



THE UNIVERSITY
of ADELAIDE

Quality Initial Teacher Education Review Secretariat
Department of Education, Skills and Employment
e: ITEReview@dese.gov.au

The University of Adelaide Submission
Quality Initial Teacher Education Review 2021 Discussion Paper

16 July 2021

The University of Adelaide welcomes the opportunity to submit to the Quality Initial Teacher Education (QITE) Review. Please find below a collated response from staff employed at the School of Education at the University of Adelaide.

Initial Teacher Education (ITE) at The University of Adelaide

The University of Adelaide's School of Education is a member of the Group of Eight (Go8) universities in Australia and in 2019 had the following enrolments in Initial Teacher Education (ITE):

	Post-graduate (Master of Teaching)	Undergraduate (Bachelor of Teaching double degrees)	TOTAL for 2019
The University of Adelaide	156	699	855

We prepare teachers for middle (years 7-10) and secondary schools (years 8-12) with a guaranteed entry ATAR of 80 and a post-graduate entry GPA of 4.5. We attract high-quality entrants into ITE in South Australia. For example, the 2020 Admissions Data for school leavers notes that the highest ATAR in the Bachelor of Teaching (Secondary) with Bachelor of Science was 99.5, in the Bachelor of Teaching (Secondary) with Bachelor of Mathematical and Computer Sciences was 98.75 and in the Bachelor of Teaching (Secondary) and Bachelor of Arts was 98.85. Our students gain high employment outcomes. For example, QILT data reported in 2019 that 89.4% of University of Adelaide Bachelor of Teaching graduates were employed, and 78.9% of the University of Adelaide Master of Teaching graduates were employed and are well regarded by the profession. We teach in mixed mode and have positive and strong partnerships with schools across Independent, Catholic and Department for Education (DfE) sectors.

We are a member of the 'Assessment for Graduate Teaching (A/GT)' consortia led by the Melbourne Graduate School of Education at the University of Melbourne.

Staff at the University of Adelaide are highly committed to teacher education and welcome opportunities to improve school-university collaborations between ITE providers, the Department for Education, Catholic Education South Australia and the independent schooling sectors in the preparation of teachers.

Part A. Attracting high-quality candidates into ITE matters

Quality indicators are measured at the University of Adelaide by:

- attracting high-quality candidates in the Bachelor of Teacher double degree and Master of Teaching degrees;
- offering double degrees as a point of difference, taught by specialist Faculties, provides depth of discipline specific knowledge. The Guaranteed Entry Score ATAR of our Bachelor of Teaching double degree program is 80.
- embedding into programs a unique ‘Wellbeing, Character and Resilience’ program that enables high-quality candidates to prepare for the depth of emotional intelligence and everyday resilience required to succeed and empathise with students in the classroom.
- offering an accelerated pathway for mid-career changers to teaching via the Master of Teaching. Offered as an 18 month option, this pathway is sufficient to prepare quality teachers and a shortened program would reduce quality of candidates and teaching. Incentives should be considered for this group.
- in the Master of Teaching Program, the 18,000-word research requirement, the *Teaching Dissertation*, is a point of difference of our programs.

Attracting high-quality candidates into ITE could be achieved with the following mechanisms:

- Greater support is needed to raise the status of the teaching profession if we are to attract high-level candidates and professionals. To attract more mid-career professionals to become teachers, financial incentives should be provided For example, more cost-effective degrees or scholarships for disadvantaged groups and support for students who choose to become career change teachers.
- Scholarships or other financial incentives should be established and maintained as a pipeline for priority areas such as STEM or rural placements.

Recommendation One: Incentives to enable diverse groups to enter the profession should be considered – for example, more males in primary schools, more females in certain areas of secondary learning areas, and groups that represent minority ones like those living in rural and isolated areas, culturas and Aboriginal and Torrens Strait Islanders.

Workforce Planning: Several in-school factors have a significant impact on teaching beyond the purview of ITE. These include the increasing complexity of schools and schooling, remuneration of teachers, workforce planning, lack of mentoring of early career teachers in school, parental involvement, the changing nature of teachers work, increased workload and administration, aging of the profession, and teacher stress and burn-out.

Recommendation Two: That a quality teaching review should include be undertaken on all factors that diminish the appeal of the profession.

Remove Unhelpful Barriers:

Excessive entry requirements, graduation hurdles (especially LANTITE), and legislation changes discourage individuals from diverse backgrounds, and high achievers. from enrolling in ITE. We note the recent LANTITE review and recommendation as an optional entry requirement. Our experience is that LANTITE impedes some of the high-quality and diverse students the education system seeks,, increases their stress, creates inequities and is irrelevant to some groups.

Recommendation Three: LANTITE should be removed from ITE as a graduation requirement and replaced as a registration requirement.

Evaluate the non-academic requirement: The Teaching Capability Statement (in SA) has provided a mechanism to identify some candidates who may not be suited to teaching. However, we do not have any specific data on the effectiveness of the non-academic requirement.

Recommendation Four: Evaluate the effectiveness of the non-academic requirement on entry to the profession.

Strengthen Professional Experience: Professional Experience is very resource-intensive and is not a school priority. The challenge is the capacity between and across school systems and sectors to secure quality mentor teachers without changing current structure. One strategy is to link schools' funding with ITE partnerships and strengthen the current MOUs with the Department for Education to consistently offer ITE students professional experience placements and work more closely with ITE providers.

Recommendation Five: Review the funding model associated with professional experience to enable improved partnerships and the attraction of quality mentors.

Part B. Preparing ITE students to be effective teachers

Classroom readiness is foundational for graduates, and the Australian Professional Standards for Teaching (APSTs), introduced in 2012, provide a framework for PSTs to achieve. However, we find that practising teachers do not understand the Standards, do not demonstrate acquisition and do not support PSTs in this process (primarily related to the TPA). The Standards provide a prescriptive set of guidelines that ensure ITE programs and graduates are standardised across the nation.

Recommendation Six: Evaluate the effectiveness of the Standards for graduating teachers and mid and late career teachers.

The **Teaching Performance Assessment: The TPA** shows that students can plan, assess and reflect, and gather evidence that their teaching has an impact on student learning. These requirements are embedded in ITE already and address many of the other program standards. PSTs report that the TPA is a repetitive exercise and does not achieve the desired outcome. It places more work on mentors who often do not understand what is required. It places great pressure on ITE providers with no funding support. There has been no evaluation to support that the TPA leads to quality outcomes.

Recommendation Seven: That evidence be provided that supports the continuation of a nationwide TPA, and if substantiated, that funding be made available to ITE Providers to support the implementation of the TPA, which is also made more consistent across Australia with a recommended and funded singular model.

The current **accreditation** process is arduous, and power is weighted too heavily in local jurisdictions. The process does provide the opportunity to review courses, benchmark and identify where Standards are taught, practised, and assessed. The enormity of the current process without funding is problematic. The accreditation process also removes any creativity of individual programs for local contexts.

Recommendation Eight: Review the current accreditation process to reduce the power of local jurisdictions and to provide funding to support ITE Providers to accreditation.

Teaching does not carry the same level of remuneration or status as other professions and is not seen to have a satisfying career pathway. The intended path of Highly Accomplished and Lead Teacher is not having the intended impact. Reform needs to address this, as Highly Accomplished and Lead Teachers should be those mentoring early career teachers and ITE students during professional experience, and should be those able to transition into leadership roles..

Recommendations

- **Recommendation One:** Incentives to promote the profession to more diverse groups should be considered – for example, more males in primary schools, more females in certain areas of secondary learning areas, more Aboriginal and Torres Strait Islanders teachers.
- **Recommendation Two:** That a quality teaching review should include a review of all factors related to the profession.
- **Recommendation Three:** LANTITE should be removed from ITE as a graduation requirement and replaced as a registration requirement.
- **Recommendation Four:** Evaluate the effectiveness of the non-academic requirement on entry to the profession.
- **Recommendation Five:** Review the funding model associated with professional experience to enable improved partnerships and the attraction of quality mentors.
- **Recommendation Six:** Evaluate the effectiveness of the Standards for graduating teachers and mid-and late career teachers.
- **Recommendation Seven:** That evidence be provided that supports the continuation of a nationwide TPA, and if substantiated, that funding be made available to ITE Providers to support the implementation of the TPA, which is also made more consistent across Australia with a recommended and funded singular model.
- **Recommendation Eight:** Review the current accreditation process to reduce the power of local jurisdictions and to provide funding to support ITE Providers to accreditation.

Participants

- Professor Faye McCallum, Head of School of Education
- Associate Professor Mathew White, Deputy Head of School of Education
- Dr Lynda MacLeod, Associate Head (Learning & Teaching)
- Associate Professor Edward Palmer, Associate Head (Research)
- Dr Steven Stolz, Master of Teaching Program Director and Senior Lecturer
- Dr John Willison, Bachelor of Teaching (Middle and Secondary) Program Director
- Ms Amy Robinson, University Preparatory Program Director
- Dr Julia Miller, Senior Lecturer
- Ms Louise Young, Quality Assurance, Compliance & Accreditation Coordinator

On behalf of the School of Education, University of Adelaide



Professor Faye McCallum
Head, School of Education