

I propose the following Seven Essential Principles of Reform.

1. Require Equal Partnership in training with schools

Initial teacher education must be removed from the current grip of universities and conceived and conducted in *partnership with accredited schools*. That means requiring universities to form *semi-contractual agreements* with partner schools so that schools can deliver high-quality school-based induction into the skills of practical teaching. University teacher educators should stop trying to teach prospective teachers how to teach and should stop assessing teaching performance.

2. Make all initial teacher training post-graduate

Terminate all under-graduate courses and abolish the BEd degree. This will result in all newly qualifying teachers in both primary and high schools having a *sound university degree in an appropriate subject discipline*. In addition, prospective teachers should undertake a (one or two year) *teacher education diploma*.

3 Require all initial teacher training to be significantly school based

A newly established diploma course should require that prospective teachers spend at least *two designated days each week as an intern*, in an accredited training school. Training schools should undertake to accept between 3 - 5 interns per year. This will provide an additional teaching resource for the training school throughout the school year (so *not* needing funding for having interns) and interns will experience school life in all its many manifestations.

4 Establish a mandatory teacher education curriculum

This diploma will replace the current 'standards' with an agreed and mandated *core curriculum*. Although allowing for some regional variations, justified by local, social and cultural factors, it should put an end to universities using teacher education to promulgate modish ideological theories (as many do) and insist that the *two core components* of a teacher education diploma are:

1. A carefully *mentored, school-based induction* into classroom teaching skills by expert teachers working in partner schools, and;
2. A scientifically informed and educationally appropriate unit of study on *how children and adolescents learn and develop*, a requirement for all good teachers.

5 Establish a properly inspected accreditation system

All university providers of initial teacher education should be required to seek *reaccreditation*. Thereafter, all accredited courses should be subject to *inspection*. A small roving team of inspectors should be established to ensure providers are sticking to their accredited courses (experience suggest they cannot be trusted) and are delivering high quality training.

6 Require recent and relevant experience (RRE) of teaching in schools

All who work in universities, in leading and/or teaching on initial teacher education courses, should possess at least one full term's teaching in a primary or high school every five years, teaching a full-time teaching timetable. This was a requirement in the UK as far back as 1985.

7 Insist that funding given by government is used for that purpose

Funding given by government for teacher education must go to teacher education. Currently, universities view initial teacher education as a cash cow, where monies given by government can be used for any purpose they choose, including supporting courses that government does not want to support, thus starving teacher education of necessary resources.

Please note: Examples of all seven principles can be found internationally and have been established in some nations such as the UK for a quarter of a century. Australia does not have to copy overseas examples of *how* these principles are applied, but we urgently need to catch up by establishing them.

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