during investigations in the United States.

While the employment-based routes in the United Kingdom were reported to have higher levels of retention than traditional university routes into the profession, the Committee heard a different experience for some of the alternative routes into teaching in the United States. For example, during a meeting with representatives of the New York City Department of Education and the City University of New York, the Committee heard that teacher retention after the first year of teaching is around 85 per cent for both traditional and alternative entry routes, while after the second year retention drops to around 77 per cent for the traditional entry cohort and to 70 per cent for the alternative entry cohort. The National Council on Teacher Quality reported to the Committee however, that US research shows that teachers entering via alternative certification initiatives are no less effective than teachers who have graduated from university-based teacher education programs.

The various systems of alternative certification in the United States, while not directly transportable within the Victorian context, also have a number of useful lessons for the Victorian profession. These include:

- the need to remain open to alternative pathways into teaching and to develop creative solutions to the changing nature of the 21<sup>st</sup> century labour market and the needs of an increasingly diverse pre-service teacher cohort
- the need to target diverse pre-service teacher cohorts with tailored teacher preparation programs and marketing strategies that will appeal to their intrinsic motivation(s) to become a teacher
- the ability for education faculties to attract high quality applicants from other disciplines, through the design and delivery of flexible and accelerated teacher education programs
- the need for education faculties to take advantage of a range of opportunities and situations for potential applicants to practice their teaching or to 'experience' the profession prior to committing to a formal university course



- the importance of designing, accrediting and evaluating teacher education as an output-based model rather than on the basis of stringent, input-based criteria
- the need to supplement any alternative pathway into teaching with high quality mentoring and continuing professional development programs
- the importance of ongoing evaluation and comparisons between teacher education through systematic collection of quality data that links teacher competence and confidence to individual teacher preparation programs and to the outcomes of children in school classrooms.

Of key relevance in the Victorian context is the need for a co-ordinated approach to the design, marketing and promotion of flexible opportunities for undertaking pre-service teacher education. The Committee believes that as enhanced pathways and greater flexibility in teacher education are developed, it will be incumbent on the Victorian Institute of Teaching, in consultation with employing authorities, to negotiate and promote those opportunities in a manner that responds to the various needs of different pre-service teacher cohorts.

### ***Customised Programs Emerging in Victoria***

Despite rapid advancements in the flexible delivery of teacher education internationally, the Committee found that customised and flexible delivery remains in its infancy in Victoria. This Committee acknowledges, however, that such approaches may be beginning to emerge, albeit on a very small scale.

The Committee was advised of two teaching qualifications that have been specifically designed for second career, mature age entrants into teaching: the Graduate Diploma of Technology Education offered by La Trobe University and the Graduate Diploma of Education (Applied Learning) developed by Deakin University to commence in 2005. Additionally, the Victorian Government will pilot the new Career Change Program in 2005-2006.

The Graduate Diploma of Technology Education (GDTE) at La Trobe University provides a pathway for appropriately qualified and experienced practitioners from industry and enterprise to train as technology teachers for secondary schools. The Committee recognises this course as an innovative response to the need for technology teachers which has been developed in conjunction with the Department of Education and Training in response to requests from school principals to provide appropriate teaching qualifications and accreditation to instructors who were already employed in their schools.

Dr Damon Cartledge, Senior Lecturer and Co-ordinator of Pre-Service Teacher Education at La Trobe University's School of Educational Studies (Bendigo) advised that the course has grown in popularity and demand, and that to date

no advertising has been required to fill the available places in the course. He further noted that the demand for graduates from the GDTE is continuous and school principals are overwhelmingly supportive of this type of teacher profile:

Schools are actively courting GDTE graduates and students, primarily because these teachers are bringing an unprecedented combination of real-world industry experience and informed professional educational practice into their schools and classrooms. These teachers are encouraged to continually evaluate the potential and emergent needs of industry/enterprise alongside the needs of students embarking on the years of secondary education where many of them will be making critical work-life-study choices. In light of this student position, GDTE student teachers are trained to investigate and evaluate the knowledge and skill requirements of students to be equipped for a way forward to the future not as a mirror to past practice.<sup>96</sup>

The Committee recognises the importance of newly designed courses such as the GDTE that respond to the dual needs of students in the classroom as well as the requirements of a specific target group of potential teachers, in this case, career change entrants.

Arrangements for mature-age entrants completing the GDTE program have been well considered and are continually being refined. La Trobe University recognises that the accessibility of the program is central to its success and classes are thus delivered primarily in intensive mode, with pre-service teachers attending a range of vacation schools, weekend lectures and workshops and evening classes. They also access a range of online resources and there are a variety of induction and support programs, including out-of-hours contact strategies, academic writing support, staged and sequenced assessment practices and flexible practicum schedules, integrated throughout the course to meet the needs of adult learners. The Committee sees this program as an integrated approach to meeting the range of needs of an important target group:

These strategies combined, permit a level of flexibility and access that attracts high quality applicants as they are able to move incrementally from their practitioner world of work into the profession of teaching. This strategy is considered vital in order to continue attracting high quality candidates to teaching as they are often moving away from long-term (if not also lucrative) employment or business ventures.<sup>97</sup>

The Committee believes that Deakin University's new Graduate Diploma of Education (Applied Learning) will meet with a similar success as that of the GDTE at La Trobe University. This new qualification is designed to address recent reforms in the areas of applied and vocational learning in Victoria and Australia, and will prepare graduates for teaching students in Years 7-12. The capacity of this qualification to heighten recruitment of mature age teachers through recognition of prior learning and experience also depends on several

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<sup>96</sup> Written Submission, La Trobe University, School of Educational Studies, May 2004, p.11.

<sup>97</sup> Ibid, p.12.

other key initiatives. First, the course has a Pathway Option or 'bridging program' through which trade or equivalent VET-qualified applicants will complete study at Advanced Diploma level to meet the course's minimum entry requirements.<sup>98</sup> Secondly, the course will allow applicants to negotiate customised study programs in TAFE institutes of their choice.<sup>99</sup> Finally, delivery of the course will be flexible, with a mix of short intensive on-campus teaching blocks spread across the year (including outside of the traditional academic year) and extended teaching work placements in secondary schools, TAFE institutes or adult and community education (ACE) agencies.<sup>100</sup>

The Committee sees no reason why these approaches should not be available to a far broader cohort of pre-service teachers. However, they will need to be fully scrutinised, with their outcomes assessed as part of the Victorian Institute of Teaching's ongoing accreditation and registration processes.

The move towards and support for site-based teacher education, targeted specifically at career change professionals is evidenced by the Victorian Government's new Career Change Program (CCP), announced in 2004. This Program will see the employment of non-teaching professionals as teacher trainees in schools with demonstrated recruitment difficulties. The aim of this initiative is to attract suitably qualified professionals (for example, engineers, IT staff and accountants) with industrial experience that would lend itself to teaching in some of the subject areas for which recruits have been in relatively short supply. These areas include mathematics, information technology and technology studies.

Victoria University has been engaged as the teacher education provider for the CCP and will implement a suitably structured teacher education course over the two-year (2005-2006) life of the program. Trainees will enrol in an existing HECS funded program; the Graduate Diploma of Secondary Education. The trainees will undertake classroom duties in their appointed school an average four days per week over a two-year training period and will be given paid leave on the remaining day to study towards an approved teaching qualification. During this period, the appointee will be given classroom duties under the general supervision of an experienced teacher.<sup>101</sup> The trainees' starting salary is \$38,651, with travel allowances of up to \$1,600 and lump-sum payments of up to \$11,000 for study costs and moving expenses.<sup>102</sup>

Two aspects of the CCP are of significant relevance to the Committee. First and foremost, the Program represents an important development in evolving partnerships between the Government, regulating authorities and the teacher education institutions to respond to the needs of both teacher recruits and

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<sup>98</sup> Supplementary materials provided to the Committee by Deakin University, June 2004.

<sup>99</sup> Ibid.

<sup>100</sup> Ibid.

<sup>101</sup> Supplementary materials provided to the Committee by Victoria University, November 2004.

<sup>102</sup> The Age, *Insight, Older, Wiser, Teacher*, Saturday 5 February 2005, p.2.

school students. Secondly, the Program demonstrates the ability of Victorian universities to adapt to more creative and flexible modes of delivery; the Program will be delivered via a full-time introduction to teaching course that provides trainees with essential knowledge and skills in teaching techniques and classroom management over summer school, and then proceeds with online and direct delivery in 'burst' modes, to build on the advantages of the Program's internship model and which gives emphasis to the links between course theory and practice.

The CCP, which is running as a pilot program pending evaluation of its success, will cost \$1.3 million. The case studies below demonstrate the diversity of experiences being taken into school classrooms across Victoria.

### **Case Study 3.2: Profiles of Participants in the Career Change Program**

Mr Rob Glanowski began his career in Adelaide, with entry from school as a cadet into the South Australian police force. After five years, he travelled around Australia, returning to work as a private detective and federal agent. A job as a fraud investigator with Victoria's Transport Accident Commission led to an immediate interest in computers, leading to further studies and computer-related employment. His most recent job was with the Royal Victorian Institute for the Blind, as an adaptive technology consultant, where his interest in teaching developed, as he taught people to use computers. Mr Glanowski's first class was teaching IT to a Year 9 class at Rainbow Secondary College.

Ms Kym Woolley had moved from Portland to Tom Price in Western Australia's Pilbara region at 16 years of age. After completing Year 12, she decided on a mechanical apprenticeship at the iron ore mines. It was there that she discovered the appeal of teaching, as she began teaching other apprentices. While working at the mines, Ms Woolley also ran a small mechanical and gardening business, a job that eventually came full-time as she started a family. Ms Wolley is now teaching woodwork and sheet metalwork at Robinvale Secondary School.

Ms Sharon Jones has just commenced at Orbost Secondary College. Ms Jones left school at age 15 to become a chef, beginning a career that led to her becoming private chef to then Premier, Jeff Kennett. Her job also took her to Europe for three years, working on coach camping trips such as Contiki. Ms Jones, now 37 years says:

The kids relate really well, and I do have a lot of life experience. The thing is, I'm from Orbost, and sometimes in country areas, kids don't realise what opportunities they've got and what they can be. And that's something that I've always been right into...

Source: The Age, Insight, *Older, Wiser, Teacher*, Saturday 5 February 2005, p.2.

Importantly, the Government's new initiative has the support of teacher education providers. The School of Education at Victoria University believes that the scheme and others like it will be widely supported as long as the programs it provides do not constitute the narrow occupational training that is associated with trade apprenticeships. Such an approach, the School submits, would not provide 'the kind of reflective inquiry into practice' that is essential for mature age recruits from other professions. It is not the view of the School that this

reflective inquiry cannot take place in professional (that is, off-campus) settings. Rather, the School argues that innovative approaches to site-based teacher education, which marry the virtues of pedagogical and other theory with diverse professional experience are the kinds of programs that are required to enable people from other professions to acquire effective and engaging teaching practices.

The Committee applauds the collaborative approach adopted in the design of the CCP. It also encourages the Government to continue its negotiations with teacher education institutions and other key stakeholders and pursue the necessary legislative and policy amendments required to ensure that teacher education courses continue responding to the nature of education in the 21<sup>st</sup> century. A key part of this aim, the Committee believes, should be further development of school-based teacher education as a postgraduate route into teaching. Such approaches should incorporate an intensive initial preparation program, a thorough induction into the school environment and a quality school-based teacher mentoring program.

**Recommendation 3.1:** That the Victorian Institute of Teaching, in conjunction with universities, design, implement and promote innovative opportunities to attract high quality applicants into the teaching profession. These initiatives should include flexible and accelerated programs and pathways to meet the diverse needs of potential pre-service teachers, including career change entrants, those in rural and regional areas and under-represented target groups.

**Recommendation 3.2:** That the Department of Education and Training, in conjunction with other employing authorities, implement targeted marketing strategies designed to attract a diverse pool of potential teachers, including high quality recruits from other professions.

## **Flexibility of Teacher Education**

The Committee believes that the various strategies being employed within the new, emerging models (and within international models) of teacher education that were outlined above can and should be incorporated into teacher education programs offered to the broader cohort of pre-service teachers throughout Victoria. These simple strategies, including appropriate credit transfer, improved recognition of prior learning (RPL), greater use of flexible delivery modes and school (or site) based teacher education are discussed below. In essence, the Committee believes that universities should work with the Victorian Institute of Teaching to develop, pilot and evaluate innovative teacher education programs that:

- enable teacher education and teacher training to occur simultaneously, through partnerships between universities and schools and other professional experience providers
- incorporate a comprehensive, co-ordinated model of recognition of prior learning that facilitates early entry into the profession for those with appropriate prior knowledge, skills and experience
- customise delivery of course work modules to allow participants to optimise their learning. This means offering a mix of full-time and part-time study, online learning, intensive course modules, weekend and evening classes, summer semesters and site-based learning
- offer a salary or other financial support throughout the training period.

### ***Recognition of Prior Learning***

Many experienced workers from outside the teaching profession contemplating a career in teaching have probably wondered why they should be expected to undertake a full teacher education program when they have already mastered or acquired some of the skills and knowledge that teachers require. While the problem of inadequate RPL is not particular to teaching, the Committee heard that it presents an unusually large challenge for the profession. At present, the Victorian Institute of Teaching does not allow for RPL other than that associated with credit transfers from a previous university qualification. Consequently, the capacity to recognise prior learning, knowledge and experience is extremely under-developed in teaching and even prior teaching experience or qualifications are not necessarily recognised by Victorian institutions.

The Committee supports the calls from various stakeholders to encourage and support entry into teaching courses among those with significant industry training and experience, even where they may not have a formal academic qualification. Indeed, as mentioned by a number of stakeholders, the Committee sees that some candidates with recent, high level industry experience may actually be better qualified and more suited to teaching, than other potential mature age entrants who meet current entry requirements, but with a dated academic qualification they have never applied in the workforce and that may have little relevance in today's world of rapid knowledge and technological advancement.

Dr Ken Smith, Secretary, Victorian Council of Deans of Education advised that:

No university, at least in Victoria, can accept an individual in a secondary teacher preparation course unless they have a degree. That really leaves out a lot of individuals who have been working for 20 to 25 years ... and I think that is a waste of talent. Computer operators or scientists ... still need

that degree as an entry point for teaching secondary ... If you look at mature age entrants you need to look at more recognition of prior learning or recognition for prior training, formalise it, accredit it and approve it.<sup>103</sup>

As discussed throughout this report, the teaching profession, through standards frameworks and in submissions to this inquiry, has articulated several major strands of skills and knowledge required on entry to the profession. Broadly speaking, these comprise pedagogical, subject or curriculum, and professional knowledge. Some mature age applicants to teacher education courses have significant experience and knowledge of one or all of these teaching dimensions. The Committee believes that the Victorian Institute of Teaching, in partnership with the teacher education institutions should therefore develop means to assess mature age applicants' experience and knowledge, with a view to offering customised and accelerated training to those applicants. This will entail developing different training streams for students with different levels of prior knowledge and experience, as well as customised applicant selection procedures, with differentiated course prerequisites for different applicant groups.

The Committee studied various international models where RPL for teacher education is well developed. Based on its output approach to teacher education, the United Kingdom has what it terms the flexible postgraduate route into teaching. The flexible program allows each trainee to undertake a teacher preparation program that is totally customised to their needs, both in terms of content of the program and the mode of delivery. The course modules required will be agreed between the trainee and their recommending body, and if an applicant already has classroom experience, they may be able to follow an assessment only route into teaching.

The Committee notes that Denmark also enables an accelerated pathway into teaching for mature age and career change entrants. The Credit Transfer Teacher Training Course is the result of legislation passed in May 2002, aimed at overcoming teacher shortages in Denmark, and facilitating entry into teaching by academic staff.<sup>104</sup> The Credit Transfer Teacher Training Course allows a very high proportion of a teaching qualification to be obtained through credit transfer of past studies. Additionally, while graduate teachers completing the traditional academic qualification for teaching must qualify to teach in four main subject areas, one of which must be either Danish or mathematics, graduates of the Credit Transfer Teacher Training Course do not have to meet either of these requirements.<sup>105</sup> While not in a position to comment on the suitability of the Danish model to prepare teachers for the future, the important lesson for teacher education providers and regulators in Victoria is the need to adopt a

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<sup>103</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.17.

<sup>104</sup> Meeting with A/Prof. K. Bruun and Ms L. Walsh, International Co-ordinator, N. Zahle's College of Education, Denmark, 5 July 2004.

<sup>105</sup> Ibid.

flexible approach to the design of teaching qualifications for the diverse pool of potential teachers the profession is seeking to recruit.

The Committee is encouraged by the fact the education community acknowledges that RPL must be improved within teacher education, and that ways of translating prior learning into differentiated training programs must be developed. Nonetheless, the Committee also acknowledges the need to safeguard the integrity of Victoria's teacher education and credentialing system. The Committee emphasises that all pre-service teachers must have sufficient time to acquire the specific professional knowledge and experience that teaching comprises, including pedagogical knowledge, knowledge of child development, sociological knowledge and up-to-date content knowledge. The Committee therefore realises that it may be difficult to automatically grant credit towards a teaching program, even for those who have previous teaching experience, other significant experience working with young people or industry experience in a relevant discipline. The Committee therefore believes that the Victorian Institute of Teaching, working in partnerships with the teacher education institutions must develop, over time, a broad, comprehensive framework for acknowledging prior achievement in both formal and informal learning environments. Indeed, the Committee notes that the TAFE sector has had well defined RPL frameworks for many years and the dual-sector universities particularly should have no difficulty in implementing such an approach.

Some teacher education institutions gave evidence that they are already responding to the need for opportunities to accelerate teacher education. Victoria University, for example, has the capacity to enrol and provide 'appropriate credit transfer for suitable graduates with prior degrees and other qualifications in substantive study areas' in its four-year undergraduate Bachelor of Education course. The transfer of credit for prior qualifications enables some graduates (typically, about fifteen to twenty per annum) to complete the course in two or three, rather than four, years. Victoria University is also taking opportunities to maximise the RPL in VET and TAFE programs by applying study credits in consultation with the Victorian Institute of Teaching. The Committee views these measures as a positive step but considers progress in the area to be slow. Furthermore, the real key to addressing this issue so as to increase mature age recruitment, is to develop means of acknowledging RPL in relation to Diploma of Education and other shorter, postgraduate pre-service teacher qualifications. Further, given the rapid changes taking place in many industries, this should be done as a matter of urgency.



**Recommendation 3.3:** That the Victorian Institute of Teaching, in conjunction with universities, develop a broad, comprehensive framework for relevant previous knowledge, skills and experience to be formally recognised as credit towards the completion of teacher education programs for suitable career change candidates. Further, that the Victorian Institute of Teaching, in partnership with universities, develop and implement, no later than 2008, an accelerated postgraduate teacher education program, which incorporates a tailored training plan for each pre-service teacher and flexible delivery strategies for the coursework component of the program.

### *Hours of Delivery*

The Committee found that the flexible provision of teacher education is not a priority for several universities. Delivery is generally based on an expectation of pre-service teachers studying full-time and where part-time study is available, they are generally expected to access classes within the ordinary university timetable. Indeed, one institution that does not provide after-hours or evening classes reportedly even advised their pre-service teachers to give up any paid employment that might clash with their class attendance requirements.<sup>106</sup> This advice appears to bear out the observation of the Secretary of the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) Teacher Quality and Leadership Taskforce, Mr Christopher Thomson, who advised the Committee that very few universities are willing to have part-time courses and maintain them 'on the books', as it were, without really wanting to get involved in serious or extensive part-time provision.<sup>107</sup>

It should be noted that several universities are sensitive to or at least aware of the time pressures to which pre-service teachers are subjected. The School of Education at La Trobe University (Bendigo) has acknowledged that subjects should be offered by universities intensively during weekends or holiday periods to allow mature age students in particular to continue working while they study. To this end, the School has begun providing classes during weekends, holidays and summer periods.<sup>108</sup> The Faculty of Education at the Australian Catholic University also recognises that if pre-service teachers are to avail themselves of essential training opportunities, they need to implement a range of strategies including flexible delivery models, perhaps including intensive time blocks.<sup>109</sup>

<sup>106</sup> Mr B. Bailey, Teacher, Princes Hill Secondary College, in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.26.

<sup>107</sup> Transcript of Evidence, Public Hearing, Melbourne, 24 May 2004, p.7.

<sup>108</sup> Written Submission, La Trobe University (Bendigo), School of Education, April 2004, p.3, and Dr S. Tobias, Course Co-ordinator, Bachelor of Education, La Trobe University (Bendigo), in Transcript of Evidence, Public Hearing, Melbourne, 24 May 2004, p.24.

<sup>109</sup> Written Submission, Australian Catholic University, March 2004, pp.1-2.

The Committee found that teacher training and education is delivered in some overseas countries within a culture of more flexible delivery, including evening, weekend and intensive delivery modes. It is important to recognise however, that the context for delivery is quite different to that in Victoria, where traditional university pathways still dominate. For example, while evening classes are the norm in teacher preparation programs examined by the Committee in the United States, this is due to the extensive teaching practice component of these courses, whereby pre-service teachers are in school classrooms throughout the day and attend university to undertake their coursework in the evening. The Committee recognises that teacher education courses structured in this manner, would do little to address the concerns associated with family and work commitments that have led to calls for more flexible hours of delivery in Victoria, unless pre-service teachers could be paid for their time in the classroom, as occurs in many of the training models seen in the United Kingdom and the United States. Similarly, models of teacher training in the United Kingdom that promote after-hours or intensive coursework modules tend to be associated with flexible, fast-track or employment-based routes into teaching. Additionally, as at 2002, ten out of 48 undergraduate providers also offered a part-time program.<sup>110</sup> The University of Surrey, Roehampton also explained to the Committee that it has identified the need for more flexible delivery and is currently evolving part-time study in its three main teacher education courses.<sup>111</sup>

The Committee sees an urgent need for greater flexibility in the hours of delivery of teacher education within universities. Part-time, evening and weekend study options, including intensive module delivery and distance education are essential to enable mid-career professionals and other graduates to continue working while they study to become a teacher. These options are also attractive to the mainstream pre-service teacher cohort, particularly those with family or part-time work commitments and to those in rural and regional areas who are seeking easier access to study options.

In addition to more flexible hours of delivery, the Committee, while acknowledging the need for fair and equitable employment conditions, firmly believes that universities must make more effective use of the full calendar year, rather than constraining delivery within two 13-week university semesters per year. Many stakeholders suggested that universities should offer a third and perhaps even a fourth 'semester' of classes, although the underlying reasons for this may have varied. For some students, an additional semester would allow them to fast-track their qualification and commence teaching earlier, while for others, the idea of being able to vary their study load throughout their course, through the multiple and more frequent offering of required courses, was attractive.

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<sup>110</sup> Teacher Training Agency (UK) 2002, *Finding a route that is right for you...*, Teacher Training Agency (UK), London, p.4.

<sup>111</sup> Meeting with Dr J. Keay, Head of School and Mr L. Price, Deputy Head of School, Initial Teacher Training, University of Surrey, Roehampton, 29 June 2004.

Mr Matthew Copping, a Second Year Pre-Service Teacher undertaking the Bachelor of Education at the University of Ballarat indicated that he would appreciate opportunities to accelerate his course:

The university year – whatever university you are at – is two 13-week semesters. We do a year of university, but in fact we have really only done 26 weeks. As a mature-age student if you have come from working a 48-week year with maybe four weeks holiday and you are doing a four-year course you sometimes get the feeling, ‘Why can we not shove four semesters into one year ... or just do more within the year and not have so many holidays?’ I get the feeling sometimes that maybe we could do the course a little bit quicker. ... It may suit some but not suit others.<sup>112</sup>

For other stakeholders, and also pertinent to this inquiry, the purpose of a summer semester would be to dramatically alter the nature of teacher education. Some suggested, for example, that greater use of summer semesters would allow pre-service teachers to enter classrooms more quickly.

### ***Distance Education and Online Delivery***

Only one institution in Victoria, Deakin University, currently offers a distance education option for teacher education. Deakin University’s Bachelor of Teaching (Primary and Secondary) is offered on-campus over two years, or off-campus, studying on a part-time basis over four years. The course comprises 16 units, with students generally undertaking two units per semester. For each unit of study, students are expected to dedicate 10-12 hours of reading, revision and assignment preparation per week. Much of the course is delivered online, although some units of study require on-campus attendance in the form of vacation or weekend schools. Students must also accommodate the usual blocks of professional practice.

Stakeholders to this inquiry generally do not support distance education as an optimal model for teacher education. For example, Ms Karen Wade, Assistant Principal at Frankston High School stated that she does not believe that students can learn pedagogy solely through textbook and assignment work, where there is little or no opportunity to observe teachers who model excellent teaching practice.<sup>113</sup> It is for this reason that the Committee is pleased to note that the Deakin University model incorporates some on-campus attendance requirements.

The Committee observed that a number of universities are making (or considering making) at least one online course compulsory for all pre-service teachers. Nonetheless, the motivation behind such delivery generally stems from a university’s recognition of the need to develop pre-service teachers’ skills

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<sup>112</sup> Transcript of Evidence, University of Ballarat site visit, 5 November 2004, p.18.

<sup>113</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.16.

in integrating ICT in teaching and learning, rather than from a need to offer flexible study options.

Professor Shirley Grundy, Dean of Education, Deakin University:

We are making a lot of use of online teaching and learning resources. Deakin University has introduced a policy this year – we are the only Australian university so far to have taken this initiative – so that all of our undergraduate students who enter Deakin this year will during their course do at least one unit completely online. This is a way – because we reckon a lot of that lifelong learning is likely to be online – to prepare our students to be independent online learners.<sup>114</sup>

The Committee also has concerns regarding distance education as an appropriate model for teacher education and would view with great concern any moves to implement this form of training as a cost saving measure. However, the Committee believes there is some scope to enhance existing programs through increased online offerings, while emphasising that online delivery should be quality assured, specific in its purpose and be complemented by other delivery models such as intensive weekend modules, quality, extended practical teaching experiences and a structured mentoring program.

### ***Site-based Delivery***

While in the minority and generally viewed as an alternative option, the Committee observed an emerging trend toward partnership models for site-based delivery of teacher education. Site-based delivery refers to those aspects of teacher education delivered at sites other than a university campus, including schools, industry workplaces and alternative educational settings such as TAFE institutions, ACE providers and other registered training providers.

Deakin University has traditionally been at the forefront of partnership models for site-based teacher education, having operated the Koori teacher education program since 1986. This program represents an excellent example of universities forging partnerships with the community and other organisations to help facilitate the delivery of teacher education to diverse communities and in customised ways. Consulting with the Victorian Aboriginal Education Association Inc. (VAEAI), the University recognised that a Koori teacher education program would be likely to appeal only to mature-age Koori people who would not favour undertaking a traditional on-campus program. Accordingly, the University established a community-based teacher education program, with students working in schools in their communities and in educational settings through local co-operatives, and receiving intensive tutorial blocks in short periods on campus.<sup>115</sup> Deakin University's new Bachelor of

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<sup>114</sup> Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, p.24.

<sup>115</sup> A/Prof. J. Henry, Director, Research Institute for Professional & Vocational Education & Training, Deakin University, in Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, pp.17-18.

Teaching (Applied Learning) is another example of this University's proactive approach in developing innovative, site-based models of teacher education.

School-based teacher education, achieved through the extension of emerging internship models of teaching practicum is discussed in Chapter 5. The Committee sees significant potential for school-based teacher education to accelerate entry into teaching and to enhance the quality and relevance of teacher education, through improved integration of the theory and practical components of study.

The Committee is also very supportive of initiatives that enable teacher education to be delivered at multiple locations so as to reduce the travel burden of students (particularly those in rural and regional areas) and to enhance the learning experience of pre-service teachers. The Department of Education and Training also supports development of partnerships between universities, TAFE institutes and other accredited training organisations, who could deliver content discipline studies, as opposed to teacher education, which it is recognised is more appropriately delivered by a university. The Committee sees that there are also opportunities for greater cross-crediting arrangements between universities and other accredited training providers and for greater use of regional campus facilities, to support such initiatives.

## ***Summary***

The preceding sections have identified strategies for improving the level of flexibility in teacher education. In summary, teacher education providers should seek ways to accelerate teacher education through more flexible hours of delivery, optimise their use of distance education and online delivery, and seek opportunities to expand site-based delivery.

**Recommendation 3.4:** That the Victorian Institute of Teaching encourage universities, through appropriate accreditation and registration requirements, to maximise the flexibility in their provision of teacher education by:

- offering intensive coursework modules that shorten the time taken to complete teacher education requirements;
- optimising the use of the full calendar year rather than restricting delivery within the traditional academic timetable;
- offering classes in the evenings and on weekends;
- repeating course units and offering them in a combination of delivery modes (including weekend, intensive and weekly structure), to enable pre-service teachers to take advantage of class times that are most

suitable;

- optimising the use of online delivery for the theoretical (or other suitable) components of teacher education courses; and
- developing partnerships with schools and other appropriate education and training organisations for more effective, flexible delivery of appropriate course components.

## Conclusion

The Committee recognises that the pre-service teacher population is a diverse one, and that it is therefore not possible to make recommendations for future design and delivery that will address the needs of every student. Rather, the Committee sees the solution in meeting the needs of a diverse student population as requiring a flexible approach that offers opportunities for pre-service teachers to study within traditional university parameters as well as in more convenient study modes and timeslots. Hence the Committee's recommendations throughout this chapter have been based on multi-modal delivery, opportunities to study outside of the traditional academic year and greater use of distance education, online delivery and site-based learning. The Committee also supports greater availability of RPL in teacher education. In essence, the Committee sees a strong need for a greater number and variety of alternative teacher education programs, and particularly intensive delivery modes, that shorten the distance to allow mature age and career change candidates to train in only those areas where they are not already adequately equipped. Nonetheless, the Committee believes the relevant authorities and training institutions should take a quality approach, ensuring that all emerging teachers have the necessary skills, knowledge and experience for effective teaching in the 21st century classroom.

## **4. Content of Pre-Service Teacher Education**

### **Context**

Throughout this inquiry, the Committee heard many perceptions regarding the defining characteristics of an excellent 21st century teacher. Universities emphasised the importance of future teachers being highly skilled and flexible in meeting the changing needs of the community. They see teachers as lifelong learners who are prepared to continually review and reflect upon the subject matter they teach and their own learning and teaching practice. They emphasised the need for problem solvers and active researchers who are able to locate information, evaluate its educational value and effectively integrate new knowledge into student learning. Universities also highlighted the requirement for future teachers to be excellent communicators and relationship managers and to have the ability and willingness to fill leadership roles in schools.

Leaders in the teaching profession concur that the above are all characteristics of excellent 21st century teachers. Additionally however, the Committee heard that the current teaching profession has a vastly different perspective on the practical skills and knowledge required for effective teaching from day one in the classroom. Therefore, there is some level of disagreement regarding the relative emphasis that should be afforded these elements during teacher education. Most current practitioners argued that significant skills and knowledge required by teachers on entering the school environment are not being sufficiently emphasised. Some of the fundamental, practical skills valued in schools include being able to teach and manage classrooms effectively, plan lessons, apply information and communication technologies (ICT) skills across the curriculum, use a variety of teaching methods, understand curriculum and how schools operate, know the major programs being implemented in schools and be knowledgeable in a range of subject areas. Additional essential attributes are strong communication skills, the ability to engage students, to form strong professional relationships with students, parents and colleagues, demonstrating initiative in a school environment, operating as a team player within the school's ideology and being committed to the students, school and the profession as a long-term career. In essence, school communities value practical teaching skills and interpersonal skills in new graduates as much as they value the high level knowledge and skills emphasised by teacher educators.

School students, a significant but sometimes overlooked stakeholder group, also articulated distinct, clear views about the qualities of successful teachers. They particularly reinforced the importance of personal qualities, communication skills, knowledge of students' needs, empathy, commitment to students' learning

and sense of vocation. Secondary school students participating in the inquiry emphasised that good teachers are, above all, dedicated, approachable and genuinely interested in students' work, progress and concerns.

## **Perceived Gaps in Teacher Education**

There is no doubt that the schools of the future will require reflective practitioners who have a sound knowledge of both subject matter and of pedagogy, who have the ability and willingness to fill leadership roles in the development of curriculum and who can lead change in the school environment to meet the changing needs of the community. Many and varied stakeholders emphasised the importance of teachers being skilled researchers, recognising that the ability to locate and evaluate the value of information and its application in the learning environment is critical to effective teaching. There is also no doubt that teachers must be lifelong learners, who are problem solvers and excellent communicators and who develop professional relationships with a broad range of students, parents, colleagues and other professionals.

The key difference in stakeholder perspectives, however, was when and how these skills, knowledge and attributes can and should be developed. While teacher educators often emphasise the theoretical aspects of teaching and their importance at the starting point in a career, many principals and their school communities consider the need for a broader approach that also emphasises the more tangible aspects of 'teacher readiness'. In fact, they view being 'teacher ready' as absolutely critical upon commencement in the profession, and suggest that some of the other aspects required for a long-term successful teaching career are more readily and appropriately developed through maturity and experience in the profession and ongoing professional development. This view seems to be reflected in employment-based models of teacher education examined internationally, and also in the increasing trend in various jurisdictions in the United States to require new teachers to acquire a Master's degree qualification in the early years of their career.

The Committee's inquiry revealed many perceptions regarding the suitability of current pre-service teacher education in Victoria to prepare teachers adequately for the 21st century classroom. As shown in Table 4.1, the perceived gaps in pre-service teaching courses are generally practical in nature.



**Table 4.1: Perceived Gaps in Pre-Service Teaching Courses**

Gaps in Current Courses	Areas of Improvement
<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>– Techniques and strategies to manage behaviour, including opportunities for self-assessment and critical lecturer/peer review to identify and discuss techniques and approaches to successful classroom management.</li> <li>– Understanding of different cultures and age groups.</li> <li>– Engaging students.</li> <li>– Applying theory to practice.</li> <li>– A theoretical understanding and practical solutions to conflict management.</li> </ul>
<b>Special Needs</b>	<ul style="list-style-type: none"> <li>– Opportunities to observe diverse classroom situations and to interact with students with a wide range of learning needs.</li> <li>– Methods and techniques for teaching students with various learning abilities, disabilities and other special needs.</li> <li>– Ability to identify students with learning difficulties, special needs or other problems and to take appropriate action, including making referrals or communicating with colleagues, parents and professionals.</li> <li>– Understanding children in a holistic sense: social, economical, physical and psychological needs of children.</li> </ul>
<b>Literacy, Numeracy &amp; ICT</b>	<ul style="list-style-type: none"> <li>– Understanding of theory and practice in literacy and numeracy across age groups, particularly later primary years and across the secondary school curriculum.</li> <li>– Addressing the literacy and numeracy needs of diverse students, including alternative approaches for those with learning difficulties.</li> <li>– Integrating ICT across the curriculum.</li> </ul>
<b>Assessment Strategies</b>	<ul style="list-style-type: none"> <li>– Knowledge of valid testing procedures.</li> <li>– Record keeping and report writing.</li> <li>– Assessing work and giving student feedback.</li> </ul>
<b>Professional Relationships</b>	<ul style="list-style-type: none"> <li>– Techniques and practice (including observations and role playing) to enhance communication skills with teachers, parents and students.</li> <li>– Open communication between universities and schools.</li> </ul>

Gaps in Current Courses	Areas of Improvement
<b>Practical Elements</b>	<ul style="list-style-type: none"> <li>– Knowledge of school curriculum frameworks, major Government initiatives and other programs being implemented in Victorian schools.</li> <li>– Understanding how the curriculum can be organised, sequenced and developed.</li> <li>– Ability to plan and deliver lessons to respond to a variety of learning styles.</li> <li>– Self-management, organisational skills and time management.</li> <li>– Professional conduct and expectations, including legal rights and responsibilities.</li> <li>– Understanding sectoral policies, priorities, structures and processes.</li> <li>– Knowledge of and support for multiple pathways through secondary schooling into further education, training and employment.</li> <li>– Understanding what schools expect and working within the school's ideology.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Design and development of an extensive teaching resource portfolio, particularly in the form of units of work covering key learning areas and integrating the use of ICT into learning and teaching.</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>– Structured support from universities, schools and supervisory teachers.</li> <li>– Effective job seeking and interview techniques.</li> </ul>
<b>Teaching Practicum</b>	<ul style="list-style-type: none"> <li>– Insufficient time in practical experience. It was generally viewed that at least 25% of the course should be devoted to teaching practicum, with many suggesting up to 50% would be appropriate.</li> <li>– Preference for consistent contact over time, in addition to block practicum.</li> <li>– Opportunities to engage in a diversity of teaching practice, covering a variety of schools, school sectors, grade levels and special needs students.</li> <li>– School contact at the beginning of the year to observe groundwork strategies and techniques.</li> <li>– Team teaching: placement with other students for support and discussion.</li> <li>– Observation time in classrooms prior to first practicum to build confidence and enhance teaching practices.</li> </ul>

Source: Based on findings of the Committee's commissioned research and evidence provided directly to the Committee in written submissions and public hearings.

The teaching practicum was a key area of contention and is discussed in depth in the next chapter. It is sufficient to note here that the overwhelming majority of stakeholders believe the current time spent in practicum, as well as the quality of the experience, is largely inadequate. Other areas consistently identified as lacking include classroom management skills, development of classroom resources, student assessment and reporting strategies and a number of other practical elements such as time management skills, organisational skills, acceptable professional conduct and understanding what school communities expect.

Recent graduates and pre-service teachers often reported that the positive elements of their course were the teaching practicum, opportunities for team teaching, role playing and problem-based learning, and learning from lecturers or others with current teaching experience. However, positive elements of courses were less likely to be identified during either the Committee's consultations or the commissioned research, than were negative opinions regarding pre-service teacher education. The main criticisms from recent graduates and pre-service teachers revolved around the structure, timing and extent of practical elements within the course, the quality of supervisory teachers and the apparent lack of communication between the university and the schools. Further criticisms centred on the lack of coursework relating to how children learn, an integrated approach to childhood and adolescent development, lack of direction in teaching methods (how to teach rather than what to teach) and lack of preparation for classroom and behaviour management.

The inquiry also revealed that the very best, highly motivated and mature pre-service teachers had compensated for the perceived deficiencies of their course. There was, however, genuine concern among many stakeholders that some pre-service teachers were less capable of embarking on self-directed learning or were unaware that this was required and consequently, graduated being under-prepared for a teaching career.

The Committee notes that some of the difficulties in ensuring graduates are 'teacher ready' arise due to inadequate consultation between the Department of Education and Training and the universities. In fact, many education faculties reported to the Committee that they seem to find out important information regarding new curriculum developments or other initiatives directly from schools or from their own informal networks. The Committee therefore believes the Department needs to improve its communication and consultative processes with teacher education faculties.

The Committee also observed that some of the gaps in teacher education occur due to the structure of courses, whereby often the most important or innovative units are treated as elective units of study, rather than as core units that must be completed by all pre-service teachers. Exacerbating this problem is the reality that any changes to the university curriculum will take a number of years to filter

through to the graduating cohort. Thus, while some education faculties demonstrated a level of responsiveness to the needs of the profession,<sup>116</sup> it may take a number of years for the benefits of such changes to be realised. The Committee believes that the Victorian Institute of Teaching should therefore continually review the core and elective components of teacher education, to ensure that current and emerging priorities are covered by core course units completed by all pre-service teachers.

**Recommendation 4.1:** That the Department of Education and Training convene meetings with the Deans of Education on a regular basis and organise formal briefing sessions on all new curriculum or program initiatives and priorities for relevant education faculty staff.

**Recommendation 4.2:** That the Victorian Institute of Teaching, in consultation with employing authorities, undertake a review of the core and elective components of teacher education, to ensure that current and emerging priorities are covered by core course units completed by all pre-service teachers.

## The Need to Balance Practice and Theory in Teacher Education

Current philosophies of teaching and teacher education are grounded in a thinking oriented curriculum. This form of curriculum is broadly characterised by a learning environment that:

- personalises curriculum, drawing on prior learning and experience and relating it directly to each student's needs
- establishes inclusive and sensitive learning environments that are responsive to cultural differences and other special needs
- presents learning within a problem-based context, encouraging active learning and developing research, organisational and analytical skills
- engages students in the subject being taught and helps them to assume responsibility for their own learning

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<sup>116</sup> The Committee observed, for example, that Deakin University frequently revises its course content to ensure it remains aligned to school needs. When the Committee visited Deakin University in June 2004, the University was considering two new, compulsory units, one promoting student wellbeing with a focus on adolescent mental health and communication, and another covering teaching for diversity. Similarly, Deakin University had introduced a new unit on curriculum assessment and reporting two years earlier, in direct response to requests from the profession.

- apply information and communication technologies to support learning across the curriculum
- promotes high levels of intellectual engagement, sets high achievement expectations for students and emphasises the benefits of education generally.<sup>117</sup>

Being able to effectively implement a thinking oriented curriculum thus depends on a strong foundation in educational theory and being able to apply theoretical learning in a practical sense, in the classroom setting. In turn, this requires pre-service teachers to engage in not only theoretical learning, but also to acquire problem solving and critical reflection skills, communication skills, adaptability, team work skills and networking skills. It is through a balanced approach to the development of these skills and knowledge that teachers will be able to respond in practice to the diverse learning needs of students within a changing education environment.

Achieving the right balance between theoretical and practical instruction is one of the most important challenges currently facing those involved in the design, delivery and accreditation of teacher education. The Committee believes that a consensus view of what this balance might comprise is emerging in the education community and the Committee expects that this will help bring about necessary change. The Committee found that nearly all stakeholders agree that teacher education courses need to pay greater attention to:

- heightening knowledge of the practical dimensions of teaching among pre-service and graduating teachers
- better integrating practical experience into the structure and content of teacher education courses
- modelling of effective teaching practices during teacher education.

Over 130 principals and teachers participated in this inquiry. The overwhelming majority expressed the firm view that current pre-service teacher education courses are too heavily based on theory and do not prepare new teachers for some of the practical challenges of working in the classroom and school community. This was also the view presented by the major teacher employing authorities, including the Department of Education and Training, Catholic Education Commission of Victoria (CECV) and Association of Independent Schools, Victoria (AISV).

In summary, these stakeholders identified that many new teachers have very limited knowledge of such teaching basics as:

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<sup>117</sup> This definition has been adapted from the guiding principles underpinning RMIT University's renewed Bachelor of Education. Refer Written Submission, RMIT University, April 2004, p.2.

- current curriculum documents and major Government initiatives and programs in schools
- lesson planning skills
- testing regimes and the use of evidence in the pedagogical process
- assisting students with special learning needs
- appropriate responses to student welfare issues
- classroom and student management
- assessment and reporting issues
- strategies to communicate with parents.

The Committee heard that if new graduates do not have these teaching basics, much of the benefit of theoretical learning undertaken during pre-service teacher education can be lost, as new teachers focus on developing strategies to simply survive in the classroom. This is of concern as a lack of teaching success in the early years will lead to new teachers becoming quickly disillusioned or demotivated.

Citing concerns about the insufficient time spent in schools during pre-service teacher education and the relative inability of many new teachers to 'stand alone' in the early years of teaching, the CECV argued for structural and philosophical changes in teacher education. The substance of these changes amounts to heightening the exposure of pre-service teachers to school environments throughout their studies and increasing the practical content of university-based studies.<sup>118</sup> The AISV similarly argues that the skills and knowledge of teaching are 'best developed while engaging in ongoing practical situations, alongside an academic program' and that 'early and ongoing experience in the school environment is also integral to developing a realistic perspective of the teaching profession and individual potential'.<sup>119</sup> The AISV also believes that the links between theoretical and practical training need to be strengthened, through improved co-ordination of university and school-based learning. The AISV considers that pre-service teachers need greater opportunity to regularly embed the theoretical and subject-based learning acquired at university in the school environment, in a systematic, ongoing fashion.<sup>120</sup>

The Principal of Bendigo Senior Secondary College, Mr Graham Bastian, was just one of many school leaders to comment that 'in a significant number of instances the students come from a very theory-based course, which does not equip them well either for their [practicum] rounds or for their beginning years of

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<sup>118</sup> Written Submission, Catholic Education Commission of Victoria, April 2004, pp.5-8.

<sup>119</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.2.

<sup>120</sup> Ibid.

teaching'.<sup>121</sup> Staff at Invermay Primary School similarly believe that pre-service teachers are currently not afforded sufficient time to interact with students and staff in schools and that the major focus on theory is inappropriate.<sup>122</sup>

Such observations, common among principals and teachers, were also consistent with the views of many current pre-service teachers and recent graduate teachers, who commented on the difficulty of linking the theoretical elements of their course with the practical aspects of teaching.<sup>123</sup> Many pre-service teachers reported that their course failed to give them a basic understanding or general suggestions on how to teach a subject, a year level, a specific type of student and so on.<sup>124</sup> Many felt they require more ideas and resources for units of work and lesson plans. They reported that their transition into the first year of teaching would have been made easier if their pre-service course had better prepared them with a range of resources including visual aides, diagrams, educational games, reading aides and work examples.<sup>125</sup> They indicated that had more such resources been collected or prepared during their pre-service teacher education, they would have been better able to respond to the educational and other needs of children in the classroom during their early teaching experience.<sup>126</sup> Comments from pre-service teachers throughout the inquiry also support the view of the profession that they need regular and repeated experience in school environments in order to process the theoretical learning they undertake at university.

The Committee observed that Victorian institutions are not unique in adopting a theory dominated approach to teacher education. Professor Per Laursen, from the Department of Curriculum Research at the Danish University of Education noted that unfortunately, the practical craft of teaching, especially effective classroom management, is not generally valued at teacher training institutions. The Committee notes however, that the United Kingdom is widely acknowledged as having achieved a successful balance between theory and practice in teacher education, while a number of best practice models in the United States also seem successful in balancing these two components.

The Committee does not wish to understate the importance of a sound theoretical basis for future effective teaching. Teaching theory has evolved significantly over recent decades and continues to inform and advance teaching practices. As noted throughout the inquiry, current practitioners value graduates with a sound theoretical foundation, as well as experience in practical teaching skills.

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<sup>121</sup> Written Submission, Bendigo Senior Secondary College, May 2004, p.1.

<sup>122</sup> Written Submission, Invermay Primary School, May 2004, p.1.

<sup>123</sup> This was a common theme throughout the inquiry, reported in written submissions, the Committee's commissioned research and during forums with pre-service teachers and current practitioners.

<sup>124</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.21.

<sup>125</sup> Ibid.

<sup>126</sup> Ibid.

Dr Neil Lynch, Principal, Herne Hill Primary School advised that:

Teaching has evolved so much over the past 25 years and even over the last 10 years. The theory behind a lot of the practice we do in the classrooms has changed enormously, and that does need to be covered, but we need these teachers coming out with more practical experience.

Early years literacy and numeracy is a key issue that I am not certain the students have a really good grasp of ... I am also not certain that they have a good enough grasp of assessment and reporting. ... we need to make sure the things that are happening in the classroom are absolutely spot on ... a lot of it gets back to the fact that they just need to be in our schools a lot more often.<sup>127</sup>

Mr David Lyons, an early career teacher at Frankston High School, also described the importance of relating theory directly to practical teaching needs. Mr Lyons indicated that his own pre-service education had been too focused on theoretical approaches to teaching and learning that were not related directly enough to practical applications. To illustrate this point, Mr Lyons outlined his experience when undertaking an ICT unit:

What I expected was a range of strategies and examples of how to effectively use technology to enhance my regular teaching. However, I spent the entire semester discussing the importance of technology and the research into the use of technology.<sup>128</sup>

Mr Lyons similarly noted the lack of any practical perspective afforded a unit covering special education needs:

I undertook a subject that was looking at the integration and inclusion of students with learning difficulties and special needs. I presumed that I could come away from the subject with strategies and methodologies to cater for students with individual needs. Unfortunately I spent the entire year looking at how important it was to include students and why inclusion is a better model than integration.<sup>129</sup>

In seeking to move teacher education from being theory dominated towards a more balanced approach, the teaching profession, newly graduated teachers and pre-service teachers continually suggested that more time should be spent in school settings, that there should be a greater emphasis on problem-based learning and applied research projects and that lecturers should have stronger linkages to the realities of teaching in the 21st century classroom. In essence, pre-service teachers 'do not expect to learn to theorise, but to learn to practice using theory'.<sup>130</sup>

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<sup>127</sup> Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.3.

<sup>128</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.7.

<sup>129</sup> Ibid, pp.6-7.

<sup>130</sup> Prof. P. Laursen, Department of Curriculum Research, Danish University of Education, during a meeting in Copenhagen, 6 July 2004.



## ***Research Projects and Problem-Based Learning***

The need for pre-service teachers to engage in applied learning and to develop their problem-solving skills was emphasised throughout this inquiry, particularly during the Committee's international investigations. Teacher education programs examined in the United States in particular include a substantial research component, together with university coursework and extensive teaching practice as the three major components of each course. The research component of courses delivered by the Graduate School of Education, University of California, Berkeley, for example, includes reflective analysis of classroom practice; guided experience interviewing and observing children; writing a major research paper on urban education; develop a Master's paper exploring child development in education; and participation in the Master's research affinity group. Institutions in the United Kingdom also emphasised the importance of research and problem-based learning as a component of teacher education. For example, Professor Jon Davison, Dean, Initial & Professional Development, Institute of Education, University of London presented a view that groups of pre-service teachers should work together to complete a practical research project within the school classroom.<sup>131</sup>

The Committee observed that a number of Victorian institutions are beginning to integrate educational theory and practice through an inquiry-based learning approach. While the best models are those that are implemented in partnership with local schools, some institutions are complementing the university-based coursework with useful simulation techniques (refer Case Study 4.1).

### **Case Study 4.1: Example of problem-based learning at Monash University (Peninsula campus)**

The exercise required students to examine a particular, fictitious child's experience of life and learning and put into practice various strategies for managing and improving that child's education. The child in this reality module, 'Laura' is 4.9 years old, attends pre-school and has behavioural problems. Working in small groups, students took turns in inhabiting the characters of Laura, her mother, her pre-school teacher, her case worker, her peers' parents and her future primary school teacher. Chapters of Laura's life were posted on a web site and class lectures would address the particular scenario of the week. So, for example, students discovered one week that Laura had been removed from her mother's care and attended a lecture on attachment theory to talk about what Laura was experiencing and why. On-line support groups for 'like stakeholders' among the student groups allowed students inhabiting the same roles to workshop responses to their learning scenario. In this manner, student teachers were shown the causes of child behaviour, the complex and varied way that it affects different people in a child's life and strategies they will need to solve such problems in the future.

Source: Transcript of Evidence, Monash University Peninsula campus site visit, 23 April 2004, pp.4-6.

<sup>131</sup> Meeting in London, 29 June 2004.

Nonetheless, inquiry-based learning is still in its infancy in Victoria, and too many education faculties continue to deliver their courses predominantly in a traditional university format, in direct contradiction to the methodologies that pre-service teachers are expected to apply in the school classroom. La Trobe University School of Education Studies noted for example that:

... it is increasingly common to be teaching teachers to interact in the 1:25 classroom through a 1:200+ model of practice (ie. mass lectures)... the management of teaching load is increasingly difficult without an increase in resource allocations and high volume lecture formats are utilised to strike some form of balance – regardless of their pedagogical limitations.<sup>132</sup>

Pre-service teachers generally reported that problem-based learning is both highly effective and enjoyable. Mr Brendan Bailey, a recent graduate of the Diploma of Education, now teaching at Princes Hill Secondary College commented:

I think it is applied learning at its best, frankly. I think you are taking your theory and — you still have to do a lot of research about the theory — applying it to situations. I think that is essentially what you should be doing throughout your entire school career. Certainly at interview principals and teachers seem very impressed when you bring up what you have already done in your PBL project.<sup>133</sup>

The Faculty of Education at the University of Melbourne is beginning to teach certain subjects, such as the fourth-year 'IT in Education' elective in the Bachelor of Education (Primary) course, through problem-based learning models. Pre-service teachers work in a fictional school for the entire year of study, working on four tasks. Working in teams, they must present, as if to the school council or a meeting, their proposals for an IT budget and an IT professional development plan. Dr Dianne Chambers, convenor of this course, informed the Committee that the outcomes:

... are such that we have had teachers in schools telling us that the documentation they create, the IT plan prepared by students, is better than the IT plans currently in some schools.<sup>134</sup>

Project learning is also an increasingly important and popular dimension of the teacher education program at RMIT University, with the School of Education believing that all teachers need to be able not only to reflect on their practice, but also undertake research to develop their professional capacity. For this reason, the School treats the pre-service teacher as a 'teacher-researcher' right from year one, encouraging them, through the design of their courses and the development of professional practice communities, to document what they are

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<sup>132</sup> Written Submission, La Trobe University, School of Educational Studies, May 2004, p.5.

<sup>133</sup> Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.27.

<sup>134</sup> Ibid.

researching and to develop research skills.<sup>135</sup> Ms Karen Ghosn, a fourth-year pre-service teacher undertaking a Bachelor of Education commented:

... it makes more sense to be out researching rather than just doing a project ... because it makes me feel like a teacher for a start, and I see the benefits of it in the future, whereas I know that I can run a little project for students in the classroom — I did it last week for Literacy Week. But I am being really challenged to look at my own teaching and I am finding new things out, so definitely it is a great change.<sup>136</sup>

Ms Ghosn sounded an important note of caution, however, that this form of instruction is more popular with more able and confident pre-service teachers and that others may require significant support in order to undertake self-reliant project work.<sup>137</sup> This again highlights the importance of strong partnership models between universities and schools and of teacher educators having a major supervisory and advisory role during professional practice components of the course.

The Committee welcomes the problem-based approaches emerging in some education faculties, but notes that often, the most effective and important units are not core units within the course, but rather, elective units that are delivered to only a small proportion of the total pre-service teacher cohort. Furthermore, it seems that the adoption of innovative approaches to delivery remains highly dependent on the skills, abilities and discretion of individual faculty staff.

It is clear that the inclusion of integrated research projects and problem-based learning is a promising and very effective method of imparting and invigorating pre-service curriculum, which will be recognised internationally as best practice. It is also clear that pre-service teachers, schools and universities all benefit from increased opportunities to collaborate on the development and delivery of pre-service curriculum. Accordingly, the Committee believes that such techniques must become a formal, integrated component of teacher education in all Victorian universities.

**Recommendation 4.3:** That the Victorian Institute of Teaching require that all pre-service teachers be provided with opportunities to undertake problem-based learning and undertake a substantial, school-based research project during their studies.

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<sup>135</sup> Dr G. Latham, Senior Lecturer, English and Co-ordinator, First-Year Bachelor of Education, Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, p.3.

<sup>136</sup> Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, p.12.

<sup>137</sup> Ibid.

## ***The Role of Teachers and Teacher Educators***

The Committee believes that two of the greatest barriers to achieving a better balance between theory and practice in teacher education, and thus, to improving the suitability of current courses, are the continued isolation of teacher educators from the realities of classroom practice and the lack of input into course design and delivery by current teachers. In fact, it would appear that Victorian schools are evolving much more quickly than teacher education faculties. This is highly problematic if we expect our new graduates to be at the forefront of change and progress in our schools, rather than to continue existing practices that are rapidly becoming outdated due to the pace of development in the knowledge and learning economy.

The Committee observed that many teacher educators are not active as either practising teachers or as researchers in the school environment. And yet, as suggested by Professor Per Laursen, Department of Curriculum Research, Danish University of Education, it is from participating in these two activities that teacher educators should obtain most of their knowledge of professional practice.<sup>138</sup> In comparison to some of the international models examined by the Committee, many of which are characterised as school-based for both pre-service teachers and faculty staff, many Victorian teacher educators appear to have only limited experience in the contemporary school classroom. Despite this, many members of the current teaching profession emphasised the importance of current and ongoing experience in school environments for those involved in teacher education.

The Committee also heard much evidence from pre-service teachers suggesting that some of the most useful university classes they attended were those delivered by practising teachers. In some cases these were delivered by guest lecturers, although the Committee heard of other cases where staff teach part-time in schools and part-time in universities.

Mill Park Heights Primary School advised the Committee that:

There needs to be an effort made to staff education courses with a balance of academics and outstanding practising teachers to present these courses of study and to endeavour to link the theory and pedagogy to the practice.<sup>139</sup>

Staff and students of Newcomb Secondary College similarly noted that:

The opportunity for tertiary educators to have 'current' experience in schools is essential, as important as the intern having that experience.<sup>140</sup>

Ms Genevieve Loughnan, Casual Relief Teacher further commented:

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<sup>138</sup> Prof. P. Laursen, Department of Curriculum Research, Danish University of Education, during a meeting in Copenhagen, 6 July 2004.

<sup>139</sup> Written Submission, Mill Park Heights Primary School, May 2004, p.3.

<sup>140</sup> Written Submission, Newcomb Secondary College, May 2004, p.4.

In a fast changing educational environment, lecturers who have not taught in schools currently or very recently, are out of touch ... Can those people inspire us? I don't think so. So our lecturers need to be practitioners.<sup>141</sup>

According to many pre-service teachers, it is the guest lecturers who still currently teach in schools, who frequently impart vital survival skills to pre-service teachers. They also tend to be exemplary mentors, modelling challenging elements of teaching practice, particularly classroom and student behaviour management, time management and negotiating the administrative and other burdens of teaching. This view is verified by Ms Bev Fegen, Assistant Principal of Altona Primary School, who also teaches a program at Victoria University. Evaluating the advantages in being provided with the opportunity to impart curriculum in university settings, Ms Fegen commented:

From the perspective of students in first year it has been great for their questioning about how things work in a school. My role has been introducing some of the early-years program to the first year students, and I have been very fortunate ... to do that as part of my professional development. It has been great — a great opportunity all round.<sup>142</sup>

Similar experiments in co-delivery and design of pre-service curriculum between universities and schools have been undertaken elsewhere in Victoria. For example, Mr Graham Bastian of Bendigo Senior Secondary College commended the arrangement his school has with La Trobe University (Bendigo) for pre-service teachers to attend sessions at the school one morning per week for the first school term to cover issues such as:

- technology in education, including developing online resources and teaching strategies for online resources
- standards of practice for beginning teachers
- legal requirements (duty of care, mandatory reporting)
- school ethos and culture (expectations of students)
- vocational education and training (VET) and the Victorian Certificate of Applied Learning (VCAL)
- applying for teaching positions
- boys in education
- methods (classroom experience).<sup>143</sup>

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<sup>141</sup> Written Submission, Ms G. Loughnan, April 2004, p.1.

<sup>142</sup> Transcript of Evidence, Sunbury Primary School site visit, 22 November 2004, p.6.

<sup>143</sup> Written Submission, Bendigo Senior Secondary College, May 2004, pp.1-3.

The Committee believes that the relative scarcity of approaches such as those noted above is problematic. All Victorian universities could therefore do more to ensure courses are delivered through a balance of academic staff with current school experience and of outstanding practising teachers attending as guest lecturers, but also as ongoing, valued members of the faculty. The Committee further believes that such delivery should take place within the school environment wherever relevant and practicable. Such approaches, common in international best practice models, are not only more effective in linking educational theory and pedagogy to practice, but also provide the necessary impetus for integrated, partnership models of teacher education. An additional, flow-on benefit is that by being exposed to the university environment, the teachers involved may be more likely and able to upgrade their own teaching skills and qualifications.

The Committee appreciates the difficulties that exist for partnership models of teacher education across different industrial structures and the differing employment conditions in the school and university sectors. As well, financial imperatives under which universities operate may serve as a disincentive for teacher educators to focus on excellence in teaching, as they are currently more likely to be rewarded for publishing papers and attending conferences, rather than for forging innovative cross-sectoral partnerships. As Ms Viv White, Chief Executive Officer of the Victorian Schools Innovation Commission, commented:

...the work [lecturers] do in ... schools counts for nothing in terms of their own promotional opportunities and their tenures at universities.<sup>144</sup>

Lecturers are not, as a rule, rewarded for improving their own teaching performance, or for developing external partnerships that do not generate income. Although some institutions, such as the University of New South Wales, are investigating ways to improve university investment in teaching by, for example, awarding professorships solely on the basis of teaching skills, such initiatives are the exception rather than the norm.<sup>145</sup> And while institutions with lower public profiles may elect to reduce the emphasis on the status of their research effort, the Committee believes that more prestigious institutions may not be so willing to risk their research reputation. The Committee, therefore, sees a role for the Victorian Government to work in collaboration with the Commonwealth Government to encourage and facilitate sharing of staff between schools and universities.

**Recommendation 4.4:** That the Victorian Institute of Teaching, in accrediting teacher education courses, look for evidence that universities are delivering their courses through a balanced mix of academic staff and outstanding practising teachers.

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<sup>144</sup> Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.43.

<sup>145</sup> *The Australian*, Higher Education supplement, 30 June 2004.

**Recommendation 4.5:** That the Department of Education and Training facilitate initiatives that support and enable practising teachers to deliver appropriate components of pre-service teacher education. Further, that opportunities for such delivery to occur within school rather than university environments be explored.

## **Subject Knowledge**

While the education community is generally united in its appreciation of the importance of pedagogy as a component of pre-service teacher education, opinion about the appropriate form and amount of subject-related knowledge that pre-service teachers need to acquire is less clear. The following sections look first at existing guidelines for subject knowledge, and then consider some of the specific issues associated with this area, including how the changing nature of education, with its increased emphasis on stages of schooling and the expansion of VET in schools and VCAL programs, is affecting the subject and curriculum knowledge required of teachers.

### ***Current Guidelines for Subject Knowledge***

As noted previously in this report, the 1998 Guidelines for the Evaluation of Teacher Education Courses stipulate expectations of subject knowledge for primary and secondary teachers. These Guidelines have more recently been augmented by Interim Guidelines for the Expectations of Courses Specifically Preparing Teachers for the Middle Years and Specialist Area Guidelines drawn up by the Victorian Institute of Teaching in 2002.

The Guidelines establish only general subject knowledge requirements of teachers. Primary teachers should 'ideally' undertake base discipline studies as well as curriculum and pedagogy studies in all of the subject areas they will teach. If pre-service primary teachers lack 'sufficient academic strength at least in the core key learning areas (KLAs) of English, Mathematics and Science', it is expected that they will have opportunities, perhaps through studying curriculum units, to 'access further discipline knowledge' in these core areas. Pre-service primary teachers should also be made familiar with the teaching approaches and curriculum associated with all other KLAs and it 'may be appropriate' for them to study 'background discipline knowledge ... to gain further knowledge and skills required in their teaching roles'. Secondary teachers, in turn 'must have a sound understanding of the nature of the subject disciplines for which

they are prepared to teach, with a depth of knowledge appropriate to the stages of schooling at which they will teach'.<sup>146</sup>

The subject (discipline) knowledge requirements spelled out in the Guidelines, then, are not overly specific or prescriptive, and are arguably, reduced in the Interim Guidelines for the Middle Years. These Interim Guidelines reflect the growing influence of pedagogy and of integrated cross-curriculum and thematic approaches to teaching rather than single subject teaching. The Interim Guidelines stipulate only that pre-service courses must ensure that new teachers have 'adequate content knowledge' which, in the case of teachers taking Year 10 classes, will likely need to be deeper than that required for lower secondary years.<sup>147</sup> Many stakeholders similarly noted that teaching at Year 11 and 12 levels requires an even greater level of subject knowledge.

### ***The Quality and Importance of Subject Knowledge***

Many stakeholders either emphasised the importance of or raised concerns regarding the quality of subject knowledge among pre-service and graduating teachers. For example, a number of teachers and subject associations informed the Committee that:

- knowledge of specialist subjects or disciplines is vital to student achievement
- minimum standards of subject knowledge in pre-service teacher education are in some instances ill-defined or undefined
- subject knowledge standards need to be raised
- there are shortages of qualified teachers in key subject areas which are caused, in part, by the lack of specialist streams in pre-service teacher education courses.

Further, while most are familiar with the notion that subject knowledge is critical to student achievement in the later years of schooling, it is perhaps less widely appreciated how important subject knowledge is to student achievement in earlier stages of schooling, including the primary school years. The Committee heard many instances where pre-service teachers felt their lack of knowledge in a particular subject area such as mathematics or science affected their ability to present that material confidently or creatively to their students.

Subject associations such as the Council of Professional Teaching Associations of Victoria (CPTAV) also stressed that sound subject knowledge is equally

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<sup>146</sup> Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, pp.5-6.

<sup>147</sup> Victorian Institute of Teaching website, [www.vit.vic.edu.au](http://www.vit.vic.edu.au), viewed on 15 December 2004.



important for teachers of primary aged children as it is for those in the later years. Commenting on a general perception among the education community regarding decreasing opportunities for subject-specific specialisation in pre-service education courses, Mr Terry Hayes, Executive Officer of the CPTAV, presented a common view that future teachers 'cannot rely on a general studies kind of approach to primary school education', particularly in relation to 'scientific knowledge', but also in relation, some suggest, to art, music and other disciplines.<sup>148</sup> This view is seemingly endorsed by the Victorian Primary Principals Association, which advocates the wholesale restructuring of pre-service teacher education where the entire second year would focus on subject specialisations and the fourth year would concentrate on government policies and priorities, and learning to teach early and middle years students.<sup>149</sup>

The policy position of primary and secondary teachers, and subject associations, then, are not dissimilar. They are all increasingly seeing subject knowledge as an element of teaching that needs to be tailored, through advanced pedagogy, to the quite different needs of different aged students. As Ms Wendy Teasdale-Smith, Executive Member of the Australian Secondary Principals Association (ASPA) and Principal of Aberfoyle Park High School in South Australia notes:

I think it is a problem to go totally away and say that you can teach anything so long as you have some sort of general degree. ... in South Australia we are training teachers for middle school teaching, which is about having qualifications across and particularly about the art of teaching middle school students and doing that well.<sup>150</sup>

Many educators advised however, that the balance between subject and teaching knowledge, of being a generalist and an expert, should be determined by the age of the students a teacher is teaching. Mr John See, Principal of Lake Tuggeranong College in the Australian Capital Territory and Executive Member of ASPA suggested, for example, that:

For junior levels in mathematics and science you might say that somebody who also has a major in another area, for example statistics or even PE ... may be able to teach some of the junior level sciences. But when you start to get into the years 9, 10, 11 and 12 that confidence does not necessarily match the capability.<sup>151</sup>

A number of teacher employers, including Mr See, also suggested that the grasp of subject matter and the nuances that are involved are less effective among Bachelor of Education graduates than subject specialists with a first degree, who then complete a one-year Diploma of Education.<sup>152</sup>

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<sup>148</sup> Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.14.

<sup>149</sup> Dr I. Sloane, Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.4.

<sup>150</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, pp.39-40.

<sup>151</sup> Ibid, p.39.

<sup>152</sup> Ibid.

There is some criticism of courses that train P-12 teachers and the capacity of graduates from these courses to effectively teach subject knowledge across all year levels. Indeed, pre-service teachers participating in the inquiry were also unable to perceive of themselves as a P-12 teacher.<sup>153</sup> In part, this is because the career expectations and motives for becoming a primary or a secondary teacher are quite different. Primary teachers commented on the difficulties they would experience trying to teach teenage students, particularly in relation to classroom management and student discipline, but also in relation to such subject areas as science and mathematics.<sup>154</sup> Secondary teachers also reported feeling doubt about their ability to teach and manage younger children and as most were motivated by the desire to share subject matter knowledge and a passion for learning with students, they did not believe that a primary school environment would afford them these professional experiences.<sup>155</sup> The Committee believes then that it will be important for the Victorian Institute of Teaching to continue to monitor the outcomes of P-12 courses, including the quality of content knowledge developed during such courses and the ability of graduates from these courses to effectively teach across the subjects in which they eventually teach, whether in the primary or secondary school sector.

There is, then, a view among some stakeholders that current trends in teacher education, such as the focus on preparing teachers to teach all student ages, may be detracting from subject knowledge standards and, moreover, opportunities for pre-service teachers to develop expertise in chosen specialities. According to Ms Mary Manning, Chair of the Council of Professional Teaching Associations of Victoria, the opportunities for people to specialise in subject areas such as science, languages other than English (LOTE) and commerce and in areas that are cross-curricular, like art and librarianship, have become limited in recent years, particularly in the primary sector.<sup>156</sup> This is leading, in turn, to difficulties in filling vacancies in some of these areas. Mr Terry Hayes, Executive Officer of the Council noted that schools are commenting on a 'removal of things from what was an expectation in past pre-service education courses'.<sup>157</sup> Similarly, the Victorian Home Economics and Textiles Teachers' Association stated that there is an extreme shortage of qualified home economics and textiles teachers, primarily due to the lack of specific training opportunities and the poor quality of preparation in universities. According to the Association, there are no longer any direct teacher education courses for textiles and only Deakin University offers a teaching method in home economics.<sup>158</sup>

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<sup>153</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 – Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.34.

<sup>154</sup> Ibid.

<sup>155</sup> Ibid.

<sup>156</sup> Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.14.

<sup>157</sup> Ibid.

<sup>158</sup> Written Submission, Victorian Home Economics and Textiles Teachers' Association, April 2004, p.1.

The allocation of university places often seems to have little relationship to the priorities identified by industry, the employing authorities or the teaching profession.<sup>159</sup> This is of significant concern to the Committee. Clearly, there are grave implications for the suitability of current pre-service teacher education to continue to meet the needs of 21st century classrooms, if courses are not preparing sufficient graduates in important subject areas. As teachers in certain subject areas become in short supply, there will necessarily be greater reliance on individuals teaching outside of their subject area of expertise. This problem will then be exacerbated as universities will find it increasingly difficult to find quality practicum experiences, thereby reducing the ability to maintain, much less, increase the quality and suitability of teacher education.

The Committee therefore believes it essential that allocation methods are changed, so that places are allocated to various subjects and specialisations according to workforce need. Where student demand may be low for important subjects, universities must take creative measures to stimulate new demand, particularly through active recruitment of top quality students from other courses within the university. In turn, the Victorian Government must ensure it provides sufficient information to enable education faculties to allocate places to match demand and to work with the Commonwealth Government and the Victorian Institute of Teaching to hold education faculties accountable for their enrolment profiles.

For pre-service teachers completing a postgraduate teaching qualification, there was less concern about the depth of their content knowledge, but rather, questions about how effective their pre-service course had been in developing the skills necessary to translate and transfer their subject knowledge for a diverse group of students in the classroom. Again, this highlights persistent concerns regarding the lack of opportunities for teaching practice, particularly in the one-year postgraduate courses.

Mr Charles Taylor, Curriculum and Professional Development Co-ordinator, Taylors College advised that:

School level content can generally be reviewed rapidly. What is of importance to teachers is the ways to teach particular content: the activities and teaching points that make learning the content interesting and motivating for students.<sup>160</sup>

Mr Alan Ross, Principal of Billanook College and Board Member of the Association of Independent Schools, Victoria also commented:

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<sup>159</sup> The University of Melbourne provided supplementary information to the Committee stating that a range of factors influence the allocation of places, including staffing in the faculty, ease of placement of students in schools for practicum and areas of demand. Similarly, Deakin University reported that it takes into consideration the quality of applicants, the demand by schools for particular methods and the ease of finding practicum placements, as well as the need to maximise enrolments for the curriculum studies offered in combined courses, when determining allocation among subject disciplines.

<sup>160</sup> Written Submission, Taylors College, March 2004, p.1.

I do not see the curriculum as being a really major issue. I think most institutions provide that trainee teachers have done usually three years of a degree. Covering the curriculum is not so much of an issue as are some of the other educational professional responsibilities that they undertake such as learning individual differences and all the different intelligences.<sup>161</sup>

A key conclusion that may be drawn from the above discussion then is that the subject knowledge of aspiring teachers must be assessed at a level well above that which they are expected to teach, whether they will be teaching in a primary or secondary school. Furthermore, pre-service teachers must not only develop and be assessed on their subject knowledge, but also on their ability to engage students with this knowledge in the classroom, through effective pedagogy.

To help maintain standards in the delivery of content knowledge, education faculties should continue to regularly and formally consult with the relevant subject associations, as well as the employing authorities. Consultations should focus on ensuring that the content of each unit of study remains relevant and up-to-date and continues to remain a priority for learning. Furthermore, the Committee believes that the Victorian Institute of Teaching should include in its surveys and other feedback mechanisms targeted at graduating teachers, their school principals and mentor teachers and the employing authorities items that evaluate the quality and relevance of the subject matter outcomes of teacher education. Results of such feedback should be provided to the relevant institutions, and any modifications required should also become a part of the re-accreditation process for that course.

**Recommendation 4.6:** That the Victorian Institute of Teaching require education faculties to regularly and formally consult with peak subject associations and the employing authorities about the content of each unit of study they provide.

**Recommendation 4.7:** That the Victorian Institute of Teaching, in conjunction with the peak subject associations and the education faculties, devise an assessment model to ensure an appropriate level of subject knowledge is acquired during pre-service teacher education.

**Recommendation 4.8:** That the Victorian Institute of Teaching include in its annual survey of graduating teachers, school principals and mentor teachers, items to evaluate the quality and relevance of subject knowledge included in pre-service teacher education. Further, that this information be relayed back to education faculties, to ensure necessary improvements in course curriculum are made.

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<sup>161</sup> Transcript of Evidence, Public Hearing, Melbourne, 10 May 2004, p.36.

**Recommendation 4.9:** That the Department of Education and Training continue to monitor trends in teacher supply and demand and pursue strategies to ensure that allocation of places and specialisations within teacher education match future workforce needs. Further, that the Victorian Government negotiate with the Commonwealth Government to ensure areas of subject shortage are prioritised during annual negotiations that establish university load and profiles.

### ***Applied Learning and VET in Schools***

Education and training in Victoria has changed significantly over the past decade and will continue to evolve over coming years. The infrastructure of education and training has changed, with schools becoming more involved with their local communities, acting as community learning centres where resources are shared between institutions and learning experiences increasingly occur in structured contexts outside school classrooms. Students are increasingly accessing a range of education and training environments, including schools, TAFE institutes, universities, adult and community education (ACE) organisations and other registered training providers. Industry-based learning is also increasingly being recognised and valued in the community. Teachers are therefore increasingly required to be skilled in working with families from diverse backgrounds and with diverse educational needs, and with a range of community, youth and family support professionals, as well as educators from across the various sectors. Qualifications too have changed, with the VCE, VCAL and VET in schools programs each afforded equal status within the Australian Qualifications Framework.

Despite Victoria's rapid advancement as a knowledge and learning economy, the Committee has received significant evidence indicating that pre-service teacher education courses are not doing enough to prepare new teachers for the challenges of working in an increasingly integrated, cross-sectoral education and training environment. Experienced educators such as Professor Terri Seddon, Associate Dean of Research at Monash University, and a former secondary teacher and school council president, advised the Committee that while 'structural reform of education and training has shifted the parameters of school education and the teaching within it', pre-service teacher education has not:

... really attended properly to those changes and the implications for teachers who [will be] going out into that changing landscape and facing a career, however long it might be, in the school sector.<sup>162</sup>

<sup>162</sup> Transcript of Evidence, Public Hearing, Melbourne, 24 May 2004, p.32.

The Committee acknowledges that the VCAL and VET in schools are vital elements of the education system. VET in schools enrolments increased to 37,685 in 2003, across all sectors, with 22,710 enrolments in Government schools.<sup>163</sup> Further, the number of secondary schools in all sectors providing VET in schools programs increased from 19 in 1994 to 477 in 2003, so that VET in schools is now provided in 86 per cent of secondary schools in Victoria.<sup>164</sup> Additionally, there was a 115 per cent increase in the proportion of students involved in school-based new apprenticeships, from 899 in 2001 to 1935 in 2003.<sup>165</sup>

The Victorian Government, in partnership with local communities, has invested significant resources to develop and strengthen a broad range of pathways in schools. Despite this, there appears to be little recognition of the value of the VCAL and VET in schools programs within mainstream teacher education courses. The Committee believes that this is at least partially attributable to a lack of understanding regarding these programs among teacher educators.

Ms Jennifer King, Later Years Consultant, and Mr Emanuel Merambeliotis, VCAL Regional Consultant, informed the Committee that there is a distinct 'lack of understanding of the breadth and the depth of the programs and philosophies underpinning those programs that are available in Years 10 to 12 in Victoria'. Of great concern is that very few pre-service teachers have the opportunity to examine the VCAL and VET in schools. This is significant because VET and VCAL options have a very different structure and are designed to be delivered in a very different way than most VCE courses. So, although the VCAL, VET certificates and the VCE are recognised as equal qualifications by the Australian Qualifications Framework, significant numbers of new teachers do not seem to appreciate this fact. Significantly, this lack of understanding can be reflected in the advice that teachers give their students about curriculum choices and the diverse educational settings in which they may study.

It is not surprising that many new teachers are not competent to deliver and assess these applied learning models and qualifications. Ms King explained:

A key part of the Victorian Certificate of Applied Learning and to a different degree part of VET courses is [the] negotiated curriculum, the applied learning and competency-based assessment [and] while teachers through their practicums are assessed by competency-based assessments ... it seems ... as if it is not just a foreign term but almost a foreign concept [to many teachers] as a valid way of assessing a student's learning.<sup>166</sup>

Mr Merambeliotis further explained:

... new teachers who have been given the responsibility of delivering a VCAL unit ... are struggling to come to grips with different assessments,

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<sup>163</sup> Department of Education & Training (DE&T) 2004, *Annual Report 2003-04*, DE&T, Melbourne, p.20.

<sup>164</sup> Ibid.

<sup>165</sup> Ibid.

<sup>166</sup> Transcript of Evidence, Public Hearings, Melbourne, 24 May 2004, p.11.

adult learning principles, negotiation techniques et cetera, which are deliberately designed to re-engage or engage a broader range of students in [Years] 10, 11 and 12. Quite often they are very unclear about any broader provision that sits within or could exist within a Year 10 or 11 framework.<sup>167</sup>

Elaborating, Ms King suggested that the VCAL, VET certificates and related qualifications form part of a new educational paradigm, generally referred to as 'later years', which some teachers and teacher educators are having trouble embracing. An entirely different mindset is now required among later years teachers who need to be able to draw on what they know about young people's lives and incorporate that into their teaching and learning. Teachers need, Ms King insists, to be more flexible about capturing and utilising students' experiences in their education and the assessment of their learning.

The Committee recognises that coverage of the diverse array of qualifications is improving in some education faculties, albeit very slowly. The Faculty of Education at Monash University has sought advice for educating pre-service teachers about VCAL,<sup>168</sup> provides lectures covering VET and offers opportunities for pre-service teachers to undertake practicum or observational visits in non-school contexts.<sup>169</sup> The Committee also observed the development of a range of specialised new applied learning and technology qualifications as described in Chapter 1. Nonetheless, the Committee is very concerned that applied learning, VET and VCAL have not become a valued or significant component of mainstream pre-service teacher education. It is also concerned that the development of these new and specialised qualifications for applied learning, for which there is no doubt a clear need, nonetheless has the potential to further detract from the importance of what is increasingly a substantial, mainstream component of curriculum in schools. The Committee therefore believes that all pre-service teachers, particularly those preparing for teaching in the middle and later years, must be aware of the value of applied learning and VET in schools.

The Committee sees the lack of emphasis on applied learning as a particular weakness in undergraduate secondary teaching courses because those preparing for a teaching career via this stream are themselves less likely to have had broad industry or workplace experiences that they can share with their future students. Therefore, the Committee sees it as particularly important that pre-service teachers undertaking an undergraduate secondary teaching course undertake some form of teaching placement, observation or field experience in the VET, VCAL or other applied learning streams.

The Committee believes that this current gap in pre-service teacher education has significant potential to hinder Government goals for improved engagement in education and training by all members of the community and strategies targeted at strengthening the Victorian (and national) economy. The Committee

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<sup>167</sup> Transcript of Evidence, Public Hearings, Melbourne, 24 May 2004, p.11.

<sup>168</sup> Ms J. King, Later Years Consultant, Department of Education & Training, in Transcript of Evidence, Public Hearings, Melbourne, 24 May 2004, p.14.

<sup>169</sup> Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.37.

considers that the preparation of teachers who understand the place of and can teach vocational and applied learning should, therefore, be a priority in pre-service teacher education, which is recognised as such through the enhancement of Victorian Institute of Teaching guidelines and standards.

**Recommendation 4.10:** That the Victorian Institute of Teaching require universities to include VCAL, VET in schools and other applied learning pathways in all secondary teaching courses. Further, that the Institute ensure all new graduates have an understanding and appreciation of these programs as a condition of full registration as a teacher.

## Childhood Development and Understanding Children's Needs

Almost everyone contributing to this inquiry emphasised that one of the essential attributes of any teacher in today's schools is the ability to identify, understand and cater for the wide range of learning needs in their classroom. Factors contributing to this diversity include gender, age, culture, language background, learning ability and style, impairment, behaviour, social circumstances, socio-economic status and isolation.

Ms Tracy Donnellan and Mr Paul Kelly, teachers at St Joseph's Primary School in Warragul, found the focus on educational theories and child development during their pre-service education important to determining the different strengths and weaknesses of their students and the possible reasons for their actions.<sup>170</sup> School leaders like Mr Henry Schenck, Principal of Invermay Primary School, agree that pre-service teachers need to learn about the thinking oriented curriculum and multiple and emotional intelligences.<sup>171</sup> Experienced and new teachers interviewed in focus group discussions for the Committee also reported concern that current pre-service courses do not sufficiently emphasise understanding of children in a 'holistic' sense. As one teacher commented:

There's a lot of very narrow minded people out there teaching ... [pre-service educators] need to chip away at some of their naivety and prejudice about children and help them to understand things like the economic status of children and to understand more about their needs, especially for poor [and] disadvantaged children. Obviously teachers need the basic skills of knowing how children learn, how to plan a class etc, but I'd hope they'd be

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<sup>170</sup> Written Submission, Ms T. Donnellan and Mr P. Kelly, May 2004, p.2.

<sup>171</sup> Written Submission, Invermay Primary School, May 2004, p.1.



teaching [more] on understanding children's needs, like psychological needs and physical needs and social needs.<sup>172</sup>

Mr James Gillies, Teacher, Yarrawonga Secondary College similarly commented that new teachers must be educated to understand the:

... socioeconomic, cultural and religious demographic of Victorian schools and the communities that encapsulate them so they are in touch with the communities they teach in and have empathy for the students they teach.<sup>173</sup>

The Committee observed a comprehensive approach to classroom diversity and the implementation of a thinking oriented curriculum at the Hellerup Skole in Copenhagen. There, each student's learning style is profiled according to a range of psychological, physical, sociological, emotional and environmental factors. An individualised (weekly and longer-term) learning plan is established for each student whose learning is then facilitated through a flexible, team-teaching environment that responds to their individual learning plan and profile. The Committee heard that similar approaches are being employed in some Victorian schools.

### ***Special Needs Students***

Special needs education is a key area that was persistently raised by pre-service teachers and school principals as an area that is not sufficiently covered in pre-service teacher education. Special needs was defined broadly throughout the inquiry and considered to apply to children at both ends of the talent spectrum. This includes children who have learning difficulties, disabilities, a difficult home situation and those who are particularly talented.

While recognising that only a small proportion of teachers will choose to specialise in the area of special needs, many emphasised that all teachers need to know how to detect these needs and how best to educate students with special learning needs. As the Association of Independent Schools of Victoria noted:

In order for students with disabilities to receive the best education practicable, teachers need to be trained so that their teaching skills best engage these students. This is well demonstrated by NSW standards where all undergraduates undertaking teacher training at a NSW university must incorporate some subjects in special needs as part of their course. At present, this arrangement is not mandatory in Victoria but would better equip training teachers for the variety of learning needs they will confront in the classroom.<sup>174</sup>

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<sup>172</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), pp.22-23.

<sup>173</sup> Written Submission, J.A. Gillies, April 2004, p2.

<sup>174</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.4.

A variety of stakeholders emphasised that special needs education is of growing importance as more children with such needs are being integrated into mainstream schools. Furthermore, many emphasised the importance of having this knowledge early in the teaching career. The Committee spoke with one first-year teacher, for example, who had three integration students in his classroom.<sup>175</sup> Comments such as this one from Mr David Hicks, a pre-service teacher at the University of Melbourne were typical throughout the inquiry:

We will be encountering more and more students with special needs, and that is not being addressed at all in the grad. Dip. program – and it is scary.<sup>176</sup>

The Committee's commissioned research also identified a need for more exposure to special needs students, including specific methods and techniques for teaching these students.<sup>177</sup>

The Committee was pleased to note that some schools have a specific policy to ensure pre-service teachers undertaking teaching placements at their school can observe and experience strategies for responding to the diverse needs of students. Mr Ian Sloane, Principal of Mitcham Primary School and Executive Committee Member of the Victorian Principals Association explained, for example, that all pre-service teachers are briefed on the special needs of the school's six integration children and have the opportunity to sit in on sessions (for example, speech therapy) with the children.<sup>178</sup> Similarly, Mr Sloane emphasised the importance of pre-service teachers participating in the school's extension programs, which include chess and a robotics program that is used to stretch and challenge children in terms of programming and working out how circuitry works, web design, animation and advanced graphics.<sup>179</sup> Nevertheless, the Committee believes that education faculties too, must find ways to better integrate the theories of special education with the practical aspects of responding to diverse needs in the classroom.

The Association of Children with a Disability also provided materials to the Committee highlighting its concerns regarding the apparent lack of knowledge and understanding demonstrated by teachers when it comes to including and supporting children with additional needs. The Association also suggests there is a tendency for teachers to overly rely on one-to-one support from integration aides, rather than working towards overall classroom management and teaching that maximises the inclusion of children with a disability.<sup>180</sup> Newly graduated teachers reiterated such concerns, indicating that they had not been adequately

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<sup>175</sup> Mr P. Walsh in Transcript of Evidence, 7 September 2004, p.13.

<sup>176</sup> Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.28.

<sup>177</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.25.

<sup>178</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.10.

<sup>179</sup> Ibid.

<sup>180</sup> Supplementary Materials provided to the Committee by the Association for Children with a Disability, April 2004.

prepared to work effectively with integration aides. Ms Lexie Roger, Teacher at Corio Bay Senior College commented, for example:

We had no training. As an integration aide I always heard the line, 'They will get a modified program, your teacher will organise that for you'. As a teacher I had no idea about modified programs; I never learnt anything about them. There was not a single mention of students with special needs. You are told that you need to cater for students with a broad range of abilities, but you are not told how or what to do about it.<sup>181</sup>

Mr Alan Ross, Board Member of the Association of Independent Schools of Victoria also highlighted the significance of special education, noting that an increasing number of children with special needs are going to independent schools.<sup>182</sup> He also raised concern at the small number of teachers who currently have an interest or training in children with special needs.<sup>183</sup> For example, Currajong School, which is the largest service provider in Victoria for students aged five to 13 years with social, emotional and behavioural disorders, despite efforts in requesting practicum placements, received only one such placement between 1997 and 2002. This is in contrast to the three practicum placements it hosted in 1994, five in 1995 and one in 1996.<sup>184</sup> Other schools have reiterated similar concerns, while a number of individuals in the community also contacted the Committee directly throughout the course of the inquiry to discuss special education needs.

The Committee also heard evidence regarding the insufficient coverage of special needs in pre-service teacher education internationally. For example, the Universities Council for the Education of Teachers informed the Committee that special needs education is an area perceived by teachers and teacher educators as receiving insufficient coverage in teacher education across the United Kingdom. It suggested that 'because the standards for Qualified Teacher Status seem to underplay this area, special education continues to be identified by new teachers as lacking nearly every year'.<sup>185</sup> Similarly, New York City Department of Education has identified special needs education as a priority for professional development among teachers and is also currently prioritising special education from birth until Grade 2.<sup>186</sup>

The capacity of teachers to meet the needs of students with complex communication needs who are being educated in integrated and inclusive settings was just one specific area of special education covered by this inquiry. People with complex communication needs either communicate without using

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<sup>181</sup> Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, pp.6-7.

<sup>182</sup> A Written Submission from the Association indicates that the number of school students eligible for State Support Services funding has increased by more than 250 per cent since 1995.

<sup>183</sup> Transcript of Evidence, Public Hearing, Melbourne, 10 May 2004, p.31.

<sup>184</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.4.

<sup>185</sup> Meeting with Prof. C. Cook, Chair and Prof. J. Whitehead, Policy & Liaison Officer, Universities Council for the Education of Teachers in London, 1 July 2004.

<sup>186</sup> Meeting with Ms S. Evans-Tranum, Associate Commissioner, New York State Department of Education, New York, 13 July 2004.

speech or use speech that is difficult to understand. Complex communication needs may be associated with a disability such as cerebral palsy, Down syndrome or autism or may result from an acquired disability such as a car accident or disease. Ms Gayle Porter and Ms Karen Bloomberg, Consultant Speech Pathologists at the Communication Resource Centre, informed the Committee that recent research calculates the prevalence of complex communication needs in Victoria at approximately one person per five hundred. They suggest that lack of knowledge among teachers can result in poor expectations, interactions and outcomes for students who have complex communication needs, and often, significant frustration and distress for students, teachers families.<sup>187</sup> The Communication Resource Centre therefore advocates coverage of the following issues during pre-service teacher education:

- beliefs about students with complex communication needs, their abilities and educational requirements
- disability awareness training
- strategies to manage and work within collaborative teams including the wide range of specialist support staff often required by students with complex communication needs
- knowledge with regards to augmentative and alternative communication strategies in common use<sup>188</sup>
- strategies to establish effective teacher-learner dynamics with students who have complex communication needs
- knowledge of appropriate curriculum planning and implementation strategies.<sup>189</sup>

Learning Difficulties Australia also provided a detailed submission to the Committee, covering the need for pre-service teacher education to focus on strategies for effectively addressing the teaching of reading-accuracy to at-risk readers. Learning Difficulties Australia emphasised that reading-accuracy is a core skill of literacy, academic and life progress, and that failure to master reading-accuracy to efficient levels has negative effects on subsequent literacy, academic, behavioural and life functioning, thereby creating delays in areas such as reading comprehension, reading fluency, quantity of independent reading, vocabulary growth, written expression, social, emotional and behavioural development and likelihood in adulthood of unemployment,

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<sup>187</sup> Written Submission, Communication Resource Centre, May 2004, p.2.

<sup>188</sup> Augmentative and alternative communication strategies refer to the various approaches and communication systems that make it possible for a person without speech to communicate. These include manual signing, symbol boards, computer technologies and any other strategy that assists someone to express oneself.

<sup>189</sup> Written Submission, Communication Resource Centre, May 2004, p.2.

imprisonment, low-income and depression.<sup>190</sup> The Committee was most concerned to hear that current principals and teachers too, continue to raise concern regarding the understanding among pre-service teachers of literacy and numeracy needs, despite this area being an apparent priority in both schools and in pre-service teacher education.

The Committee's evidence also reveals a need to incorporate expert advice through involvement of representative organisations and parents groups when determining how to address special needs effectively during pre-service teacher education. Currently, it seems that where special education is covered during courses, it is often delivered through a theoretical, rather than a practical approach. Many pre-service teachers therefore indicated that they need more specific strategies for responding to special needs students.<sup>191</sup> Pre-service teachers have further identified the value of having direct contact with special needs children and their broad community of support during their pre-service education.

The following are comments made by pre-service teachers at the University of Melbourne, following their participation in classes on 'children with special needs' delivered by members of the Association for Children with a Disability:

I felt quite moved by the lecture in particular, and honestly feel that it was the most relevant lecture that I have attended in the past three years. I felt that it turned away from what are often very theory based lectures in all subjects and that it was extremely relevant. It acknowledged the fact that this is a real issue for us as pre-service teachers...<sup>192</sup>

I want to personally thank you and the other parents who gave up their precious time to come and talk to us about the trials, tribulations and sheer joy that come from being a parent of a child with a disability. I have a much greater understanding of what my role as a teacher will be ... and feel confident that when I work with dedicated parents such as yourselves, together we can nurture, support and guide children into becoming valued members of society.<sup>193</sup>

**Recommendation 4.11:** That the Department of Education and Training and the Victorian Institute of Teaching, in consultation with relevant stakeholders, ensure that specific strategies responding to students with special needs are incorporated as a key element of pre-service teacher education.

<sup>190</sup> Written Submission, Learning Difficulties Australia, July 2004, p.2.

<sup>191</sup> This was identified as a key gap in pre-service teacher education by the Committee's commissioned research and was often further commented on by pre-service teachers during the community forums and visits to various universities.

<sup>192</sup> Ms B. Laven, quoted in supplementary materials provided to the Committee by the Association for Children with a Disability, April 2004.

<sup>193</sup> Ms R. Brown, quoted in supplementary materials provided to the Committee by the Association for Children with a Disability, April 2004.

## ***Childhood and Adolescent Development***

A number of educators and other stakeholders maintain that if pre-service teachers are to properly understand their students and their needs, then their courses must educate them about child and adolescent development and health, and its influence on student learning. These educators and health specialists contend that unless this education occurs, then teachers' efforts to impart their well understood curriculum and pedagogy will be ineffective. Further, they contend that this education must, at least in part, involve teaching based on scientific research.

Ms Daya Bhagwandas a researcher of child development in the organisation Neuro Network and Mr Tim Mirabella, former principal of Fairfield North Primary School and a recipient of the Victorian Teacher of the Year Award in 1982, share a similar perspective on the need for teachers to be aware of childhood development stages and needs. Both Mr Mirabella and Ms Bhagwandas contend that children in early years require a certain level of neurological maturity before they are able to learn particular processes and concepts of various levels of complexity. Mr Mirabella, contests that children who:

... respond well to teaching [are] those who are always physically, emotionally, neurologically and intellectually ready to benefit fully from any learning opportunity, including the opportunities provided by teachers.<sup>194</sup>

According to Ms Bhagwandas, neurological development, the foundation of the senses and how they develop typically occurs in the first six years of life.<sup>195</sup> Yet many children, for various reasons, do not experience sufficient brain strengthening and development in their early years, and therefore fail to adequately develop the physical and neurological tools they will need to progressively learn throughout schooling and life. Mr Mirabella and Ms Bhagwandas therefore believe that teachers should be equipped with the knowledge of how to diagnose insufficient neurological development and how to employ strategies that will assist that development, thus aiding receptivity to learning.

Ms Bhagwandas' and Mr Mirabella's perspectives were reinforced by many other contributors to the inquiry. Ms Fran Callinan, Speech-language Pathologist at Banyule Primary School informed the Committee that knowledge and understanding of the normal acquisition of oral language and how this affects the transition to written language is not well developed among teachers. Oral language (speaking and listening) is, Ms Callinan stipulates:

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<sup>194</sup> Transcript of Evidence, Public Hearing, Melbourne, 15 November 2004, p.9.

<sup>195</sup> Ibid, p.2.

The foundation for all learning in school. Children need well-developed basic skills in these areas before progressing to the next stage of language competence – literacy.<sup>196</sup>

Yet teachers frequently experience difficulty:

... developing appropriate individual learning plans for students [with] speaking and listening problems [and] adapting their teaching style to consider the speaking and listening deficits of children with oral language problems ... whose whole experience of classroom learning is compromised.<sup>197</sup>

For this reason, Ms Callinan advocates greater emphasis in pre-service teacher education on:

- normal speech and language development
- the impact of oral deficits on literacy
- aspects of listening skills that affect children's comprehension of classroom instruction and curriculum content, namely concentration, attention, auditory memory and processing
- metalinguistic skills such as phonetic awareness.<sup>198</sup>

The rate of current teacher attendance at professional development sessions on these topics, and the response of teachers to this instruction, indicates to Ms Callinan that there is significant need in the teaching fraternity for assistance with these issues.<sup>199</sup>

It is clear to the Committee that the education and training community cannot afford to ignore the serious challenges facing teachers and teacher education raised in this and the previous section. In the words of Heather Le Roy, Chief Executive Officer of the Education Foundation, it is not right that these extra dimensions of teaching, which are reportedly becoming more onerous, should come 'up on teachers by stealth'. The Committee believes that all pre-service teacher education courses should be required to utilise experience and leading scientific research generated outside education faculties, relating to child and adolescent health and development, and the interface between these sciences and teaching and learning. The Committee notes that several education faculties are already consulting experts in other disciplines in relation to teaching such subjects as mathematics and science, and sees no reason why this process of outreach should not extend to the sciences of physical development and health.

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<sup>196</sup> Written Submission, F. Callinan, May 2004, p.1.

<sup>197</sup> Ibid.

<sup>198</sup> Ibid.

<sup>199</sup> Ibid.

The Committee would support any measures taken by the Victorian Institute of Teaching to ensure pre-service teacher education courses in Victoria include coverage of students' health, emotional, developmental and learning needs that draws on credible, available empirical research.

Significant numbers of stakeholders also raised the need for improved capabilities among secondary school teachers to respond to the specific needs of adolescents. As summarised by the Centre for Adolescent Health at the Royal Children's Hospital, schools, teachers, parents, young people and community organisations generally agree that the following areas need to be afforded greater attention in pre-service teacher education:

- the teacher-student relationship as central to wellbeing and the learning process
- an understanding of the changing social contexts and life patterns of young people
- the teacher as reflective practitioner and life-long learner
- the role of schools in the wider social context.<sup>200</sup>

Dr Sara Glover, Director of Education and Training Programs at the Centre for Adolescent Health has participated in numerous research projects with school communities, ACE providers, teachers and young people in hospital, juvenile justice and high risk programs, exploring the causes of adolescent disengagement from school. A recurring theme of this research, she notes, has been the importance of supportive, mutually respectful working relationships between teachers and students. Dr Glover would therefore like to see:

The provision of more opportunities in pre-service training for teachers to consider how they can exercise their authority, expertise and responsibility to foster student engagement, participation and self-efficacy.<sup>201</sup>

The Centre for Adolescent Health states that the skills that enable these relationships to be built, such as listening, communication, conflict resolution and problem solving need to be explicit components of teacher education, across subject areas.<sup>202</sup> Many current teachers and school principals similarly stated that interpersonal capabilities need to be developed and taught formally as a part of pre-service teacher education. The NEiTA Foundation<sup>203</sup> suggested,

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<sup>200</sup> Written Submission, Centre for Adolescent Health, May 2004, p.1.

<sup>201</sup> Ibid, pp.2-3.

<sup>202</sup> Ibid, p.2.

<sup>203</sup> The National Excellence in Teaching Awards (NEiTA) Foundation was established over a decade ago to promote excellence in teaching, build the status of the teaching profession and encourage quality applicants to view teaching as a profession of first choice. The Foundation has members in each State and Territory, numbering close to 800 in total. These members have been, since inception of the Foundation, selected from over 18,000 nominations for teaching excellence awards. Nominations are by the customers of education – the parents and secondary school students.



for example, that the teaching and development of personal capabilities is largely ignored in current teacher education, despite qualities such as confidence, persistence, organisation, getting along and emotional resilience being the foundations for professional teaching capabilities.<sup>204</sup>

The Centre for Adolescent Health further argues that all teachers require structured opportunities to consider how their work with young people interacts with the profound internal changes happening during adolescence, changes that are even more complex as young people interact with the changing social world that surrounds them.<sup>205</sup> Thus, it considers that teacher education should therefore include:

... concepts and theories related to adolescent cognitive, social and emotional development, identity formation, risk and protective factors related to health outcomes, as well as perspectives on the changing socio-economic and cultural environment.<sup>206</sup>

Furthermore, the Centre, together with others in the inquiry, emphasised the importance of secondary teachers seeing themselves as part of a multidisciplinary team providing integrated learning programs, rather than as a subject expert delivering packages of skills and knowledge in isolation:

This is not to deny the importance of teachers' expertise in their subject disciplines, rather that student programs are developed by addressing the learning needs of the students rather than by the demand of individual subject areas and competition between them for resources and timetable space.<sup>207</sup>

**Recommendation 4.12:** That the Victorian Institute of Teaching ensure all teacher education faculties adopt a holistic approach to teacher education and ensure that personal and interpersonal capabilities such as emotional resilience, communication skills and conflict resolution are developed and taught formally as part of all pre-service teacher education courses.

## ***Cultural Diversity***

The Committee received much evidence regarding the need to enhance coverage of issues associated with cultural diversity in the classroom during pre-service teacher education. Mr Charles Taylor, Curriculum and Professional Development Co-ordinator at Taylors College argued, for example, that teachers should receive targeted training to learn how to teach students from non-English speaking backgrounds.<sup>208</sup> A number of stakeholders specifically identified the

<sup>204</sup> Supplementary materials provided to the Committee by the NEiTA Foundation, May 2004.

<sup>205</sup> Written Submission, Centre for Adolescent Health, May 2004, p.2.

<sup>206</sup> Ibid, p.3.

<sup>207</sup> Ibid.

<sup>208</sup> Written Submission, Taylors College, March 2004, p.1.

need to address working with vulnerable children, including newly arrived migrant children, refugee children, children or families who have experienced trauma and children who are on temporary protection visas. A submission from FKA Children's Services emphasised the importance of preparing teachers to deal with such issues particularly for children aged three to eight years.<sup>209</sup>

As noted by the Centre for Multicultural Youth Issues (CMYI), the need for additional and appropriate educational supports for refugee and newly arrived young people is an issue that is recurrent and directly related to this group's future rates of educational participation (within secondary schools, vocational and tertiary institutions), economic and social wellbeing and their experiences of community connectedness and participation.<sup>210</sup> Some of the issues faced by these young people are language barriers, lack of understanding of the Australian education system, curriculum and pathways, disrupted schooling and inadequate study facilities at home.<sup>211</sup> Therefore, the Committee notes that if the State Government is to meet its goals for community building and equal educational opportunities for all, specific issues faced by culturally and linguistically diverse groups must be addressed during pre-service teacher education. The submission from CMYI noted the following specific recommendations and key issues relevant to this inquiry:

- an essential focus in pre-service teacher education must be on the needs of a diverse student population, of which migrant and refugee young people are a significant part
- that pre-service teacher education must develop in future educators the skills and capacity to provide for the education needs of refugees in a flexible manner that recognises the significant effects of their refugee and settlement experiences
- that pre-service teacher education must increase its awareness of the health and social wellbeing of young people
- that pre-service teacher education must include child-adolescent development, identity formulation of young people, cognitive development, sexual development and an understanding of the factors that inhibit health social and physical development
- that greater emphasis needs to be placed on understanding external community structures and networks to support young people, including the capacity for counselling and interpreting services.<sup>212</sup>

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<sup>209</sup> Written Submission, FKA Children's Services, April 2004, p.2.

<sup>210</sup> Centre for Multicultural Youth Issues (CMYI) 2002, *Briefing Paper on Educational Support Issues for Refugee Young People*, quoted in Written Submission, CMYI, April 2004, p.3.

<sup>211</sup> Ibid.

<sup>212</sup> Ibid, p.4.

It should be emphasised that it was not only interest groups, but also the broader education community that identified a gap in current delivery of pre-service teacher education relating to the needs of a diverse, multicultural community. This included a number of stakeholders who offered evidence that effective teaching of our indigenous children also requires special consideration during pre-service teacher education.

Since 1990, the Victorian Aboriginal Education Association Inc. (VAEAI) and the Victorian Department of Education and Training have had a formalised relationship under the Partnership in Education: Koori Education Policy, which provided the framework and strategies to address the goals of the National Aboriginal and Torres Strait Islander Education Policy. In 2001, the VAEAI and the Department recommitted to the principles of the Partnership in Education, under a new policy framework, *Yalca: A Partnership in Education and Training for the New Millennium*. *Yalca* provides a long-term policy framework relevant to all sectors of education and training and all education strategies and programs that are developed for and by Koori people must support and respond to the document.<sup>213</sup> It is disappointing to note then that such a significant Government priority continues to be under-emphasised by teacher education providers.

Groups such as the Australian Education Union and the VAEAI suggested that all teacher education programs should be required, within agreed timeframes, to incorporate significant and assessable mandatory indigenous studies units. It was proposed that all teacher education faculties should develop core curriculum units in Koori specific curriculum in order to prepare teachers to meet the needs of Koori students, as well as providing teachers with the skills to teach Aboriginal studies. The Mathematical Association of Victoria also recommended that all pre-service teacher education courses in Victoria include options for teachers who wish to specialise in, or improve their knowledge of effective teaching in mathematics for indigenous children. This recommendation stems from concerns by the Association regarding continued underachievement in mathematics (and education more broadly) among our indigenous community.<sup>214</sup>

As reported by Ms Geraldine Atkinson, President of the VAEAI, some of the goals of making indigenous studies a mandatory component of pre-service teacher education are to:

- achieve the participation of all Aboriginal children in compulsory schooling
- enable Aboriginal attainment of skills to the same standard as other Australian students throughout the compulsory schooling years
- enable Aboriginal students to attain the successful completion of Year 12 or equivalent at the same rates as for other Australian students

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<sup>213</sup> Supplementary materials provided to the Committee by VAEAI, May 2004.

<sup>214</sup> Written Submission, Mathematical Association of Victoria, April 2004, p.5.

- enable Aboriginal students at all levels of education to have an appreciation of their history, culture and identity
- provide all Australian students with an understanding of and respect for Aboriginal traditional and contemporary cultures.<sup>215</sup>

The Committee heard that some teacher education faculties interstate are ahead of Victorian universities in their appreciation of and responsiveness to issues of cultural diversity. For example, sensitivity to cultural issues, especially indigenous perspectives was a major focus of the recent re-conceptualisation of Bachelor of Education programs at the Queensland University of Technology. The Committee also notes that New Zealand is significantly more advanced in its appreciation and recognition of its indigenous cultures within pre-service teacher education and throughout its standards for graduating teachers.

**Recommendation 4.13:** That the Victorian Institute of Teaching, in consultation with key stakeholders, develop standards for graduating teachers that appropriately reflect the Government's and the community's goals for inclusion of culturally and linguistically diverse students. Further, that these priorities be reflected in the accreditation process for pre-service teacher education courses in Victoria, as of 2007.

**Recommendation 4.14:** That the Victorian Institute of Teaching, in consultation with the Victorian Aboriginal Education Association, develop standards for graduating teachers that appropriately reflect the Government's and the community's goals for indigenous students. Further, that these priorities be reflected in the accreditation process for pre-service teacher education courses in Victoria, as of 2007.

## Conclusion

This chapter commenced with the identification of a range of perceived gaps in the current content of pre-service teacher education courses. In essence, this inquiry found that most members of the current teaching profession do not consider that new teachers are graduating as sufficiently 'teacher ready'. This apparent lack of 'teacher readiness' among many new graduates gives rise to several critical challenges which have yet to be fully resolved in the education and training community, but which will determine the future content of pre-service teacher education in Victoria. These challenges comprise:

- achieving an appropriate balance between theoretical and practical instruction in pre-service teacher education

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<sup>215</sup> Transcript of Evidence, Public Hearing, Melbourne, 24 May 2004, p.37.

- providing graduate teachers with the right mix of subject knowledge and pedagogical skills and knowledge
- connecting pre-service teacher education to Government and community priorities
- articulating graduate outcomes into ongoing course construction and accreditation and continually reviewing the relevancy of pre-service teacher education.



## 5. Teaching Practicum

### Context

Teaching practicum (or professional experience) is at ‘the heart’ of pre-service teacher education. The craft and the professional demands of teaching are so complex that it is impossible for pre-service teachers to fully appreciate the demands and dimensions of the profession, unless they are immersed, throughout their studies, in schools and other learning environments. The teaching practicum is where pre-service teachers not only learn the realities of day-to-day teaching, but is also an experience where pedagogical theory can simultaneously be taught, effectively absorbed, and put into practice. Further, professional experience is often the dimension of pre-service teacher education most valued by pre-service teachers.

The importance of teaching practicum was consistently emphasised by stakeholders during the Committee’s inquiry. Recent graduates and current pre-service teachers described teaching rounds as ‘fantastic’ and the majority viewed practical classroom experience as the most valuable element of their course. Pre-service teachers with previous professional experience working with children also expressed the view that this additional practical experience gave them a distinct advantage in preparing for future teaching.<sup>216</sup> These views were echoed by leading teachers and principals throughout the inquiry. Teaching practicum was described as ‘the key factor in effective teacher education’<sup>217</sup> and the most effective means of developing ‘practical teaching skills’.<sup>218</sup> Further, the Committee heard that practicum is the most effective means of preparing pre-service teachers to teach the curriculum that schools are accountable for, to prepare them for assessment, reporting and administrative responsibilities, and for the human relations dimensions required for developing relationships with students, colleagues and parents.<sup>219</sup>

Many teacher educators also shared the above sentiment, agreeing that pre-service teacher education would be improved by increased time in teaching practice, particularly where it directly links with the education provided on

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<sup>216</sup> Ms L Roger, Teacher, Corio Bay Senior College, in Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, p.6, and Ms O. Allan, Teacher, Corio South Primary School, in Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, p.10.

<sup>217</sup> Ms K Wade in Assistant Principal, Frankston High School, in Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.16.

<sup>218</sup> Ms M. Fraser, Innovation & Excellence Educator, Dromana Secondary College, Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.24.

<sup>219</sup> Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, pp.3-4.

campus.<sup>220</sup> Recognition of the importance of practicum is further evidenced by the efforts of some faculties to provide more than the mandatory amount of professional experience to their pre-service teachers, through internship arrangements, encouraging volunteering in schools and other initiatives. Nevertheless, the Committee consistently received evidence that in spite of these reforms, pre-service teachers are not getting sufficient professional experience. Indeed, many called for teaching practice to represent at least 25 per cent of pre-service teacher education, with some suggesting a 50 per cent split between university classes and school-based training.

Furthermore, many stakeholders in this inquiry were not only critical of the insufficient amount of teaching practice offered by the universities, but were also highly critical of the timing, structure and management of many professional experience programs. For their part, institutions often noted the challenges associated with finding sufficient quality practicum placements and the cost of administering this component of teacher education. The Committee believes therefore, that the issues associated with delivering quality teaching experience to all pre-service teachers are serious, structural and that they demand urgent resolution.

## **Current Guidelines and Requirements**

The Guidelines for the Evaluation of Teacher Education Courses, promulgated by the former Standards Council of the Teaching Profession in 1998, set out the expectations for teaching practicum, including mandated time to be spent in professional experience, types of experiences and the criteria for assessing teaching practice. The Guidelines also declare that some form of professional experience should be incorporated into each year of any teacher education course although the Committee found that this is often not the current practice in universities.

### ***Length of Teaching Practicum***

The Guidelines require that all teacher education courses place an emphasis on practical school experience and stipulate at least 80 days of supervised teaching practice in undergraduate courses and at least 45 days for postgraduate courses, with a minimum of 60 days required for postgraduate P-12 courses. The Guidelines note that it is desirable for postgraduate courses to incorporate more extensive school experience than these minimum requirements and at the time of release (December 1998), the Standards Council was working towards

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<sup>220</sup> Prof. R. Gunstone, Assoc. Dean, Faculty of Education, Monash University Peninsula campus, in Transcript of Evidence, Monash University Peninsula campus site visit, 23 April 2004, p.18. The School of Educational Studies at La Trobe University (Bundoora) also describes practicum as 'the most valuable learning experience within a teacher education program'. See Written Submission, La Trobe University School of Educational Studies, May 2004, p.4.



achieving a target for postgraduate courses to have a minimum of 60 days of supervised teaching practice, with a minimum of 75 days for P-12 courses.

It should also be noted that the Guidelines were established prior to the creation of the Victorian Institute of Teaching and before the current trend toward two years of full-time study for postgraduate teacher qualifications. The Committee was therefore pleased to hear that many pre-service teachers undertaking two-year postgraduate courses experience closer to 80 days professional experience, rather than the minimum of 45 specified in the Guidelines.

Nevertheless, the provision of this extra school experience does not occur across the board and the Committee notes that extended stays in schools tend more to be a feature of primary teacher education, where a pre-service teacher is more likely to be able to participate in the classroom at any time of the day and schooling year.

### ***Expectations of Teaching Practicum***

According to the Guidelines, supervised teaching practice (also known as professional practice or teaching practicum) is defined as:

... a period of time spent in schools where the prime focus for the trainee teacher is to practise teaching under the supervision of a mentor who should be trained for this role – to spend time with teachers and classes, observing, teaching small groups and whole classes, and undertaking the range of tasks that make up the teacher's role including planning, assessing and reporting.<sup>221</sup>

It is expected that as the pre-service teacher progresses through their course, more responsibility will be taken for whole class activities and increasing independence in operations in the class and the school. The Guidelines recommend that during their time in schools, pre-service teachers should take the opportunity to be involved in all aspects of teachers' work, attending meetings and parent-teacher nights, and becoming familiar with extracurricular activities and programs.

Some of the key expectations of teaching practice, as outlined in the Guidelines are:

- during a teacher education program, there should be opportunities to work with a number of teachers and their classes, in a number of different schools and year levels, as well as sustained professional experience with groups of children

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<sup>221</sup> Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, p.10.

- pre-service teachers should have practised teaching in all key learning areas for which they are preparing to teach
- a proportion of supervised teaching practice should include a period of time where secondary trainees teach in a primary setting or primary trainees teach in secondary or pre-school settings (provided such experience is more than a short observational visit and includes supervised teaching experiences)
- an acceptable form of supervised teaching practice can include a period of teaching in a non-school setting which is relevant to the trainee's teaching subjects (for example, an extension education setting which has visiting school groups or supervised teaching activities at a school camp or out-of-hours language school)
- a formal 'day' of teaching practice (which is to be counted towards the minimum number of required practicum days) should involve the trainee teacher assuming a normal full teaching load in that day at the school
- there should be continuity in the teaching practice, for example, with the same class over a period of two weeks or more or with the same class on the same day each week over a series of weeks
- the final period of supervised teaching practice before graduation should be in a normal class situation where the trainee takes as full a teaching role as possible so that they can be assessed on their readiness to assume responsibilities as an independent teacher. It is desirable for this to be at least four weeks in duration.

The Guidelines also note that it is desirable for trainee teachers to gain a wide range of professional experiences. Some such experience cannot be counted against the minimum supervised teaching practice requirement, and may instead be termed additional school/field experience. Activities might include school based research for a curriculum unit, observational visits to schools of different types, visits to classes by groups of trainees to undertake particular projects, working in small groups or one-to-one with school students who visit the university, relevant industry experience and visits to community support services such as welfare agencies. The Guidelines 'encourage' universities to arrange with schools for the inclusion of at least 20 days of additional field experience in undergraduate courses and 10 days in postgraduate courses.

Some courses include a formal period of internship, which is defined in the Guidelines as 'an extended period of independent or "near-independent" teaching towards the end of a course of pre-service teacher education'.<sup>222</sup> An internship can only be undertaken after the trainee teacher has been assessed

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<sup>222</sup> Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, p.12.

as ready to undertake independent teaching. The Guidelines note that ideally, the intern will take full responsibility for planning, developing, teaching, assessing and reporting for a class or classes over a period of at least one school term and for three or four days per week during this time. The intern should be immersed in the school as if they were members of staff, with classroom and wider experiences under the supervision of the school principal and mentor teacher.

Despite the above key expectations of teaching practicum being detailed in the Guidelines, the Committee observed that this aspect of teacher education is often the least accountable. Indeed, the Committee's evidence revealed that the difficulties some universities seem to experience in placing pre-service teachers in schools may mean that the quality of the experience becomes of secondary importance to some university co-ordinators, supervisors and lecturers.

### ***Assessment of Teaching Practicum***

During its inquiry, the Committee observed that the systematic implementation of guidelines for the assessment of practicum has been weakened over recent years. In the Guidelines, the Standards Council of the Teaching Profession argued that assessment of teaching practice should confirm the obligations and rights of schools and the profession to have a key role in credentialing pre-service teachers, to guarantee that graduates have demonstrated the skills and understanding necessary to begin unsupervised, independent teaching and to enter the profession.<sup>223</sup> Yet while the role of schools and teachers in assessing pre-service teachers has grown since the establishment of the Guidelines, this has occurred more by default and in an ad hoc manner than by design. Certainly, schools have not assumed any great role in determining how practicum is delivered or how coursework fits the aspirations of the education community. Consequently, while the Guidelines mandate the minimum duration of practicum and outline a comprehensive range of good practicum practices, there is great inconsistency in Victoria in relation to how the various universities and even different campuses of the same institution apply the Guidelines. In short, they do not establish efficient, standardised processes for defining and assessing the quality criteria essential for the development of practical teaching skills among new teachers.

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<sup>223</sup> Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, p.12.

## **Comparison of Australian and International Models of Teaching Practicum**

The following sections offer a description of current practicum models in Australia, compared with models observed in various universities overseas.

### ***Teaching Practicum in Australia***

The guidelines and requirements for teaching practicum in other Australian States and Territories are essentially similar to those that operate in Victoria. Some States, notably New South Wales and Queensland, have created institutes of teaching with legislated functions similar to those of the Victorian Institute of Teaching and have established guidelines for practicum. Other States, such as South Australia and Tasmania, have not formally specified a minimum number of practicum days for pre-service teacher education courses.

The amount of mandated practicum experience across Australia ranges from 30 days to around 100 days in the case of multiple-year courses (refer Table 5.1). Queensland does not offer teacher accreditation for graduates of single-year courses and mandates a minimum of 80 days supervised experience in schools and 20 additional days in other equivalent education settings.

As in Victoria, the Committee found that in practice, there is considerable variation in the amount of teaching practicum pre-service teachers undertake, depending on which institution they are enrolled in. In New South Wales, for example, the minimum number of supervised teaching days in schools for undergraduate courses of three and four years duration is around 55 days. However, in some courses up to 130 days of supervised teaching practice occurs and some pre-service teachers are paid to undertake all or part of this professional experience. The University of Notre Dame in Western Australia similarly prescribes 160 days of supervised teaching practice for its Bachelor of Education. Other institutions, such as Queensland University of Technology, University of Southern Queensland and Christian Heritage College, Queensland, also prescribe minimum internship periods of 30-40 days to supplement supervised teaching experience.

**Table 5.1: Minimum requirement for teaching practice across Australia (days)**

	VIC	NSW	QLD	ACT	SA	TAS	WA	NT
Undergraduate	80	35	80(a)	30	30(b)	91(c)	45	45
Postgraduate	45	35	80(a)	30	30(b)	101(c)	45	45

Source: Data compiled by Committee staff in consultation with the relevant state education department and/or accrediting authority.

(a) Graduates in Queensland are also required to complete an additional 20 days of relevant education-related field experience.

(b) Minimum only specified for international applicants. Courses generally offer at least 45 days.

(c) No specific requirement from accreditation body. Locally approved courses are used as benchmarks.

In essence, there are three models of teaching practicum commonly offered within Australia: block placements where the pre-service teacher is placed in a school for five days per week and work under the direction of one or more supervising teachers; a longer association where they work and learn in a school for one or two days per week for an extended period; and the emerging, popular internship model for pre-service teachers who have been deemed ready to teach.

### ***International Models of Teaching Practicum***

Almost without exception, the length of practical experience in teacher education courses examined internationally is longer than that currently offered in Victorian courses, and in many cases, substantially longer. For example, pre-service teachers preparing for the Folkeskole<sup>224</sup> in Denmark are required to undertake 24 weeks (120 days) of teaching practice in a four-year Bachelor program. The Teaching Training Agency in the United Kingdom requires pre-service teachers to undertake 24 weeks (120 days) of teaching practice in a three-year Bachelor course and 32 weeks in a four-year course (160 days). The Teacher Training Agency also mandates at least 18 weeks (90 days) teaching practicum for postgraduate primary teaching and 24 weeks (120 days) for postgraduate secondary teaching courses. The Committee heard from one respondent to the inquiry who undertook a Bachelor of Education (Hons.) in the United Kingdom, who explained that overall, half of her pre-service teacher education was spent in schools. In the first year of study, she spent 50 per cent of her time in schools.

<sup>224</sup> The Folkeskole is Denmark's centrally regulated and publicly-funded municipal primary and lower secondary school system, which educates students aged 6-16 years.

The following year the school-based component dropped to 30 per cent, before rising in the third year to 60 per cent and to 70 per cent in the fourth year.<sup>225</sup>

In addition, international models are more likely to adopt a tiered model of teaching practicum corresponding to course years. These models commence with a beginning practicum featuring occasional visits to multiple sites very early in the course, a junior practicum comprising one day per week over a period of time and a full term or semester of teaching later in the course.

Internship models comprising eight to ten weeks (or more) of teaching practice are more the norm than the exception in many of the international models examined by the Committee. Pre-service teachers at Steinhardt School of Education at New York University, for example, complete 100 hours of classroom observation prior to undertaking a 15-week professional placement.<sup>226</sup> The Committee observed a variety of other internship models in the United States, with pre-service teachers studying at Stanford University co-teaching two classes per day for a full year (eventually taking over one of the classes)<sup>227</sup> and those at the University of California, Berkeley commencing in classrooms for a minimum of two mornings per week, building up to either five mornings or three full days by the third semester.<sup>228</sup> The structure of practicum at Bank Street College of Education in New York varies according to program and pre-service teacher requirements. The different internship-style training modes and classifications at Bank Street College include:

- student teachers who are placed in three different school settings over the year, generally for three full days per week (in an unpaid capacity)
- assistant teachers who are employed by a school five days per week
- interns who work for four days per week in classrooms and are paid a stipend. Interns complete two placements, generally at the same school but at two different grade levels.<sup>229</sup>

Many countries and/or overseas universities also have strict requirements relating to diversity of practicum experience. The UK Government, for example, mandates that teaching practice should take place in at least two schools, while universities in both the United Kingdom and the United States often require a pre-service teacher to undertake a diversity of field experiences covering

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<sup>225</sup> Written Submission, R. Hunter, May 2004, pp.1-3.

<sup>226</sup> Meeting with Dr J. Ashdown, Chair and Prof. M. Alter, Past Chair, Department of Teaching & Learning, Steinhardt School of Education, New York University, New York, 12 July 2004.

<sup>227</sup> Meeting with Ms Y. Sarnowski, Associate Director, Clinical Work, School of Education, Stanford University, California, 19 July 2004.

<sup>228</sup> Course materials provided to the Committee during a meeting with Ms D. Mayer, Associate Dean for Professional Programs and Prof. P. Ammon, Director, Developmental Teacher Education, Graduate School of Education, University of California, Berkeley, 19 July 2004.

<sup>229</sup> Course materials provided to the Committee during a meeting with faculty staff of Bank Street College of Education, New York, 13 July 2004.

different geographic, cultural and socioeconomic settings. Pre-service teachers at the Graduate School of Education, University of California, Berkeley, complete five different placements covering a variety of geographic areas and grade levels. The final placement provides an opportunity to focus on the community and its relationship to the school and on teaching children whose first language is other than English.<sup>230</sup> Pre-services teachers at the University of Surrey, Roehampton in the United Kingdom similarly undertake professional practice within a different school each year, to ensure they enjoy diversity of experiences, including across the age ranges and in inner city, suburban and rural settings. They also have opportunities to complete education placements in various fields of employment, for example, youth clubs, childcare centres, behaviour units and youth offending teams.<sup>231</sup>

A further common feature of international models is the opportunity (or requirement) for pre-service teachers to experience school settings from day one of the new academic year, to give them the opportunity to experience the process of setting up a new classroom and how relationships are formed with a new group of school children. Faculty staff at the Graduate School of Education, University of California, Berkeley, emphasised the importance of this, highlighting that pre-service teachers at that institution gain such experience in both years of their course.<sup>232</sup> The University of Surrey, Roehampton similarly highlighted the valuable experience its pre-service teachers gain by completing observations during the first weeks of the new school year.<sup>233</sup>

In contrast, many Victorian courses do not offer such an opportunity, sometimes because schools find it challenging to take on a pre-service teacher during this busy time, and other times because universities do not prioritise such opportunities in the timetabling of their courses. Improved partnership arrangements as discussed throughout this report could alleviate some of these difficulties and should be pursued as a number of pre-service teachers noted this shortcoming in current Victorian models. For example, Ms Rachel Last, pre-service teacher at the University of Melbourne commented:

... it would be great to begin at the start of the school year and experience how a teacher sets up their classroom and all the extra duties that they are taking care of, which is a great workload ... It would be great for us to experience that before we are about to go out and become professionals.<sup>234</sup>

<sup>230</sup> Course materials provided to the Committee during a meeting with Ms D. Mayer, Associate Dean for Professional Programs and Prof. P. Ammon, Director, Developmental Teacher Education, Graduate School of Education, University of California, Berkeley, 19 July 2004.

<sup>231</sup> Course materials provided to the Committee during a meeting with Dr J. Keay, Head of School and Mr L. Price, Deputy Head of School, Initial Teacher Training, University of Surrey, Roehampton, London, 29 June 2004.

<sup>232</sup> Discussions with Ms D. Mayer, Associate Dean for Professional Programs and Prof. P. Ammon, Director, Developmental Teacher Education, Graduate School of Education, University of California, Berkeley, 19 July 2004.

<sup>233</sup> Discussions with Dr J. Keay, Head of School and Mr L. Price, Deputy Head of School, Initial Teacher Training, University of Surrey, Roehampton, London, 29 June 2004.

<sup>234</sup> Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.28.

International models are increasingly requiring a stronger link between teaching practice and the theoretical components of teacher education undertaken at the university. New York State Department of Education, for example, has recently altered its requirements for teacher education so that teaching practicum is closely aligned with individual units of study, to reinforce specific learning. So, for example, pre-service teachers undertaking a course in curriculum development must work on a curriculum development project in a school during this unit.<sup>235</sup>

## **Summary**

The notable features of many of the models of teaching practicum seen in pre-service teacher education investigated by the Committee internationally are:

- recognition of teaching practicum as *the* most important aspect of the pre-service teacher education courses at many universities
- significantly longer periods of time spent in professional practice, including significant experience very early in and throughout the course
- strict requirements relating to diversity of practicum experience, covering a range of grade levels and in a variety of schools with different geographic and socioeconomic profiles
- opportunities to undertake professional practice at the commencement of a new school year, to experience the process of setting up a new classroom and forming relationships with a new group of children
- a greater emphasis on internship models, where a pre-service teacher is placed in a school for at least eight to ten weeks and often longer.

Relevant to later sections of this chapter, the Committee also heard that many international models of teaching practice place a greater emphasis on quality assurance of each placement, with minimum requirements often specified for school-based and university supervisors. Furthermore, university staff (particularly in the United States) spend more time visiting, supporting and supervising pre-service teachers while they undertake their teaching practice, compared with faculty staff in Victoria. For example, all university staff supervising teaching practice at the University of California must have substantial teaching experience (including recent experience) and must hold a Master's degree. Similarly, Bank Street College characterises its programs as field-based for both faculty staff and pre-service teachers, and only the best, most highly qualified faculty staff may undertake field-based supervision. Steinhardt School of Education at New York University requires a minimum of

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<sup>235</sup> Meeting with Ms S. Evans-Tranum, Associate Commissioner, New York State Department of Education, New York, 13 July 2004.



three visits to pre-service teachers during the 15 week practicum and the pre-service teachers are required to evaluate both their school-based supervising teachers and the university supervisor.

As discussed throughout the remainder of this chapter, it is the above features that make the Committee believe that models of teaching practice implemented by universities in other countries are generally better developed and therefore more able to offer pre-service teachers a valuable learning experience.

## **Challenges in Effective Delivery**

The Committee heard of a variety of challenges regarding the effective delivery of teaching practicum. For the universities, the two key challenges consistently reported were the cost of delivery and the increasing difficulty in finding quality practicum placements for pre-service teachers.

### ***The Cost of Practicum***

The Committee heard from some universities that the cost of practicum programs is a major impediment to the provision of suitable practicum experience to pre-service teachers. The key factor contributing to the expense of practicum is the supervision payment provided by universities to schools or supervising teachers. These payments are currently \$22.50 per day. Additionally, many education faculties reported that administrative costs associated with the teaching practicum are high. Many universities indicated that it is due to these high costs that university-based supervisors often fail to visit their pre-service teachers during their school placement.

The University of Melbourne reported that payments to teachers in schools would cost, in 2004, \$1.5 million, out of a total course budget of \$13 million (11.5%). The University also noted that this amount covers only payments to schools and does not cover university-based support services or university visitation costs.<sup>236</sup> While this may seem to be a relatively substantial sum, the Committee believes that it is more than warranted given the importance of teaching practice to the preparation of future teachers.

La Trobe University also reported that the ongoing practicum costs and frustration associated with finding practicum placements were of paramount concern to the School of Educational Studies (SES):

It is the most valuable learning experience within a teacher education program, yet it is the most difficult and complex of all subjects to administer. Costs to both universities and schools act as a disincentive for both

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<sup>236</sup> A/Prof. R. Mission, Head, Department of Language, Literacy & Arts Education, University of Melbourne and A/Prof. C. Ure, Assoc. Dean, Academic, University of Melbourne, in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, pp.5-6.

elements to engage in practicum placements, yet they remain central to quality teacher education and to registration requirements for the VIT... School visits by SES staff are also paramount to the development and maintenance of the important relationships between schools and universities, however again current [commonwealth] government funding does not cover this cost attached to practicum and the burden is largely born by the personal and professional commitment of university teaching staff and school based supervisors.<sup>237</sup>

Professor Richard Gunstone, Associate Dean, Faculty of Education at Monash University also expressed dissatisfaction with the budget provided to the faculty to run practicum programs. Professor Gunstone suggested that teacher education has been disadvantaged by being classified as a national priority area:

There is a really serious money issue here... I do not believe there is a single member of staff ... who would argue against [increased time in teaching practice] ... However, the costs of teaching practice are profound because of the payments to supervising teachers... In fact, education and nursing are disadvantaged, not advantaged, by being national priority areas because we have no access to increasing our funds in the ways in which, most obviously, law and medicine can do...<sup>238</sup>

Further, Professor Gunstone indicated that the one-year diploma courses actually run at a loss due to the high cost of the teaching practice component:

The money we get from the Commonwealth does not cover the costs of teaching in that program, and that is fundamentally because of the extent of teaching practice costs. In order to continue those programs we are basically running loss leaders.<sup>239</sup>

The Committee notes that the Commonwealth Government has also expressed concern about how some universities allocate funding to their education faculties, with the Federal Education Minister, Hon Dr Brendan Nelson, recently stating, 'I am suspicious that in more than a few universities, the education faculties are not receiving all of the funds that are actually allocated to them'.<sup>240</sup> The Committee therefore welcomes the Federal Parliamentary inquiry into teacher training, which will consider the adequacy of funding of teacher training courses by university administrations, among other issues.<sup>241</sup>

While university concerns regarding the cost of practicum are understandable, the Committee notes that not all universities raised cost as an issue. In fact, some universities are managing to provide well in excess of the minimum required amount of practicum to their pre-service teachers, within current

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<sup>237</sup> Written Submission, La Trobe University, School of Educational Studies, May 2004, p.4.

<sup>238</sup> Transcript of Evidence, Monash University Peninsula campus site visit, 24 April 2004, pp.18-19.

<sup>239</sup> Ibid, p.19.

<sup>240</sup> *The Age*, 'Nelson orders review of teacher training', 18 February 2005, p.3.

<sup>241</sup> The terms of reference for the House of Representatives Standing Committee on Education and Vocational Training inquiry into teacher education are available at [www.aph.gov.au/house/committee/evt](http://www.aph.gov.au/house/committee/evt).

budgets. This is generally achieved through mutually beneficial partnership models with schools. The Committee further notes that universities in other States, despite operating within the same funding model, have been able to prioritise the monitoring and supervision of professional practice and therefore regularly visit pre-service teachers during each practicum experience they undertake.<sup>242</sup>

In summary, the Committee observed that while some education faculties in Victoria are finding innovative ways to utilise their resources to prioritise professional experience (as outlined later in the chapter) other faculties have not put the same amount of energy into this cause.

The Committee was also interested to note that the cost of teaching practicum did not seem to be a significant concern in the international models of teacher education investigated. This is perhaps due to the emphasis given to ensuring the practicum was mutually beneficial to the pre-service teacher, the school and the university. Commonly, this is achieved through strong partnership models similar to those beginning to emerge in Victoria. Additionally, however, some universities overseas offer a range of benefits to schools or school-based supervisors participating in teaching practice programs. Benefits may include access to university facilities, opportunities for professional development and involvement of university staff in curriculum or administrative activities within schools.

### ***Finding Quality Placements***

During consultations with teacher education providers in Victoria (and interstate), the Committee was consistently informed that education faculties are experiencing difficulty in securing practicum placements for their pre-service teachers, particularly in secondary education. The University of Melbourne reported for example, the refusal rate on requests for placements for the Diploma of Education is around 80 per cent and that the placement co-ordinator may have to make up to 17 requests to place some pre-service teachers.<sup>243</sup> La Trobe University similarly noted a greater than 80 per cent refusal rate for requests for school placements for the Secondary Diploma of Education course.<sup>244</sup> The Committee heard that increased total teacher education enrolments and a surge in the proportion of postgraduate candidacy are

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<sup>242</sup> Prof. T. Downes, Head, School of Education and Early Childhood Studies, University of Western Sydney reported that his institution has full-time liaison officers during professional experience and that every school that has a pre-service teacher for 3-4 weeks would have 2-3 visits and possibly 2-3 telephone calls and at least 2 faxes to ensure interim reporting processes are met. Dr I. Brown, Associate Dean, Undergraduate Faculty, University of Wollongong reported that all faculty staff undertake a liaison role during teaching practice and that each school is visited at least twice during each practicum placement. Universities in Queensland reported similar levels of supervision and visitation for teaching practice.

<sup>243</sup> A/Prof. C. Ure, Assoc. Dean, Faculty of Education, University of Melbourne, in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.29.

<sup>244</sup> Written Submission, La Trobe University, School of Educational Studies, May 2004, p.3.

heightening the demand for practicum placements. The Australian Education Union reported that a survey conducted in 2002 found that the most difficult areas to cover are LOTE, Psychology, SOSE, Science and Mathematics.<sup>245</sup>

During the course of its inquiry the Committee heard from some universities about the frustration they experience attempting to deliver what they consider 'the most difficult and complex of all subjects' within a teacher education program.<sup>246</sup> These frustrations were perhaps best described by Mr Don Royce, a former principal in the Government school system and now manager of a practicum office at Deakin University. Noting that the ability to provide placements for practicum is 'entirely dependent on the availability and the professional goodwill of schools and their teachers', Mr Royce stated that he is starting to experience difficulties in finding schools to take pre-service teachers at the times required by the University. The reasons Mr Royce nominates for this are the:

- recent and steady retirement of experienced teachers
- the (understandable) reluctance of principals to appoint graduate and beginning teachers as pre-service teacher supervisors
- the increasing practice of appointing (usually very busy) experienced senior teachers as mentors for beginning teachers
- greater pressure placed on the system by pre-service teachers completing shorter graduate courses, who require a minimum of 45 days of practice in their only year of preparation (in contrast with undergraduate courses that spread 80 to 90 days over four years)
- difficulty in placing pre-service secondary teachers with supervising teachers who specialise in a required method area.<sup>247</sup>

The Committee believes, however, that a profession with a workforce of around 57,000 members (in 2002)<sup>248</sup> should be able to accommodate practicum placements for the number of pre-service teachers currently undertaking a pre-service teacher education course.<sup>249</sup> Indeed, as the Committee heard in the United Kingdom, there is a high multiplier effect for schools and teacher education institutions where there is quality in the teaching practicum. The Universities Council for the Education of Teachers reported for example, that where there is an emphasis on and investment in ensuring quality of teaching

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<sup>245</sup> Written Submission, Australian Education Union, May 2004, p.4.

<sup>246</sup> Written Submission, La Trobe University, School of Educational Studies, May 2004, p.4.

<sup>247</sup> Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, pp.11-12.

<sup>248</sup> Teacher Supply and Demand Reference Group 2003, *Teacher Supply and Demand Report*, Teacher Supply and Demand Reference Group, Melbourne, p.1.

<sup>249</sup> In 2003, there were just over 4,000 final year pre-service teachers undertaking teacher education courses in Victoria. Refer Teacher Supply and Demand Reference Group 2003, *Teacher Supply and Demand Report*, Teacher Supply and Demand Reference Group, Melbourne, p.23.

placements, there are much stronger linkages between schools and universities, greater expertise within the schools, stronger professional development and better resources.<sup>250</sup>

The Committee believes that the above difficulties are, to some extent, exacerbated by the relatively low level of resources invested in practicum by the universities, beyond the provision of supervision payments. Of equal concern is that these difficulties are further exacerbated by the failure of the universities to develop genuine relationships and partnerships with schools and local learning communities. Often, university contact with supervising teachers and other school staff is limited to short telephone or email conversations,<sup>251</sup> with schools having limited input into determining placements, or into the assessment criteria of practicum.<sup>252</sup>

The case study below illustrates just how important a university's approach to organising the teaching practice can be to a school's decision regarding whether or not to accept a placement.

### Case Study 5.1: Organisation of Practicum Placements

Ms Kerry Robertson is an Acting Principal within the Government school system. Her school had three pre-service teachers from two different universities. Ms Robertson stated:

I elected to secure as many interns as possible because I know that the experienced teachers which I have on staff can provide the appropriate level of commitment, professionalism and support required of a mentor.

Ms Robertson described the different approaches the two universities employed in attempting to secure teaching placements for their pre-service teachers. In each case, the structure of the practicum placement is the same.

The first university called for expressions of interest in the latter part of 2003. In this correspondence, it was suggested that not all schools that applied would be successful, which seemed to emphasise that it was a privilege if selected. While recognising this as a marketing ploy, Ms Robertson indicated that it did seem to imply that the interns being offered were in demand. Part of the process was to address a number of criterion with regard to what the school could offer, so there was a sense of having to sell themselves as a school. The university advised the school of its success before the end of the 2003 school year and the intern contacted the school with a view to meet during the summer holidays. Early in term one, 2004, Ms Robertson and the mentoring teacher were invited to a session at the university to inform them about the placement, with detailed documentations regarding the expectations and requirements. Ms Robertson comments:

The placement has been most rewarding thus far, with the intern forming part of a LOTE committee and actively organising a major

<sup>250</sup> Universities Council for the Education of Teachers, in conversation with the Committee, London, July 2004.

<sup>251</sup> Mr T. Bennett, Student Teacher Co-ordinator, St Patrick's College, in Transcript of Evidence, St Patrick's College site visit, 5 November 2004, p.34.

<sup>252</sup> Written Submission, Catholic Education Commission, April 2004, p.8, and Written Submission, Australian Education Union, May 2004, p.3.

cultural day in term 2 which is far and beyond her basic requirements. We foster a 'can do' culture at the school and promote the notion that we too learn from the interns and that it's a reciprocal arrangement.

In contrast, the second university telephoned one week before the beginning of the practicum placement, which was approximately three weeks into term one, to ask whether the school could take an intern or two ... or more. No written request was made. On accepting two interns, the school heard nothing more except for a generic fax that went to all schools listing all interns and their respective schools. The only information provided was the names of the interns. Initially, only one intern arrived, as the other was sent to another school, only to be deemed in excess. No documentation was provided regarding the requirements of the placement.

Ms Robertson concludes by saying:

... the culture and organisational approaches of the two universities does allow school leadership to compare and contrast and perhaps set up preferences as to firstly, whether they will take on pre-service teachers at all or indeed, only from certain institutions.

Source: Written Submission, Ms Kerry Robertson, April 2004, p.1.

In summary, the Committee finds that at least some of the difficulties Victorian teacher education institutions experience in finding quality practicum placements have arisen, or are aggravated, by their failure to invest sufficient effort into the organisation, supervision and assessment of practicum placements.

## **Innovative Models for Teaching Practicum Emerging in Victoria**

Although the Committee was disappointed in the overall quality of teaching practicum it observed in Victoria, and has a firm view that the current length of time spent in teaching practice is inadequate, the Committee was impressed by some of the emerging, innovative models of practicum being implemented at some universities. These innovations have largely evolved through partnerships with schools and have resulted in many pre-service teachers spending much longer in professional settings and experiencing much higher quality in their placements.

### ***Emerging Partnership Models***

Victoria University advised the Committee that all of its teacher education programs are framed around Project Partnerships that provide a distinctive practice-theory orientation to professional and pre-service teacher education, rather than the traditional theory-practice orientation observed in many other Victorian teacher education courses. Victoria University's Project Partnerships

are developed as a response to requests from teachers in primary and secondary schools, as well as other community learning sites, to support locally identified learning initiatives. Pre-service teachers bring new knowledge, expertise and often youth to these settings, and work in teams with teachers to address the learning needs of school students. In doing so, they fulfil their university learning requirements for engagement in curriculum inquiry, teaching practice and curriculum innovation and development.

In 2004, Victoria University had 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 the applied curriculum projects include early years literacy programs, lunchtime activity programs, developing web pages across the curriculum with Year 9 students, developing, trialling, teaching and evaluating units of work at the Melbourne Museum, ICT across the primary school curriculum and specialised outdoor activity programs at school camp sites.<sup>253</sup>

Pre-service teachers at Victoria University become involved in their first Project Partnership during their first year of study, halfway through the first semester and remain engaged in Project Partnerships for the duration of their studies, whether they be extended or single-year courses. Pre-service teachers normally attend a school for one day per week and for block periods; fourth-year students undertake a continuous six week block in their final semester.

Significantly, the partnership system has enabled Victoria University to offer its pre-service teachers much more practicum time than the minimum amounts required by the Victorian Institute of Teaching. Over a four-year course, pre-service teachers are in schools for 130-150 days, as opposed to the minimum requirement of 80 days. However, the University only pays its partner schools for the mandated 80 days, with partner schools instead being asked to find ways for pre-service teachers to contribute to the school over the additional days, to compensate for the mentoring effort.<sup>254</sup> The significant and tangible benefits derived by each partner in this model were discussed in Chapter 2.

During the site visit to RMIT University's Bundoora campus, the Committee was pleased to hear of the University's reforms to the provision of practicum within existing cost structures. After receiving consistent feedback from supervising teachers and principals about the lack of confidence for classroom teaching among pre-service teachers, the faculty set about developing partnership arrangements with schools to increase the amount of time pre-service teachers spend in professional practice, and to get them into professional settings from

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<sup>253</sup> Written Submission, Victoria University, School of Education, April 2004, p.8.

<sup>254</sup> A/Prof. A. Kruger, Chair, Pre-Service Program, Victoria University, in Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.4.

when they first enter the Bachelor of Education program. Thus, in 2000, RMIT University established 'professional practice communities'.<sup>255</sup>

To improve communication between pre-service teachers, supervising teachers and university supervisors, RMIT University devised a new intermediary position: the community co-ordinator. Community co-ordinators are appointed to look after about 25-30 pre-service teachers, working with each pre-service teacher's mentor to facilitate their mutual professional growth. In 2004, pre-service teachers were placed in one of 17 professional practice communities, each comprising a number of schools, early childhood and adult training settings working together with RMIT University to provide placement opportunities and learning for pre-service teachers.<sup>256</sup>

Typically, community co-ordinators are recently retired teachers or principals, or leading teachers in schools who are released from their duties for one day per fortnight to visit pre-service teachers three or four times per semester. The co-ordinators also have a liaison and professional development role with supervising teachers, convening conferences to help them reflect on and advance their own teaching techniques and knowledge. Supervising teachers who are selected by principals are also provided with opportunities for professional development including attending mentor workshops offered by RMIT University and using the experience of supervising professional practice in lieu of formal Master's work. The role of university supervisors is to support community co-ordinators, convene meetings for each professional practice community, visit schools when requested and meet each semester with pre-service teachers and their school-based supervisors in a formal context.

As is the case with Victoria University's Project Partnerships, RMIT University relies on its partner schools to provide double the amount of practicum actually paid for. By giving supervising teachers an opportunity to engage with the faculty, and vice versa, the University hopes that the creation of a community learning partnership, as well as the provision of classroom teaching assistance (in the form of well trained pre-service teachers), makes the arrangement worthwhile for schools.

The advantages to pre-service teachers in RMIT University's reformed practicum experience are clear. They are placed in professional settings, from the start of their course, for one day per week, plus two consecutive weeks at the end of each semester. Fourth-year Bachelor of Education students have the opportunity to undertake 40 days practicum in their final semester rather than 20 days as in the final semester of previous study years. The practicum program also offers pre-service teachers a good balance of stability and diversity in the range of settings in which they undertake professional practice. This is

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<sup>255</sup> Ms C. Walta, Senior Lecturer, RMIT University, in Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, pp.7-8.

<sup>256</sup> Ibid, p.7.



important, as the Committee has heard from new teachers that it is vital that pre-service teachers have the opportunity, if not to spend time in the school they will eventually work in, to at least have the opportunity to become truly familiar with one workplace, to develop a rapport with students, staff and parents and a feel for the total environment of schools.<sup>257</sup>

For the first two years of study, Bachelor degree students undertake all their practicum in one school for the whole year. In their third and fourth years of study they have the opportunity to move to another school in the second semester. In their fourth year of study they also have opportunities to undertake specialist placements, such as country rounds. Many pre-service teachers take advantage of RMIT University's more flexible approach and opt to study for 20 consecutive days in February to experience a school environment at the beginning of the school year. Others opt to work in schools for two weeks in February and for another two weeks at the end of the semester.

On the university side of the practicum, pre-service teachers meet on campus for professional practice tutorials to meet colleagues and debrief about their experiences.<sup>258</sup> They are also provided with guidelines outlining what expectations they should have of their mentors and the experience.<sup>259</sup>

The Committee notes that an added benefit of the professional practice communities is that they provide opportunities for faculty staff to participate in professional development and action research concerning the work of teachers.

### ***Internship Models***

The Committee notes that other universities are similarly reforming the way they deliver teaching practicum, albeit in perhaps a less comprehensive manner than RMIT University or Victoria University. The Faculty of Education at Monash University has introduced an internship program for its fourth-year students to supplement the 80 days of supervised practicum the pre-service teachers undertake. Interns attend a school once a week for the entire year, negotiating which days they will be at the school. These days are additional to two teaching blocks involving full-time class teaching for several weeks. The Faculty also plans to place first, second and third-year students in internships in the future.<sup>260</sup>

At Deakin University, Bachelor of Physical Education students spend their entire fourth year of study in an internship, called the Associate Teacher Program, courtesy of a special partnership arrangement the University has with St

<sup>257</sup> See, for example, the testimony of Mr David Lyons, an early career teacher at Frankston High School. Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.21.

<sup>258</sup> Ms C. Walta, Senior Lecturer, RMIT University, in Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, p.7.

<sup>259</sup> Ms J. Lang, A/Program Co-ordinator, Graduate Diploma of Education (Primary), RMIT University, in Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, p.11.

<sup>260</sup> Mr R. Greaves, Campus Co-ordinator for Education, Monash University, Monash University Peninsula campus site visit, 23 April 2004, p.18.

Michael's Grammar School. Commencing in February, the pre-service teachers work in the school until December, emerging as 'highly sought after' employees with 'some of the equivalent qualities that you would expect from a first-year graduate'. Pre-service primary science teachers at Deakin University also visit partner schools weekly, in teams, to study in workshops run by the university and then teach small groups of children for an hour, before debriefing with university staff. Students apparently greatly value the opportunity this program provides them to work with small groups of children to develop their learning, teaching and pedagogical skills and knowledge without having to deal with management issues inherent in larger classes.<sup>261</sup>

The University of Melbourne has an internship program within its Bachelor of Teaching, aimed at improving the linkage between theory and practice and the transition and induction of pre-service teachers into the profession. Interns spend four days a week in a school, taking responsibility for 60 per cent of a standard teacher workload under the general supervision of a mentor teacher. Importantly, the university component is co-ordinated so that interns can pursue research projects while they are in schools and during their one day at university. Further, as interns have to apply for advertised positions, undergo several interviews and rank (and be ranked by) the schools they visit, they gain valuable experience in the development of their teaching portfolios and in preparing for job interviews, which can be put to immediate use after graduation.<sup>262</sup> It is disappointing to note however, that this course has been discontinued for postgraduate secondary teaching and that the innovations have not been instituted for other courses at the University of Melbourne. Consequently, only 143 new pre-service teachers commencing their studies at the University in 2004 are involved in the internship program, representing only 12.8 per cent of the University's new pre-service teacher intake.<sup>263</sup>

The Victorian Government too, has recently become involved in developing an internship model for teacher education.<sup>264</sup> Its Career Change Program, announced in 2004, will provide thirty career change professionals with an opportunity to train under the supervision of an experienced teacher. Developed in partnership with Victoria University, the Career Change Program commenced in January 2005 and is detailed in greater depth in Chapter 3 of this report. The Program will provide candidates with:

- initial training prior to the commencement of the school year, undertaken at summer school
- two years (minimum) combined teacher education study and classroom experience, at a designated school

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<sup>261</sup> Dr G. White, Senior Lecturer, Deakin University, in Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.8 and p.13.

<sup>262</sup> Ms M. Pangilinan, student, in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.22.

<sup>263</sup> Supplementary materials provided to the Committee by University of Melbourne, December 2004.

<sup>264</sup> Supplementary materials provided to the Committee by Victoria University, November 2004.

- employment as a teacher-in-training for (on average) four days per week
- paid leave to undertake studies for one day per week
- an allowance while undertaking the Program comparable to that for the Victorian Government's Teaching Scholarship Scheme
- guaranteed (bonded) ongoing employment for two years as a teacher in the designated school, following successful completion of the Program.

While this initiative, which is running as a pilot program pending evaluation of its success, will cost \$1.3 million, it will provide additional teaching resources into the school system.

## **Improvements to Teaching Practicum**

While the previous section outlined a number of welcome initiatives, the Committee notes that they are not consistently applied in education faculties and many pre-service teachers in Victoria are still experiencing only the minimum amount of professional experience. The Committee believes that the delivery of practicum is such a vital area of teacher education that universities should maximise the provision of professional experience to their pre-service teachers. The current requirements regarding teaching practice are widely considered to be insufficient and the reforms to practicum outlined in the preceding sections appear to support this view. It is the Committee's view that university administrations must adequately fund their education faculties, to allow them to concentrate on improving the teaching practice component of courses and heightening their engagement with the education and training community, particularly schools. The Committee believes that systemic improvement of practicum in Victoria will not be achieved unless broad-ranging structural reform of practicum and its support arrangements is implemented by universities, and supported by Victorian Institute of Teaching course accreditation requirements.

### ***Standards and Requirements***

It is the Committee's view that the provision of practicum needs to be safeguarded by mandatory and rigorous quality assurance standards that form part of the suite of course accreditation requirements currently being revised by the Victorian Institute of Teaching. The establishment of standards and regulations is necessary to facilitate the administration of practicum as an effective partnership between universities and professional experience providers, notably schools.

A set of common standards governing the management and design of practicum programs needs to be devised, a fact which has been acknowledged by the

Government, employing authorities and recent graduates.<sup>265</sup> Adherence to these standards should then become a condition of accreditation for teacher education courses. These standards must establish requirements of pre-service teachers, schools, school-based supervisors and university co-ordinators around participation in and provision of effective practicum. The standards will need to be widely circulated among all teacher education institutions, schools and pre-service teachers. Further, the standards will need to precisely define, among other things:

- the legal and work status of pre-service teachers, according to the type of placement
- the length of different types of placements
- pre-service teacher face-to-face teaching hours, according to the type of placement
- the roles of pre-service teachers, their school-based supervisors and mentors and university staff in relation to practicum placements.<sup>266</sup>

In addition, teacher education institutions must be required to provide school-based supervisors with formal guidance regarding expectations of the practicum and about the course work pre-service teachers are undertaking prior to and during each placement. This will enable supervising teachers to more easily relate the practicum experience to course-based theory, method and pedagogical studies.

In establishing new standards and requirements, the Committee believes that the Victorian Institute of Teaching should retain and enhance many of the existing Guidelines developed by the former Standards Council of the Teaching Profession. The pressing need to increase the minimum requirement for time spent in teaching practice is obvious to the Committee. So too, is the need for future standards to retain requirements associated with ensuring:

- pre-service teachers experience a diversity of professional settings
- pre-service teachers have the opportunity to practise teaching in all key learning areas they are preparing to teach
- there is continuity of teaching practice with the same group of children over a period of time.

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<sup>265</sup> See, for example, Written Submission, Catholic Education Commission of Victoria, April 2004, p.5, Written Submission, Department of Education & Training, July 2004, p.5 and p.9, and Mr B. Bailey, Teacher, Princes Hill Secondary College, in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.29.

<sup>266</sup> Similar provisions already apply to the governance of internships. See Written Submission, Australian Education Union, May 2004, p.4.

The Committee also believes that in some instances, existing Guidelines should be enforced as mandatory components of the teaching practicum and has included recommendations to this effect throughout the remainder of this chapter.

**Recommendation 5.1:** That the Victorian Institute of Teaching develop a set of common standards governing the design, management and assessment of practicum programs applicable to all teacher education providers and users.

**Recommendation 5.2:** That the Victorian Institute of Teaching incorporate the following Guidelines of the former Standards Council of the Teaching Profession into its new requirements for course accreditation:

- that professional experience must be incorporated into each year of any teacher education course;
- that only those who have demonstrated satisfactory skills in teaching practice should be awarded a teaching qualification;
- that the teaching practicum involve pre-service teachers in undertaking the range of tasks that make up a teacher's role, including planning, assessing and reporting;
- that pre-service teachers be involved in the broader activities of the school (or other professional setting), including meetings, professional development, parent-teacher nights and extracurricular activities;
- that during their teacher education, pre-service teachers practise over a range of year levels and environments as well as have sustained professional experience with groups of children;
- that trainees have the opportunity to practise teaching in all key learning areas for which they are preparing to teach; and
- that to count as a day towards the minimum number of required days of teaching practice, the trainee should spend the normal full teaching time in the day at the school (or other teaching location).

## ***Length and Structure of Teaching Practicum***

The Committee consistently heard that current minimum requirements for teaching practicum are simply insufficient for providing pre-service teachers with the level of teaching practice required to develop skills for future independent, unsupervised teaching. This was a view shared by nearly all of the pre-service teachers, school-based supervisors and principals contributing to this inquiry (as well as many others).<sup>267</sup> Many teacher educators also emphasised the need to maximise the time spent in teaching practice.<sup>268</sup> Also of concern is that some of the Guidelines associated with quality practicum programs are currently being ignored by universities. The Committee notes, for instance, that many pre-service teachers are not currently experiencing professional experience in each year of their course, with some courses not offering teaching practice in the first year in particular.

Also of concern is the practice of allowing only observational time during the initial years of a course. For example, the Baw Baw Local Learning and Employment Network conducted a focus group discussion with six pre-service teachers completing a four-year Bachelor of Education course in the Gippsland region, who had completed five days of observation in each of their first six semesters of study. Genuine teaching practice did not occur until the fourth year, when they completed one five week placement in each semester. These pre-service teachers were quite negative when asked whether their course had effectively prepared them for teaching and naturally, were also critical of their practicum experience:

There has been a lack of 'teaching' rounds. We've been 'observing' classes for the last 3 years and it's only in this, our 4<sup>th</sup> year that we actually get to teach. Too bad if you discover now that it's not your thing.

We don't need to spend so long observing, it's just not needed, we've done it for 12 years at school. I know its different, but to get to our last year and only be teaching now is ridiculous.

We have done 30 days of observations in 3 years. ... [Schools] think observations are ridiculous.<sup>269</sup>

Universities also need to ensure that individual placements are long enough to allow pre-service teachers to acclimatise to a school environment. Supervising teachers, for example, often reported that teaching rounds of three or so weeks,

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<sup>267</sup> Numerous comments from pre-service teachers and current practitioners regarding the need to extend time spent in teaching practice were received in written submissions, the Committee's commissioned research, community forums and visits to universities. The Department of Education & Training, Catholic Education Commission of Victoria, Association of Independent Schools of Victoria, Victorian Primary Principals Association and Victorian Association of State Secondary Principals also emphasised the need for greater time spent in teaching practice.

<sup>268</sup> See, for example, Written Submission from RMIT University, April 2004, p.5. and Written Submission from La Trobe University (Bendigo), April 2004, p.4.

<sup>269</sup> Written Submission, Baw Baw Latrobe Local Learning & Employment Network, June 2004, p.5.

particularly early in a course, are not long enough to allow pre-service teachers to feel comfortable while teaching and get the most out of the experience. Many reported that the pre-service teachers are initially nervous and overwhelmed and need more time to be able to relax, concentrate on and absorb the lessons that are available to them. The Committee also heard from school principals such as Dr Neil Lynch of Herne Hill Primary School that even final-year students are being placed on four week rounds that are just too short to prepare them for professional service, and are considerably shorter than what pre-service teachers undertook in previous generations.<sup>270</sup> Indeed, principals interviewed in the Committee's commissioned research, as well as in public hearings, suggested that at least 25 per cent of pre-service teacher education courses should be dedicated to practical experience. This is in line with overseas models that allow for significantly more practicum.

In addition to substantial blocks of teaching experience, the Committee also heard that a permanent shift toward ongoing relationships between pre-service teachers and schools over the course of a semester or an entire study year, where they spend time each week in a school (to be supplemented by extended teaching periods) is warranted. Mr David Cook, Principal, Sunbury Primary School explained his preference for such a model:

We have been very keen to be and have been involved with a number of different institutes that provide teacher training courses. We have had the scenario where you have a pre-service teacher arrive on the doorstep, they are there for three or four weeks, they have a particular set of jobs to do, and they move on. But there seems to be a bit of a gap between the actual meaning and content of what they do when they are in the school and how that equips them to become effective teachers.<sup>271</sup>

The Committee consistently heard from newly graduated teachers that the opportunity for ongoing contact with schools is their preferred model of teaching practicum, as it offers the required amount of time to develop effective relationships with students, school-based supervisors and mentors and other colleagues. The Committee heard an example of one university that timetables classes only during Monday through Wednesday, to enable pre-service teachers to spend time in schools on Thursdays and Fridays, but was disappointed to hear that other universities do not always capitalise on such opportunities.

Mr Chris Geljon, a pre-service teacher at St Patrick's College in Ballarat:

There is a perfect example here. My five weeks is up; I have developed relationships with the students and now that has to be cut off. It could be better spent. I have every Friday off. I could come in voluntarily and work with those students and develop it across the year. You would have more time in schools and a better understanding. Every Friday, for example, I

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<sup>270</sup> Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.3.

<sup>271</sup> Transcript of Evidence, Sunbury Primary School site visit, 22 November 2004, p.4.

could go to a different area and get more experience. ... I think there is more room for extra days and more contact.<sup>272</sup>

It was the importance of sustained teaching practice and the opportunity to develop relationships over time that led the Deputy Headmaster at St Patrick's College, Mr Robert Brennan to support internship models of teaching practice. Mr Brennan suggested that current models of teaching practice produce a situation where pre-service teachers are relying on the relationships that the classroom teacher has already developed with the class:

That can hide deficiencies in themselves or it can undermine or strengthen it, because if the teacher has a good relationship then the student teacher will ride the crest of the wave and it may hide deficiencies that they do not discover. If the teacher in there currently has a poor relationship with that group, then the student teacher is called on to use skills that they certainly will not have developed and should not have to develop because with their own personalities they will develop better relationships or different relationships.<sup>273</sup>

The Committee notes, in this context, that all of the best practice international teacher education courses it examined provide this model of extended relationships with schools as well as block experiences, simultaneously.

The Committee also heard that the actual amount of teaching that pre-service teachers undertake (in the secondary school sector) has reduced over time. Mr Howard Clark, Director of Pastoral Care at St Patrick's College, noting that pre-service teachers learn best when they are standing in front of a group teaching and developing relationships, teaching skills and management strategies, suggested that the time in a classroom 'has been watered down to the extent where they are not actually in the classroom working with these skills'.<sup>274</sup> Mr Gavin Webb, a first-year teacher at the College also described the unrealistic nature of teaching hours undertaken by pre-service teachers:

The teaching rounds need to be longer and there needs to be more teaching. On my last rounds in fourth year we had to do a minimum of 12 periods a week, which is nothing ... you can come up with a whiz-bang unit or double period, but you have had the whole day or the first three days of the week to prepare it. Doing it now day after day you are thinking more on your feet, whereas on rounds your lesson plan that the lecturers see is so detailed it is just unrealistic. Then you get into the school and you have six periods to teach for the day and five the next, and you are not going to do it like that ...<sup>275</sup>

The optimal length and structure of teaching practice was an integral, ongoing theme in this inquiry, and the above represents only a small sample of the evidence regarding the inadequacy of current teaching practicum. The

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<sup>272</sup> Transcript of Evidence, St Patrick's College site visit, 5 November 2004, p.34.

<sup>273</sup> Ibid, p.37.

<sup>274</sup> Ibid, p.33.

<sup>275</sup> Ibid, p.39.



Committee believes that it is this lack of time spent in teaching practice that is the major factor resulting in the lack of 'teaching readiness' seen in many graduate teachers today. An important question, then, that needs to be resolved is how extended professional experience is to be best provided.

Many suggested that as an alternative to simply extending existing practicum programs, more universities should make greater use of partnership and internship models such as those outlined earlier in this chapter. Partnership models are useful for providing extended practical experience while optimising the contribution pre-service teachers make to schools and any other teaching and learning institutions that they work in. Existing partnership models such as Victoria University's Project Partnerships are valued by school principals because they place pre-service teachers in schools for sufficient time to allow them to make a real contribution to curriculum development and teaching in the school. Like internships, partnership models also provide pre-service teachers with precious opportunities to conduct classroom-based research that can contribute to their final assessment and facilitate their development as reflective practitioners.

The Committee consistently heard that extended professional experience such as that gained through internships is a highly effective means of bridging the divide between practice and theory, while simultaneously providing an invaluable transition and induction process into schools.<sup>276</sup> Further, internship models help pre-service teachers decide if the profession is suitable for them.<sup>277</sup> Provided internships become close partnerships between mentors and new teachers, they can also be a source of 'genuine development of professional knowledge that might deliver new education'.<sup>278</sup>

There was widespread agreement regarding the need for teacher education to include at least one extended teaching practicum, generally as the last requirement prior to graduation. Many stakeholders took the internship model further, suggesting a 'traineeship or apprenticeship model' where pre-service teachers complete the final year of their education within a school, under the guidance of a qualified school-based mentor. The Committee believes that these models of teacher education are likely to be highly attractive to career change entrants. Many suggested that if these internships are so arranged as to financially support pre-service teachers or certain cohorts of pre-service teachers, they would also be a means to facilitate teacher recruitment. The NEiTA Foundation too, pointed to research undertaken with nationally recognised excellent teachers that demonstrated strong support for internship models of teacher education. Significantly, the research also found almost all of

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<sup>276</sup> Prof. F. Rickards, Dean, Faculty of Education, University of Melbourne in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.21.

<sup>277</sup> Ms K Wade, Assistant Principal, Frankston High School in Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.16.

<sup>278</sup> Mr T. Hayes, Executive Officer, Council of Professional Teaching Associations of Victoria in Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.15.

these nationally recognised teachers would be prepared to take on the mentoring role.<sup>279</sup>

The Committee believes that extended internships represent a necessary evolutionary development in the provision of pre-service teacher education. Without internships, the transition to a partnership approach to pre-service teacher education that is already occurring in some universities in Victoria cannot be properly completed. The Committee believes that in the longer-term, an alternative model of undergraduate pre-service teacher education, which greatly enhances the practical experience, with the final year of preparation taking place largely within schools should be explored. The Committee envisages a model whereby the majority of university coursework is completed in the first years of the course, integrated with appropriate professional experience. The final year would be predominantly school-based, with some major research or project requirements that link to both university coursework and the needs of the school. This model would be supported by a professional mentoring program and pre-service teachers would be able to fulfil many of the Victorian Institute of Teaching requirements for full registration during this year of training.

The Committee notes that the broad education and training community, including many teacher educators, sees the value of a school-based approach to certain aspects of teacher education. There was a common view among key stakeholders that schools (and other appropriate education and training organisations) could become major partners in the delivery of teacher education. This would represent a natural extension to several models already operating in Victoria. Significantly, these models represent an important opportunity for courses to be accelerated, by optimising the use of time rather than being restricted by an inflexible academic timetable.

In summary, the Committee is recommending an increase in time spent in teaching practicum for all pre-service teachers, as well as further expansion of partnership and internship models of teacher education. The Committee is recommending that the Victorian Institute of Teaching phase in a requirement for pre-service teachers undertaking undergraduate courses to complete 130 days of supervised teaching practice, representing 25 per cent of the course. This is in accordance with the Committee's evidence, which indicated that 25 to 50 per cent of teacher education should be spent in schools. The Committee is also recommending that teaching practice in postgraduate courses be increased from 45 days (60 days for postgraduate P-12 courses) to 80 days. The Committee believes this is an achievable target given many postgraduate courses already offer close to this amount of teaching practice. Further, the Committee notes that the guidelines developed by the former Standards Council of the Teaching Profession in 1998 had already identified the need to raise the number of days spent in teaching practice within these courses.

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<sup>279</sup> Supplementary materials provided to the Committee by the NEiTA Foundation, May 2004.

**Recommendation 5.3:** That as a condition of course accreditation and future teacher registration, the Victorian Institute of Teaching phase in a requirement that pre-service teachers complete a minimum of 130 days of supervised teaching practice during an undergraduate course or 80 days of supervised teaching practice during a postgraduate course.

**Recommendation 5.4:** That, through MCEETYA, the Victorian Government pursue a national standard regarding the minimum number of days of teaching practice to be undertaken by pre-service teachers.

**Recommendation 5.5:** That the Department of Education and Training develop guidelines for practicum to occur outside of school settings and normal school times, where appropriate. Settings may include TAFE institutes, ACE organisations and registered training providers.

**Recommendation 5.6:** That subject to appropriate evaluation, the Department of Education and Training consider expanding its new Career Change Program, to enable a larger pre-service teacher cohort to undertake extended school-based training.

### ***University Supervision and Assessment of Teaching Practicum***

One of the most vexed issues associated with teaching practicum is that of ensuring that sufficient communication occurs between a pre-service teacher, their university and their school-based supervisor during a placement. Poor communication and a lack of formal co-operative partnerships between course providers and schools are the source of many of the problems associated with teaching practicum identified by stakeholders throughout the inquiry. Quite simply, universities should begin to prioritise the effective management of teaching practice, including implementation of appropriate supervisory and assessment mechanisms. The Committee observed international models where teacher education is characterised as school-based for both pre-service teachers and their faculty staff. Furthermore, supervision of field experience is prioritised to such an extent that it is only the most highly qualified teacher educators who are permitted to undertake supervisory responsibility for the teaching practicum.<sup>280</sup> This is a stark contrast to the current situation in Victoria,

<sup>280</sup> Examples of exemplary supervisory practices include Bank Street College in New York, Steinhardt School of Education at New York University and the University of California, Berkeley campus.

where school visits are often delegated to sessional staff, where they occur at all.<sup>281</sup>

Most existing arrangements require a visit from a university supervisor, calling in on pre-service teachers during at least one of their practicum placements, but ideally each placement. Throughout the course of the inquiry, the Committee repeatedly heard of instances where pre-service teachers are not visited during their practicum and where participating schools had not personally encountered a university placement co-ordinator for years. Mr Tim Bennett, Student-Teacher Co-ordinator, St Patrick's College in Ballarat was just one of many to advise the Committee that current supervision by universities is insufficient:

I would hope that the supervising teachers, that uni person, would come in and meet both the student and the [school-based] supervisor but often it is hit and miss. I would argue very clearly it is something that could easily happen in a much more realistic way. We do not have anywhere near enough contact...<sup>282</sup>

It was also often reported to the Committee that where university-based supervisors visited pre-service teachers during placement, the time allocated to such visits was insufficient to allow a true assessment of their performance. The Association of Independent Schools of Victoria reported, for example:

One student who recently completed an internship noted that a university-based assessor visited his classroom for one class out of his 45-day internship. In his experience, this assessment unfairly comprised 50 per cent of his result for the internship.<sup>283</sup>

The Committee also heard of cases where visits to pre-service teachers were so perfunctory that the principal of the school involved advised the university supervisor to cancel it (see Case Study 5.2).

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<sup>281</sup> Associate Professor Mission, University of Melbourne, indicated, for example, that school visits are often undertaken by sessional staff. Refer Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.5.

<sup>282</sup> Transcript of Evidence, St Patrick's College site visit, 5 November 2004, p.35.

<sup>283</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.4.

## Case Study 5.2: University supervision of practicum placements

Mr Ray Flanagan, Principal of Overport Primary School, informed the Committee that 'some methods of teacher placement' currently used by universities 'are just outmoded.' In some instances, these methods mirror those used thirty years ago when Mr Flanagan himself was in training, which involve a three week teaching round (for students at an advanced stage of their course) with minimal or no contact from the university. Mr Flanagan reported that one lecturer telephoned to inform him that his assessment for four students would proceed as follows:

*'I will arrive at 1 o'clock. I will look at the four students between 1.00 and 1.30 and then I will speak to them between 1.30 and quarter to 2.00.'*

Mr Flanagan promptly informed the lecturer 'not to bother' with the visit, although the lecturer subsequently informed Mr Flanagan that he would extend the duration of the visit.

Source: Transcript of Evidence, Frankston High School, 23 April, p15.

Numerous witnesses suggested that the arrangement of practicum is commonly ad hoc and often severely lacking, on the part of both universities and schools. The Committee heard that many pre-service teachers complain of under-prepared school-based supervisors.<sup>284</sup> A number of pre-service teachers also reported poor induction processes at schools for their practicum placements, with some schools failing to provide such basic information as car parking details, occupational health and safety procedures, the location of staff facilities and introduction to school grounds and students.<sup>285</sup>

Further, some schools reported feeling hampered in choosing suitable supervisors for pre-service teachers by the lack of information provided by universities. Consequently, pre-service teachers may not be matched up with the most suitable school-based supervisor and an opportunity to gain valuable, specific experience at the side of a specialist teacher is lost.<sup>286</sup> The Committee believes it is possible that such difficulties may be partially addressed by the emerging use of project partnerships and internships, but also feels that greater consideration should be given to processes for the matching of pre-service teachers with school-based supervisors.

In the absence of any formal processes to ensure the compatibility of school supervisors with pre-service teachers, visits by university staff during practicum placements are vital to ensure that the arrangements are satisfactory for all parties. For their part, pre-service teachers have commented on the lack of procedures for reporting unsuitable school-based supervisors to their

<sup>284</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.22. Some pre-service teachers participating in the community forums and university visits also highlighted similar concerns.

<sup>285</sup> Ibid, p.27.

<sup>286</sup> Written Submission, Manorvale Primary School, May 2004, p.1.

universities and, upon eventually reporting such circumstances, an absence of any responses or discernable action by course providers.<sup>287</sup> Furthermore, poor communication and support channels may be exacerbating the difficulty in finding practicum placements, as some schools may be reluctant to take practicum placements because they feel that universities do not adequately support the process. Teacher education institutions should, as a matter of course, meet with their pre-service teachers and their school-based supervisors or mentors, early in each placement. They should also be available to provide on-call assistance to school staff and pre-service teachers in relation to specific issues.

The Committee is greatly concerned by the evidence it has received regarding the inadequate supervision and assessment of practicum that seems to occur in some pre-service teacher education courses in Victoria. If practicum is as important a dimension of teacher education as is universally acknowledged, then supervision or assessment of practicum cannot be overlooked. The necessity for mid-practicum visits by university staff may be reduced if more effort is invested in the initial set up of practicum placements. However, the Committee is of the firm view that universities have an important, ongoing role in the onsite monitoring and supervision of teaching practicum.

A number of cost-effective and cost-neutral procedures can and should be adopted by universities to better administer teaching practicum. The Committee believes that universities could better co-ordinate the placement of pre-service teachers by advising schools, as soon as is practicable, about the characteristics of pre-service teachers and what experiences they might be looking for. The Committee also regards the improvement of guidance and advice to pre-service teachers and all school-based staff about the expectations of teaching practicum as an essential and inexpensive measure. While most universities provide information booklets for the use of pre-service teachers and supervising teachers, the Committee heard evidence that despite these, far too many placements occur without supervising teachers, pre-service teacher co-ordinators and school principals having a clear understanding of the purpose and expectations of each teaching placement.<sup>288</sup> To supplement any written information it produces, the Committee therefore believes that each university should conduct in-school information sessions targeted at all appropriate school-based staff, including pre-service teacher supervisors, mentors and co-ordinators. Universities could also institute a series of pre-practicum on-site visits of academics with school-based teacher supervisors and practicum administrators. These visits could quite easily be co-ordinated once (or a few times) per year and on a school cluster basis.

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<sup>287</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.26.

<sup>288</sup> See for example, Written Submission, Catholic Education Commission, April 2004, p.7, and Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p. 32.

The assessment of pre-service teachers during teaching practicum has potential to be greatly improved by strengthening the relationship and communication between host schools and universities. A common problem among school-based supervisors is a difficulty in assessing the performance of pre-service teachers against course criteria or unwillingness to take on the role. The Committee found that some school-based supervisors are reluctant to fail pre-service teachers, as they are conscious of the impact such a result may have on the beginning teacher's career. Ms Elaine Crowle, Senior Vice-President, Parents Victoria, reported for example:

I think perhaps we need a bit more accountability about the passing and failing of the students in their practical performance ... I hear from schools that sometimes the teachers reluctantly give 'satisfactory' ... because they are encouraged to push them through and to find positives, it is a bit like kids, that no-one likes to fail anyone any more, and you say they have a nice smile and they have lots of friends, but you are ignoring some of the more nitty-gritty things.<sup>289</sup>

Mr Tim Bennett, Student-Teacher Co-ordinator, St Patrick's College, Ballarat, was just one of the teachers to comment on this issue:

... when it comes to the stage of asking, 'Does the student deserve to pass' that is pretty hard on the teacher, particularly when there is a bit of pressure from the universities that may say 'We think this student should pass' ...<sup>290</sup>

Such a stance, although compassionate, undermines the quality of graduates of teacher education courses. Conversely, other school-based supervisors may not award even exceptional pre-service teachers top marks on the principle that there is always room for improvement. Other instances where personality differences have negatively influenced practicum results put into further question the consistency and reliability of practicum assessment. In instances where university supervisors fail to visit there are no mechanisms for the school-based supervisor's assessment to be validated. Assessment of teaching practicum should therefore be a major component of training for school-based supervisors.

The Committee notes that some Victorian institutions have begun to restructure their operations to facilitate more fluid communication between universities, school supervisors and pre-service teachers undertaking practicum. RMIT University, as described in an earlier section of this chapter, has created the positions of community co-ordinator and university co-ordinator to more effectively manage the individual needs of each pre-service teacher and mentor, and communication between the school community and the faculty. Nonetheless, there remains a high need for more detailed guidelines from the Victorian Institute of Teaching, universities and teacher employers that clearly specify standard requirements for supervision of practicum experience. The same authorities must develop regulations to heighten the systemic participation

<sup>289</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.48.

<sup>290</sup> Transcript of Evidence, St Patrick's College site visit, 5 November 2004, p.30.

of supervisors and mentors in the determination and assessment of practicum programs, possibly through joint delivery of teaching programs that increase direct exposure of teachers to universities and university staff to schools.

**Recommendation 5.7:** That the Victorian Institute of Teaching require universities to:

- ensure the supervision of teaching practicum occurs in and through genuine partnership arrangements between the universities and schools;
- demonstrate their capacity to make a comprehensive assessment of pre-service teacher performance during practicum, based on significant input by school-based supervisors and university staff;
- incorporate regular school visits into the schedule of teacher educators, as part of a more effective and personalised interaction between university staff, schools, school-based supervisors and pre-service teachers; and
- supplement school visits with written materials that clearly set out guidelines for teaching practice, especially how teaching practice relates to and is integrated with university-based coursework and how it should be supervised and assessed.

### ***Selection of School-Based Supervisors***

The development of standards for selecting practicum supervisors is clearly fundamental to improving the quality assurance structure of professional experience. It is imperative that school and university-based supervisors who take charge of practicum are suitable for this role for, as the Murray Education Unit at Charles Sturt University puts it:

... the outcomes of any kind of professional practice placement for students depend on the quality of the supervision provided to students during the placement.<sup>291</sup>

Poor instruction during practicum impedes morale and can also limit a pre-service teacher's professional development, and perhaps initiate or consolidate poor teaching practices and philosophies.<sup>292</sup> During the course of the inquiry, and particularly through group discussions conducted with recent graduate

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<sup>291</sup> Written Submission, Charles Sturt University, June 2004, p.4.

<sup>292</sup> The effects of poor supervision were commented on, for example, in Written Submission, K. Robertson, April 2004, p.1.



teachers, the Committee learned of pre-service teachers who had been placed with a school-based supervisor who was either unsuitable for the position or who had reluctantly agreed to be a supervisor.<sup>293</sup> Consequently, some pre-service teachers felt that their presence in classes was resented, or at best, incidental. In some instances, supervising teachers were reportedly not even aware that they were supervising a pre-service teacher when that teacher arrived at the school.

The Committee believes that the most important criteria for school-based supervisors are exemplary teaching practices and commitment to the training and development of new members of the profession. Currently, a range of informal and, in some respects, counter-productive practices hinder the selection of the best possible candidates for supervision and mentoring duties. While experienced teachers will be those most likely to model exemplary practice to pre-service teachers, excellent school-based supervisors may also be gleaned from the ranks of teachers relatively early in their career. The process for selecting and appointing school-based supervisors or, preferably, mentors, therefore, needs to be formalised into a structured and regulated professional partnership between university and school-based co-ordinators.

Important steps toward developing formal partnership arrangements governing practicum supervision have been undertaken by several universities and schools. The Murray Education Unit at Charles Sturt University is exploring the possibility of developing a joint supervisor and mentor training package with local schools, which could take the form of a school-based model or form part of a course offering in a postgraduate study program.<sup>294</sup>

The Committee regards such schemes as important advances in the supervision of practicum that must be adopted systemically in Victorian teacher education. Given the importance of guaranteeing the skills and guidance that supervising teachers bring to the relationship, the Committee believes that there is a strong case for creating an accreditation system for appointing practicum supervisors in schools and other professional experience settings. This system would acknowledge the expertise of supervising teachers and be a component in promotion and career advancement for teachers. The Committee believes that an accreditation framework should be established by the Victorian Institute of Teaching, in consultation with teacher education institutions and must be universally recognised. It must also be designed to establish a truly co-operative training partnership framework, enabling school-based supervisors to work as closely with the institutions as they do with pre-service teachers.

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<sup>293</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.22.

<sup>294</sup> Written Submission, Charles Sturt University, June 2004, p.4.

**Recommendation 5.8:** That the Victorian Institute of Teaching, in consultation with all relevant stakeholders, develop an accreditation framework for school-based pre-service teacher supervisors.

## ***Strengthening Partnerships***

A new conception of and approach to professional experience, which heightens the educational, theoretical and practical value placed on practicum by teacher education institutions and schools, and which elevates the status of supervising and mentoring teachers, would greatly enhance the quality of teacher education in Victoria. The Committee believes that the systematic development of partnership arrangements between teacher education institutions and schools, as well as other providers of professional experience, is the key to achieving improved practicum for all pre-service teachers. As one stakeholder stated to the Committee, the most important way for the development and improvement of practicum to proceed is for teacher education providers to:

... look at new ways of articulating the needs of schools and placing the student teachers in the schools to help the schools meet some of their learning needs. I think when you actually get a win-win for both parties with the practicum, then you start to get some real innovation taking place.<sup>295</sup>

The partnership approach to practicum has already produced successful strategies for alleviating the administrative difficulties of practicum placement in some universities. One means by which practicum can be made more attractive to schools and more easily secured by universities is demonstrated in Victoria University's Project Partnerships program. By negotiating collective pre-service teacher placements with schools, all parties in the Project Partnerships derive greater benefit from engaging students in the teaching practicum. The Committee believes that practicum could be made more beneficial both to pre-service teachers and schools if placements in networks or clusters of schools can be negotiated. Such arrangements would offer pre-service teachers a broader variety of targeted training experiences, alleviate staff time pressure in schools and ease the administrative burdens of universities in securing placements for their students. In addition, as the Country Education Project points out, the creation of special agencies or at least special committees among regional and rural schools to broker the provision of placements in hard to staff schools would greatly improve the capacity of those schools to attract pre-service teachers for practicum placements and perhaps for ongoing future employment.<sup>296</sup>

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<sup>295</sup> Ms V. White, CEO, Victorian Schools Innovation Commission, in Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.42.

<sup>296</sup> Written Submission, Country Education Project, April 2004, pp.9-11.

Given that the Victorian Department of Education and Training and most schools have adopted a cluster school model to drive systemic improvement in local education and training, the cluster placement model would also have utility in metropolitan contexts. It would allow pre-service teachers to study in a variety of settings and enable them to be redeployed within a network if a particular placement was not working. It would also facilitate the broadening of practicum experience, so pre-service teachers can experience other important learning and teaching environments besides schools, such as local TAFE institutes, ACE associations and registered training providers.

Emerging partnership approaches to teacher education are enlarging the role of schools in determining practicum programs and making those programs more reflective of the priorities of the wider education community, particularly those of teacher employing authorities. Nevertheless, the absence of systemic, centralised mechanisms and protocols for transforming practicum provision into a formal partnership process continues to hamper the thorough integration of practicum experience into teacher education courses. This remains the case in relation to some of the progressive programs, but certainly all of the substandard practicum programs the Committee has encountered.

More discouragingly, the Committee has learned of instances of intransigence on the part of teacher education institutions in relation to facilitating school input into practicum programs. For example, while employing authorities are increasingly looking to teach curriculum at both primary and middle years levels in a cross-curricular fashion, some teacher education institutions have prevented pre-service teachers from teaching outside their nominal method. Ms Wendy Teasdale-Smith, Board Member of the Australian Secondary Principals Association and Principal of Aberfoyle Park High School (SA), illustrated the problem, commenting:

... when we have beginning or practical teachers out to my school, they are getting exactly the same training and model as I did 20 years ago and when we try to get them involved in middle school so that they teach maths and science and not just science, the lecturers will not let us go there, basically, and if we force that to happen, then the student will not fulfil the assessment requirements of their course. We argue against that and say, 'That is what they will end up teaching, so let us prepare them for that'; but they say, 'No, no, science is the business'. It is a very old-fashioned and traditional way of approaching it.<sup>297</sup>

The Committee recognises, however, that the performance and regulation of school involvement in teaching practice also needs to improve. The Committee has learned, for example, that some schools have failed to impress upon universities and pre-service teachers their requirements during practicum placements. These requirements do not relate only to professional performance, which is determined by such factors as pedagogical, classroom management

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<sup>297</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.35.

and subject discipline skills and knowledge, but also requirements for such elementary matters as professional conduct, dress codes and responsibilities beyond the classroom. In addition, it is incumbent on schools to ensure that they treat pre-service teachers professionally as welcomed members of the school community. Pre-service teachers need to be formally orientated into the school and the school environment, as a workplace and as a site for learning and contributing to student outcomes in the school. This, as the Committee has learned through consultations with graduate teachers, is far from standard procedure in many schools.

The Committee believes that through strengthened partnerships, the teacher education community will step up the standard and accountability of the practicum experience. School teachers will be encouraged and permitted to 'step in' to teacher education in more formal and 'higher end' levels than is currently the case. And teacher educators will be able to 'step out' into the wider teaching community, into schools, industry and other learning and teaching sites. The reform of practicum is one vital means to creating a true, collaborative and community approach to teacher education and training.

**Recommendation 5.9:** That the Department of Education and Training and other employing authorities devise detailed protocols outlining the expectations and requirements of pre-service teachers and schools during teaching practice placements.

### ***Achieving a Diversity of Practical Experiences***

An increasingly important requirement of pre-service teacher education concerns exposure of pre-service teachers to professional experience in a broad range of educational settings. While current Guidelines emphasise the need to practise teaching in a range of environments (including appropriate non-school settings) and grade levels and 'encourage' universities to arrange additional field experience for pre-service teachers, this aspect of the Guidelines has not been adequately implemented by Victorian universities.

The Committee believes that current, ad hoc practices adopted by some universities in managing the practicum component of teacher education has resulted in a lack of diversity in experiences gained by pre-service teachers. The Committee therefore sees a need for systemic strategies to be developed to ensure that this occurs in the future.

The Committee understands that several universities have begun taking measures to diversify the practicum experience of their pre-service teachers. RMIT University is attempting to provide its pre-service teachers with a range of practicum environments through its choice of schools, which ideally cover

experience in early childhood, primary and secondary settings, and also in a rural school.<sup>298</sup> Some universities are also encouraging pre-service teachers to undertake practicum or observation visits in learning and teaching settings besides schools. The Committee also commends the approach of RMIT University, which is in line with current Guidelines that state that it is appropriate for some proportion of supervised teaching practice to include a period of time where pre-service secondary teachers experience primary settings and pre-service primary teachers experience secondary or pre-school settings. This does not seem to occur frequently, despite current and newly graduated pre-service teachers recognising the benefit of such practices.

The experience of Ms Kelly Geddes in her first year as Grade 5 Teacher at Buninyong Primary School demonstrates the importance of pre-service teachers crossing traditional educational boundaries during their teacher education:

I have needed to attend a few PDs [professional development days] on hands-on activities for middle years. I found it a bit difficult teaching Grade 5 ... I did not have exposure to any secondary schools or anything like that. ... We had a lot of exposure to early years – the interviews, hands-on activities and how children learn best through hands-on things, catering for different intelligences and preferred learning styles and so forth – but it obviously limited how we can implement that into our Grade 5 and 6 areas.<sup>299</sup>

The Committee cautions, however, that there is a need for more detailed guidelines regarding the proportion of a pre-service teacher's practical experience that must take place in the relevant setting for which they are preparing to teach. The Committee notes, for example, that pre-service teachers undertaking the four-year secondary teaching program at the Australian Catholic University do not experience time in a secondary setting until their fourth year of study. In total, of 100 days of professional experience undertaken during this course, only 35 days are spent in secondary schools.<sup>300</sup> The Committee believes that the models of teaching practicum seen in other courses at the Australian Catholic University are more exemplary. In particular, the Committee was impressed by opportunities for pre-service teachers to undertake a placement in a special environment setting, a requirement for pre-service teachers to undertake a rural placement and opportunities for six-week practicum placements in the final semester of some courses.

Current and future teachers need to experience practicum in a broad range of teaching and learning settings, not just in schools, but also beyond schools (though not instead of in schools). Already the evolution of teaching and of teacher preparation is necessitating this sort of reform of practicum. As the Director of the Research Institute for Professional and Vocational Education and

<sup>298</sup> Ms C. Walta, Senior Lecturer, RMIT University, in Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, p.10.

<sup>299</sup> Transcript of Evidence, Ballarat University, 5 November 2004, p.9 and p.11.

<sup>300</sup> Supplementary materials provided to the Committee by Australian Catholic University, June 2004.

Training, Associate Professor John Henry from the Faculty of Education at Deakin University states:

... employers and industry are becoming very much involved in the education and training of young people through structured workplace learning. Teachers need to understand or to develop capacities and expertise to engage with employers in a programmatic way...<sup>301</sup>

There are also very sound educational rationales for diversifying the settings in which pre-service teachers undertake practicum. As the Murray Education Unit at Charles Sturt University notes:

... quality educational assessment, planning and instructional design requires an effective understanding of not only where the learner has come from but also to where the learner is bound.<sup>302</sup>

Finally, the provision of practicum experience in a wide variety of settings creates opportunities for teacher educators and pre-service teachers to better integrate teaching practice experience into the workplace learning and on-campus components of pre-service courses. Regardless of whether pre-service teachers are placed in schools, TAFE institutions, adult and community education agencies or in the business sector, the integration of the practicum will engage pre-service teachers and their instructors with 'important practical issues that the students confront in those education and training environments'.<sup>303</sup>

As outlined earlier in this chapter, many overseas institutions have resolved some of the tensions associated with ensuring pre-service teachers experience a variety of professional settings. The Committee believes that Victoria must follow the international example, and require universities to provide their pre-service teachers with much broader teaching experience than is currently the case. The Committee emphasises, however, that the first priority is to extend practicum time in school settings that are appropriate for the subjects and grade levels relevant to each pre-service teacher's course. There should be no danger that in seeking to broaden professional experience that the basic requirements for extended teaching practice outlined in preceding sections are undermined.

The Committee also believes that pre-service teachers should continue to gain a wide range of professional experiences by engaging in additional school/field experience that is not part of the formal practicum requirements. These experiences may include, for example, working with young people in a wide range of settings, or seeking professional industry experience in a relevant discipline area. The Committee therefore believes that the existing guideline regarding additional school/field experience should be retained.

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<sup>301</sup> Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.10.

<sup>302</sup> Written Submission, Charles Sturt University, June 2004, p.3.

<sup>303</sup> Associate Prof. J. Henry, Director, Research Institute for Professional & Vocational Education & Training, Deakin University, Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.10.

**Recommendation 5.10:** That the Victorian Institute of Teaching specify expectations regarding the diversity of practicum experience, which should include experience in a variety of schools with different geographic, cultural and socioeconomic profiles. Further, that the Victorian Institute of Teaching, where practicable, require at least one placement to be in a non-metropolitan area.

**Recommendation 5.11:** That the Victorian Institute of Teaching require pre-service teachers to complete, in addition to their formal teaching practice, at least 20 additional days of relevant field experience during an undergraduate course or 10 days during a postgraduate course.

## Conclusion

The significance of practicum to the preparation of future teachers means that creative solutions must be found to solve problems occurring in the current provision of practicum in Victorian teacher education courses. These problems go beyond that of insufficient length. In essence, they concern:

- the need to establish personal and professional relationships between the university sector and schools
- securing quality placements for pre-service teachers in a diverse range of school environments
- ensuring that pre-service teachers and their school-based supervisors are adequately supported during each practicum placement
- ensuring that each pre-service teacher's practicum experience is comprehensively and fairly assessed.

A set of general principles underpins the recommendations of the Committee for the reform of teaching practicum in pre-service teacher education in Victoria. First, the Committee believes increased amounts of professional experience must be introduced. Second, the Committee believes that the supervision of teacher education in professional settings must involve genuine partnership arrangements. These partnerships could be facilitated through a cluster or networking approach. The Committee also believes that it is desirable to provide pre-service teachers with a minimum amount of diverse practicum experiences, taking in different regional, socio-economic and learning ability student cohorts, as well as schools with different pedagogical and teaching strengths. The central message the Committee wishes to stress is that, above all, practicum should be a well planned and integrated part of a pre-service teacher's education. In order for the integration of practicum into teacher education to

improve, the Committee believes that the teacher education community must develop systemic, universally recognised, cross-institutional relationships.



## **6. Information and Communication Technologies in Teacher Education**

### **Context**

The significance of information and communication technologies (ICT) to current and future pre-service teacher education is universally acknowledged by the profession and by major education and training stakeholders, particularly teacher employing authorities. The Committee has no doubt that the importance of ICT in education will continue to grow in the years to come.

Throughout its inquiry, the Committee was consistently advised that it is crucial that current and future teachers acquire sufficient expertise in the use of new and existing ICT. The Committee was also advised that it is perhaps even more important that teachers learn how to effectively integrate the use of ICT across the school curriculum. This view is reflected in current guidelines for the evaluation of teacher education courses and was supported in a written submission by the Department of Education and Training.

The Committee saw first hand some of the state-of-the-art educational products being developed in Australia and the United States. This continuing development of sophisticated ICT resources is placing growing demands on the ICT capabilities of teachers. Ultimately, and rapidly, the Victorian teaching workforce needs to be brought up to a level of competency in the educational use of ICT so that it can concentrate on how best to facilitate student learning, rather than focusing on how to use that ICT.

### **Current Guidelines and Requirements for ICT in Teacher Education**

The Guidelines for the Evaluation of Teacher Education Courses published by the Standards Council of the Teaching Profession in 1998 stipulate that all pre-service teaching graduates are expected to demonstrate an extensive range of competencies in relation to 'using learning technologies to enhance student learning and teaching'. These competencies, which are outlined in Figure 6.1, set a high bar for expertise in the use of ICT in teaching and learning.

### Figure 6.1: Expectations of Graduates in ICT Use

In using learning technologies to enhance student learning and teaching organisation, graduates should:

- demonstrate a critical and creative approach to learning situations
- demonstrate a developing competence and confidence in the use of a range of learning technologies in the classroom. Beginning teachers are 'expected to be computer literate' and 'proficiency is desirable' in:
  - basic computer applications (word processing, data base and spread sheet packages)
  - using desktop publishing and presentation software
  - using multi-media and interactive presentations
  - using communication technologies including the internet and email
  - using courseware specific to particular KLA's
- demonstrate an awareness of a range of learning technology resources and how they can be integrated constructively and creatively with other resources to produce a challenging and rigorous curriculum
- create a classroom environment in which learning technologies are an integral component
- employ learning technologies to help students develop critical skills of analysis, reasoning, problem solving and decision making and provide opportunities for students to be engaged in activity which is essentially self-regulating and co-operative
- demonstrate confidence and competence in solving common basic problems in using software, hardware and networks in classroom contexts
- demonstrate use of computers for aspects of reporting and record keeping, administrative duties, lesson preparation and presentation, and professional interaction
- demonstrate alertness and responsiveness to the social and ethical considerations associated with discriminating and responsible use of learning technologies such as equity of access, privacy and copyright. Beginning teachers should also be equipped with strategies to assist students in dealing with sensitive material which may challenge, offend or deny societal or personal values.

Source: Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, p.8.

The above standards apply in Victoria until the Victorian Institute of Teaching develops new standards for graduate teachers for use in accreditation of pre-service teacher education courses. The Committee is disappointed to note that

the Draft Standards for Graduating Teachers prepared by the Institute in 2004 contain far less emphasis on the development and use of ICT skills by pre-service and graduating teachers. The only explicit reference contained in these Draft Standards is that graduating teachers should 'design lesson and unit plans which integrate a range of activities, resources and materials to support learning, including the use of ICT and other learning technologies'.<sup>304</sup>

The Draft Professional Teaching Standards Framework issued by the Interim Committee for the New South Wales Institute of Teachers in 2003 stipulate that graduate teachers must demonstrate knowledge and proficiency in the use of basic operational skills, informational technology skills, software evaluation skills and pedagogical skills for classroom management. The Draft Framework also prescribes mandatory knowledge of ICT in three more advanced career stages of teaching, where a teacher demonstrates either professional competence, professional accomplishment or, ultimately, professional leadership. These career stages involve applying ICT knowledge and skills first to the teacher's own classroom, then to collaborative teaching situations and, finally, initiating and leading the implementation of policies and processes integrating ICT into a school's learning environment.<sup>305</sup>

The Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs developed by the Queensland Board of Teacher Registration specify only that graduates in Queensland are expected to be 'confident with multiliteracies and proficient in the use of ICT in learning environments'.<sup>306</sup> Similarly, the Professional Standards for Qualified Teacher Status in the United Kingdom state that graduate teachers must 'know how to use ICT effectively, both to teach their subject and to support their wider professional role'.<sup>307</sup> Supporting this standard, the United Kingdom makes it a requirement that teacher education providers ensure that pre-service teachers have access to the ICT and other resources they need (relevant to the age ranges and subjects they are training for) to develop the knowledge, understanding and skills to at least the standards required for the award of Qualified Teacher Status.<sup>308</sup> The National Council for Accreditation of Teacher Education (NCATE) in the United States similarly requires institutions to provide adequate information technology resources to support the faculty and its pre-service teachers.<sup>309</sup>

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<sup>304</sup> Victorian Institute of Teaching (VIT) 2004, *Draft Standards for Graduating Teachers*, VIT, Melbourne (unpublished). To be used in the process of approving courses of teacher education.

<sup>305</sup> Interim Committee for a NSW Institute of Teachers 2003, *Report to the Minister on the Establishment of an Institute of Teachers*, Interim Committee for a NSW Institute of Teachers, Sydney, p.47.

<sup>306</sup> Queensland Board of Teacher Registration 2002, *Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs*, Board of Teacher Registration, Queensland, p.6.

<sup>307</sup> Teacher Training Agency (UK) 2004, *Qualifying to Teach: Professional Standards for Qualified Teachers and Requirements for Initial Teacher Training*, Teacher Training Agency (UK), London, p.9.

<sup>308</sup> Ibid, p.18.

<sup>309</sup> National Council for Accreditation of Teacher Education (NCATE) (USA) 2002, *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, 2002 Edition, NCATE, Washington, p.40.

Despite the trend towards less prescriptive guidelines covering ICT in teacher education, governments across Australia are recognising its increasing significance. The Victorian Department of Education and Training for example, noted in its submission to the Committee that the use of ICT and e-Learning and its integration within the curriculum and the school as a learning organisation, is one of four key priorities within teacher education that will be required for teachers of the future to satisfactorily undertake their important role.<sup>310</sup> Similarly, the South Australian Department of Education and Children's Services informed the Committee that the philosophy and structures of education in that State are undergoing significant change to meet the demands associated with education for the 21st century. To this end, the South Australian Department is recommending to universities that they make ICT instruction one of the key foci of their pre-service teacher education courses.<sup>311</sup>

For its part, the Commonwealth Government has signalled that it believes that changes to pre-service teacher education course content and course requirements are required 'to ensure that all students improve their broad understanding of the forces for change in Australian society and the importance of science, mathematics and technology in underpinning the knowledge economy and society'.<sup>312</sup>

## ICT in the School Classroom

Teachers, teacher educators and educational product developers today have no doubt that the significance of ICT in education will continue to grow in the years to come. They recognise that it is a crucial means of communicating with and educating the youth of the future. As early as 1999, a national survey of teacher use of digital content conducted by Education Week found that teachers recognised that quality ICT products were a most effective tool for enhancing their students' learning. The same survey also found that teachers were aware that excellent, relevant products were increasingly available for use.<sup>313</sup> The Committee, also, is aware of the excellent products that are being developed for use in educational settings, which offer students and teachers unprecedented access to a wealth of learning material.

The Committee saw first hand some of the state-of-the-art educational products being developed in Australia by, notably, the Le@rning Federation.<sup>314</sup> These

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<sup>310</sup> Written Submission, Victorian Department of Education & Training, July 2004, pp.6-7.

<sup>311</sup> Written Submission, South Australian Department of Education and Children's Services, May 2004, p.1.

<sup>312</sup> Committee for the Review of Teaching and Teacher Education 2003, *'Australia's Teachers: Australia's Future': Advancing Innovation, Science, Technology and Mathematics – Main Report*, Commonwealth Department of Education, Science and Training (DEST), Canberra, p.xvii and p.145. The subject is also discussed on p.132.

<sup>313</sup> Mr T. Smith, Director of Computing, Frankston High School, Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.9.

<sup>314</sup> The Le@rning Federation is an initiative of the governments of Australia and the States, Territories and the government of New Zealand. It is an initiative designed to create online curriculum content and infrastructure to ensure that teachers and students benefit from using these materials to widen and enhance their learning experiences in the classroom. The initiative will be procuring content from July 2001 to June 2006. The project is being managed as a joint venture between Curriculum Corporation and *education.au.ltd*.

products are targeted at curriculum priority areas determined by government, including science from kindergarten to Year 10, mathematics and numeracy, languages other than English (LOTE), studies of Australia, literacy for students at risk, and innovation, enterprise and creativity.

The products, the most sophisticated of which are termed 'learning objects', are flexible learning resources that allow students to explore, through virtual multi-media, complete educational exercises tailored to their specific needs and able to be manipulated by the individual student and their teachers. Other resources that ICT is opening up for educators include what the Le@rning Federation describes as 'resource assets ... useful things from within the archives of cultural institutions' that allow teachers to build their own educational programs out of materials held at such institutions as the National Archives of Australia. In this manner, ICT products are changing the nature of education in schools and other educational settings, opening vistas to students far beyond the walls of the rooms in which they will be learning.<sup>315</sup>

Products are also being developed to meet national and international specifications of portability across education systems. This means that learning management systems, that not only provide students with learning material but also teachers with report generating software, will become commonly available, enabling teachers to network without system compatibility obstruction. Barriers to the introduction of products are also being assessed through trial operations. in Victoria, to best facilitate the provision of 'infrastructure, professional development and ... pedagogical wherewithal' for teachers to be able to productively utilise ICT content.<sup>316</sup>

The continuing development of sophisticated ICT educational materials is placing growing demands on the ICT capabilities of teachers. Teachers need to know how to use state-of-the-art learning products, the rudimentary authoring or construction of ICT products and the linking of sound and video files to design effective PowerPoint presentations and the use of ICT to complement lesson planning. Teachers will also need to work more collaboratively using ICT, storing material, projects and plans so that they can be easily accessed and used by colleagues, schools and other teaching and learning organisations.

Ultimately, and rapidly, the Victorian teaching workforce needs to be brought up to a level of competency in the educational use of ICT so that they can concentrate on how best to facilitate student learning, rather than focusing on the use of ICT.

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<sup>315</sup> Ms S. Atkins, Manager, Education Design & Quality, and Mr S. Tait, Manager, Market Information & Research, The Le@rning Federation, in Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, pp.2-6.

<sup>316</sup> Ms S. Atkins, Le@rning Federation, Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, pp.9-10.

## Challenges in Incorporating ICT in Education

The fundamental challenge education systems face in incorporating ICT into student learning is raising ICT competencies among teachers to the level attained by so many young people today. As Ms Susan Atkins, Manager of Education Design and Quality Assurance at the Le@rning Federation noted:

One of the biggest issues [with] rich multimedia [is that] teachers are finding it increasingly challenging to deal with because their level of computer competency is not the same as that of students. They are having to move into a way of dealing with information and knowledge that is somewhat alien to them. Students [by contrast] navigate around this sort of program very easily.<sup>317</sup>

This problem was acknowledged by numerous respondents to the inquiry. In addition, some respondents, such as Dr David Warner, Principal and CEO of Eltham College of Education argued that the rapid development of technology in recent years not only presents fresh educational challenges for teachers but has direct and powerful implications for the structure of schools and the training of teachers. The world of young people, Dr Warner comments:

... has been massively transformed and much more dramatically than the world of older people, particularly their teachers. Young people, just over the past five years, have grown with the Internet enabled society and through massive multimedia exposure. Young people have easier access to information, they are technology savvy and they are more aware than any other generation. ... Maturity levels are pushing downwards [and] exposure to technology is less associated with socio-economic levels than it was.<sup>318</sup>

The complexities of this changed environment and the extent of the ICT generation gap were particularly well described by educational ICT developers the Committee met at the headquarters of the Apple Computer company in Cupertino, California. A radical divide separates school students of the 21st century, who are 'digital natives', fluent with digital technologies, and teacher educators and current teachers, who are 'digital immigrants', usually lacking the technology skills of school students and new entrants into teacher education.

Not all stakeholders agree that the ICT bar has been raised high in the school systems, however. The Council of Professional Teaching Associations of Victoria, drawing on data provided by the Department of Education and Training, suggested that the integration of ICT into the structure of pedagogy and content matter is still in an embryonic stage in Victorian schools.<sup>319</sup> Evidence the Committee heard regarding the varying quality of ICT experience gained during

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<sup>317</sup> Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, p.4.

<sup>318</sup> Written Submission, Eltham College of Education, April 2004, p.4.

<sup>319</sup> Mr T. Hayes, Executive Officer, Council of Professional Teaching Associations of Victoria, in Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, pp.14-15.

teaching practicum further supports the contention that ICT performance in schools, too, is extremely inconsistent, and affected by such factors as workforce resistance and trepidation.<sup>320</sup>

Nevertheless, there can be no doubt that future education systems need teachers who can not only adapt to but lead changes in the educational use of ICT, and who do not undervalue, but further release and enhance the sophisticated learning and information processing skills that today's youth are developing through such technology as computer games.<sup>321</sup> Education systems also need teachers who are capable of utilising the assistance that students can offer in driving these changes. Plainly, this means that computer competency and educational application of ICT needs to become a priority focus of all pre-service teacher education.

The Committee believes that new cohorts of pre-service teachers who are confident and expert in the use of ICT for teaching and learning are the most important agents for change in the education and training community; the development of cultures of excellence in the educational use of ICT in the schools and learning sites of the future depends on the ICT capacity of current and future pre-service teachers.

Through its visits to Victorian institutions and during consultation with universities, schools, pre-service teachers and other stakeholders, the Committee has learned that while efforts are being made to heighten ICT competency among pre-service teachers, development of their capacity to initiate, design and implement curriculum and learning programs (particularly for very specific student cohorts and using complex resources) is less apparent. Further:

- ICT linkages between teacher education institutions and school systems are under-developed
- the development of the use of educational ICT in schools and universities is not synchronised, both in terms of the rate of development and in the use of common software and other program applications
- the linkages between teacher education institutions and developers of educational ICT products are not particularly strong
- the experiences of current and recently graduated pre-service teachers in educational ICT instruction vary considerably in breadth and quality.

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<sup>320</sup> Mr T. Hayes, Executive Officer, Council of Professional Teaching Associations of Victoria, in Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.15.

<sup>321</sup> Written Submission, Eltham College of Education, April 2004, pp.7-8.

## ICT in Teacher Education - Current University Practices

The Committee recognises the priority some universities are placing on the development of skills required for effective use of ICT applications in schools, while also acknowledging the lack of priority given to this aspect of teacher education by other universities. The Committee is aware that many recent graduate and current pre-service teachers are being introduced to the many and varied dimensions of the use of ICT in education. One recent graduate teacher, for example, reported to the Committee that she used computer labs, composed simple songs using computers, constructed websites, designed elaborate PowerPoint presentations and was made familiar with SofWeb, the homepage of the Victorian education and training system, during her course.<sup>322</sup>

The School of Education at RMIT University has made the ability to apply ICT to support learning across the curriculum a guiding principle of its renewed Bachelor of Education and Graduate Diploma programs. The Bachelor program emphasises the importance of ICT instruction for its pre-service teachers in each of the four components of the program. The role of ICT in teaching and learning programs is a key platform of the Applied Learning and Professional Practice component of the course, which focuses on practical and experiential instruction and learning. It is also a platform of the Theoretical component of the course, as well as the KLA component of the course, where pre-service teachers are instructed in essential pedagogy and content knowledge. Finally, pre-service teachers undertaking the undergraduate course have the opportunity to develop expertise in ICT in teaching and learning by taking this as an elective subject. Graduate Diploma students, however, do not study for sufficient time to undertake an elective ICT subject.<sup>323</sup>

During a visit to the Peninsula campus of Monash University the Committee was also informed about the various ways in which the Faculty of Education tries to involve pre-service teachers in the educational use of ICT. The faculty runs specialised subjects focusing on the pedagogy of ICT in the classroom and ICT usage is also incorporated into method and other subjects taught by the faculty. In addition, the faculty offers electives in two streams, which increase pre-service teachers' knowledge of and advanced use of ICT in the classroom. The faculty also encourages teaching and learning online through the use of the interactive program InterLearn, through which pre-service teachers have some opportunity to tailor their learning.<sup>324</sup>

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<sup>322</sup> Ms O. Allan, Teacher, Corio South Primary School, in Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, p.10.

<sup>323</sup> Written Submission, RMIT University, School of Education, April 2004, pp.2-5.

<sup>324</sup> Dr G. Romeo, Senior Lecturer, Monash University, in Transcript of Evidence, Monash University Peninsula campus site visit, 23 April 2004, p.10.



Deakin University, also, has been investing effort in the development of ICT education, and current pre-service teachers report witnessing significant change to their study programs. Increasingly, pre-service teachers are examining the use of ICT in classroom teaching. In addition, they analyse the pedagogical uses of technology, to heighten their ability to use technology to better understand their students and to better assist children to use technology to develop their own learning; in both cases, a key curriculum focus is facilitating self-directed learning.<sup>325</sup>

The Faculty of Education at the University of Melbourne, similarly, has developed a year-long compulsory subject preparing its Bachelor of Education (Primary) pre-service teachers for using ICT and expanding ICT skills for classroom (particularly across curriculum) and other purposes. Diploma of Education students also undertake a similar, albeit truncated, compulsory subject. Importantly, assignments in the course are set to discipline specialities, examining, for example, how to use ICT in the music or science curricula.

The faculty also offers its pre-service teachers a range of optional ICT subjects. The Diploma of Education and Bachelor of Education (Primary) courses have an ICT methods class that is specifically designed for future ICT teachers, to prepare them to be ICT leaders in their schools. The subject examines how school ICT programs can be run and ICT budget management, including such crucial dimensions as strategic hardware and software purchasing. The use of ICT is also embedded in other subjects. The faculty also drew attention to its current efforts in upgrading ICT skills among faculty staff. At least half of the faculty staff seek professional development to support their teaching and learning each year and small faculty grants have been set aside for staff to develop ICT resources for use by pre-service teachers.<sup>326</sup>

In spite of the above, the Committee received extensive testimony pointing to systemic under-utilisation and under-emphasis on ICT instruction in pre-service teacher education. The signs of this inadequacy are many and varied. For example, although universities have invested effort into the ICT dimensions of their pre-service courses, the breadth and quality of instruction varies enormously. And while some institutions are designing lengthy and compulsory subjects in the educational application of ICT, others use a piecemeal approach, proposing, de facto, that the setting of online subjects within a course is an adequate means of preparing pre-service teachers to be independent online learners.<sup>327</sup> Further, in the view of many teachers, such as Mr Travis Smith, Director of Computing at Frankston High School and a lecturer in Psychology Method in the Faculty of Education at Monash University, the capacity of Victorian universities to use technology in teaching and learning has not kept

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<sup>325</sup> Mr N. Holloway in Transcript of Evidence, Deakin University Geelong campus site visit, 7 June 2004, p.21.

<sup>326</sup> Dr D. Chambers, Assoc. Dean, Information and Technology, in Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.16.

<sup>327</sup> Prof. S. Grundy, Dean of Education, Deakin University, in Transcript of Evidence, Public Hearing, Melbourne, 2 April 2004, p.24.

pace with the evolution of this capacity in schools.<sup>328</sup> If this is indeed the case, then Victorian universities are failing to address a worrying international trend of under-investment in ICT by pre-service teacher education institutions.<sup>329</sup>

According to Mr Smith, the pedagogical approach to ICT instruction in pre-service teacher education is also characterised by poor planning, depriving pre-service teachers of time to explore the vast range of technologies available to them and of exposure to the best strategies for the use of technology in teaching and learning.<sup>330</sup> Moreover, although research points to the superior and significant benefits arising when pre-service teachers experience ICT instruction that integrates the discipline subject being taught (in a contextualised setting and mode), current pre-service teachers are instead often instructed in the use of ICT through narrow skills-based approaches.<sup>331</sup>

It is also apparent that the current range of ICT instruction offered in Victorian pre-service courses is not broad enough to cater for different levels of competence and confidence among the pre-service teacher cohort. Reports received by the Committee indicate that many pre-service teachers are obliged to undertake ICT classes inconsistent with their current level of competence. Recent graduates of La Trobe University (Bendigo) and the University of Melbourne, for example, spoke of having the choice of only one or two streams: highly trained or not highly trained. In practical terms, where there are two streams available, the range of prior ICT experience among pre-service teachers ranges from several years of industry use, to learning how to use the most basic computing equipment. Where only one stream is offered, some pre-service teachers are aiming to become ICT leaders when they commence employment in schools, while others need to learn how to utilise elementary software programs.<sup>332</sup>

The unsatisfactory nature of some dimensions of ICT instruction in pre-service education was acknowledged by universities, including Monash University, which related the difficulties inherent in training a large cohort of pre-service teachers whose 'range of personal computer literacy and awareness ... is enormous'. The breadth of this range is particularly great among mature age pre-service teachers, while the experiential gap is also generally wider among postgraduate rather than undergraduate cohorts. Further, the experiential and ability gap among university educators is also considerable and significantly affects the use of ICT across methods within education faculties.<sup>333</sup>

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<sup>328</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.8.

<sup>329</sup> Mr J. Graham, Research Officer, Australian Education Union, Transcript of Evidence, Public Hearing, Melbourne, 10 May 2004, p.26.

<sup>330</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.9.

<sup>331</sup> Ibid.

<sup>332</sup> Ms L. Roger, Teacher, Corio Bay Senior College Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, p.4 and p.6.

<sup>333</sup> Dr Geoff Romeo, Senior Lecturer, Monash University, in Transcript of Evidence, Monash University Peninsula campus site visit, 23 April 2004, pp.9-10.

Bendigo Senior Secondary College also reported that inadequate ICT competence among university staff is limiting the success of a school-based initiative it runs in partnership with La Trobe University. The College reported that the 'learnings of the students from these sessions have not been incorporated into the students' methods (and the assessment of methods) by the University ... partly because a number of the lecturers are not confident with the new technologies themselves'.<sup>334</sup>

The Committee believes that some of these problems could be alleviated if curriculum priorities in ICT instruction were changed. For example, one university reported that its specialised modules were, in part, devoted to examining the history of ICT in education as a discipline.<sup>335</sup> Mr David Lyons, a second-year teacher at Frankston High School, noted the weaknesses of such an approach:

I enrolled in an elective subject entitled digital literacy. What I expected was a range of strategies and examples of how to effectively use technology to enhance my regular teaching. However, I spent the entire semester discussing the importance of technology and the research into the use of technology.<sup>336</sup>

The Committee, also questions the utility of this focus, and suggests greater priority should be given to skilling all teachers in the confident and pedagogical use of ICT. In doing so, the Committee believes teacher educators must pursue three key strategies:

- upgrading the skills of all teacher educators so that they are sufficiently competent and confident in modelling effective teaching practices that integrate ICT in teaching and learning
- prioritising the development of high standards of ICT competence and confidence among pre-service teachers by incorporating ICT in all aspects of teacher education, including the teaching practicum, and ensuring all pre-service teachers are appropriately assessed on their ICT skills
- exploring opportunities to establish partnerships with university ICT departments, other institutions, industry or other organisations that demonstrate excellence in ICT and its use in education.

The Committee further believes that the Victorian Institute of Teaching has a key role to play in raising the skills and knowledge of ICT and ICT pedagogy. It can achieve this by developing high standards of ICT competence for graduate teachers, specifying guidelines for the integration of ICT in teacher education

<sup>334</sup> Written Submission, Bendigo Senior Secondary College, May 2004, p.3.

<sup>335</sup> Dr Geoff Romeo, Senior Lecturer, Monash University, in Transcript of Evidence, Monash University Peninsula campus site visit, 23 April 2004, p.9.

<sup>336</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.7.

(including integrating it into the teaching practicum), and making appropriate investment in ICT resources and professional development for faculty staff a condition of course accreditation.

**Recommendation 6.1:** That the Victorian Institute of Teaching make ICT a compulsory and key focus of all pre-service teacher education courses through the establishment of appropriate levels of competency for new teachers. Further, that the application of ICT be included and assessed as a compulsory and formal requirement of teaching practicum.

**Recommendation 6.2:** That as a condition of course accreditation, Victorian universities be required to submit a detailed ICT plan, outlining:

- how ICT is incorporated across the curriculum;
- how the university will respond to the different needs and different levels of expertise in ICT among the pre-service teacher cohort;
- the resources allocated to ICT; and
- professional development for faculty staff.

## **A New Approach to ICT in Pre-Service Teacher Education**

While acknowledging the steps some universities are taking to improve access to and the use of ICT in teacher education, the Committee recognises that for many faculties this is a daunting challenge, with many lecturers and other academic staff having inadequate ICT skills and experiencing difficulties in being able to prioritise the specialised learning required for them to be leaders in the application of ICT to their field. Consequently, alternative and world's best practice models of ICT delivery in teacher education must be explored.

This inquiry found that changes are required to existing delivery models in the educational use of ICT by current and future teachers and teacher educators. The Committee believes that instruction in ICT for pre-service and practising teachers could be shifted out of university campuses and onsite into schools and other teaching and learning workplaces selected for their high level of ICT expertise.

A highly successful and widely praised model of teacher education delivered through onsite facilities is already operating in Victoria, through the Navigator Schools Consortium (Navcon). Established in 1995, Navcon is a consortium

comprising two primary and two secondary schools based in Melbourne, which have pioneered the effective integration of learning technology in schools. Navcon has delivered professional development to over 40,000 clients and is considered a world leader in the delivery of onsite teacher education for in-service professional development of ICT.

The Consortium provides consultancy and professional development services to schools, in a range of modules, including learning and teaching, leadership, online resources and technology solutions and strategies. These technology strategies relate to:

- integrating learning technology into classroom teaching across the curriculum
- placing learning resources online
- developing teaching and learning ICT networks
- improving student and teacher home access to teaching and learning resources
- assessment and reporting through the development of electronic portfolios.

The success of the Consortium's approach to developing teacher ICT competency is indicated by testimony of such eminent educators and researchers as Professor Michael Barber, Head of the UK Standards and Effectiveness Unit, who described programs developed by Consortium schools as the best practical examples of teaching of thinking skills through ICT that he has encountered in the world. Professor Richard Venezky, Chief Researcher with the OECD's Centre for Education Research and Innovation, similarly concluded that the transformative use of technology by the Navigator Schools was unmatched.<sup>337</sup>

Another model of innovative onsite teacher education is being developed through the Leading Schools Fund, announced in November 2003. A flagship strategy within the Victorian Government's Blueprint for Government Schools, the Leading Schools Fund combines investment into specialist facilities, with investment in quality teachers to promote excellence and innovation in Victorian schools. Through detailed submissions, schools apply for funding for proposals of a 'distinctive focus or theme which will facilitate innovation and excellence and lead to improved student outcomes'.<sup>338</sup> Proposals must demonstrate an element of sharing resources and/or expertise and successful applicants are expected to provide leadership to other schools that are seeking development in the area of expertise.

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<sup>337</sup> Navigator Schools Consortium (Navcon) online brochure, 'Learning Technologies and a New Way of Learning', Navcon website, [www.navcon.org](http://www.navcon.org), viewed on 30 November 2004.

<sup>338</sup> Blueprint for Government Schools, Department of Education and Training, November 2003, p.27.

In February 2005, St Helena Secondary College and Diamond Valley College were successful in their joint application to the Leading Schools Fund to develop a project incorporating higher order thinking with ICT. The project, coined HOTSPOT (Higher Order Thinking Skills through Pedagogy, Organisation and Technology), will organise teachers into action research teams who will trial and continually self-evaluate new teaching methods incorporating ICT into a thinking orientated curriculum. The project will utilise St Helena Secondary College's state-of-the-art ICT Centre of Excellence (under construction at the time of this report) and the expertise of the staff of the two schools. Both the ICT facility and the HOTSPOT project will be cutting edge initiatives that have the potential to provide an invaluable opportunity for pre-service teachers to gain an insight into the State's most advanced and progressive ICT projects.

St Helena Secondary College and Diamond Valley College are among 73 schools which have benefited under the Leading Schools Fund, many of which are focused on ICT initiatives. The Committee notes, however, that other programs funded through the Leading Schools Fund may also provide unique opportunities for university education faculties to observe and incorporate best practice across a range of educational themes, into their own curriculum.

The Committee believes the successful Navcon initiative, Leading Schools Fund programs and schools with ICT Centres of Excellence should be involved in pre-service teacher education through negotiated partnerships between universities and schools. The Committee envisages that such partnerships would be of immense benefit to both pre-service teachers and their course providers and, further, provide opportunities to enhance student outcomes through involvement of teacher educators and pre-service teachers in the initiatives. The Committee believes that universities must establish partnerships with schools involved in these initiatives in order to achieve optimal delivery of ICT curriculum within teacher education.

**Recommendation 6.3:** That the Department of Education and Training explore partnership opportunities between universities and schools to access centres of ICT excellence for use in the delivery of pre-service teacher education.

## Conclusion

The Committee believes that education faculties face considerable challenges in relation to preparing pre-service teachers for the ongoing and growing role of ICT throughout their teaching career. The Committee has received little evidence to suggest that university education faculties systematically and closely ally their ICT programs with programs and functions used and required in the school and other education and training sectors. Further, the Committee has not seen significant evidence of cross-faculty partnerships or sharing of ICT instruction methods and curriculum between institutions. The linkages between teacher education institutions and developers of leading educational ICT products do not seem to be particularly strong. Finally and most importantly, the variation in the breadth and quality of ICT instruction experienced by pre-service teachers is too wide. This suggests that current courses are not doing enough to ensure not only that all pre-service teachers are ICT confident, but that all pre-service teachers have the opportunity to significantly expand their knowledge of ICT and ICT pedagogy during their teaching course, regardless of their level of expertise when they commence their studies. Universities also need to invest in ICT training for their staff, in order to achieve ICT competence and confidence for Victoria's pre-service teachers.





## 7. Selection of Students into Teacher Education Courses

The average teacher is a facilitator of learning, a mediator of disputes, a negotiator of curriculum and a director of the play called 'Class'. These are just some of the roles and responsibilities required of your normal teacher. Today I will suggest that teaching is practical in its nature; therefore, teachers must possess the personal qualities and communication skills required to fulfil the many roles they take on each time they step inside the classroom. Unfortunately a pre-service teacher training course cannot teach these qualities; therefore, universities must improve the selection processes which allow enrolment into education courses. .... If the correct applicants are not selected for a course, then the quality of the course becomes irrelevant.<sup>339</sup>

Mr David Lyons, second-year teacher, Frankston High School

### Context

The selection of students into pre-service teacher education in Victoria is based largely on an applicant's previous academic record. The competitive nature of entry has driven up academic requirements over recent years, resulting in a large pool of high quality applicants seeking to become teachers. Despite widespread recognition of this quality, the Committee heard strong support for selection into teacher education based on an applicant's academic capacity and the demonstration of personal attributes needed for successful teaching. This is based on the view that selection into pre-service teacher education is yet to catch up to the changed nature of the teacher's role in the 21st century classroom, which depends on more than a sound academic background.

### Guidelines for Selection into Teacher Education

The Standards Council for the Teaching Profession Guidelines for the Evaluation of Teacher Education Courses (1998) outline desirable selection criteria for assessing applications for entry into teacher education courses.

In terms of academic capacity and results, the Guidelines indicate that in addition to good skills in numeracy and oral and written communication, a desirable target is that entrants to teacher education should have reached the standard equivalent to a 'C' in VCE English Units 3 and 4 and at least satisfactory completion of VCE Mathematics Units 1 and 2.

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<sup>339</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.5-6.

In addition to the above requirements, the Guidelines identify a number of other attributes that are likely to signify potential for teaching, including:

- an enquiring mind and willingness to learn
- positive motivation towards helping children and adolescents learn
- effective interpersonal communication skills
- ability to work independently with others and in teams
- enthusiasm and initiative – a willingness to ‘have a go’
- flexibility, adaptability and patience
- an outcomes orientation
- an ethical approach to their work.<sup>340</sup>

While the Committee received strong evidence that the above attributes are essential for successful teaching, most Victorian universities do not adequately assess candidates on these criteria, if at all. As outlined in the next section, nearly all education faculties reported that selection to teacher education courses is generally based on an assessment of past academic achievement. Where supplementary material is considered, it is usually obtained through written application forms, which the Committee contends are not always suitable for assessing such attributes.

## **Current Course Requirements and Selection Methods**

Selection criteria and processes for entry into teacher education courses are determined by each university. Most Victorian universities continue to select pre-service teachers based largely on past academic performance, despite the existence of Guidelines developed in 1998 that clearly outline some of the personal qualities required by teachers, together with recognition within the education community that many of these skills cannot be adequately taught during teacher education.

All Victorian universities delivering teacher education use Victorian Tertiary Admission Centre (VTAC) procedures to select pre-service teachers for undergraduate courses. Entry requirements and selection processes in Victoria are consistent with those used in other States across Australia. The main requirement for entry into undergraduate pre-service teacher education is

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<sup>340</sup> Standards Council of the Teaching Profession 1998, *Guidelines for the Evaluation of Teacher Education Courses*, revised December 1998, Department of Education, Melbourne, p.3.

satisfactory completion of Year 12, together with the necessary Equivalent National Tertiary Entrance Ranking (ENTER). Some institutions also have specific subject prerequisites. Entry into postgraduate teacher education courses is often determined by the candidate's grade point average (GPA) from their undergraduate degree and may be supplemented by other methods, such as interviews or written statements from applicants addressing their motives for undertaking the course.

Information contained in the following sections, outlining entry requirements and selection methods has been provided to the Committee by the Victorian Institute of Teaching.

### ***Primary Courses***

The majority of undergraduate primary courses require satisfactory completion of Units 1 and 2 VCE Mathematics (excluding Foundation Mathematics) and a study score of at least 25 in Units 3 and 4 in VCE English. RMIT University currently has no mathematics prerequisite, although there is a requirement for this to be introduced by 2007. Some courses, including those offered at Monash University, require that entrants have also achieved a study score of at least 20 in three other VCE units. In the case of double degrees, there may be additional entry requirements according to the requirements of the second degree.

Victorian entrants to undergraduate primary courses are generally selected from the pool of school leavers based on their academic results. Selection for non-Year 12 entrants is based on previous academic results, supplementary information provided on the VTAC form and previous relevant experience. La Trobe University gives preference to applicants with scores of at least 20 in a language other than English (LOTE), as the course offers a LOTE pathway for graduates. The University of Ballarat may require applicants who have not completed Year 12 or a tertiary qualification in the previous three years to sit a mathematics and/or English aptitude test and attend an interview.

Entry into postgraduate primary teaching courses requires completion of an undergraduate degree. The Australian Catholic University requires that entrants hold an undergraduate degree with at least a major or minor study in one of the key learning areas of the primary school curriculum. The University of Melbourne requires that entrants hold an undergraduate degree with at least a major in one subject area and a sub-major in a second subject area. The University of Ballarat requires that entrants have an appropriate degree or diploma of at least three years duration, completed within the last eight years.

Entrants into postgraduate primary courses are selected largely on the basis of previous academic results. Some universities also consider a Teacher Suitability Report, while others may require entrants to attend an interview and/or sit written tests.

## ***Secondary Courses***

The majority of Victorian undergraduate secondary teaching programs also require satisfactory completion of Units 1 and 2 VCE Mathematics (excluding Foundation Mathematics) and a study score of at least 25 in Units 3 and 4 in VCE English. Double degree course requirements may vary according to the requirement of the second degree, while some double degree arts courses do not have the mathematics requirement. Where a LOTE course is undertaken, the applicant requires VCE LOTE Units 3 and 4 or the equivalent speaker proficiency, in addition to the basic academic requirements. Specialist science and mathematics courses require a minimum score of 25 in VCE Units 3 and 4 Mathematics Methods or 20 in VCE Units 3 and 4 Specialist Mathematics. Middle band ENTER bonuses are given for each of Specialist Mathematics, Physics or Chemistry.

Entrants to undergraduate secondary teaching courses are generally selected from the pool of school leavers based on their academic results. Special requirements usually apply for non-Year 12 entrants based on previous academic results, supplementary information provided on the VTAC form and previous relevant experience. Deakin University makes provision for an intake of mature-age or special-entry applicants while RMIT University has special entry positions for mature-age entrants and Aboriginal and Torres Strait Islanders. Universities generally have additional selection criteria for those seeking entry into Physical Education courses.

Entrants into postgraduate secondary courses require at least a Bachelor degree with the relevant discipline studies, often requiring sub-majors, majors or a two-year sequence for two teaching methods. Students are selected through VTAC, largely based on their previous academic results, although various universities also take into account supplementary information. Entrants to Victoria University must complete a supplementary application form and if shortlisted, attend an interview.

A number of universities indicated to the Committee that priority for selection into secondary education courses is based on a combination of factors, including the GPA of the applicant, viability of class sizes, availability of faculty staff to teach certain methods and the needs of the teaching profession, industry or government for particular teaching methods. Generally, previous academic results seemed to be given the highest weighting in selection decisions.

## **Perceived Weaknesses within Current Selection Processes**

The Committee recognises that increased demand for teacher education courses in Victoria over recent years has resulted in a large pool of 'high quality' candidates, where this is assessed on academic merit. In 2005, ENTER scores for entry into teacher education courses in Victoria were generally in the 65-80 range. While the Committee recognises that a strong academic background is highly desirable, and would like to see ENTER scores remain at current or even higher levels, the Committee believes that other criteria are equally important and should be assessed prior to entry into teacher education.

The above view was supported in evidence from a range of stakeholders, including teachers and principals and some teacher education faculties, many of whom recommended an interview process as a valuable selection measure. Many stakeholders emphasised the importance of broadening selection methods and criteria for entry into postgraduate courses in particular. A number of others suggested however, that detailed applications and possibly interviews should be required for entry into all teacher education courses. The Department of Education and Training advised, for example, that universities need to:

... consider other criteria than the ENTER score or academic results in undergraduate studies as the basis for entry to a course, such as detailed submissions from applicants with interviews as necessary, to improve the quality of students ...<sup>341</sup>

The call for greater use of interviews and other qualitative processes is based on a consensus that teaching is primarily a people job. It is not sufficient for teachers to be able to transmit curriculum content and to develop skills and competencies. Today's teacher must successfully foster a learning environment that takes into account the individual needs of students and the capacity to support the educational, emotional and welfare needs of students. Underlying this important skill is a range of personal qualities, including strong relationship, communication and teamwork skills and a deep commitment to personal and professional growth that cannot necessarily be taught at a higher education institution. The Committee believes that assessment of these essential criteria, in conjunction with assessment of academic capacity, would greatly enhance selection into teacher education courses.

Ms Marion Heale, Principal, Frankston High School explained the significant impact that a teacher's interpersonal skills and their ability to relate to children can have on the academic and social development of students and therefore, their future success in all aspects of their lives:

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<sup>341</sup> Written Submission, Victorian Department of Education & Training, July 2004, p.5.

Students who believe their teacher is a caring one tend to learn more. Positive relationships with teachers predict enhanced social and language development in young children, and students' feelings of acceptance by teachers are associated with emotional and behavioural engagement in class. Teachers who support a student's autonomy tend to facilitate greater motivation, curiosity and the desire for challenge. Teachers higher in warmth tend to develop greater confidence in students.<sup>342</sup>

The Committee is very concerned that universities may have failed to adequately assess a broad range of competencies required for teaching, and that this may result in a missed opportunity for school students to experience the best learning environment possible. The Committee is also surprised that the institutions continue to restrict their selection process to an administrative one based on academic results, given the potentially negative effect this could have on the reputation of their courses. Just some of the indications of poor selection decisions could include high drop-out rates, unsatisfactory academic results, unsatisfactory performance during teaching practicum, lack of participation by pre-service teachers in extracurricular activities working with children and low employment rates among graduates. The Committee was unable to quantify the extent of such factors among current education courses as it did not obtain the data required for such an analysis. Nonetheless, the Committee is concerned by the potential flow-on effects resulting from poor selection decisions. These may include:

- wastage faced by governments and institutions where drop-out rates are high
- reductions to education faculty budgets if university-based performance criteria are not met
- negative effects on both the supply and quality of teaching graduates in schools.

One of the significant weaknesses of the current selection process is that it fails to take into account motives for applying for a teaching course and the impact of these motives on perceptions of and future performance in the profession. The Committee's commissioned research with new teachers revealed significant disparities in motives for undertaking a pre-service teaching course, particularly in relation to career expectations and vocational commitment. These disparities directly influence the perceptions among pre-service teachers of the required attributes of excellent teachers.

The commissioned research found that primary school teachers are more likely to decide to become teachers earlier in their lives and to exhibit an intrinsic desire to foster the development of children. Most primary teachers participating in the focus groups entered a pre-service teacher training course directly from secondary school, as their first preference, or worked in areas involving children,

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<sup>342</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.3.

in child care or volunteering at primary schools, before deciding to become a teacher. These teachers perceive teaching as a fulfilling career and speak of the emotional rewards of seeing children grow and develop.<sup>343</sup> This suggests that they are well equipped to meet fundamental challenges inherent in quality teaching, as articulated by experienced school teachers, school leaders and students.

By contrast, the motives revealed during the focus group discussions by some graduate secondary teachers in embarking on a teaching career seem less likely, in several instances, to be linked to a successful or outstanding teaching career. Younger graduates, in particular, may regard teaching as a temporary career option and employment they can fall back on while changing careers. Some younger graduates may be influenced by only having to complete a one-year Diploma of Education in order to pursue a teaching career.<sup>344</sup> This was important to graduates who were tired of studying, did not want to undertake honours and Master's programs and were keen to begin earning an income. Some younger graduates also remarked that they undertook pre-service teacher education because they failed to earn a place in their first preference university course.<sup>345</sup>

Some mature age secondary school teachers, on the other hand, perceive teaching as a lifestyle choice, made attractive by the prospect of regular working hours and the number of holidays. However, mature age graduates who regard teaching as a long-term career are more inspired by the prospect of emotional reward gained by passing on their life experience to students, sharing their passion for knowledge and lifelong learning, and contributing directly to social welfare and development.<sup>346</sup> It seems likely that these graduates may be more suited to teaching than those entering the profession for perceived lifestyle benefits.

The fact that some graduate teachers are, in part, motivated by expediency or perceptions of easy living, supports the contention that pre-service teachers' awareness of the complexity and demanding nature of the profession, and the diverse range of capabilities they will have to master, needs to be heightened and emphasised both in entry processes and throughout teacher education programs.

A further weakness the Committee sees with academic merit as the sole selection criteria is the negative impact this may have on the diversity of the teaching workforce. With the sometimes divergent educational outcomes within different socioeconomic or culturally and linguistically diverse communities, too

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<sup>343</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), pp.9-10.

<sup>344</sup> Ibid.

<sup>345</sup> Ibid.

<sup>346</sup> Ibid.

many high quality teacher candidates will be potentially excluded through the use of a single (academic) selection criterion. This of course has flow on effects, including the reduced likelihood of schools being able to engage an increasingly diverse student population in learning and missed opportunities to help reconnect communities.

Career change professionals and mature age entrants, with much to offer in the classroom, may also be discouraged or excluded if academic results remain the main criteria for selection into teacher education. Members of these groups may be disadvantaged by current selection procedures where their academic results may not have been a true reflection of their capacity for a variety of reasons, and whose more recent portfolio of knowledge, skills, experiences and personal attributes are a more relevant and reliable basis upon which to make selection decisions. The issues associated with these groups are outlined in the next section.

Many stakeholders supported a greater use of interview processes and group assessment tasks for the selection of candidates into teacher education, a trend that the Committee found to be well established in some international jurisdictions. For example, in New Zealand, panel interviews comprising lecturers, community and education professionals, and assessment centres that assess competencies such as oral communication and listening skills, teamwork, empathy, assertiveness, literacy and problem solving skills are currently widely used by teacher education providers. The Committee observed similar models operating in the United Kingdom (where the government requires all entrants to be interviewed prior to commencing teacher training) and the United States, as discussed later in this chapter.

The following quotations are representative of many heard during the inquiry, and provide evidence for conducting interviews as part of the selection process into teacher education.

Ms Karen Wade, Assistant Principal, Frankston High School, suggested that education faculties must be more selective in accepting pre-service teachers into their courses:

When I ask student teachers at the start of the year why they have enrolled in the course, some replies are, 'I was not sure what else to do', 'My marks were not good enough to get into my first choice' and 'I have decided to change professions because I have children and I want to work 9.00am to 3.00pm and have school holidays'. Quite frankly these are not the people we want becoming teachers.

... tertiary institutions need to be more selective when choosing prospective students. ... we need to interview students as other courses do because teachers need to possess a passion, values, excellent social and communication skills, literacy skills and social awareness. I believe nous,



personality, flexibility and a sense of humour are big factors in teacher effectiveness.<sup>347</sup>

Mr Gary Allen, Chair, Country Education Project, advised the Committee that retention in one particular program where candidates were interviewed was higher than in other programs where interviews were not conducted:

... retention [in this program] is very high, higher than what the university normally inputs in its funding projections, and higher than the VCE cohort that went into the same program. We think we made good choices on the basis of the interview process and the passion the person displayed.<sup>348</sup>

Mr John Martino, Co-ordinator, Graduate Diploma of Secondary Education Partnerships, School of Education, Victoria University similarly indicated that better decisions had been made where candidates had been interviewed:

... it is quite a complex process and there are lots of opportunities for that evidence to be unearthed. ... [if] all we did was look at their paper requirements, we would be making a lot of wrong decisions.<sup>349</sup>

In explaining the limited basis for selection into teacher education courses, many institutions suggested that it is not practical to interview all applicants. For example, a lecturer in the Faculty of Education at Monash University stated that 800 applicants were received for 90 positions in the postgraduate course in 2004. He noted that if each of these applicants was to be given a half-hour interview, the process would take fifty working days.<sup>350</sup> It seems to have been overlooked by some universities, however, that it would only be necessary to interview a proportion of applicants who have perhaps been shortlisted on the basis of academic results or written applications.

The Committee is not convinced that the ENTER is the best discriminator within the narrow range of scores being considered for entry, particularly at the cut-off point. Victoria University adopts what the Committee considers a far more effective approach, using the supplementary form as a basis for prioritising potential entrants. The form is used to assess:

- an applicant's understanding of the course content, expectations and the commitment required
- academic record and capability to undertake university studies
- knowledge and understanding of working with young people across a range of age groups
- a history of engagement with young people in a range of settings

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<sup>347</sup> Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, pp.15-16.

<sup>348</sup> Transcript of Evidence, Public Hearing, Melbourne, 10 May 2004, p.6.

<sup>349</sup> Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.8.

<sup>350</sup> Mr D. Zyngier, Transcript of Evidence, Community Forum, Frankston High School, 23 April 2004, p.18.

- interests and capability to study in specialist general areas such as outdoor education or creative arts.

In the case of its undergraduate program, Victoria University then ranks suitable candidates by ENTER, while for the postgraduate course, it uses the supplementary form to identify a group of approximately 120 to be interviewed for around 80 positions.<sup>351</sup>

## **Recruitment and Selection of Career Change Professionals and Mature Age Entrants**

Throughout the education community, it is widely recognised that economic trends and labour market forces make recruitment of mature age entrants from other professions and occupations vital to the ongoing renewal of the teaching profession. It has to be assumed that the teaching profession will reflect trends in the broader labour market, with individuals increasingly having multiple careers throughout their lives. Hence, it is likely that teachers of the future will have already spent time working in another occupation, or are likely to move out of (and perhaps back into) teaching in the future. It is within this context that the Committee's terms of reference required it to examine this issue and make recommendations relating to attracting and supporting people from other professions into teaching.

Most stakeholders believe that mature age teachers bring special, valuable qualities or an extra dimension to teaching that is sometimes missing among many of the young people who have gone straight into university from school. Dr Ian Sloane, Principal of Mitcham Primary School and an Executive Committee Member of the Victorian Primary Principals Association, stated for example, that he and his colleagues are finding that many of their best teachers are those who have done something else beforehand and who are attracted into the teaching profession because of their love of children or of learning or because they have had a chance to try something else.<sup>352</sup> That extra dimension seen in many mature age entrants may comprise knowledge of 'the tricks of children' gained through parenthood or through previous work with children, or simply be the additional maturity and ability these people have to think through a lot of the issues surrounding their own lives and their social roles as teachers and as members of the broader community.<sup>353</sup> Others noted that mature age and career change entrants often bring a global perspective to their learning and teaching.

The Faculty of Education at Deakin University agrees that mature age, widely experienced entrants bring valuable, broadening perspectives to the profession

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<sup>351</sup> Dr J, Martino, Co-ordinator, Graduate Diploma of Secondary Education Partnerships, Victoria University, Transcript of Evidence, Public Hearing, Melbourne, 18 May 2004, p.9.

<sup>352</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, p.6.

<sup>353</sup> Ibid, pp.6-7.

and their workplaces,<sup>354</sup> while the School of Education at Victoria University similarly notes that beginning mature age teachers have much to offer students because of their experience and knowledge of learning for life and for community engagement.<sup>355</sup> Dr Steve Tobias, Co-ordinator of the Bachelor of Education (Primary) course offered by La Trobe University (Bendigo), adds that mature age students have a 'fantastic influence' on younger student colleagues.<sup>356</sup> And Ms Jacinta Cashen, a qualified primary school teacher and President of the Victorian Council of School Organisations, believes that teachers who have put some years and reflection between their own schooling experiences and their teacher education may be more successful in interpreting what positive and negative teaching models they should follow, develop or avoid.<sup>357</sup>

While many stakeholders recognised the benefits of attracting mature age people into teaching, some also cautioned that selection processes must be used to assess the suitability of individual candidates on a wide range of criteria, including academic capacity, relevant prior experience, up-to-date subject knowledge, personal characteristics and particularly, motivations to teach. Various stakeholders, including the Catholic Education Commission of Victoria and a number of school principals, noted for example, that there may be some danger that prospective mature age entrants are more passionate about their expertise or industry, than about children or young people, and therefore emphasised the need to assess potential entrants on their commitment to teaching children.

The Committee found it extremely difficult to obtain an accurate picture regarding the number of mature age and career change professionals entering teaching. This was due to both a lack of quantifiable data provided by the universities, and inconsistencies in the way pre-service teacher profiles are defined. Many universities, for instance, used the terminology 'non-Year 12' and 'mature age' entrant interchangeably. The Committee observed, however, that while many courses have very high proportions of non-Year 12 entry, in some instances, there are very few pre-service teachers who could truly be considered a mature age student within the context of this inquiry.

By way of illustration, Deakin University provided detailed data showing that 46 per cent of new entrants to the Bachelor of Education (Primary) course in 2004 were non-Year 12 entrants. However, a closer analysis of the age profile in this course shows that 79.3 per cent of the total pre-service teacher cohort were aged 17 to 23 (the expected age range for those commencing university straight

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<sup>354</sup> Written Submission, Deakin University, Faculty of Education, April 2004, p.4.

<sup>355</sup> Written Submission, Victoria University, School of Education, April 2004, p.10.

<sup>356</sup> Dr S. Tobias, Course Co-ordinator, Bachelor of Education, La Trobe University, Bendigo Campus, Transcript of Evidence, Public Hearing, Melbourne, 24 May 2004, p.23.

<sup>357</sup> Transcript of Evidence, Public Hearing, Melbourne, 17 March 2004, pp.24-25.

from school) and a further 9.8 per cent were aged 24 to 29. Only 7.2 per cent were aged 30 to 39 and the remaining 3.7 per cent were aged 40 or over.<sup>358</sup>

The Committee is aware that some universities, including Deakin and RMIT make special provision for mature age applicants into teacher education. Despite such measures at individual institutions, the Committee received evidence through its commissioned research that mature age participants had only become aware of the opportunity to undertake teacher education through personal channels. The Committee therefore believes that promotion of teacher education opportunities needs to be more extensive and effective. The Committee also believes that the growing significance of mature age entry requires a more structured approach at the Government level to recruitment of mature age entrants and to the collection of data associated with their movement through the teacher education system and into the teaching profession.

The Committee believes that the widespread use of academic criteria for the selection of teacher education candidates has a very significant effect on mature age entrants. Many of these people completed their studies a number of years ago, and may now have additional experience and qualifications that are more relevant to their claims for suitability for a teaching career. As noted by La Trobe University's School of Educational Studies however, it is not known how many high quality people with professional and vocational credentials are immediately excluded from selection into teacher education through current VTAC entry procedures.

The La Trobe School of Educational Studies is not just concerned about the general problematic effect of applying inflexible academic selection criteria. It is also concerned about the narrow range of occupations and pathways by which applicants are deemed to be qualified for places in courses preparing teachers in high demand subjects such as technology education. The Committee heard that one such omission, for example, relates to prospective entrants who have, over a working lifetime of learning on-the-job, supplemented by short-course training, become competent office administrators and ICT specialists. These people are, the School believes:

... highly desirable people to have teaching ICT in VET in VCE programs. Yet, because they do not always have a recognised qualification, and because a 'mainstream' pathway to obtaining an [ICT] qualification exists (that is, via university courses), these potential students are considered ineligible for entry into the Graduate Diploma of Technology Education.<sup>359</sup>

The Committee also heard from several principals including Mr Ray Flanagan, Principal at Overport Primary School, regarding how inflexible selection procedures can have a negative impact on the recruitment of suitable mature

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<sup>358</sup> Supplementary materials provided to the Committee by Deakin University, December 2004.

<sup>359</sup> Written Submission, La Trobe University, School of Educational Studies, May 2004, p.12.

age teachers. As described in the case study below, Mr Flanagan saw a highly suitable, motivated individual miss out on a place in a teacher education course, while a less suitable candidate was successful in his application.

### **Case Study 7.1: Example of current selection procedures on recruitment of suitable mature age teachers**

Mr Flanagan was approached at the beginning of 2002 by two men who wanted to become primary school teachers. Both of them were tertiary qualified. One had a degree in science and was running a successful business making kayaks and surf skis, while the other man was from North America, an ex-serviceman with 'a string of degrees as long as [your] arm with the appropriate [High Distinctions] et cetera accompanying them.' Both men made considerable sacrifices to work as volunteers in the school for a year. The small business owner scaled down his business to come and work for the school gratis while the other man took a night job and worked during the day at the school. Mr Flanagan believes it was obvious within a few weeks that only one of them was suited to teaching, the small business owner:

*He immediately formed fantastic relationships with the kids, with other teachers, with parents, was there beyond and above the call of duty, took lunch time classes et cetera which was his thing; he went away on school camps et cetera. Let us just say the other bloke struggled – no relationships with the children, found it hard to relate to staff, came into teaching from purely an intellectual point of view.*

At the end of their volunteer year, Mr Flanagan wrote recommendations for both men. He was more effusive in his praise for the small business owner than he had perhaps been for any other employee, while the other man's reference was 'notable for its brevity'. Yet the former serviceman secured a place in a teaching course and the former small business owner did not, and the university involved in the selection procedure protested that with limited funds and huge numbers of applicants, it could only select on academic qualifications.

Source: Transcript of Evidence, Community Forum, Frankston High School, p.14.

The above case study again reinforces to the Committee the need for broader selection criteria and processes for entry into teacher education and the additional importance of such criteria to the career change cohort.

## **Best Practice Models**

During its discussions with representatives of the OECD, the Committee heard that too many people without a genuine motivation to teach continue to enter the profession worldwide.<sup>360</sup> There is therefore an identified need in many countries for better information, counselling and assessment of interpersonal skills prior to entering a teacher education program. The lack of genuine motivations to teach among some entrants was similarly evident in Victoria. The Committee has

<sup>360</sup> The Committee met with Mr B. Hugonnier, Deputy Director, Mr P. McKenzie, Education Director, Mr P. Santiago, Education Director, Ms J. Looney, Analyst and Mr R. Miller, Senior Analyst at the OECD in Paris, 28 June 2004.

therefore formed the view that pre-service teachers should have access to improved information and counselling regarding their career choice and that there should be greater assessment of interpersonal skills when selecting entrants into pre-service teacher education courses. These strategies will help to ensure that future teachers have the knowledge, skills and attributes that reflect the changing nature of education in the 21st century.

The Committee's view that selection procedures for entry into teacher education must be improved is supported by best practice international models, where an interview process is not only normal, but sometimes a government requirement. The following section describes such models and how they could be implemented to advance the quality of pre-service teacher education in Victoria.

### ***Recruitment and Selection in the United Kingdom***

Selection for entry into teacher training in the United Kingdom is based on clearly defined academic criteria, in conjunction with an assessment of personal attributes that contribute to an applicant's suitability for teaching. Minimum academic standards required by the British Government include GCSE passes at grade 'C' in English and mathematics, as well as a science subject if teaching in a primary school. For undergraduate study, applicants also require at least two A-levels, while the requirement for postgraduate entry is completion of a first degree.

All pre-service teacher training candidates in the United Kingdom must complete an application form containing personal details, qualifications, experience and interests. These forms may be completed online or through a paper application and are assessed by admissions staff to shortlist applicants for interview. Applicants must also provide a written reference prior to their application being considered. The application is a 'showcase' that demonstrates what each applicant has to offer and why they want to teach. Applications should demonstrate:

- experience working with children
- why the applicant would benefit from teacher training
- an understanding of what teacher training involves
- a commitment to learn the subject(s) the candidate seeks to teach
- a commitment to teaching.

No candidate in the United Kingdom is offered a place in a teacher training course without first being interviewed. The final recruitment procedure will usually include at least two of the following:

- a group task – for example, discussing an aspect of the curriculum or lesson planning
- an individual interview
- a written test – this usually applies for admissions to primary teacher training where knowledge of English, mathematics and ICT is tested.<sup>361</sup>

The interview panel is looking for applicants who demonstrate commitment to and an understanding of primary or secondary education; good personal, intellectual and communication skills; an interest in and understanding of the subject specialisation (for secondary school training) and clear and accurate oral skills in English.<sup>362</sup>

Another important aspect of the UK model is the extensive marketing and promotion conducted by the Teacher Training Agency (TTA) to recruit the best trainee teacher candidates possible and to encourage potential applicants to thoroughly assess their decision to teach. Marketing strategies are designed to appeal to a variety of specific target groups and the TTA provides a significant level of guidance and assistance to help potential applicants to explore a teaching career. Programs include:

- an open schools program involving a network of over 500 schools that welcome prospective teachers who want to look around a school and talk to staff
- meet a teacher opportunities, including a telephone service to allow potential applicants to talk with an experienced teacher, and regular careers events held throughout the country
- three-day teaching taster courses that include one day in a school. Places on taster courses are given first to those aiming to teach in priority subject areas, or who come from under-represented groups (including those from minority ethnic communities, men who wish to teach in primary schools and people with disabilities).

The Committee was impressed by the professional and proactive approach adopted by the TTA in seeking to attract, recruit and select the highest quality entrants. Also notable within the UK model was the significant emphasis given to collecting quality data at all stages of the process, to allow continual improvement in TTA policies and processes and therefore, ongoing improvements in the quality of teaching graduates.

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<sup>361</sup> Teacher Training Agency (TTA) 2002, *Finding a route that is right for you ...*, TTA, United Kingdom, p.24.

<sup>362</sup> Ibid.

## ***Selection in the United States***

There are many and varied pathways into teaching in the United States, as discussed in Chapter 3. Additionally, each State has its own qualification, certification and registration requirements and there is not a co-ordinated approach to entry into teaching courses. Nevertheless, the Committee heard a number of best practice examples regarding the selection of students into teacher preparation programs.

During its international investigations, the Committee met with representatives of some of the best teacher preparation programs in the United States. For example, Bank Street College in New York was identified to the Committee (both in Australia and the United States) as a best practice teacher education program. Certainly, the Committee was impressed with many aspects of its course design and delivery, as well as its rigorous selection process, which the Committee notes is also viewed by applicants as a highly positive and valuable experience. The selection process includes a long autobiography, response to scenarios and an interview.

The key criteria for selecting pre-service teachers at Bank Street College are:

- a strong undergraduate degree
- breadth and depth in the liberal arts
- demonstrated sensitivity to others, flexibility, self-awareness and a willingness and capacity to engage in self-reflection
- demonstrated evidence of positive interpersonal skills and relationships with both children and adults
- demonstrated evidence of healthy motivation and commitment to learning and to children, including a demonstrated commitment to working with children via a volunteer capacity.

Teach for America is just one of the many alternative certification routes into teaching in the United States (refer Chapter 3 for more details of the program). While this highly contentious program aims to address issues that are not evident in Victoria,<sup>363</sup> its approach to selecting candidates may have lessons for Victorian teacher education providers. The selection process adopted by Teach for America was applauded during the Committee's discussions in the United States, even by policy organisations that felt the program itself has some significant weaknesses.

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<sup>363</sup> Teach for America aims to address severe teacher shortages in areas of widespread poverty and disadvantage and should be evaluated in the context of a system where many existing teachers do not have an appropriate teaching qualification. The Committee is not suggesting that it supports this type of program as an alternative certification route for Victoria.



Given the high demand for entry into the Teach for America program, and the challenging situation that its graduates will experience, candidates face a rigorous selection process. The program undertakes aggressive efforts to recruit a diverse group of the most outstanding university graduates who will be the future leaders in fields such as business, medicine, politics, law, journalism, education and social policy. Together with high academic requirements, Teach for America participants must demonstrate a record of outstanding achievement in past endeavours, persistence in the face of challenge and a strong sense of personal responsibility for outcomes. Applicants must also have strong critical thinking skills, the proven ability to influence and motivate others, excellent organisation skills and the desire to work according to the program's mission.

The Committee also participated in discussions regarding the New Teacher Project, which evolved from the Teach for America program. The New Teacher Project is a national, non-profit organisation that partners with educational entities, including State Departments of Education and school districts, to increase the number of outstanding individuals who become public school teachers.<sup>364</sup> It also has a comprehensive selection process, which aims to assess competencies that seem to be predictors of success in teaching, particularly in hard to staff schools. Such competencies include resilience, motivation, leadership, initiative and independence. Applicants participate in a day long group assessment and interview process with 10-12 candidates, where they complete a five minute teaching practice exercise to a group, participate in a group discussion on a controversial issue in education, complete a writing exercise and participate in an individual scenario based interview.

The Committee was interested to observe that despite the very different philosophies and styles of preparation evident in university programs and alternative certification routes in the United States, the selection criteria of programs in either stream are very similar. That is, entry to both traditional teacher education courses and newer, often controversial routes into teaching relies on a solid (or superior) academic background as well as a range of desirable personal characteristics identified as essential for successful teaching and a demonstrated commitment to learning and to teaching children.

## **Lessons for Victoria**

The Committee believes that Victorian universities are currently overly reliant on selection procedures that are, to a considerable extent, one-dimensional. In many cases, a potential candidate's interest in or motive for pursuing a teaching career and their prior learning and experience are not taken into account. In contrast, models of selection that incorporate a variety of assessment techniques and a much broader set of criteria than prior academic achievement

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<sup>364</sup> Since 1997, over 13,000 new teachers have been prepared by the New Teacher Project, through more than 40 programs in 20 States. Further information on the New Teacher Project is available at [www.nttp.org](http://www.nttp.org).

are well established in international jurisdictions, including New Zealand, the United Kingdom and the United States. Similarly, the Committee notes that as with best practice overseas, other faculties within Victorian universities, such as medicine, journalism and the fine arts, use multi-dimensional assessment models for entry into a broad range of courses. If Victoria is to maintain and increase the quality of the current teaching profession and the school system, the Committee believes that its education faculties should similarly adopt a broader approach to the selection of students.

The Committee therefore believes that Victorian universities could adopt best practice models for recruitment and selection of pre-service teachers. This includes the need to:

- raise and promote the quality and status of various teacher education programs, to ensure the best applicants are attracted into teaching
- recruit people from a diverse range of socioeconomic, cultural, geographic, academic and career backgrounds
- target recruitment efforts to respond to the range of positive motivations different people have for considering a teaching career
- encourage and support pathways within universities, particularly within subject area shortages, to ensure that high quality students in other disciplines are attracted into teacher education programs
- include rigorous academic standards as just one of the selection criteria for entry into teacher education
- assess a broad range of personal skills and attributes for entry into teacher education and the need for such assessment to be based on interactive processes, in addition to any written application.

In summary, the Committee considers that a best practice model for selection into teacher education courses includes a staged process involving an initial assessment of academic results and a written application, followed by an interview and/or group assessment task to assess an applicant's interpersonal, communication and team skills and their motivations for and commitment to teaching. The Committee also sees a very real need for a range of strategies covering flexible and accelerated delivery of teacher education to encourage and support entry among mature age and career change professionals.

**Recommendation 7.1:** That the Victorian Institute of Teaching, in consultation with the employing authorities and teacher education institutions, broaden current selection criteria and processes for entry into teacher education. Selection should be based on a combination of academic ranking and aptitude, which may be assessed through written (or online) applications, together with an interview where appropriate.

**Recommendation 7.2:** That the Victorian Institute of Teaching consider and respond to the specific needs of mature age and career change professionals when developing revised selection criteria and processes for entry into teacher education.

## Conclusion

The Committee believes that selection processes adopted by education faculties in Victoria are not fully effective, in that a potential candidate's interest in, aptitude for, or motive for pursuing a teaching career and their prior learning and experience are generally not taken into account. While not dismissing the potential logistical difficulties of broadening university selection procedures, the Committee believes that academic merit should not be the only criterion for entry into any teacher education course.

The Committee is particularly keen to see that concerns regarding resource pressures not be used as a barrier to adopting broader selection criteria and processes that allow for more effective assessment of a range of qualities essential for successful teaching in the 21st century classroom. As a minimum, the Committee believes that all applicants should be evaluated on their previous academic results and a detailed written application that demonstrates experience working with young people (where applicable), an understanding of what teaching (and teacher education) involves and a commitment to teaching as a career. The Committee also believes that the selection process would be enhanced if universities included an interview in the selection process for a larger proportion of candidates.



## 8. Teacher Induction and Mentoring

The multi-faceted nature of teaching is such that it generally cannot be mastered during the pre-service teacher education course or during the first year of teaching.<sup>365</sup>

Association of Independent Schools of Victoria

### Context

Much of the evidence received by the Committee alluded to the vital importance of effective induction into the profession and ongoing professional development. The Committee was constantly reminded that teaching is an increasingly complex and demanding profession and effective practitioners require a vast array of skills and knowledge. It is improbable that any single pre-service teacher education course is able to cover all the skills and knowledge contemporary teachers require, let alone provide opportunities for pre-service teachers to master them all. The same is true of courses for most, if not all professions. Given this, pre-service teacher education providers must evaluate the skills and knowledge essential for beginning teachers, prioritising these over the skills and knowledge that are more appropriately developed in the profession over time, through induction, mentoring and ongoing professional development.

This inquiry heard considerable criticism of the lack of emphasis afforded to practical teaching skills during pre-service teacher education. Many participants argued that substantially more could be done to ensure graduates are more 'teacher ready' upon entering the profession. Commonly, principals, supervising teachers and, especially, graduates insist that many course providers are failing to prioritise many of the critical skills and the knowledge required of beginning teachers. The Committee has sought to redress this through recommendations that will provide some focus on preparing graduates who are more 'teacher ready' as they embark on a career in teaching. Nonetheless, induction, mentoring and professional development will retain their vital, complementary role in ensuring the early success of Victoria's new teachers.

It is in the context of inevitable limitations of pre-service teacher education, a lack of emphasis afforded 'teacher readiness', and a trend towards lifelong learning, that the Committee considers induction, mentoring and professional development as relevant to this inquiry. The Committee found there are substantial opportunities for universities to formally and strategically integrate ongoing professional development with pre-service teacher education. If improved partnerships between course providers and education communities

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<sup>365</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.4.

become an integral part of pre-service teacher education, the possibilities for university involvement throughout the entire teaching career may be further expanded.

## Importance of Graduate Induction and Mentoring

The Committee received much evidence regarding the importance of effective induction and mentoring during the early years of teaching. The view of Dr Gregor Ramsey that no other profession expects so much from their new practitioners in their early years on the job,<sup>366</sup> was often repeated to the Committee throughout this inquiry. The Committee noted the view of the National Commission on Teaching and America's Future, which proposed that if growth and development is not supported and accelerated in the initial years of teaching, then it will take up to seven years for someone to become a highly effective teacher.<sup>367</sup> Furthermore, as noted by Professor Richard Gunstone, Associate Dean of the Faculty of Education at Monash University, the nature of the first teaching experience does more to shape a new teacher's fundamental views about what teaching is and how they should do it than does teacher education.<sup>368</sup> This is particularly relevant where the first teaching experience is a negative or overly challenging one. This is a view that has previously been reported by the Commonwealth Department of Education, Science and Training (DEST):

The first year is when teachers are most likely to decide whether or not to remain in the profession ... with the quality of the first teaching experience being the most heavily weighted factor influencing teacher retention.<sup>369</sup>

The first few years of teaching are undoubtedly the most difficult. The term 'reality shock' has been used to describe the transition from pre-service teacher education into the practice of teaching. For many teachers the transition from pre-service training into professional employment is smooth and fulfilling, yet as DEST points out:

An unsustainably high proportion of beginning teachers report significant difficulty. For them, 'reality shock' is very real, with results that may last from a few weeks to the whole of the first year, or longer. Its symptoms include stress, self-doubt and disillusionment ... In more extreme cases, this

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<sup>366</sup> Ramsey, G. (2000), *Quality Matters: Revitalising Teaching: Critical Times, Critical Choices – Review of Teacher Education in NSW*, Department of Education and Training, NSW, p.67 and p.117.

<sup>367</sup> Meeting with T. Carroll, President and K. Green, Chief Operating Officer and Director for State Policy & Partnerships, National Commission on Teaching & America's Future, Washington, 8 July 2004.

<sup>368</sup> Transcript of Evidence, Monash University Peninsula campus site visit, 23 April 2004, pp.13-14.

<sup>369</sup> Commonwealth Department of Education, Science and Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra.

culminates in a severe crisis of morale and questioning of personal efficacy.<sup>370</sup>

The Committee heard that the consequence of negative first experiences is often attrition from the teacher workforce. The rate of attrition in the first five years of teaching was reported to be around 25 or 30 per cent during this inquiry.<sup>371</sup> Recently it was also reported that approximately 40 per cent of teachers aged under 30 are not currently employed in the profession.<sup>372</sup> The Committee also heard that overly challenging initial experiences can result in the loss of valuable opportunities for new teachers to consolidate learning and experience gained during pre-service teacher education. Put simply, new teachers are concentrating on simply surviving in the classroom during the first years of teaching. New teachers may therefore fail to reconcile the often theory-based content of pre-service teacher education with the practical realities of teaching; the pre-service education and their professional life becoming two independent and disconnected experiences.

Challenges in the first years include the demands of the professional teaching role, overwhelming workload, physical and professional isolation, conflict between expectations and reality, difficult initial teaching assignments, and inadequate induction.<sup>373</sup> Although transition into any new career can be challenging, a number of factors unique to teaching may make it a particularly difficult profession in its first years.

Despite being an inherently social and interpersonal profession, when teachers are undertaking the fundamental component of their job of actually teaching a class, they are usually isolated from their professional colleagues. Beginning teachers are immediately responsible for the learning and teaching of a diverse group of students, unlike other professions where professional responsibility is developed and shared with experienced colleagues for a period of years before responsibility is assumed.<sup>374</sup>

The Committee heard first hand evidence of early career teachers who were simply overwhelmed by the reality of the school classroom.

Ms Olivia Allen, Teacher, Corio South Primary School, advised the Committee:

When I look back at my first day, first week and first term of teaching ... I see so many examples of instances where I was anything but prepared. I

<sup>370</sup> Commonwealth Department of Education, Science and Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra.

<sup>371</sup> Dr L. Ingvarson, Research Director, Teaching & Learning, Australian Council for Education Research, in Transcript of Evidence, Briefing, Melbourne, 15 March 2004, p.22.

<sup>372</sup> Dr Sue Roffey, Educational Psychologist, University of Western Sydney, in a radio interview by Julie McCrossin, *Life Matters* program, ABC Radio National, 25 January 2005.

<sup>373</sup> Commonwealth Department of Education, Science and Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra, pp.20-21.

<sup>374</sup> VIT, *Supporting Provisionally Registered Teachers: a guide for planning induction and mentoring programs in Victorian Schools*, p.3

am also sure that when I look back on my first year of teaching, I will wonder how I managed to survive and in all likelihood will wonder how my children managed to learn and achieve what I hope they will.<sup>375</sup>

Ms E Ruth Boyer, Teacher, Corio Bay Senior College, stated that:

In the classroom you can feel lonely, alone, isolated and exhausted at times. In the first year you are so busy with classroom management, especially in junior [secondary], that you do not have time to consider the methodologies that you have been studying.<sup>376</sup>

The above experiences highlight the importance of increasing the level of 'teacher readiness' among many teaching graduates. This was a key focus throughout the inquiry. As Ms Kristine Rooney, Associate Principal, Western Heights Secondary College, told the Committee:

We need our teacher training institutions to be very aware of the fact that ... the teachers we get into our schools need to hit the ground running. They cannot afford to be like us, learning their craft over 20 years; they are going to have to arrive with a whole skills set that puts them in a better position to meet [various] challenges.<sup>377</sup>

The Committee notes, however, that improving teacher education programs to ensure a greater level of 'teacher readiness' is only the first step in ensuring new graduates have a successful transition into teaching that also affords them opportunities to consolidate their theoretical understanding. New teachers also require effective induction programs and ongoing mentoring and support during their early years. Representatives of the Faculty of Education at Stanford University told the Committee that a new teacher's experience of induction and mentoring is as important to their success or failure and length of stay in the teaching profession as their pre-service course.<sup>378</sup> Studies in the United States have also found that induction programs are a cost-effective measure in ensuring a successful transition into teaching, even where up to US\$5,000 is spent per mentor, when compared to the costs of attrition.<sup>379</sup>

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<sup>375</sup> Transcript of Evidence, Community Forum, Corio Bay Senior College, 7 June 2004, p.10.

<sup>376</sup> Ibid, p.5.

<sup>377</sup> Ibid, p.7.

<sup>378</sup> Meeting with Ms D. Stipek, Dean and Ms A. Ball, Professor of Education, Stanford University, California, 19 July 2004.

<sup>379</sup> California Commission on Teacher Credentialing 1992, quoted in Written Submission, Australian Council of Deans of Education, June 2004, p.25.



## Teacher Induction in Victoria

Until recently, teacher induction in Victoria, like the rest of Australia, was often simply a brief orientation to the profession. Increasingly however, induction is now 'seen as a critical phase within a continuum of professional learning, beginning with pre-service education and extending throughout the teaching career'.<sup>380</sup> According to the Commonwealth Department of Education, Science and Training, Victoria was the first State to directly fund local delivery of induction programs in Government and Catholic schools.<sup>381</sup> According to the Victorian Institute of Teaching, effective induction programs:

- are ongoing and responsive to beginning teachers' professional needs
- lay the foundations for continued growth and learning
- encourage professional dialogue about teachers' work, and
- nurture the enthusiasm and commitment of beginning teachers.

The Victorian Institute of Teaching also emphasises the importance of providing time, space and encouragement for teachers to learn and for mentors to provide support, as essential for effective induction programs.<sup>382</sup> As noted by the Institute, industrial agreements for teachers in both Government and Catholic schools, and in many agreements within independent schools, acknowledge the importance of a reduced workload for beginning teachers, as a condition of employment. The Institute states, while during provisional registration, that:

Whether time is given as a weekly reduction of teaching duties or regular opportunities for professional learning of an equivalent amount of time (up to 5 days per term), it is the recognition that beginning teachers need time to learn and to work with experienced colleagues that is important.<sup>383</sup>

### **Induction in Government Schools**

As part of the Victorian Government's Blueprint for Government Schools, the Department of Education and Training has revised its Induction and Mentoring Programs for Beginning Teachers, as one dimension of the Teacher Professional Development Flagship Strategy.

Commencing in 2004, the Department implemented a more systematic approach to teacher induction, which is complemented by mentoring programs

<sup>380</sup> Commonwealth Department of Education, Science and Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra, p.11.

<sup>381</sup> Ibid, p.12.

<sup>382</sup> Victorian Institute of Teaching (VIT) 2003, *Supporting Provisionally Registered Teachers: A Guide for Planning Induction and Mentoring Programs in Victorian Schools*, VIT, Melbourne, p.5.

<sup>383</sup> Ibid.

that utilise both a mentor and a 'buddy'. The objectives of the Department's induction programs are to:

- ensure that every beginning teacher is supported through the provision of a planned and responsive school-based induction program
- ensure that every beginning teacher receives ongoing professional support provided by a trained teacher mentor who works with them.

To embed the induction programs, the regional offices of the Department have been funded to provide professional development programs for beginning teachers, support school-based induction programs and provide time release for mentors and mentor co-ordinators to attend a two-day training program. Each graduate teacher entering the Government school system and their employing school is provided with a range of induction resource materials, including a professional development resource kit for effective mentoring, various information booklets and a training video covering mentoring practice.

The induction programs comprise three broad phases:

### **1. Pre-commencement**

When a graduate is introduced to and welcomed into the school community, familiarised with their employment conditions and provided with preliminary induction materials

### **2. Laying Foundations**

Week 1 – when a new teacher has brief daily discussions with the principal or a nominee, daily discussions with their buddy, opportunities to teach with their buddy and participates in planning sessions.

Weeks 2 to 8 – when a teacher has regular scheduled meetings with their buddy, regular conversations with the principal or nominee, observes other classes, meets with other new teacher peers in the school, cluster, network or region, participates in regular scheduled professional development activities, participates in collaborative learning with a learning team and participates in Beginning Teacher forums conducted by the Victorian Institute of Teaching.

### **3. Continuing Professional Growth**

When a teacher begins to work with their mentor, develops a portfolio with the assistance of their mentor, observes their mentor's teaching and vice versa, participates in collaborative planning with a learning team, develops their professional development plan, participates in regular professional development activities, is involved in a full registration peer assessment

panel, is involved in performance and development review discussions with the principal or nominee.<sup>384</sup>

Recognising the importance of allowing new teachers time to consolidate and further develop teaching skills and competencies, the Victorian Department of Education and Training directs Government schools to reduce the overall workload of new teachers by 5 per cent. Importantly, individual schools have flexibility in determining how the new teacher's workload is reduced, for example, by reducing the teaching load or by releasing new teachers from other duties undertaken in schools. This is significant as some members of the profession argue that new teachers should gain as much time practising their teaching skills in the classroom, and that the most effective way to support new teachers in their early professional development is to reduce the burden of other duties in schools.

### ***Induction in Catholic Schools***

The Catholic Education Commission of Victoria also runs induction programs for both beginning and returning teachers. Catholic primary schools are allocated funding for school-based induction programs for graduate teachers. The Commission also stages central professional development days for beginning primary teachers, where schools and mentors can receive instruction in establishing school-based induction programs. Funding is made available for mentors and beginning teachers to establish a year-long induction program. Secondary graduate teachers are also provided with central professional development days and are encouraged to have school-based mentoring processes, but the provision of such mentoring is not financially supported.

Returning teachers to the Catholic education system are inducted through the 'Learning Partners' program, which aims to help teachers:

- regain their confidence within the education field
- renew knowledge and skills related to their specialist field or pedagogy
- develop a capacity for and understanding of teaching and learning in line with curriculum developments, such as in relation to ICT
- reframe their understanding of teaching and learning roles in response to changes in school organisation and structure.<sup>385</sup>

The Committee heard that it is also the practice in the Catholic school system to reduce the teaching load of first-year teachers by 10 per cent.

<sup>384</sup> Department of Education & Training (DE&T) 2004, *Voices from the Profession*, 'Induction Resource Materials for Beginning and Returning Teachers', DE&T, Melbourne. pp.49-51.

<sup>385</sup> Catholic Education Commission of Victoria 2003, *Learning Partners: A mentoring program for teachers re-entering the teaching profession*, Catholic Education Commission of Victoria, Melbourne, pp.1-2.

## **VIT Requirements for Beginning Teachers**

The Victorian Institute of Teaching registers all teachers who seek to practice in Victorian schools. All graduating teachers are granted provisional registration for a period of one year, with the capacity to extend that registration for a further period of one year. This period of provisional registration provides teachers with time to consolidate and develop their professional knowledge and skills in independent practice, and to demonstrate that their professional practice meets or exceeds the Standards of Professional Practice for Full Registration.<sup>386</sup> Aside from ensuring that beginning teachers demonstrate their competence to a set of minimum standards, the professional registration requirements aim to encourage the development of formal, consistent structures and processes across systems and schools to support the entry of all new members into the profession.<sup>387</sup> It also allows new teachers to focus for at least one year on the further development of their professional practice.<sup>388</sup>

The Institute requires all provisionally registered teachers, when applying for full registration, to undertake an evidence-based process to demonstrate their competence in the eight standards. The process includes the preparation of a portfolio with three components:<sup>389</sup>

### **1. An Analysis of Teaching and Learning**

The analysis of teaching and learning requires the teacher to draw on their normal teaching practice, and to outline a sequence of learning that they have undertaken with a group of students. An important part of the analysis is a reflection on the learning progress of the class and particularly of two students who are representative of the group of students as a whole. The evidence that goes into the portfolio will consist of approximately five pages of planning and reflection accompanied by student work samples.

### **2. Collaborative Classroom Activities**

The classroom collaboration component of the portfolio requires that provisionally registered teachers undertake at least three collaborative classroom activities, and record a number of observations and reflections from those activities. The evidence that goes into the portfolio consists of three collaborative classroom activity reflection sheets, completed at the time of each activity.

### **3. A Commentary on Professional Activities**

This entry requires the provisionally registered teacher to keep and include in their portfolio a list of the professional activities which show the contribution

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<sup>386</sup> Victorian Institute of Teaching (VIT) 2003, *Supporting Provisionally Registered Teachers: A Guide for Planning Induction and Mentoring Programs in Victorian Schools*, VIT, Melbourne, p.3.

<sup>387</sup> Ibid.

<sup>388</sup> Ibid.

<sup>389</sup> Ibid, p.12.

they make to their staff teams, school community and their profession generally. The evidence that goes into the portfolio is this list, together with a commentary on professional learning arising from three of the listed activities.

The Victorian Institute of Teaching indicates that the portfolio should be developed as a part of a year-long school-based induction program, which provides teachers entering the profession with a mentor and opportunities to consolidate their professional knowledge and skills. The portfolio is normally presented to and assessed by a school-based panel comprising the principal, a teacher nominated by the candidate and a mentor who has participated in the Institute's professional development program, but who is not the candidate's mentor. This occurs in Term 3 or Term 4. The panel will then make a recommendation to the Institute regarding the full registration of the applicant.

The Committee considers the process for awarding full registration to be a vast improvement on previous induction programs into the profession. Nonetheless, graduate and early career teachers often protested that induction material was difficult to use, often coming in dense written form and offering little in the way of practical assistance. The Committee also encountered some evidence that was critical of the excessive workload inherent in the portfolio assessment. Specifically, the Committee heard from both graduate teachers and their school-based supervisors that portfolio tasks are too onerous and time consuming and sometimes interfere with acclimatisation to the job. The Committee's focus group discussions also revealed that the portfolio assessment:

- duplicates work new teachers have already undertaken during their studies
- constitutes a burdensome extra workload on top of what new teachers are struggling to come to grips with in their difficult first year of teaching
- may undermine new teachers' sense of themselves as a professional.<sup>390</sup>

The burden of the Institute's registration process was described by Mr Patrick Walsh, a first-year teacher at Templestowe Valley Primary School, who noted the organisational difficulties of finding time to observe his mentor's teaching and vice versa, which resulted in both teachers forfeiting planning time for their classes. Mr Walsh also spoke of the 'huge' nature of the registration exercise, which also involves establishing learning goals for students, monitoring the work of two students as representing the learning of the class, compiling annotated work samples and writing up test results. The 'easiest' dimension of the

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<sup>390</sup> Market Solutions Pty Ltd 2004, *Suitability of Current Pre-Service Teacher Training Courses 2004 - Final Report*, commissioned by Education and Training Committee, Market Solutions Pty Ltd, Melbourne (unpublished), p.36.

exercise, according to Mr Walsh, is keeping a diary of professional development activity throughout the year, which he updates once per week.<sup>391</sup>

Similarly, Mr Brendan Bailey, a first-year teacher at Princes Hill Secondary College, stated:

... perhaps university education degrees need to be equalised or, dare I say, standardised, because the lack of university standardisation has allowed the Victorian Institute of Teaching to come in and introduce these first-year mandatory requirements for all student teachers, which essentially means we have to do our Dip. Ed. again when we get out into school and have a lot less time to do it.<sup>392</sup>

Ms Kelly Geddes, a first-year teacher at Buninyong Primary School also commented on the additional stress caused by the portfolio and the excessive time it takes to complete the requirements:

Something I am finding a bit difficult at the moment to fit in is the VIT portfolio ... I think it is not necessary. It is extra pressure on first-year teachers to be doing something more. I think we should be concentrating on our day-to-day teaching and improving that, attending our PDs [professional development days]. Basically we are repeating what we have already done. We have done portfolios in third year at university on rounds, we have done portfolios in fourth year at university on rounds; it is a ridiculous waste of time. Many, many hours are being spent on them.<sup>393</sup>

In light of comments made by those currently undertaking the portfolio requirements, the Committee believes that the Victorian Institute of Teaching should continue to monitor the experience of new teachers during the induction year, to ensure its portfolio requirements do not cause undue anxiety or excessive workloads in what is already a difficult year. It may be that there are opportunities to modify the full registration process to achieve a more balanced assessment program. Certainly, it is important that the Institute's induction processes and requirements not simply become meaningless additional work but focus fully on ensuring that teachers demonstrate a high level of competency.

The Committee also sees a very important role for universities in the effective transition of new teachers into schools. First and foremost, the Committee believes that universities must improve their existing pre-service teacher education programs to ensure graduates are more 'teacher ready', thereby ensuring smoother transitions into the profession. The Committee believes that universities should take a far more active role in supporting their graduate teachers during the crucial first year of teaching. While acknowledging that universities currently have a responsibility to equip pre-service teachers with skills and knowledge that will sustain them for many years of teaching practice,

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<sup>391</sup> Transcript of Evidence, RMIT University Bundoora campus site visit, 7 September 2004, p.16.

<sup>392</sup> Transcript of Evidence, University of Melbourne site visit, 20 August 2004. p.29.

<sup>393</sup> Transcript of Evidence, University of Ballarat site visit, 5 November 2004, p.9.

it may be that universities should not be providing all of that knowledge during pre-service education but should, instead, be given a larger role in providing regular professional development to teachers throughout their career.<sup>394</sup>

Many stakeholders with whom the Committee consulted during this inquiry maintained that the development of improved partnerships between universities and schools is the best route to improving induction processes and the 'teacher readiness' of new graduates. The Association of Independent Schools, Victoria, for example, commented:

Currently, most of the support to beginning teachers is provided by schools. There is very little external professional development that is specifically focussed toward the needs of beginning teachers ... Universities may be able to coordinate networking opportunities for graduates during their first year in the teaching profession.<sup>395</sup>

The Australian Education Union also highlighted the importance of close relationships and working partnerships between universities and schools:

... pre-service education should be linked to what happens once a teacher actually enters a teaching service, so you have the VIT induction program and it should also be linked to properly funded professional development. Rather than front loading everything into a single year pre-service course, we believe that it should be an integrated process which links the employment of teachers with their pre-service courses. That requires close relationships and working partnerships between universities and schools.

The Committee therefore supports more structured links between universities and new graduates, such as those identified by the Commonwealth Department of Education, Science and Training in *An Ethic of Care*:

- following up to check satisfaction with the work environment
- organising beginning teacher support networks
- providing on-call assistance with specific teaching issues
- gathering feedback to evaluate the relevance of teacher education courses
- providing information about curriculum resources
- providing professional development on new teaching strategies

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<sup>394</sup> Mr J. Graham, Australian Education Union, in Transcript of Evidence, Public Hearing, Melbourne, 10 May 2004, p.23.

<sup>395</sup> Written Submission, Association of Independent Schools of Victoria, May 2004, p.4.

- offering counselling support - the chance to talk to someone outside the work environment.<sup>396</sup>

The Committee has a firm view that improved links between universities and beginning teachers should commence in the beginning teacher's first year of teaching, with universities providing beginning teachers with access to integrated feedback and professional development. Such programs would provide graduates with the opportunity to discuss with education experts and peers any emerging issues they have encountered during their first months of independent teaching and could become part of the Victorian Institution of Teaching professional registration requirements.

Further, these programs would offer valuable, relatively cost-effective opportunities for universities to monitor and evaluate the success of their courses in preparing new teachers effectively. The Institute may choose to encourage universities to offer induction programs through accreditation levers, a proposal the Committee envisages would be mutually beneficial, and therefore cost effective, particularly if opportunities for pre-service course improvements are embraced by universities

**Recommendation 8.1:** That the Victorian Institute of Teaching work with universities and employing authorities to design and implement a structured professional development program for first year graduates to complement their pre-service teacher education program. Further, that the Institute, in consultation with education faculties and schools, incorporate this program into the requirements for full teacher registration.

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<sup>396</sup> Commonwealth Department of Education, Science and Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra, p.17.



## Mentoring

The Victorian Institute of Teaching recognises mentoring as a key strategy for achieving successful induction into teaching. Mentoring responsibilities are also recognised and included in role statements for promotion within the career structure of teachers and in policy statements from both the Department of Education and Training and the Catholic Education Office.<sup>397</sup> The Victorian Institute of Teaching describes the principles of mentoring as:

- The partnership between mentor and provisionally registered teacher exists first and foremost as a professional relationship.
- Mentoring is not a coaching exercise but a two-way relationship which continues over time. Both teachers bring many skills and much knowledge to the relationship that can enrich and develop both teachers' practice.
- The process should be guided by the graduate's professional learning needs and concern.
- The mentor is there to help provisionally registered teachers identify their professional learning needs and help find positive and effective ways to support that learning.
- Commitment to the process and to meeting on a regular basis to discuss concerns, to plan and work through suggestions for developing professional practice and to celebrate achievement is essential.

The Department of Education and Training's induction program engages both a 'buddy' and a 'mentor' for graduate teachers. There is a clear difference between the two roles. In essence, a buddy helps provide the graduate or returning teacher with information, serving as 'an anchor', a 'place of reference' and as 'one person who's been identified to answer all your questions'.<sup>398</sup>

The mentoring relationship is 'more professional' than that between graduates and buddies. A mentor is the graduate teacher's critical friend focussing on reflective practice, and is not part of a new teacher's official performance assessment process.<sup>399</sup> Mentors only become involved in the induction of a new teacher after the buddy has provided initial supervision and orientation. Mentors play a crucial role in the induction program, working 'closely with new teachers,

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<sup>397</sup> Victorian Institute of Teaching (VIT) 2003, *Supporting Provisionally Registered Teachers: A Guide for Planning Induction and Mentoring Programs in Victorian Schools*, VIT, Melbourne, p.5.

<sup>398</sup> Commonwealth Department of Education, Science & Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra, p.50.

<sup>399</sup> Department of Education & Training (DE&T) 2003, *Teacher Mentoring: A booklet for Mentor Co-ordinators, to supplement the Teacher Mentoring Professional Development and Resource Kit*, DE&T, Melbourne, p.7.

providing peer support and collegial advice to assist them in reflecting on their work and improving their practice'.<sup>400</sup>

The process of allocating suitable mentors can be complicated. According to the Commonwealth Department of Education, Science and Training, more than 75 per cent of mentors have traditionally been allocated to new teachers because they teach in the same year level or curriculum area, rather than because they have 'the necessary skills or interest in the role'. This, the Department suggests 'points to a conservative interpretation of mentoring in which there is a stronger focus on the experienced teacher passing on knowledge and teaching strategies, than facilitating critical enquiry and reflection'.<sup>401</sup> Consequently, the Victorian Department of Education and Training has endeavoured to professionalise the mentor selection process by placing responsibility for the selection of mentors with a school's leadership team and mentor co-ordinator. The Department provides an information guide to detail expectations and help bring about best matching for mentor co-ordinators, mentors and mentorees. Selection criteria for mentors comprise the qualities, skills and attributes of potential mentors rather than their willingness, years of experience, specific knowledge or position in the school.<sup>402</sup> The recommended process is also flexible enough to permit the new teacher to have input as to whom they may like to have as a mentor.

The Committee also examined various mentoring models in other State and international jurisdictions. Of interest is the NSW Department of Education's Teacher Mentor Program being trialled over the period 2003 to 2006. The Program includes eighty schools with high numbers of graduate teachers and employs 58 teacher mentors. The program is experimenting with four different models of mentoring including:

- full-time mentors based in a single school
- full-time mentors who mentor new teachers in a number of different schools
- full-time mentors who mentor temporary teachers across a number of different schools
- school-based teachers who have a 50 per cent teaching load and a 50 per cent allocation to mentoring the new teachers within their school.

The NSW Department of Education trains the mentors and places them in mentoring positions for two years. Mentors can return to their substantive

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<sup>400</sup> Victorian Institute of Teaching (VIT) 2003, *Supporting Provisionally Registered Teachers: A Guide for Planning Induction and Mentoring Programs in Victorian Schools*, VIT, Melbourne, p.9.

<sup>401</sup> Commonwealth Department of Education, Science & Training (DEST) 2002, *An Ethic of Care: Effective Programmes for Beginning Teachers*, DEST, Canberra, p.74.

<sup>402</sup> Department of Education & Training (DE&T) 2003, *Teacher Mentoring: A booklet for Mentor Co-ordinators, to supplement the Teacher Mentoring Professional Development and Resource Kit*, DE&T, Melbourne, pp.19-20.

positions afterwards. Interestingly, the mentors are paid at the level of assistant principal in primary settings and at the rate of faculty head in secondary schools. One major planned outcome of the program is to reduce the teaching load of new teachers in their first year of practice.

The Committee notes that some aspects of the NSW model are similar to aspects of the mentoring model being introduced in New York State. There, 360 full-time mentors will be matched by subject area and grade level of new teachers. The one-year model, which includes planning, observation, advisement and assessment of skills by the mentor, has been influenced by the University of California (Santa Cruz) model, which has been widely recognised as a best practice model. The Committee also heard that the Governor of Virginia plans to implement a measurable and accountable mentoring system in Virginia's public school system.<sup>403</sup>

The Committee acknowledges current research being conducted into induction and mentoring processes. In particular, the Committee looks forward to seeing the findings of the three-year, Australian Research Council funded project, *Evaluating Professional Experiences and Mentoring in the Preparation and Induction of Teachers for the Teaching Profession*, being jointly conducted by Monash University, the University of Melbourne, the Victorian Institute of Teaching and the Department of Education and Training. This project will evaluate pre-service teacher experiences during their university courses and the experiences of first year teachers. The outcomes of the project will include the articulation of 'high quality' professional experiences, the development of an instrument for evaluating mentoring programs and the acquisition of evidence on the effectiveness of such programs.<sup>404</sup>

The Committee supports the rationale underlying research projects such as that described above. The Committee also believes that the Victorian Government should continue to monitor and evaluate its induction and mentoring programs for new teachers in terms of their long-term effectiveness, especially their impact on student learning outcomes. Furthermore, the Committee believes that the Victorian Institute of Teaching could achieve greater consistency across induction and mentoring systems, by establishing formal qualification and accreditation requirements for beginning teacher mentors.

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<sup>403</sup> Governor M.R. Warner, Governor of Virginia, presentation at the *Chairman's Breakfast: Ensuring Teaching Quality in Hard-to-Staff Schools*, at the Education Commission of the States National Forum on Education Policy, Orlando (USA), 15 July 2004.

<sup>404</sup> A/Prof. C. Ure, Associate Dean, Faculty of Education, Transcript of Evidence, University of Melbourne site visit, 20 August 2004, p.22, and email correspondence to the Committee from A/Prof. C. Ure, Faculty of Education, University of Melbourne, 29 November 2004.

**Recommendation 8.2:** That following formal evaluation of existing induction and mentoring models, the Victorian Institute of Teaching establish formal qualifications and accreditation requirements for mentors of beginning teachers.

## Conclusion

While the Committee is heartened by recent advances in teacher induction and mentoring in Victoria, it still believes there is considerable scope for improvement and reform. The Committee believes that the current philosophy underpinning existing Victorian Government induction guidelines should continue. The Committee also notes the increasingly systemic and systematic approach the Victorian Government is taking to structure induction experiences and the selection of mentors for beginning teachers. The Committee believes, however, that all teacher education institutions in Victoria must also become more involved in the formal, structured induction and mentoring of beginning teachers.

## 9. Conclusion: Step Up, Step In, Step Out!

Victoria has a world-class school system and a highly qualified, professional teaching workforce that is committed to achieving the best possible outcomes for every student. The nature of education is changing, however, creating new demands on schools and teachers. Teachers of the future will require a different complement of skills, knowledge and experience. Teacher education faculties will therefore need to respond with continued review and modification of their teacher education courses. The average age of teachers is increasing and the nature of the labour market is changing so that there is greater mobility into and out of the teaching profession. This requires a more diverse skills and knowledge base than ever before. Universities will therefore also need to respond with a whole range of more flexible and accelerated routes into teaching to make teaching more attractive for career change professionals.

This Committee observed that some teacher education faculties are already changing in response to the new demands of education in the 21st century. The Committee believes, however, that the time is right for more extensive and far reaching change to take place. The Victorian Institute of Teaching and teacher education faculties must, in partnership with local education communities and employing authorities, increase the quality of many of the core elements of pre-service teacher education if contemporary challenges are to be successfully met. In essence, the Committee believes the key challenges facing teacher education are:

- Achieving greater accountability for the quality of new teachers by education faculties.
- Ensuring teacher education is aligned to the diverse needs of contemporary young people and local communities.
- Determining the appropriate balance in pre-service teacher education courses between teaching practice, educational theory, content knowledge, research skills and interpersonal capabilities.
- The design and modification of pre-service teacher education to include accelerated pathways into teaching and more flexible delivery of teacher education, including part-time, evening, weekend, summer and intensive module delivery.
- Improving partnerships between education faculties, schools and local education communities, to ensure teacher education achieves a better balance between the theory and practice components of teacher education. Time spent in teaching practicum must increase substantially.

- Significantly improving the delivery of ICT in teacher education so that it reflects the rapid advancement of ICT use in schools. This requires an increase in confidence and competence in ICT use among teacher educators and the development of partnerships to enable education faculties to access existing centres of ICT excellence in the community.
- Ensuring successful transitions into teaching through enhanced involvement by education faculties in the induction process of new graduates into the profession.
- Continuing to attract high quality applicants into teaching and improving the selection process to ensure applicants are assessed on previous academic success as well as their commitment to and suitability for teaching.

Many reviews of teacher education have been completed over recent decades, though tangible reforms have been slow. The recent establishment of the Victorian Institute of Teaching, which has a legislated role in the governance of pre-service teacher education and the teaching profession, therefore presents this Committee with a valued opportunity to make strong recommendations that will change the landscape of teacher education for the future. In particular, many of the Committee's recommendations are aimed at enhancing the accreditation process and ensuring that higher standards in teacher education are met before courses acquire accredited status. In making its recommendations, the Committee aims to increase quality and standards at all key stages of teacher education and accordingly, has linked most of the recommendations contained in this report to the course accreditation process. In summary, the Committee has recommended that Victorian Institute of Teaching:

- substantially upgrade its accreditation standards to reflect world's best practice and review these standards every five years
- require education faculties to set up partnership agreements with participating schools
- require education faculties to regularly consult with key stakeholders, including teachers, principals, professional bodies, parent representatives and employing authorities
- require education faculties to provide detailed program documentation outlining mechanisms for ongoing monitoring, evaluation and modification of teacher education courses, their curriculum and delivery
- require education faculties to provide details regarding resources and facilities allocated to their programs and how they meet the requirements of pre-service teachers in achieving course objects

- encourage education faculties to maximise the level of flexibility in their delivery of pre-service teacher education and to develop accelerated pathways into teaching
- seek evidence that education faculties are delivering courses through a balanced mix of academic staff and outstanding practising teachers
- phase-in a requirement for pre-service teachers to complete a minimum of 130 days of supervised teaching practice during an undergraduate course or 80 days of supervised teaching practice during a postgraduate course
- require the supervision of teaching practicum to occur in and through genuine partnership arrangements between education faculties and schools
- specify expectations regarding the diversity of practicum experience
- require education faculties to establish better consultative processes with employing authorities and peak subject associations, which should have more influence on the content of courses
- survey graduate teachers, school principals and employing authorities regarding the quality and relevance of subject-related outcomes of pre-service teacher education
- require universities to include the Victorian Certificate of Applied Learning (VCAL), vocational education and training (VET) in schools and other applied learning pathways in all secondary teaching courses
- ensure that specific strategies responding to students with special needs are identified and incorporated into pre-service teacher education
- develop standards for graduating teachers that appropriately reflect the Government's and community's goals for inclusion of culturally and linguistically diverse students
- make ICT a compulsory and key focus of all pre-service teacher education courses and require education faculties to submit an ICT plan.

A key theme in raising the quality of teacher education discussed throughout this inquiry was the appropriate length and structure of teaching practicum. Without exception, pre-service teachers, new graduates, current teachers and school principals indicated that more time should be spent in teaching practice during pre-service teacher education. Significantly, all of the best practice models of teacher education examined by the Committee include a much greater emphasis on teaching practice, with many programs characterised as school-based for both pre-service teachers and faculty staff. Many Victorian

faculty staff too, acknowledged the need for pre-service teachers to spend more time in schools, although they identified a number of challenges in achieving this. Nonetheless, the Committee is of the view that time spent in teaching practicum can be substantially increased through the development of stronger partnerships between education faculties and their local schools. A small number of Victorian institutions have already demonstrated success in this area.

Responsibility for increasing the quality, standards and accountability mechanisms throughout the teacher education system is shared between the Victorian Institute of Teaching, education faculties, the current teaching profession and the broader education and training community. The teaching profession must play a key role in supervising and mentoring pre-service teachers and new teachers in schools. Current members of the profession should also be encouraged to become more involved in activities occurring within education faculties. They should provide input into the design, development and implementation of new teacher education courses. They should also provide feedback regarding the quality of the programs and the ability of these programs to prepare new teachers effectively for the classroom. Current teachers can also be more involved in the delivery of teacher education, sharing their knowledge and skills with teacher educators and pre-service teachers as either guest lecturers or part-time employees within education faculties. The Committee also believes that leaders in the profession could benefit by working with universities, and taking advantage of opportunities to enhance their own qualifications and teaching knowledge and skills.

The Committee received strong evidence indicating that teacher educators also need to strengthen their linkages to the local education and training community. This could be achieved through a combination of strategies. Some teacher educators may seek opportunities to experience teaching in a 21st century classroom, while others continue to undertake action research in partnership with their local schools. Key components of courses can and should be delivered within the school setting, with education faculties making greater use of advanced, specialised facilities, which already exist in many schools. There is also a very real need for more teacher educators to be actively involved in the teaching practicum component of teacher education. This means briefing school-based co-ordinators, supervisors and mentors about the expectations of teaching practice, how theory should link with practicum and the effective implementation of structured practicum placements. It also means adopting a more collaborative approach to the structure, timing and supervision of teaching practice and in matching pre-service teachers to appropriate placements. Teacher educators must also play a key role in the induction of new teachers into the profession and could enhance their role in the ongoing professional development of new and established teachers. Finally, the Committee heard that there are opportunities for teacher educators to contribute to the administration and decision-making of their partner schools.



During Committee deliberations on this report, the Commonwealth Government also announced a national inquiry into teacher education. The Committee welcomes the Federal Parliamentary inquiry, particularly given that many necessary reforms involve a partnership approach between the State Government and the Federal Government.

The Committee believes this report, particularly the 44 recommendations, will significantly inform the workforce planning of the Victorian Government, the work of the Victorian Institute of Teaching, and the Federal Parliamentary inquiry into teacher education. This report will therefore have a significant influence on the raising of standards within teacher education for the future.

Adopted by the Education and Training Committee

Legislative Council Committee Room, Parliament House

Melbourne, 3000

24 February 2005



# Appendix A

## List of Written Submissions

Name of Individual / Organisation	Date Received
Mr Tim Mirabella	3 March 2004
Mr Peter Le Ray	5 March 2004
Benalla Primary School	12 March 2004
Australian Catholic University	23 March 2004
Taylors College	30 March 2004
St Helena Secondary College	31 March 2004
Ms Saro Parthasarathy	1 April 2004
Catholic Education Commission of Victoria	2 April 2004
Ms Kim Billington	2 April 2004
Mr James Andrew Gillies	5 April 2004
FKA Children's Services	5 April 2004
Mr Philip R. La Roche	5 April 2004
Asia Education Foundation	5 April 2004
Victorian Human Rights Education Committee	7 April 2004
Centre for Multicultural Youth Issues	13 April 2004
Ms Kerry Robertson	13 April 2004
Mathematical Association of Victoria	19 April 2004
Australian Association of Mathematics Teachers	21 April 2004
Smart Geelong Region Local Learning and Employment Network	21 April 2004
University of Melbourne	22 April 2004
Victoria University, School of Education	22 April 2004

<b>Name of Individual / Organisation</b>	<b>Date Received</b>
University of Ballarat	23 April 2004
Deakin University, Faculty of Education	23 April 2004
Eltham College of Education	23 April 2004
Neuro Network	26 April 2004
National Coalition Against Bullying	26 April 2004
Victorian Home Economics and Textiles Teachers' Association	26 April 2004
Country Education Project	27 April 2004
Victorian Parents Council	28 April 2004
Australian Mathematical Sciences Institute	28 April 2004
Victorian Outdoor Education Association	28 April 2004
School Library Association of Victoria	28 April 2004
Latrobe University (Bendigo Campus), School of Education	29 April 2004
RMIT University, School of Education	29 April 2004
Career Education Association of Victoria	30 April 2004
Ms Genevieve Loughnan	30 April 2004
Capital City Local Learning and Employment Network	30 April 2004
Australian Council for Health, Physical Education and Recreation, Victorian Branch	3 May 2004
Ms Fran Callinan	3 May 2004
La Trobe University, School of Educational Studies	3 May 2004
Newcomb Secondary College	4 May 2004
Australian Association for Research in Education	5 May 2004
Roxburgh Homestead Primary School	6 May 2004
Manorvale Primary School	6 May 2004

<b>Name of Individual / Organisation</b>	<b>Date Received</b>
Mill Park Heights Primary School	6 May 2004
Bendigo Senior Secondary College	6 May 2004
Centre for Adolescent Health	6 May 2004
Group Training Australia	6 May 2004
Ms Annie Saunders	10 May 2004
Invermay Primary School	10 May 2004
Australian Education Union, Victorian Branch	10 May 2004
Association of Independent Schools of Victoria	10 May 2004
Ms Tracy Donnellan and Mr Paul Kelly	11 May 2004
Ms Rebecca Hunter	12 May 2004
Communication Resource Centre	14 May 2004
Association of Professional Engineers, Scientists & Managers, Australia	14 May 2004
South Australian Department of Education and Children's Services	17 May 2004
Ms Allyson McDonald	17 May 2004
Charles Sturt University, Murray Education Unit	7 June 2004
Hawkesdale P-12 College	7 June 2004
Australian Council of Deans of Education	11 June 2004
Ms Leonie Saundry	11 June 2004
Baw Baw Latrobe Local Learning and Employment Network	16 June 2004
Victorian Department of Education & Training	14 July 2004
Learning Difficulties Australia	22 July 2004
Ms Judith McLaren	31 July 2004



# Appendix B

## List of Witnesses - Public Hearings and Briefings

### *Briefings - Melbourne, 15 March 2004*

Name	Position	Organisation
Mr Jeff Rosewarne	Deputy Secretary, Resources & Management Strategy	Department of Education & Training
Dr Terry Stokes	General Manager, Higher Education & Regulation Division	Department of Education & Training
Mr Robert Maguire	Manager, Work Force Planning & Analysis	Department of Education & Training
Ms Colleen Howell	Manager, Work Force Planning & Analysis	Department of Education & Training
Dr Lawrence Ingvarson	Research Director, Teaching & Learning	Australian Council for Educational Research
Mr Andrew Ius	Chief Executive Officer	Victorian Institute of Teaching
Ms Susan Halliday	Chair	Victorian Institute of Teaching
Ms Kathy Liley	Manager, Special Projects	Victorian Institute of Teaching
Ms Ruth Newton	Manager, Accreditation	Victorian Institute of Teaching

### *Public Hearing - Melbourne, 17 March 2004*

Name	Position	Organisation
Dr Ian Sloane	Principal and Executive Committee Member	Mitcham Primary School Victorian Primary Principals Association
Ms Jacinta Cashen	President	Victorian Council of School

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
		Organisations
Mr Andrew Blair	President	Victorian Association of State Secondary Principals
Mr John See	Executive Member and Principal	Australian Secondary Principals Association  Lake Tuggeranong College (ACT)
Ms Wendy Teasdale-Smith	Executive Member and Principal	Australian Secondary Principals Association  Aberfoyle Park High School (SA)
Ms Gail McHardy	State President	Parents Victoria
Ms Elaine Crowle	Senior Vice-President	Parents Victoria
Dr Andrew Harvey	Executive Officer	Australian Council of Deans of Education
Mr Ken Smith	Secretary	Victorian Council of Deans of Education

### ***Public Hearing - Melbourne, 2 April 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Stuart Tait	Manager, Market Information & Research	The Le@rning Federation
Ms Susan Atkins	Manager, Education Design & Quality Assurance	The Le@rning Federation
Mr Carl Stevens	Team Leader, Teacher Skills & Professional Learning	Catholic Education Commission of Victoria
Mr Greg Whiley	Education Officer	Catholic Education Commission of Victoria
Professor Shirley Grundy	Dean, Faculty of Education	Deakin University



***Public Hearing - Melbourne, 10 May 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Gary Allen	Chair	Country Education Project
Mr Philip Brown	Chief Executive Officer	Country Education Project
Mr John Stafford	Education Consultant	Country Education Project
Mr Glynn Milner	Principal	Maffra Secondary College
Mr Terry O'Connell	Chair and Managing Director	NEiTA Foundation  Australian Scholarships Group
Mr Brian Bamford	Principal	Benalla Primary School
Ms Heather Leary	Vice Principal	Benalla Primary School
Ms Ann Taylor	Deputy President, Victorian Branch	Australian Education Union
Mr John Graham	Research Officer	Australian Education Union
Ms Kerri Knopp	Director, Strategic Relations	Association of Independent Schools of Victoria
Mr Alan Ross	Board Member	Association of Independent Schools of Victoria
Ms Rachel Howard	Public Relations Officer	Association of Independent Schools of Victoria

***Public Hearing - Melbourne, 18 May 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Dr Brenda Cherednichenko	Head, School of Education	Victoria University
Associate Professor Anthony Kruger	Chair, Pre-Service Program	Victoria University
Dr Marcelle Cacciattolo	Co-ordinator, Bachelor of Education Partnerships	Victoria University
Dr John Martino	Co-ordinator, Graduate Diploma of Secondary Education Partnerships	Victoria University

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Terry Hayes	Executive Officer	Council of Professional Teaching Associations of Victoria
Ms Mary Manning	Chair	Council of Professional Teaching Associations of Victoria
	and Executive Officer	School Library Association of Victoria
Ms Marnee Fraser	Innovation & Excellence Educator	Dromana Secondary College
Professor Terri Seddon	Associate Dean, Research, Faculty of Education	Monash University
Ms Viv White	Chief Executive Officer	Victorian Schools Innovation Commission
Ms Nita Schultz	Education Policy Consultant	Victorian TAFE Association
Ms Leonie Millar	Course Developer	Victorian TAFE Association
Mr John Parish	Former Director	Kangan Batman Institute of TAFE

### ***Public Hearing - Melbourne, 24 May 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Christopher Thomson	Executive Officer, Teacher Quality & Educational Leadership Taskforce	Ministerial Council on Education, Employment, Training and Youth Affairs
Ms Jennifer King	Later Years Consultant	Department of Education & Training
Mr Emanuel Merambeliotis	Victorian Certificate of Applied Learning Consultant	Victorian Qualifications Authority
Associate Professor Vaughan Prain	Head, School of Education	La Trobe University, Bendigo Campus
Dr Steve Tobias	Course Co-ordinator, Bachelor of Education	La Trobe University, Bendigo Campus
Ms Heather Le Roy	Chief Executive Officer	Education Foundation

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Geraldine Atkinson	President	Victorian Aboriginal Education Association
Ms Veronica Weisz	Policy & Research Officer	Victorian Aboriginal Education Association

### ***Briefing - Melbourne, 8 November 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Andrew Ius	Chief Executive Officer	Victorian Institute of Teaching
Ms Ruth Newton	Manager, Accreditation	Victorian Institute of Teaching
Ms Cynthia Merrill	Group Manager, Registration & Accreditation	Victorian Institute of Teaching
Ms Debra Punton	Chairperson of the Accreditation Committee	Victorian Institute of Teaching

### ***Public Hearing - Melbourne, 15 November 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Tim Mirabella	Retired Primary School Principal	
Ms Daya Bhagwandas	Speech Pathologist, Audiologist & Sound Therapist	Neuro Network
Ms Jan Thomas	Executive Officer	Australian Mathematical Sciences Institute
Associate Professor Geoff Prince	Deputy Director and Head, School of Mathematical and Statistical Sciences	Australian Mathematical Sciences Institute  La Trobe University
Dr Nancy Lane	Interim Director and Manager	International Centre of Excellence for Education in Mathematics



# Appendix C

## List of Participants - University and Community Forums

### *Monash University (Peninsula Campus) – 23 April 2004*

Name	Position	Organisation
Mr Robert Greaves	Campus Co-ordinator, Faculty of Education	Monash University
Dr Suzy Edwards	Associate Lecturer, Faculty of Education	Monash University
Professor Richard Gunstone	Associate Dean, Faculty of Education	Monash University
Dr Deborah Corrigan	Associate Dean (Teaching), Faculty of Education	Monash University
Dr Geoff Romeo	Senior Lecturer, Faculty of Education	Monash University
Ms Lynne Surman	Lecturer, Faculty of Education	Monash University
Ms Marie Hammer	Early Childhood Course Co-ordinator, Faculty of Education	Monash University
Dr Jocelyn Nuttall	Senior Lecturer, Faculty of Education	Monash University
Mr Wee Tiong Seah	Lecturer, Faculty of Education	Monash University
Mr David Zyngier	Lecturer, Faculty of Education	Monash University
Mr Ross Carlson	Pre-Service Teacher	Monash University
Ms Charlotte Bouman	Teacher	Toorak College

### ***Frankston High School – 23 April 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Marion Heale	Principal	Frankston High School
Ms Karen Wade	Assistant Principal	Frankston High School
Ms Lucy Donaldson	Student	Frankston High School
Mr Travis Smith	Director of Computing	Frankston High School
Ms Kate Taylor	Cluster Educator	Frankston High School
Mr David Lyons	Teacher	Frankston High School
Ms Tessa Hood	Student	Frankston High School
Ms Charlotte Jordan	Student	Frankston High School
Mr Glen Pyman	President, School Council	Frankston High School
Ms Pat O'Connell	Executive Officer	Frankston-Mornington Peninsula Local Learning and Employment Network
Mr David Zyngier	Lecturer, Faculty of Education	Monash University
Mr Don Collins	Principal	Monterey Secondary College
Mr Tim Mirabella	Retired Primary School Principal	
Mr Murray Johnston	Principal	Western Port Secondary College
Mr Ray Flanagan	Principal	Overport Primary School
Ms Maria Italiano	Student Engagement Leader	Heatherhill Secondary College

### ***Deakin University (Geelong Campus) – 7 June 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Professor Shirley Grundy	Dean, Faculty of Education	Deakin University, Geelong Campus
Associate Professor John Henry	Director, Research Institute for Professional and Vocational Education and Training	Deakin University, Geelong Campus

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Russell Matthews	Senior Lecturer and Co-ordinator of Bachelor of Education (Primary)	Deakin University, Geelong Campus
Associate Professor Russell Tytler	Co-ordinator, Science in Schools Research Project	Deakin University, Burwood Campus
Ms Julia Walsh	Lecturer and Co-ordinator of Bachelor of Teaching (Secondary)	Deakin University, Burwood Campus
Dr Geoff White	Senior Lecturer, School of Social and Cultural Studies in Education	Deakin University, Burwood Campus
Dr Geoff Shacklock	Senior Lecturer, School of Social and Cultural Studies in Education	Deakin University, Geelong Campus
Dr John Evans	Senior Lecturer	Deakin University, Geelong Campus
Mr Don Royce	Manager, Practicum Office	Deakin University, Geelong Campus
Ms Kelly Anderson	Pre-Service Teacher	Deakin University
Ms Alana Stoker	Pre-Service Teacher	Deakin University
Mr Nigel Holloway	Pre-Service Teacher	Deakin University
Ms Lauren Davenport	Pre-Service Teacher	Deakin University
Ms Kate McGregor	Pre-Service Teacher	Deakin University
Ms Blanche Cook	Pre-Service Teacher	Deakin University
Ms Louise Buxton	Teacher	Herne Hill Primary School
Dr Neil Lynch	Principal	Herne Hill Primary School
Ms Sandra Cowan	Principal	Moriac Primary School
Ms Lisa Brislow	Teacher	Moriac Primary School

### ***Corio Bay Senior College - 7 June 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms E. Ruth Boyer	Teacher, Visual Communication & Design	Corio Bay Senior College
Ms Lexie Roger	Teacher, Mathematics	Corio Bay Senior College
Ms Kristine Rooney	Associate Principal	Western Heights Secondary College
Ms Nola Stacey	Principal	Corio South Primary School
Ms Olivia Allan	Teacher	Corio South Primary School
Mr Leigh McLaren	Principal	Rosewall Primary School
Mr Paul Hooper	Assistant Principal	Flinders Peak Secondary College
Ms Jan Rollinson	Principal	Corio West Primary School
Professor Shirley Grundy	Dean, Faculty of Education	Deakin University, Geelong Campus
Associate Professor John Henry	Director, Research Institute for Professional and Vocational Education and Training	Deakin University, Geelong Campus

### ***University of Melbourne (Parkville Campus) – 20 August 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Professor Field Rickards	Dean, Faculty of Education	University of Melbourne
Associate Professor Ray Misson	Head, Department of Language, Literacy & Arts Education	University of Melbourne
Dr Julianne Moss	Head, Curriculum, Teaching & Learning Unit	University of Melbourne
Dr Dianne Chambers	Assistant Dean, Information & Technology	University of Melbourne
Associate Professor Christine Ure	Associate Dean, Academic	University of Melbourne



<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Dr Helen Chick	Acting Head, Department of Science & Mathematics Education	University of Melbourne
Dr Rod Fawns	Co-ordinator, Graduate Diploma in Education and Head, Science Education	University of Melbourne
Mr David Hicks	Pre-Service Teacher, Graduate Diploma of Education	University of Melbourne
Ms Rachel Last	Pre-Service Teacher, Bachelor of Education (Primary)	University of Melbourne
Ms Michelle Pangilinan	Pre-Service Teacher, Bachelor of Teaching (Primary)	University of Melbourne
Mr Jared Lawson	Pre-Service Teacher, Bachelor of Education (Primary)	University of Melbourne
Ms Anna Duncan	Pre-Service Teacher, Bachelor of Education (Primary)	University of Melbourne
Mr Brendan Bailey	Teacher	Princes Hill Secondary College

### ***RMIT University (Bundoora Campus) – 7 September 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Dr Gloria Latham	Senior Lecturer	RMIT University
Ms Josephine Lang	Lecturer	RMIT University
Associate Professor Karen Malone	Co-ordinator, New Learning	RMIT University
Ms Chris Walta	Senior Lecturer	RMIT University
Ms I Blythe	Acting Program Leader	RMIT University
Ms Yoke Wei Cheah	Pre-Service Teacher, Bachelor of Education	RMIT University
Ms Krishna Pillai	Pre-Service Teacher, Bachelor of Education	RMIT University
Mr Shane Nelson	Pre-Service Teacher, Bachelor of Education	RMIT University

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Julia Reid	Pre-Service Teacher, Graduate Diploma (Primary)	RMIT University
Mr Patrick Walsh	Teacher	Templestowe Valley Primary School

### ***Australian Catholic University (Melbourne Campus) – 25 October 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Professor Marie Emmitt	Dean of Education	Australian Catholic University
Dr Ken Smith	Head of School	Australian Catholic University
Dr Peter Morris	Assistant Head of School	Australian Catholic University
Dr Josephine Ryan	Senior Lecturer, Literacy	Australian Catholic University
Dr Andrea McDonough	Senior Lecturer, Mathematics Education	Australian Catholic University
Associate Professor Sue McNamara	Lecturer, Information Technology	Australian Catholic University
Ms Alicia Baldwin	Pre-Service Teacher, Bachelor of Arts/Bachelor of Teaching	Australian Catholic University
Ms Elizabeth McKay	Pre-Service Teacher, Bachelor of Teaching	Australian Catholic University

### ***University of Ballarat – 5 November 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Professor Lawrence Angus	Head, School of Education	University of Ballarat
Dr Margaret Zeegers	Lecturer	University of Ballarat
Dr Pat Smith	Co-ordinator	University of Ballarat
Mr Clem Barnett	Senior Lecturer	University of Ballarat
Dr Barry Golding	Co-ordinator	University of Ballarat

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Maryann Brown	Co-ordinator	University of Ballarat
Ms Judy Swan	Co-ordinator	University of Ballarat
Ms Catherine Barnett	Pre-Service Teacher, Bachelor of Teaching	University of Ballarat
Ms Jennifer Griffiths	Pre-Service Teacher, Graduate Diploma of Education	University of Ballarat
Mr Cameron Crilly	Pre-Service Teacher, Bachelor of Education	University of Ballarat
Mr Grant Henderson	Pre-Service Teacher, Graduate Diploma of Education	University of Ballarat
Mr Matthew Copping	Pre-Service Teacher	University of Ballarat
Ms Sonje Hooke	Pre-Service Teacher, Bachelor of Education	University of Ballarat
Ms Ria Coffey	Pre-Service Teacher, Bachelor of Education	University of Ballarat
Mr Peter Walker	Teacher	Mount Clear College
Mr Paul Wilson	Teacher	Buninyong Primary School
Ms Kelly Geddes	Teacher	Buninyong Primary School

### ***St Patrick's College (Ballarat) – 5 November 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Robert Brennan	Deputy Headmaster	St Patrick's College
Mr Timothy Bennett	Student Teacher Co-ordinator	St Patrick's College
Ms Bernadette Brouwers	Director of Studies	St Patrick's College
Mr Howard Clark	Director of Pastoral Care	St Patrick's College
Ms Colleen Pope	Head of Maths and Science	St Patrick's College
Mr Gavin Webb	Teacher	St Patrick's College
Mr Jamie Lynn	Teacher	St Patrick's College
Mr Chris Geljon	Pre-Service Teacher	St Patrick's College
Mr Liam Frost-Camilleri	Pre-Service Teacher	St Patrick's College

## ***Sunbury Primary School – 22 November 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Associate Professor Anthony Kruger	Chair, Pre-Service Programs	Victoria University
Dr Brenda Cherednichenko	Head, School of Education	Victoria University
Dr Mary-Rose McLaren	Co-ordinator, Bachelor of Education	Victoria University
Dr Anne Davies	Co-ordinator, Bachelor of Education	Victoria University
Dr John Martino	Co-ordinator, Graduate Diploma Secondary Education	Victoria University
Mr Rod Moore	Co-ordinator, Career Change Program	Victoria University
Dr Bill Eckersley	Chair, Partnerships, Practice & Research Portfolio	Victoria University
Mr David Cook	Principal	Sunbury Primary School
Ms Karen Guest	Assistant Principal	Sunbury Primary School
Ms Maria de Prada	Leading Teacher	Sunbury Primary School
Ms Gail McMahon	Leading Teacher	Sunbury Primary School
Ms Angela White	Prep 1 Teacher	Sunbury Primary School
Ms Mary Thomas	Grade 6 Teacher	Sunbury Primary School
Mr Liam Wilson	Pre-Service Teacher	Sunbury Primary School
Ms Sian Teece-Millington	Pre-Service Teacher	Sunbury Primary School
Ms Mary Cokovska	Pre-Service Teacher	Sunbury Primary School
Mr Peter Blunden	Principal	Kurunjang Secondary College
	and Chair	Melton Community Learning Board
Ms Bev Fegan	Assistant Principal	Altona Primary School

Note: Following the discussions at Sunbury Primary School, the Committee adjourned to the adjoining campus of Victoria University to continue discussions with faculty staff.

***La Trobe University (Bundoora Campus) – 4 February 2005***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Dr Peta Heywood	Convenor, Graduate Diploma in Education (Primary)	La Trobe University
Associate Professor Bernie Neville	Convenor, Graduate Diploma in Education (Secondary)	La Trobe University
Dr Damon Cartledge	Co-ordinator, Adult, Vocational and Technology Education	La Trobe University
Associate Professor Ramon Lewis	Interim Head of School	La Trobe University



# Appendix D

## Interstate Meetings

### *Sydney – 26 October 2004*

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Dr Norman McCulla	Acting Director, Professional Learning Directorate	NSW Department of Education and Training
Mr Roger Pryor	Primary Principal Leader, Professional Learning Directorate	NSW Department of Education and Training
Ms Fiona Conroy	Manager, New Teacher Development	NSW Department of Education and Training
Mr Phillip Daniels	Assistant Director National Policy	NSW Department of Education and Training
Mr Bruce Mowbray	Manager	NSW Institute of Teachers
Ms Judith Page	Senior Officer	NSW Institute of Teachers
Mr Tom Alegounarias	Acting Chief Executive Officer	NSW Institute of Teachers
Professor Toni Downes	Head, School of Education & Early Childhood Studies	University of Western Sydney
Dr Ian Brown	Associate Dean, Undergraduate Faculty, Faculty of Education	University of Wollongong
Professor Steve Dinham	Chair of Teacher Education, School of Education	University of New England
Associate Professor Gerard Sullivan	Acting Dean, Faculty of Education & Social Work	University of Sydney
Dr John Hughes	Associate Dean, Undergraduate Studies, Faculty of Education & Social Work	University of Sydney

## ***Brisbane – 27 October 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Graeme Hall	Director	Queensland Board of Teacher Registration
Ms Jill Manitzky	Senior Education Officer	Queensland Board of Teacher Registration
Mr Paul Leitch	Director, Strategic Human Resources	Queensland Department of Education and the Arts
Dr Ian Macpherson	Director of Academic Programs, Faculty of Education	Queensland University of Technology
Professor Richard Bagnall	Head of School, Vocational Technology and Arts Education	Griffith University
Dr Helena Austin	Associate Dean, Bachelor of Education (Primary) Review	Griffith University
Dr Cheryl Sim	Convenor, Bachelor of Education (Secondary)	Griffith University
Ms Wendi Beamish	Acting Convenor, Bachelor of Education (Special Education)	Griffith University
Mr Ivan Chester	Convenor, Bachelor of Technology Education	Griffith University



# Appendix E

## International Meetings

### *Paris – 28 June 2004*

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Bernard Hugonnier	Deputy Director, Directorate for Education	OECD
Mr Phillip McKenzie	Principal Administrator, Education & Training Policy Division, Directorate for Education	OECD
Mr Paulo Santiago	Education Director	OECD
Ms Janet Looney	Analyst, Centre for Educational Research and Innovation (CERI)	OECD
Mr Riel Miller	Senior Analyst, CERI	OECD
Ms Sharon A. Siverts	Senior Programme Specialist, Division of Higher Education	Unesco
Ms Mariana Patru	Programme Specialist in Information Technology & Distance Learning, Division of Higher Education	Unesco
Mr Lucio Sia	Programme Specialist, Division of Higher Education	Unesco
Mr Alexander Sannikov	Regional Education Adviser for Europe	Unesco
Mr Kaori Iwai	Associate Expert, Division of Higher Education	Unesco
Mr Qian Tang	Director, Executive Office of Education Sector	Unesco
Mr Matthew James	Australian Delegate to the OECD	
Mr William Fisher	Australian Ambassador to France	

## ***London – 29 June to 1 July 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Anne Barlow	Team Leader, Initial Teacher Training Contents & Standards Project	Department for Education and Skills
Ms Laura Cunningham	Team Leader, Initial Teacher Training Standards & Requirements Strand	Department for Education and Skills
Professor Jon Davison	Dean, Initial & Continuing Professional Development	Institute of Education, University of London
Dr Jeanne Keay	Head of School, Initial Teacher Training	University of Surrey, Roehampton
Mr Lawry Price	Deputy Head of School, Initial Teacher Training	University of Surrey, Roehampton
Mr David Buckingham	Agent General for Victoria	
Mr Ralph Tabberer	Chief Executive	Teacher Training Agency
Ms Wendy Merson	Students Associates Team	Teacher Training Agency
Ms Emma Westcott	Policy Adviser, Initial Teacher Training	General Teaching Council
Ms Margaret Hodge, MP	Minister of State for Children	
Professor Chris Cook	Chair	Universities Council for the Education of Teachers
Professor Joan Whitehead	Policy & Liaison Officer	Universities Council for the Education of Teachers
Visit to British Parliament		

## ***Copenhagen – 5-6 July 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Benny Dylander	Director General	Cirius
Mr Jens Mejer	Deputy Director	Cirius
Mr Jesper Langergaard	International Adviser	Cirius
Ms Christiane Miblbeck-Winberg	International Adviser	Cirius

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Aksel Kramer	Consultant	Danish Union of Teachers
Associate Professor Klaus Bruun	Associate Professor	N. Zahle's College of Education
Ms Lena Walsh	International Co-ordinator	N. Zahle's College of Education
Ms Maj Leth-Espensen		Danish Ministry of Education
Ms Birte Kjaer Jensen		Danish Ministry of Education
Mr Matthew Peek	Australian Ambassador to Denmark	
Mr Fleming Larsen	Australian Trade Commissioner to Copenhagen	Australian Trade Commission
Ms Andrea Wilson Skov	Senior Business Development Manager	Australian Trade Commission
Professor Per F. Laursen	Department of Curriculum Research	Danish University of Education
Mr Sten Nybroe	Teacher	Hellerup Skole
Mr Bruno Kvist	Teacher	Hellerup Skole

### ***Washington – 8-9 July 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Mr Frederick M. Hess	Director of Education Policy Studies	American Enterprise Institute
Ms Kate Walsh	President	National Council on Teacher Quality
Mr Chris Tracy	Participant	Teach for America
Ms Emma Snyder	Participant	Teach for America
Ms Jane Leibbrand	Vice President, Communications	National Council for Accreditation of Teacher Education
Mr Tom Carroll	President	National Commission on Teaching and America's Future

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Kelly Green	Chief Operating Officer and Director for State Policy & Partnerships	National Commission on Teaching and America's Future
Congresswoman Susan Davies	Congressional Representative, California – 53 <sup>rd</sup>	US House of Representatives
Ms Darla Marburger	Deputy Assistant Secretary for Policy, Office of Elementary & Secondary Education	Department of Education
Ms Carolyn Snowbarger	Special Assistant to the Deputy Secretary	Department of Education
Ms Tori Hatada	Special Assistant, International Affairs Office	Department of Education
Dr Joe Hlubucek	Counsellor, Education, Science & Training	Embassy of Australia

### ***New York – 12-13 July 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Karla Oakley	Vice-President for Training & Support	New Teacher Project
Ms Vicki Bernstein	Deputy Executive Director, Division of Human Resources	NYC Department of Education
Mr Irwin Kurz	Deputy Executive Director, Office of Professional Development	NYC Department of Education
Ms Kathy Bocchino	Director New Teacher Induction	NYC Department of Education
Ms Laura Kotch	Executive Director of Curriculum & Professional Development	NYC Department of Education
Mr Nick Michelli	Dean of Teacher Education	City University of New York
Ms Carla Asher	Director of Teacher Education Institutes	City University of New York
Dr Jane Ashdown	Chair, Department of Teaching & Learning	Steinhardt School of Education, New York University

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Professor Mark Alter	Past Chair, Department of Teaching & Learning	Steinhardt School of Education, New York University
Ms Shelia Evans-Tranum	Associate Commissioner, Office of New York City School & Community Services	New York State Education Department
Ms Barbara Coleman	Associate Dean, Graduate School of Education	Bank Street College of Education
Mr Jonathan Silin	Graduate School Faculty	Bank Street College of Education
Ms Susan Goetz-Haver	Graduate School Faculty	Bank Street College of Education
Ms Michele Morales	Chair, General Teacher Education, Graduate School of Education	Bank Street College of Education
Ms Ann Hurwitz	Graduate School Faculty	Bank Street College of Education

## ***Orlando – 14-16 July 2004***

**Conference** - National Forum on Education Policy

**Proceedings, Wednesday 14 July** (Sessions attended by Committee Members)

- Plenary Breakfast: The progress of 'No Child Left Behind' (NCLB)
- Concurrent Session: High-Quality Teachers: Is NCLB getting us there?
- Concurrent Session: Using data to make better decisions
- Plenary Lunch: 50 years of equity and excellence: how far have we come?
- Concurrent Session: What's new and promising in teacher preparation?
- Concurrent Session: The state role in creating the next generation of citizens
- Roundtable Discussion: Missed opportunities: how we keep high-quality teachers out of urban classrooms
- Roundtable Discussion: State-comparable best practice studies
- Roundtable Discussion: Teacher mobility
- Roundtable Discussion: Restructuring time in the schools

- Plenary Dinner: International Perspectives

#### **Proceedings, Thursday 15 July** (Sessions attended by Committee Members)

- Chairman's Breakfast: Ensuring teaching quality in hard to staff schools
- Concurrent Session: State strategies that turn around low performing schools
- Concurrent Session: Good to great, few to many: the role of state policy in creating education leaders
- Concurrent Session: Paying for standards-based reform: are state tax structures up to the job?
- Plenary Lunch: 50 years of equity and excellence: unfinished business
- Concurrent Session: Paying teachers for performance: let's pull off the gloves and get to the bottom of the issue
- Concurrent Session: Using state policy to improve academic achievement in urban schools
- Concurrent Session: The teaching gap: reflections on teaching and how to improve it

#### **Proceedings, Friday 16 July** (Sessions attended by Committee Members)

- Legislators' Breakfast Meeting

### ***San Francisco – 19-20 July 2004***

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Associate Professor Rachel A. Lotan	Director, Stanford Teacher Education Program (STEP)	Stanford University
Mr Fred Stout	Co-ordinator, Co-terminal Teaching Program	Stanford University
Mr Ira Lit	Associate Director, STEP Elementary Program	Stanford University
Ms Yvette Sarnowski	Associate Director, Clinical Work, STEP	Stanford University
Ms Deborah Stipek	Dean	Stanford University
Ms Arnetha Ball	Professor of Education	Stanford University

<b>Name</b>	<b>Position</b>	<b>Organisation</b>
Ms Diane Mayer	Associate Dean for Professional Programs	Berkeley Graduate School of Education, University of California
Professor Paul Ammon	Director, Developmental Teacher Education	Berkeley Graduate School of Education, University of California
Ms Bronwyn Hogan	Executive Director - North America	Invest Victoria
Mr Lance Sparrow	Investment Manager – Biotechnology	Invest Victoria
Mr David Allibon	Professional Development Manager, Apple Australia	Apple Computers
Ms Pola Shornik	Business Development Specialist	Apple Computers
Mr Miguel Young	Consulting Engineer, EBP	Apple Computers





# Appendix F

## **National Framework for Professional Standards for Teaching: Elements of Teaching**

### ***Professional Knowledge***

Teachers know and understand the fundamental ideas, principles and structure of the disciplines they teach. They know and understand the links to other content areas and are able to integrate learning across and between content areas. They know how to effectively teach that content, and understand the prompts and barriers to learning likely to be encountered by students.

In addition, effective teachers have a detailed understanding of how young people learn and their role in facilitating that learning. They know and understand and can articulate a range of philosophies of learning. They critically evaluate the range of teaching and learning theories and know how to apply them where appropriate. They know and understand and take account of the diverse social, cultural and special learning-needs background of their students and the influences these have on teaching and learning. Effective teachers structure learning to take account of these differences.

### ***Professional Practice***

Teachers communicate effectively with their students and establish clear goals for learning. They possess a repertoire of inquiry techniques and teaching strategies, and use a range of tools, activities, and resources to engage their students in learning. They select and organise the content in logical and structured ways to meet learning goals. They are adept at managing the range of behaviours and situations that occur in the classroom and establishing a climate where learning is valued and fostered. Teachers create safe and supportive learning environments and recognise and are attentive to their child protection and welfare roles.

Teachers plan for learning, and utilise a range of formative and summative assessment techniques to report on learning and to inform their planning. They understand the need to evaluate their teaching and the importance of providing both formal and informal feedback to students as a stimulus to learning.

## ***Professional Values***

Teachers are committed to their own development and continually analyse, evaluate and enhance their professional practice. They understand that the contexts in which they work are continuously evolving and changing and the need to adapt and respond to these changes. They work closely with parents and carers to acknowledge that the education of students is a shared enterprise.

They uphold high professional ethics with regard to their own conduct and that of others, and respect their students and value their diversity. They act professionally at all times in their dealing with their students, peers, members of the profession and members of the community.

## ***Professional Relationships***

Teachers engage with diverse student populations representing equally diverse communities. They meet these challenges by forming professional relationships at all levels of the community. It is within this context that teachers design and manage learning experiences for individuals and groups of students that value opportunities to actively engage with other members of their profession and their wider school communities. They work productively with colleagues and other professionals to enhance the learning of their students, and understand and value the importance of close links between the school, home and community in the social and intellectual development of their students. They understand and foster the critical relationship between them and the student. This is a relationship that is underpinned by trust, respect and confidence.

Source: MCEETYA 2003, *A National Framework for Professional Standards for Teaching*, p.11.

# Appendix G

## Standards Council of the Teaching Profession – General Expectations of Teaching Graduates

### EXPECTATIONS OF GRADUATES

*All graduates, regardless of the age or level of students to be taught, will be expected to*

- have knowledge of the role of language and literacy in learning
- give attention to the teaching of English especially reading, speaking, listening and writing including spelling and grammar
- have knowledge of literacy pedagogy
- have basic knowledge of how to address literacy learning needs of second language learners.

Graduates will be expected to have achieved the following outcomes **appropriate to teaching in the subject disciplines/ Key Learning Areas and levels for which they are preparing to teach:**

*in the content of teaching*

- develop an understanding of child development, learning and motivation at all levels, including points of transition such as those in the early years of schooling and at adolescence
- acquire a strong knowledge of subject matter
- demonstrate an understanding of the specific disciplines and their distinctive inquiry processes
- be familiar with materials, teaching methods and programs associated with the curriculum areas to be taught
- adapt subject content to suit the individual learning needs of all students
- make interconnections between disciplines
- demonstrate knowledge and understanding of the Victorian Curriculum and Standards Framework and its relationship to educational goals
- understand learning and teaching as preparation of students for career and lifelong learning
- have knowledge of assessment strategies, data analysis and reporting practices appropriate to the subject discipline and level of maturation of school students

*in the practice of teaching*

- demonstrate good communication skills (oral, written, electronic) with students, colleagues and parents
- establish clear, challenging and achievable expectations for students
- improve learning outcomes for all students by employment of a wide range of teaching approaches which foster independent and cooperative learning, and cater for different learning styles
- structure learning tasks effectively
- incorporate literacy and numeracy teaching in all subject areas
- be flexible and responsive in undertaking roles as facilitator, information transmitter or resource person in the classroom
- have a knowledge of the principles which lie behind the keeping of good discipline and classroom management.
- demonstrate sound classroom management, maintaining an orderly and safe environment while maximising effective learning time

- show competencies in program planning and maintenance of records
- monitor and record student learning and provide feedback on progress and adapt teaching practice accordingly
- report on student progress to parents.

*in using learning technologies to enhance student learning and teaching organisation*

- demonstrate a critical and creative approach to learning situations
- demonstrate a developing competence and confidence in the use of a range of learning technologies in the classroom. Beginning teachers need not be expert in all aspects of learning technologies, they are however expected to be computer literate and proficiency is desirable in:
  - \* using basic computer applications, including word processing, data base and spread sheet packages
  - \* using desktop publishing and presentation software
  - \* using multi-media and interactive presentations
  - \* using communication technologies including the world wide web and electronic mail
  - \* using courseware specific to particular KLA's.
- demonstrate an awareness of a range of learning technology resources and how they can be integrated constructively and creatively with other resources to produce a challenging and rigorous curriculum
- create a classroom environment in which learning technologies are an integral component
- employ learning technologies to assist students develop critical skills of analysis, reasoning, problem-solving and decision making and provide opportunities for students to be engaged in activity which is essentially self-regulating and cooperative
- demonstrate confidence and competence in solving common basic problems in using software, hardware and networks in classroom contexts
- demonstrate use of computers for aspects of reporting and record keeping, administrative duties, lesson preparation and presentation, and professional interaction
- demonstrate alertness and responsiveness to the social and ethical considerations associated with discriminating and responsible use of learning technologies such as equity of access, privacy and copyright. Beginning teachers should also be equipped with strategies to assist students in dealing with sensitive material which may challenge, offend or deny societal or personal values.


*in the ethical, professional and organisational context of teaching*

- possess knowledge of current education, societal and school contextual issues that affect teachers' work and learners' aspirations
- understand about school policies (e.g. the role of the School Charter) and operational structures, and plan to meet their goals
- understand the legal context of teachers' work
- understand the *Professional Code of Practice* and the ethics and relationships which underpin the work of a teacher

Source: Standards Council of the Teaching Profession (SCTP) 1998, *Guidelines for the Evaluation of Teacher Education Courses*, SCTP, Melbourne.

# Appendix H

## Victorian Institute of Teaching Draft Standards for Graduating Teachers



victorian institute  
of teaching

# DRAFT STANDARDS FOR GRADUATING TEACHERS

## Standards

These three broad themes and eight standards together describe the essential elements of teaching.

The Institute requires all graduating teachers to have had pre-service professional learning experiences which lead to a development of practice within these eight standards.

The Institute's process of review and approval of courses of teacher education is being further developed to ensure that these standards and a number of essential elements of practice and knowledge are included in all approved courses.

## Characteristics of Teaching

These characteristics of teachers' knowledge, practice and professional engagement have been identified by teachers and teacher educators as essential for the preparation of members of the teaching profession.

This list of characteristics provides a guide to effective teaching practices that all teachers GRADUATING FROM A COURSE OF TEACHER EDUCATION should have OPPORTUNITIES to consider, understand and develop as professional knowledge DURING THEIR COURSE.

**PRE-SERVICE TEACHER EDUCATION COURSES SHOULD PROVIDE ALL STUDENTS WITH THE OPPORTUNITY TO DEVELOP THIS ESSENTIAL BODY OF KNOWLEDGE AND PRACTICE**

**UNIVERSITIES SEEKING TO PREPARE TEACHERS WILL HAVE THEIR COURSES REVIEWED FOR THEIR CAPACITY TO PROVIDE CANDIDATES WITH THIS ESSENTIAL PRACTICE AND TO DEMONSTRATE THAT GRADUATES MEET THESE STANDARDS.**

## PROFESSIONAL KNOWLEDGE

1. Teachers know how students learn and how to teach them effectively.

2. Teachers know the content they teach.

3. Teachers know their students.

Within the context of four years of tertiary education including at least one year of teacher education and specific subject guidelines, graduating teachers....

<ul style="list-style-type: none"> <li>have a critical knowledge of current learning theories and of pedagogical models from which they draw their practice.</li> <li>have knowledge of theory and contemporary research in child and adolescent development and other fields of study which contribute to an understanding of student learning.</li> <li>know the principles and skills of instruction and program design and know how to engage students actively in learning.</li> <li>have a sound knowledge of the role of language and literacy in learning, of the conceptual, cognitive or developmental steps students make and of barriers to learning.</li> <li>have a critical understanding of assessment, understanding its formative and summative uses and common applications.</li> <li>are aware of how curriculum and assessment frameworks are structured to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>have a critical understanding of the content, processes and skills of the content areas they intend to teach.</li> <li>are aware of the key concepts, structure and developments in their content areas.</li> <li>know the methodologies, resources and technologies used to support and assess student learning within their curriculum areas.</li> <li>know the importance of literacy and numeracy to their content area and can incorporate strategies to support literacy and numeracy in their teaching.</li> <li>know how to integrate learning and student understanding across a number of curriculum areas.</li> <li>are aware of tools and practices for assessing, recording and reporting student learning progress to parents and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate empathy and positive regard for and rapport with students.</li> <li>regard all students as capable of learning and demonstrate an understanding of and commitment to equity in their practice.</li> <li>know how to identify the prior knowledge, the learning strengths and weaknesses of students, and other factors which impact on learning.</li> <li>have an understanding of cultural and religious diversity and of sociological factors which may influence the students they teach.</li> <li>are aware of common teaching and classroom management challenges and develop appropriate professional responses to them.</li> <li>understand the legal and ethical dimensions of teaching and the nature of their professional commitment to students.</li> <li>appreciate the position of trust they are given by parents/guardians and the community and are aware of ways parent/teacher partnerships can be developed.</li> </ul>
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PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
<p>4. Teachers plan and assess for effective learning.</p> <p>5. Teachers create and maintain safe and challenging learning environments.</p> <p>6. Teachers use a range of teaching practices and resources to engage students in effective learning.</p>			<p>7. Teachers reflect on, evaluate and improve their professional knowledge and practice.</p> <p>8. Teachers are active members of their profession.</p>	
Within the context of a course of teacher education which provides at least 45 days of supervised professional practice, graduating teachers...			Within the context of professional studies, graduating teachers...	
<ul style="list-style-type: none"> <li>use their professional knowledge to establish clear, challenging and achievable learning goals for students as individuals and groups.</li> <li>design lesson and unit plans which integrate a range of activities, resources, and materials to support learning, including the use of ICT and other learning technologies.</li> <li>evaluate student responses and work samples, using a variety of strategies and tools to make appropriate assessments of learning and plans for future teaching and learning activities.</li> <li>plan learning sequences and units which are consistent with curriculum statements, frameworks and assessment structures commonly used in schools.</li> <li>monitor and record student learning, providing appropriate feedback to students on their progress and how to improve, and to reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>establish clear expectations of behaviour for a safe learning environment for all students.</li> <li>model exemplary behaviour for co-operative learning and positive interactions with others.</li> <li>are aware of and can use a range of strategies to establish a positive and inclusive learning environment where all students can learn and are challenged.</li> <li>manage the materials, resources and physical space of the school to ensure a safe and challenging environment for learning.</li> <li>work within the legal and ethical framework expected of all teachers and maintain appropriate professional relationships with students.</li> <li>work co-operatively and purposefully with colleagues and other professionals who share responsibility for the learning and welfare of their students.</li> </ul>	<ul style="list-style-type: none"> <li>understand and employ strategies for building effective relationships with students, parents and colleagues.</li> <li>model curiosity and enthusiasm for learning and are aware of strategies to make the content they teach accessible and relevant.</li> <li>create opportunities for students to explore ideas and emerging understandings and to develop skills.</li> <li>use a range of teaching approaches which foster independent and cooperative learning, cater for different learning needs and respond flexibly to the dynamics of the classroom.</li> <li>access and use a range of teaching and learning resources and technologies to support student learning.</li> <li>use effective oral, written and electronic communication skills to communicate with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the value of regularly reflecting on their professional knowledge and practice, and develop strategies for reflection.</li> <li>are aware of their own strengths, preferences and needs as a learner, and can identify areas for development as an emerging practitioner and member of the profession.</li> <li>engage in discussion of contemporary issues and research in education.</li> <li>demonstrate a commitment to continuing professional learning and employ effective strategies to develop their knowledge and refine their professional practice.</li> <li>understand the structures and skills which underpin collegiate practice and demonstrate a capacity to work collaboratively within the profession.</li> </ul>	<ul style="list-style-type: none"> <li>are aware of the ways teachers typically engage with their profession, and demonstrate a capacity to do so themselves.</li> <li>demonstrate a capacity to contribute to a professional learning community in a school and in the wider community.</li> <li>understand the social, political and ethical dimensions of education and within that framework can articulate a vision or philosophy of the role of a teacher generally and of their work specifically.</li> <li>understand the professional behaviour and ethical conduct expected of a teacher and demonstrate attitudes which support professional behaviour.</li> <li>are aware of stakeholders, industrial structures, career opportunities, and regulatory requirements which impact on the teaching profession.</li> <li>are aware of common administrative and professional duties and expectations of teachers. And can fulfil these competently.</li> </ul>

Source: Victorian Institute of Teaching (VIT), *Draft Standards for Graduating Teachers* (unpublished), VIT, Melbourne.

# Appendix I

## Summary of Victorian Teacher Education Courses (2004)

Approved Courses	Years of EFT Study	Level of Qualification	Scope	Last Approval Completed	Approval Current Until	Campus
<b>Australian Catholic University</b>						
Bachelor of Teaching /Bachelor of Arts	4	Undergraduate	Primary	2001	2005	Melbourne
Bachelor of Education	4	Undergraduate	Primary	2001	2005	Ballarat and Melbourne
Graduate Diploma of Education	1	Postgraduate	Secondary	2002	2006	Ballarat and Melbourne
Bachelor of Teaching	2	Postgraduate	Primary	2001	2005	Ballarat and Melbourne
<b>University of Ballarat</b>						
Bachelor of Education (Primary or P-10)	4	Undergraduate	Prim or Prim & Sec	2001	2004	Ballarat
Bachelor of Education (PE)	4	Undergraduate	Secondary	1999	2004	Ballarat
Graduate Diploma of Education	1	Postgraduate	Secondary	1999	2004	Ballarat
Bachelor of Teaching	2	Postgraduate	Primary	1999	2004	Ballarat
Bachelor of Education /Bachelor of Technology	4	Undergraduate	Secondary	2004	2006	Ballarat
<b>Charles Sturt University (Albury)</b>						
Bachelor of Education (Early Childhood)	4	Undergraduate	Primary	2003	2008	Albury
Bachelor of Education (K-12 Middle School)	4	Undergraduate	Primary and Secondary	2003	2008	Albury

Approved Courses	Years of EFT Study	Level of Qualification	Scope	Last Approval Completed	Approval Current Until	Campus
<b>Deakin University</b>						
Bachelor of Teaching double degrees with B Arts, B Sci, B Health Sciences	4	Undergraduate	Secondary	1999	2004	Melbourne
Bachelor of Education (Primary)	4	Undergraduate	Primary	2001	2005	Geelong, Melbourne and Warrambbool
Bachelor of Physical Education	4	Undergraduate	Secondary	2001	2006	Melbourne
Bachelor of Teaching (Primary and Secondary)	2	Postgraduate	Primary and Secondary	2004	2008	Geelong, Melbourne and off campus (distance)
Graduate Diploma of Education (Secondary) for international students	1	Postgraduate	Secondary	2004	2008	Melbourne and Geelong
Graduate Diploma of Education (Primary) for international students	1	Postgraduate	Primary	2004	2008	Melbourne and Geelong
Bachelor of Education (Early Childhood Upgrade) for early childhood teachers to qualify as primary teachers	1	Postgraduate	Primary	2004	2008	Melbourne
<b>La Trobe University</b>						
Bachelor of Education	4	Undergraduate	Primary	2003	2007	Bendigo and Mildura
Graduate Diploma in Education	1	Postgraduate	Secondary	1999	2004	Bundoora and Bendigo
Graduate Diploma in Education	1	Postgraduate	Primary	2000	2004	Bundoora and Shepparton
Graduate Diploma in Education (Primary – 12)	1	Postgraduate	Primary and Secondary	2002	2004	Wodonga
Graduate Diploma in Technology Education	2	Postgraduate	Secondary	2000	2003	Bundoora, Bendigo and Wodonga
Bachelor of Arts / Bachelor of Arts Education	4	Undergraduate	Secondary	2003	2004	Bundoora
Bachelor of Science / Bachelor of Science Education	4	Undergraduate	Secondary	2003	2004	Bundoora and Wodonga



Approved Courses	Years of EFT Study	Level of Qualification	Scope	Last Approval Completed	Approval Current Until	Campus
<b>Monash University</b>						
Bachelor of Primary Education	4	Undergraduate	Primary	2004	2008	Peninsula and Gippsland
Bachelor of Early Childhood Education	4	Undergraduate	Primary	2004	2008	Peninsula
Bachelor of Secondary Education	4	Undergraduate	Secondary	2004	2008	Clayton
Bachelor of Education / double degree concurrent with one of: B Arts, B Music, B Science, B Information Systems, B Visual Arts etc	4	Undergraduate	Primary	2004	2008	Peninsula and most double degree combinations at Gippsland
Bachelor of Education / double degree concurrent with one of: B Arts, B Music, B Commerce, B Science, B Information Systems, B Visual Arts etc	4	Undergraduate	Secondary	2004	2008	Clayton and most double degree combinations at Gippsland
Graduate Diploma of Education	1	Postgraduate	Primary	1999	2004	Peninsula
Graduate Diploma of Education	1	Postgraduate	Secondary	1999	2004	Clayton and Gippsland
<b>University of Melbourne</b>						
Bachelor of Education (Primary)	4	Undergraduate	Primary	2000	2005	Melbourne
Graduate Diploma in Education	1	Postgraduate	Secondary	2002	2006	Melbourne and Shepparton
Bachelor of Teaching	2	Postgraduate	Primary	2003	2008	Melbourne
Bachelor of Teaching - combined with Bachelor of Arts, Creative Arts, Music or Science	4	Undergraduate	Secondary	2003	2008	Melbourne
Bachelor of Early Childhood Education	4	Undergraduate	Primary	2001	2006	Melbourne
<b>RMIT University</b>						
Bachelor of Education	4	Undergraduate	Primary	2003	2008	Bundoora
Bachelor of Applied Science (PE)	4	Undergraduate	Secondary	2000	2004	Bundoora

Approved Courses	Years of EFT Study	Level of Qualification	Scope	Last Approval Completed	Approval Current Until	Campus
Graduate Diploma in Education (Secondary)	1	Postgraduate	Secondary	2003	2008	Bundoora
Graduate Diploma in Education (Primary)	1	Postgraduate	Primary	2004	2008	Bundoora
<b>Victoria University</b>						
Bachelor of Education (Prep – 12)	4	Undergraduate	Primary and Secondary	2000	2005	Footscray Park, Melton and Sunbury
Bachelor of Education – Physical Education	4	Undergraduate	Primary - 10	2000	2005	Footscray Park
Graduate Diploma in Secondary Education	1	Postgraduate	Secondary	2004	2008	Footscray Park and Sunbury

Source: Supplementary materials provided to the Committee by Victorian Institute of Teaching, December 2004.

# Appendix J

## First-Year Enrolments in Victorian Pre-service Teacher Education Courses (2004)

Currently approved pre-service teacher education courses	Length of course	Prepares teachers for:	First year enrolments 2003 EFT	First year enrolments 2004 EFT
<b>Australian Catholic University</b>				
Bachelor of Arts/ Bachelor of Teaching; Bachelor of Education	4	primary	207	161
Postgraduate Bachelor of Teaching	2	primary	60	100
Graduate Diploma in Education	1	secondary	176	166
<b>Charles Sturt University – Albury</b>				
Bachelor of Education (Early Childhood)	4	primary	60	56
Bachelor of Education (K-12 Middle Schooling) – new	4	primary & secondary	n/a	40
<b>Deakin University</b>				
Bachelor of Education	4	primary	355	344
Various undergraduate programs preparing secondary teachers: Bachelor of Teaching with B.Arts, B.Science, B.Applied Science; Bachelor of Physical Education	4	secondary	204	223
Bachelor of Teaching (Postgraduate)	2	primary & secondary	202	240
<b>La Trobe University</b>				
Bachelor of Education	4	primary	164	149
Bachelor of Arts Education / Bachelor of Arts or Bachelor of Science Education / Bachelor of Science	4	secondary	21	44
Graduate Diploma in Technology Education	2	secondary	51	57
Graduate Diploma in Education	1	secondary	180	177

Currently approved pre-service teacher education courses	Length of course	Prepares teachers for:	First year enrolments 2003 EFT	First year enrolments 2004 EFT
Graduate Diploma in Education	1	primary	139	158
Graduate Diploma in Education (P-12)	1	primary & secondary	46	47
<b>Monash University</b>				
Bachelor of Education concurrent with various degrees including B.Arts, B.Commerce, B.Science, B.Sport & Outdoor Recreation	4	secondary	111	140
Bachelor of Education concurrent with various degrees including B.Arts, B.Science, B.Sport & Outdoor Recreation; Bachelor of Primary Education; Bachelor of Early Childhood Education	4	primary	134	135
Graduate Diploma in Education	1	secondary	379	431
Graduate Diploma in Education	1	primary	90	117
<b>RMIT University</b>				
Bachelor of Education	4	primary	151	159
Bachelor of Applied Science (Physical Education)	4	secondary	41	54
Graduate Diploma of Education	1	secondary	102	124
Graduate Diploma of Education (Primary)	1	primary	n/a	64
<b>University of Ballarat</b>				
Bachelor of Education/ Bachelor of Technology	4	secondary	29	32
Bachelor of Education (P-10)	4	primary & secondary	116	101
Bachelor of Education (Physical Education)	4	secondary	90	89
Bachelor of Teaching (Postgraduate)	2	primary	4	6
Graduate Diploma of Education	1	secondary	46	42

Currently approved pre-service teacher education courses	Length of course	Prepares teachers for:	First year enrolments 2003 EFT	First year enrolments 2004 EFT
<b>University of Melbourne</b>				
Bachelor of Education	4	primary	135	120
Bachelor of Early childhood Education	4	primary	92	158
Bachelor of Teaching Combined with Bachelor or Arts, Creative Arts, Music or Science	4	secondary	66	30
Bachelor of Teaching (Postgraduate)	2	primary	106	113
Graduate Diploma of Education	1	secondary	543	677
Graduate Diploma in Education - upgrade for early childhood teachers	1	primary	4	20
<b>Victoria University</b>				
Bachelor of Education	4	primary & secondary	150	154
Graduate Diploma in Secondary Education	1	secondary	81	100

Source: Supplementary materials provided to the Committee by Victorian Institute of Teaching.



# Appendix K

## Description of Victorian Primary Teacher Education Course Units

### Units of Study Typically Included in Primary Teacher Education Courses

**Teaching studies:** these units provide the professional orientation and practical perspectives that inform other studies in the course. These subjects address the pedagogical knowledge that is required to underpin teaching and may include such subjects as Educational Psychology, Human Development or Child Development, which includes studies on the main theories and contemporary issues of child development, theories of learning and how these inform the work of teachers and observing and meeting the needs of individual children as they develop. They may also include the study of childhood from the perspective of philosophy, history and sociology. This is the 'why' of teaching.

**Curriculum studies:** these units address the pedagogical content knowledge of teaching and include issues such as the content suitable for various levels of the curriculum for each Key Learning Area (KLA), the methods for teaching that content and ways of supporting and assessing pupils' learning. There is usually an emphasis on Literacy and Numeracy. Courses generally require between 9 and 14 units of curriculum study. Courses toward the lower level require further study through discipline or elective study to achieve comparable curriculum levels. Aspects of these curriculum areas will also be embedded in the discipline studies. This is the 'how' of teaching.

**Discipline studies:** these units are usually chosen for their relevance for teaching and aim to enhance graduates' skills and knowledge for primary teaching. The units may be offered in a sequence in a cognate discipline. In a double degree program, the allocation of discipline studies is usually determined by the requirements of the second degree. The Australian Catholic University offers an 8 unit discipline major sequence in, for example, LOTE or music in its double degree, while La Trobe University offers a range of pathways, which allow students to prepare as a specialist teacher in a chosen field with further postgraduate study. A single degree program includes provision of introductory discipline studies relevant to each of the KLAs taught in primary schools, for example, Exploring Science, Studies of Society and Environment (SOSE): Culture and Society, Exploring Maths, Primary Science, Children's Literature, Primary Technology. While these graduates will not usually have the same depth of study in a particular discipline as the double degree graduates, they have a breadth of study relevant to primary teaching.

**Practice of Teaching:** these units cover issues such as classroom management

and planning; inclusive assessment and reporting; understanding teaching and learning processes; planning, delivery, assessment and evaluation of integrated units of work (either across a number of KLAs or as a sequence across a number of grade levels); understanding pedagogy; and learning styles and assessment practices appropriate for primary-aged students. In the final year graduates usually focus on demonstrating the full range of skills required to meet the standards for beginning teachers. Some courses refer directly to the expectation that graduates will improve learning outcomes for all students by adopting a wide range of teaching approaches catering for different learning styles.

**Electives:** all Victorian undergraduate primary teaching courses include an elective program of between 3 and 8 units. The source of the study varies and may be drawn from another faculty. Students may pursue a sequence of studies in one discipline area or choose from a range of subjects offered throughout the university. This component provides students with opportunities to extend their personal and professional interests and may lead to a specialisation with further postgraduate study.

Source: Victorian Institute of Teaching, summary information prepared for the Committee.



# Appendix L

## Standards for the Award of Qualified Teacher Status in the United Kingdom

### ***S1: Professional values and practice***

Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following:

- S1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- S1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.
- S1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.
- S1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.
- S1.5 They can contribute to, and share responsibly in, the corporate life of schools<sup>1</sup>.
- S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.
- S1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.
- S1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

### ***S2: Knowledge and understanding***

Those awarded Qualified Teacher Status must demonstrate all of the following:

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<sup>1</sup> In this document, the term 'schools' includes further education and sixth form colleges and early years settings where trainee teachers can demonstrate that they meet the Standards for Qualified Teacher Status.

- S2.1 They have a secure knowledge and understanding of the subject(s)<sup>2</sup> they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level. In relation to specific phases, this includes:
- a. For the Foundation Stage, they know and understand the aims, principles, six areas of learning and early learning goals described in the QCA/DfEE Curriculum Guidance for the Foundation Stage and, for Reception children, the frameworks, methods and expectations set out in the National Numeracy and Literacy Strategies.
  - b. For Key Stage 1 and/or 2, they know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations set out in the National Literacy and Numeracy Strategies. They have sufficient understanding of a range of work across the following subjects:
    - history or geography
    - physical education
    - ICT
    - art and design or design and technology
    - performing arts, and
    - religious educationto be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary.
  - c. For Key Stage 3, they know and understand the relevant National Curriculum Programme(s) of Study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 know and understand the cross-curricular expectations of the National Curriculum and are familiar with the guidance set out in the National Strategy for Key Stage 3.

### **S3: Teaching**

- S3.1 Planning, expectations and targets  
Those awarded Qualified Teacher Status must demonstrate all of the following:
- S3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:
    - the pupils
    - evidence of their past and current achievement
    - the expected standards for pupils of the relevant age range
    - the range and content of work relevant to pupils in that age range.
  - S3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They

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<sup>2</sup> The Foundation Stage is organised into six areas of learning rather than into subjects. Throughout this appendix, references to 'subjects' include these areas of learning.

take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.

S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

S3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.

S3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

S3.2 Monitoring and assessment

Those awarded Qualified Teacher Status must demonstrate all of the following:

S3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

S3.2.3 They are able to assess pupils' progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.

S3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

S3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

S3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.

S3.2.7 They are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

S3.3 Teaching and class management

Those awarded Qualified Teacher Status must demonstrate all of the following:

S3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

S3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:

- a. those qualifying to teach Foundation Stage children teach all six areas of learning outlined in the QCA/DfEE Curriculum Guidance for the Foundation Stage and, for Reception children, the objectives in the National Literacy and Numeracy Strategy frameworks competently and independently;
- b. those qualifying to teach pupils in Key Stage 1 and/or 2 teach the core subjects (English, including the National Literacy Strategy, mathematics through the National Numeracy Strategy, and science) competently and independently. They also teach, for either Key Stage 1 or Key Stage 2, a range of work across the following subjects:
  - history or geography
  - physical education
  - ICT
  - art and design or design and technology, and
  - performing arts independently, with advice from an experienced colleague where appropriate;
- c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant National Frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;
- d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for

national qualifications<sup>3</sup>. They also provide opportunities for pupils to develop the Key Skills specified by QCA.

- S3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
  - make learning objectives clear to pupils
  - employ interactive teaching methods and collaborative group work
  - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.
- S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.
- S3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.
- S3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.
- S3.3.7 They organise and manage teaching and learning time effectively.
- S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- S3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- S3.3.10 They use ICT effectively in their teaching.
- S3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.
- S3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- S3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.
- S3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views,

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<sup>3</sup> This could include work-related learning.

and by challenging bullying or harassment, following relevant policies and procedures.

Source: Teacher Training Agency (UK) 2004, Qualifying to Teach: Professional Standards for Qualified Teachers and Requirements for Initial Teacher Training, Teacher Training Agency (UK), London.

# Appendix M

## Requirements for Initial Teacher Training in the United Kingdom

### ***R1: Trainee entry requirements***

All providers must:

- R1.1 satisfy themselves that all entrants have the capability to meet the required Standards by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers;
- R1.2 ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics;
- R1.3 ensure that all entrants born on or after 1 September 1979 who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject;
- R1.4 ensure that all entrants have met the Secretary of State's Requirements for physical and mental fitness to teach, as detailed in the relevant circular;
- R1.5 ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children;
- R1.6 satisfy themselves that all entrants can read effectively, are able to communicate clearly and accurately in spoken and written Standard English;
- R1.7 ensure that, in the case of postgraduate courses of initial teacher training, entrants hold a degree of a United Kingdom higher education institution or equivalent qualification<sup>4</sup>;
- R1.8 ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.

### ***R2: Training and assessment***

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<sup>4</sup> Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3.

All providers must:

- R2.1 design the content, structure and delivery of training to enable trainee teachers to demonstrate that they have met the Standards for the award of Qualified Teacher Status;
- R2.2 ensure that trainee teachers' achievement against the QTS Standards is regularly and accurately assessed, and confirm that all trainee teachers have been assessed against and have met all the Standards before being recommended for the award of Qualified Teacher Status;
- R2.3 ensure that training takes account of individual training needs;
- R2.4 prepare all trainee teachers to teach across at least two consecutive Key Stages which, for the purpose of this Requirement, include the Foundation State and the 16-19 age range;
- R2.5 ensure that trainee teachers spend at least the following amounts of time being trained in schools, recognising that a trainee's former experience of working with pupils may count towards these totals:
  - 32 weeks for all four year undergraduate programmes
  - 24 weeks for all two and three year undergraduate programmes
  - 24 weeks for all secondary and Key State 2/3 postgraduate programmes
  - 18 weeks for all primary postgraduate programmes.Each trainee teacher must have experience in at least two schools. Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Teaching in settings other than schools may also count towards these totals provided they enable trainee teachers to work towards the achievement of the Standards;
- R2.6 ensure that all those who are recommended for Qualified Teacher Status receive and are supported in completing a TTA Career Entry and Development Profile, are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these.



### ***R3: Management of the ITT partnership***

All providers must:

- R3.1 work in partnership with schools and actively involve them in:
  - planning and delivering initial teacher training
  - selecting trainee teachers
  - assessing trainee teachers for Qualified Teacher Status;
- R3.2 set up partnership agreements which:
  - make clear to everyone involved each partner's role and responsibilities
  - set out arrangements for preparing and supporting all staff involved in training
  - make clear how resources are divided and allocated between the partners;
- R3.3 make sure the partnership works effectively, and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

### ***R4: Quality assurance***

All providers must:

- R4.1 ensure that their provision complies with the Secretary of State's current Requirements for initial teacher training;
- R4.2 ensure that trainee teachers have access to the books, ICT and other resources they need – relevant to the age ranges they are training for – to develop trainee teachers' knowledge, understanding and skills to at least the standards required for the award of Qualified Teacher Status;
- R4.3 ensure that rigorous internal, and independent external, moderation procedures are in place to assure the reliability and accuracy of assessments;
- R4.4 ensure that issues concerning quality raised through internal and external moderation are investigated and addressed to improve the training;
- R4.5 systematically monitor and evaluate all aspects of provision to improve its quality and ensure that it complies with the current Requirements for initial teacher training. Systems should be in place to:
  - identify targets for improvement
  - review provision against these targets
  - specify the action to be taken to secure improvements

- ensure that the specified action is taken, and that it leads to improvement;

R4.6 if they regularly provide training, benchmark their performance over time, and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.

Source: Teacher Training Agency (UK) 2004, *Qualifying to Teach: Professional Standards for Qualified Teachers and Requirements for Initial Teacher Training*, Teacher Training Agency (UK), London.

# Appendix N

## **National Council for Accreditation of Teacher Education (NCATE) Standards Framework for Accreditation in the United States**

### ***Standard 1 – Candidate Knowledge, Skills and Dispositions***

- Element 1: Content Knowledge for Teacher Candidates
- Element 2: Content Knowledge for Other Professional School Personnel
- Element 3: Pedagogical Content Knowledge for Teacher Candidates
- Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- Element 5: Professional Knowledge and Skills for Other School Personnel
- Element 6: Dispositions for All Candidates
- Element 7: Student Learning for Teacher Candidates
- Element 8: Student Learning for Other Professional School Personnel

### ***Standard 2 – Program Assessment and Unit Capacity***

- Element 1: Assessment System
- Element 2: Data Collection, Analysis, and Evaluation
- Element 3: Use of Data for Program Improvement

### ***Standard 3 – Field Experiences and Clinical Practice***

- Element 1: Collaboration between Unit and School Partners
- Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- Element 3: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

### ***Standard 4 – Diversity***

- Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences
- Element 2: Experiences Working with Diverse Faculty
- Element 3: Experiences Working with Diverse Candidates
- Element 4: Experiences Working with Diverse Students in P-12 Schools

### ***Standard 5 – Faculty Qualifications, Performance and Development***

- Element 1: Qualified Faculty
- Element 2: Modeling Best Professional Practices in Teaching
- Element 3: Modeling Best Professional Practices in Scholarship
- Element 4: Modeling Best Professional Practices in Service
- Element 5: Collaboration
- Element 6: Unit Evaluation of Professional Education Faculty Performance
- Element 7: Unit Facilitation of Professional Development

### ***Standard 6 – Unit Governance and Resources***

- Element 1: Unit Leadership and Authority
- Element 2: Unit Budget
- Element 3: Personnel
- Element 4: Unit Facilities
- Element 5: Unit Resources including Technology

Source: National Council for Accreditation of Teacher Education (NCATE) (USA), *Handbook for Accreditation*, 2002 Edition, NCATE (USA), Washington, p.48.

# Appendix O

## Teacher Education Accreditation Council (TEAC) Accreditation Principles and Standards

### 0.0 Requirements for Candidate Status

- 0.1 Commitment to comply with TEAC's standards for the preparation of competent, caring, and qualified educators
- 0.2 Agreement to disclose the program's accreditation status
- 0.3 Willingness to cooperate and provide information to TEAC
- 0.4 Regional accreditation or the equivalent
- 0.5 Graduates' eligibility for a professional license

### 1.0 Quality Principle I: Evidence of Student Learning

- 1.1 Evidence of students' subject matter knowledge
- 1.2 Evidence of students' pedagogical knowledge
- 1.3 Evidence of students' caring and teaching skill

Note: Each component of Element 1.0 includes three cross-cutting liberal education themes: learning how to learn; multicultural perspectives and accuracy; and technology.

### 2.0 Quality Principle II: Valid Assessment of Student Learning

- 2.1 *Statements explaining links between assessments and the program goal, claims and requirements*
- 2.2 *Evidence of valid interpretations on the assessments*

### 3.0 Quality Principle III: Institutional Learning

- 3.1 The program faculty's decisions and planning are based on evidence of student learning
- 3.2 The program has an influential quality control system

### 4.0 Standards of Capacity for Program Quality

- 4.1 Curriculum
  - 4.1.1 *Quality Principle I* components
  - 4.1.2 Professional license requirements
  - 4.1.3 Institutional degree requirements
- 4.2 Program faculty
  - 4.2.1 Accept TEAC goal and program's *Inquiry Brief/Inquiry Brief Proposal*

- 4.2.2 Have an accurate and balanced understanding of the field
- 4.2.3 Are qualified for their teaching assignments
- 4.2.4 Have parity with their counterparts across the institution
- 4.3 Facilities, equipment, and supplies
  - 4.3.1 Program has adequate resources for *Quality Principle I* outcomes
  - 4.3.2 Program has a quality control system that monitors and enhances resources
  - 4.3.3 The program has parity with the rest of the institution regarding its facilities
- 4.4 Fiscal and administrative capacity
  - 4.4.1 Evidence that the institution is financially sound
  - 4.4.2 Evidence of adequate resources for faculty development
  - 4.4.3 Quality control system that monitors financial and administrative resources
  - 4.4.4 Evidence of adequate resources for *Quality Principle I* outcomes and parity with the institution
- 4.5 Student support services
  - 4.5.1 The program has adequate student support services for *Quality Principle I* outcomes
  - 4.5.2 The program has a quality control system that monitors student support services
  - 4.5.3 There is parity with institutional student support services
- 4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising
  - 4.6.1 Admissions: policies encourage diversity and service in high demand areas
  - 4.6.2 The academic calendar is accurate and complete
  - 4.6.3 Advertising is accurate and consistent with information and claims in *Inquiry Brief* or *Inquiry Brief Proposal*
  - 4.6.4 The program promotes fair grading policies
- 4.7 Student feedback
  - 4.7.1 Evidence that student opinion and complaints are sought and resolved
  - 4.7.2 Evidence of parity with respect to complaints in other programs

Source: Teacher Education Accreditation Council (TEAC) (USA) 2004, *Guide to Accreditation*, TEAC (USA), Washington, p.20.

# Appendix P

## Routes into Teaching in the United Kingdom

Options	What this is	Duration of course	Time spent in school	Qualifications required	Suitable for	Number of providers
<b>Undergraduate</b>						
BEEd; BA with QTS; BSc with QTS	Full or part-time degree courses. Part academic, part school-based.	Full-time: 2, 3 or 4 years. Part-time: up to 5 years.	24 weeks on 3-year courses. 32 weeks on 4-year courses.	GCSE requirements plus minimum 2 A-levels.	A-level students; career changers without a degree.	48 undergraduate providers (universities and colleges) throughout the UK. Ten providers offered part-time programs in 2001-02.
<b>Postgraduate</b>						
Postgraduate Certificate in Education (PGCE)	Full or part-time degree courses. Part academic, part school-based.	Full-time: 1 year. Part-time: varies. Some 2 year full-time conversion courses.	18 weeks for primary. 24 weeks for secondary.	GCSE requirements plus degree.	New graduates and graduate career changers.	123 postgraduate providers (universities and colleges) throughout the UK. 48 for school year 2002-03.
Flexible	Flexible tailored training for a PGCE to fit around other commitments. Part-time, full-time, distance or weekend learning.	Intensive full-time program or longer if part-time. Assessment-only route possible for those with relevant teaching experience	18 weeks for primary. 24 weeks for secondary. Experience of Teaching, eg at independent school or overseas, may result in achieving QTS earlier.	GCSE requirements plus degree.	Career changers; experienced teachers without QTS; recent graduates; graduate classroom assistants.	In 2002-03, 29 of the 123 postgraduate providers offered a flexible program.

Options	What this is	Duration of course	Time spent in school	Qualifications required	Suitable for	Number of providers
Fast Track	Individually tailored professional development program targeted at future leaders in education.	Full-time: 1 year enhanced PGCE then development opportunities in schools for up to 5 years.	During ITT 18 weeks for primary, 24 weeks for secondary (some variation by provider)	GCSE requirements plus minimum 2:1 degree or equivalent plus either 22 UCAS points; a postgraduate qualification in a discipline relevant to the subject you want to teach; 3 years work experience in a graduate or professional role related to teaching subject.	Motivated, ambitious graduates and career changers.	17 of the 123 postgraduate providers offer a Fast Track program (in England only).
<b>Employment-based</b>						
Graduate Teacher Program (GTP)	Individual program of training while you work in a school. Salary paid by school.	1 year, less with appropriate previous experience. Minimum of 3 months.	Up to 90% of time teaching. May vary depending on provider.	GCSE requirements plus degree or equivalent qualification.	Graduates, including career changers, who want to earn while they train.	In England, more than 90 DRBs, with an average of 30-40 places each. An additional 20% of places are centrally allocated by TTA for schools/other bodies wishing to take GTP candidates. Total number of places: over 3200 (Sept 2002). In Wales, there are presently at least 40 places available to be supported by central funding; further developments of the program may be considered.



Options	What this is	Duration of course	Time spent in school	Qualifications required	Suitable for	Number of providers
Registered Teacher Program (RTP)	Individual Program of training while you work in a school, while completing degree. Salary paid by school	Normally 2 years. Minimum 1 year.	Up to 90% of time teaching. May vary depending on provider.	GCSE requirements plus completion of two years higher education	Career changers without a degree, with 2 years higher education.	Varies, approximately 100 places in England. No set number of places in Wales.

Source: Teacher Training Agency (UK) 2002, *Finding a route that is right for you ...*, Teacher Training Agency (UK), London.

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