

Quality Initial Teacher Education Review

The following is a short-form response informed by my personal experience in First Nations education both as a classroom teacher and more recently teacher education on what is the ITE program at University of Sydney. I have worked as a tutor in Aboriginal Education: Secondary Schools for the last three years.

Disappointed but not really surprised that this ‘quality’ review has so little information or interest in First Nations education for all Australian school students. As such it continues to operate the *hidden curriculum* that seeks to erase First Nations cultures, people and concerns from the Australian school curriculum. Something that we teach to pre-service teachers.

Motto for this review		
Teachers and school leaders are the largest in-school influence on student outcomes.		<p>With few exceptions, outcomes for First Nations students (and productive links to First Nations communities) still languish.</p> <p>Hard evidence that teachers and school leaders are in general still failing First Nations student and communities and all Australian students.</p>
	Terms of Reference	First Nations Education Responses
1	..that ITE curriculum is evidence based and all future teachers are equipped to implement evidence-based teaching practices?	<p>Compulsory Indigenous Education unit for all ITE students PLUS First Nations perspectives in other units including all STEM areas.</p> <p>Provide materials and experiences on building awareness and appropriate responses arising from the intersection of education outcomes with mental health issues esp. inter-generational trauma.</p>
2	ITE students are getting the practical experience they need before they start their teaching careers	Strengths and weaknesses of host schools’ practice with respect to First Nations students and education outcomes to be available
3	Teaching Performance Assessment	Supervising teachers cognisant of First Nations education issues and successful practices. Again, this focuses on all students.
4	...leading teachers, principals and schools play a greater role in supporting the development of ITE students?	Recognise and work to minimise the transmission of negative expectations for First Nations student outcomes and other aspects of the hidden curriculum to ITE students
5	..ongoing professional development and support of teachers?	<p>Maximise learning from Country and other First Nations community-led PD</p> <p>ITE students to be equipped to value and support the inclusion of local FN language and cultural revival programs</p>