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QUALITY INITIAL TEACHER EDUCATION REVIEW

JULY 2021

UNIVERSITIES
AUSTRALIA

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INTRODUCTION

Universities Australia welcomes the opportunity to make a submission to the Quality Initial Teacher Education Review. We welcome Education Minister Alan Tudge's acknowledgement of the importance of initial teacher education (ITE) to teacher quality and thus to the quality of schooling and the experience and learning outcomes of school students.

As the institutions responsible for training most of the teachers in Australia, Universities Australia's members are key stakeholders in all work to assure and improve the quality and effectiveness of ITE. Accordingly, Universities Australia looks forward to working with Government on the review. An effective review will benefit ITE students and providers and – most importantly – school students across the nation.

However, we note that ITE – though a very important element of teacher quality – is and can only be part of the story. The teaching workforce is very large: In 2020 there were 296,516 full-time equivalent (FTE) teaching staff in Australian schools[1]. By comparison, universities graduate around 16,000 newly qualified teachers per year[2]. These numbers make obvious the importance of fostering and maintaining quality across the entire teaching workforce. For established teachers – and for those entering the profession as well – professional development and other appropriate support in the workplace are vital. Like other professions, teaching requires maintenance of professional standards and practice. Professionals need to be supported to continue learning, and to gain mastery of new and more complex skills as their careers progress.

More generally, high quality ITE and professional development need to be accompanied by positive changes in workforce arrangements and working conditions, if high quality teachers are to be retained in the profession. While improvements to ITE can help attract high quality candidates and make it easier for them to progress to a qualification, broader issues of working conditions and esteem are more important. In this context, reviews of ITE must be very careful to avoid talking down the quality of the teaching workforce (and of ITE): creating or reinforcing negative perceptions is unlikely to lead to more or better candidates.

The discussion paper for the review calls for action from ITE providers such as universities to improve the quality of ITE, provide better opportunities for classroom professional experience, diversify the student body, integrate theory and practice, document graduates' capabilities and work more effectively with schools. UA and its members recognise all of these as worthy aims and key aspects of providing high quality ITE. That is why universities are already running innovative programs and initiatives to work towards these goals.

Some of these university initiatives follow important reforms in ITE which have been rolling out over the past decade. In particular, the Teacher Education Ministerial Advisory Group (TEMAG) made a number of important recommendations to Government which have been implemented from 2015.

Prior to TEMAG, there were important improvements to professional standards and accreditation. The Australian Professional Standards for Teachers and changes to accreditation of ITE introduced before TEMAG are already addressing several of the themes identified by the current review. TEMAG reforms have built on these initiatives to strengthen the quality assurance, admissions, practical experience, assessment of graduates and workforce planning.

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[1] ABS (2021), *Schools 2020*, https://www.abs.gov.au/statistics/people/education/schools/latest-release

[2] DESE (2020), *Higher Education Students Statistics – Award Course Completions*, https://www.dese.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2019-student-data. In 2019 (latest available data), 16,236 people completed teacher education qualifications.

All of these reforms work in the directions indicated by the discussion paper and the terms of reference (ToRs) for this review. The current review can build on the momentum.

Recommendations

Universities Australia recommends that the review:

- consider how the current review can best build on reforms to initial teacher educaiton introduced over the past 10 years;

- task the National Evidence Institute with reviewing and evaluating earlier reforms and their effectiveness as well as any gaps;

- consider classroom readiness of initial teacher education graduates in the context of specific standards for graduate teachers, and attend to mechanisms to improve support and professional development for new teachers;

- examine how universities can best partner with school systems and schools to deliver effective professional development for teachers at various stages in their careers;

- identify ways for universities and schools to collaborate more effectively to provide high quality professional experience placements, noting the complementary roles of each party;

- consider the adequacy of resourcing of both universities and schools to offer high quality placements;

- examine how support in the workplace and ongoing professional development can best contribute to improving retention within the profession;

- identify ways to work with universities and registration authorities to maximise the effectiveness and impact of Teacher Performance Assessments (TPAs);

- consider very carefully whether it is advisable (or even feasible) to move back from the trend of two-year Masters courses in postgraduate initial teacher education;

- take into account the report of the House Committee on Employment, Education and Training on the status of the teaching profession;

- consider wider social and labour market factors affecting the attractiveness of teaching as a profession, and how initial teacher education providers can work with or mitigate these; and

- note universities' existing efforts to offer a range of initial teacher educaiton options, including programs that offer long professional experience placements and that accelerate completion of qualifications.

1. INITIAL TEACHER EDUCATION IS ONLY PART OF THE STORY

Teacher quality is central to the quality of education offered in Australia's schools. Initial teacher education (ITE) is fundamental to teacher quality, as it equips new teachers with the knowledge and skills – both theoretical and practical – to begin careers as effective teachers.

But teacher quality is a much bigger picture than just ITE. In an average year, newly qualified teachers – even if they all entered the teaching workforce immediately – would represent about five per cent of the teaching profession. On these numbers, it would take ten years for changes in ITE to directly affect even half of the teaching workforce.

Workplace conditions, professional development and appropriate support are necessary to maintain and improve the professional standards and quality of the teaching workforce as a whole.

Furthermore, ITE only takes newly qualified teachers so far: professional standards for teachers make a clear distinction between 'graduate teachers' who have recently completed ITE, and 'proficient teachers' who have developed experience in the workplace. Further stages ('highly accomplished' and 'lead' teachers) certify more advanced levels of experience and skill in the workplace.

The structure of the professional standards has two important implications for teachers' preparedness and effectiveness in the classroom. First, an ITE qualification – rather like a medical degree – is the beginning and not the end of a new teacher's journey to effective training and professional accreditation. Second, just like more established teachers, newly qualified teachers will necessarily rely on professional development, mentoring and support in the workplace to become fully proficient and effective teachers.

> **The Australian Professional Standards for Teachers – four career stages**
>
> The Australian Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher as they develop professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.
>
> The Graduate Standards will underpin the accreditation of initial teacher education programs. Graduates from accredited programs qualify for registration in each state and territory.
>
> The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration.
>
> The Highly Accomplished and Lead career stages of the standards will inform voluntary certification[3].

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[3] AITSL (2018), *Australian Professional Standards for Teachers*, https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf

Nevertheless, it is important to work to attract more students to undertake ITE and to encourage more high achieving students to apply. It is equally important to attract a more diverse group of students in order to work towards diversifying the teaching workforce to better reflect the diversity of the school population. Building on earlier initiatives to increase Indigenous participation in the teaching workforce – such as the successful More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) – will be especially important both to improve Indigenous access to university and to reflect the rapidly growing Indigenous youth population in schools.

Optimising the design of ITE programs and providing an appropriate variety of options for students is important to attracting students. In particular, universities showcase the opportunities that ITE programs afford for practical classroom experience and strong career outcomes within a reasonable time.

Nevertheless, the attractiveness of teaching as a career – and therefore of ITE – is affected by much broader factors of perception and reputation. Some of these are generic (and not necessarily well informed) perceptions about schools and teaching, while others are genuine concerns about career prospects and remuneration and the social status of the profession. Universities' efforts to inform prospective students and offer excellent ITE programs can help address these concerns but universities can't deal with these broad concerns by themselves.

Similarly, the discussion paper asks some good questions about supply of teachers to the workforce – both in particular disciplines and in various parts of the country. Of course, universities work actively to improve supply particularly in areas of difficulty such as remote and regional areas and low SES outer metropolitan areas. Universities also work to develop the teaching workforce in priority areas where supply can be a problem (for example, maths and indeed STEM more generally).

Most of the questions in the discussion paper, however, go somewhat beyond the scope of what universities do and into the realm of workforce planning. This is primarily a matter for school systems. Universities stand ready to work with state governments and school systems to improve the supply of skilled, appropriately qualified teachers overall and in hard to staff disciplines and schools.

Universities Australia welcomes the focus in the discussion paper on classroom readiness and practical experience for ITE students. Preparing students to become effective teachers in the classroom is of course the very definition of ITE and its purpose. However, it is not reasonable – and it would go against the established professional standards for teachers – to expect that a student could come straight out of an ITE program and already be a fully effective and developed teacher. As with university graduates generally, ITE graduates are well positioned and ready to start the first job in their new careers. Their education prepares them to learn and develop further professional skills through experience in schools.

Universities Australia welcomes the discussion paper's questions about how universities can play a bigger role in professional development. Universities are already involved in professional development for teachers (their graduates). Universities are keen to do more and to maximise the effectiveness of their activities. Of course, professional development is not something that universities should or indeed could deliver by themselves. Employers and school systems have a vital role to play in professional development and are best placed to gauge and respond to teachers' (as well as schools' and students') needs. As with ITE itself, this is an area in which collaboration between universities and schools is the best approach to maintaining and building on the quality and effectiveness of the teaching workforce.

Ongoing professional development and support are at least as important to teacher quality as is ITE. These actions – together with broader working conditions – help to determine retention in the profession and the number of teachers working in schools.

The discussion paper expresses concerns about completion rates in ITE courses. Six-year completion rates in ITE are somewhat lower than the figure for all fields, as the graph on page 10 of the discussion paper points out.

The more relevant factor for supply of teachers, however, is retention in the profession over the first few years. National statistics on workforce attrition are not available. Estimates (based on state figures) have suggested that a third of new teachers leave the profession in the first few years. A study by the Queensland College of Teachers shows that in that state, nearly 15 per cent of teachers granted provisional registration had left the profession four years later[4]. Interestingly, attrition rates increased with age at provisional registration (especially for men) – suggesting that difficulties in the workplace are as much of an issue for mature age career changers as are factors related to ITE itself.

Preparation for the classroom in ITE is a factor in attrition from the profession: graduates who enter the profession well prepared to teach and armed with the necessary theoretical and practical skills are less likely to leave soon after graduation, other things being equal. But of course, other things are not equal: new teachers' persistence depends on a range of factors beyond ITE including access to professional development and support, working conditions, remuneration and perceived career opportunities.

[4] Queensland College of Teachers, *Attrition of Queensland Graduate Teachers: 2019 Report*, https://cdn.qct.edu.au/pdf/QCT_Qld_Graduate_Attrition_Report_2019.pdf?_ga=2.63840495.1768617847.1626571521 -257346865.1626571521

2. BUILDING ON IMPROVEMENTS

Over the past decade – and especially since the Teacher Education Ministerial Advisory Group (TEMAG) – there have been some important improvements in initial teacher education (ITE) and professional standards and accreditation. Many of these reforms are already clearly effective. There are some others that are still too new to be fully evaluated, though the signs are encouraging. All of these reforms work towards the kind of goals set out in the discussion paper.

In general terms, all of these earlier reforms sought to:

- strengthen professional accreditation and professionalism;
- improve quality;
- integrate theory and practice;
- demonstrate capacity in more integrated and practical ways;
- optimise admissions;
- promote evidence-based practice; and
- strengthen and improve practical experience within ITE.

The past decade has seen significant reforms, driven by a process to develop a national approach to standards and accreditation initiated by Commonwealth and State/Territory Education Ministers. These reforms include the adoption of the Australian Professional Standards for Teachers and national program accreditation standards as well as a national accreditation process for implementing and giving effect to these standards.

The professional standards were agreed and introduced in 2011 to provide a strong national foundation and common language for professional standards for teachers across Australia. The standards are a public statement setting out what teachers should know and be able to do at each of the four identified career stages and make clear the knowledge, practice and professional engagement required to be an effective teacher. The professional standards provide the benchmarks used in national approaches to accreditation of teacher education programs and registration of teachers for employment.

A nationally consistent approach to the accreditation of ITE programs was agreed in 2011, and implemented from 2013, through the accreditation standards. These set requirements to ensure that ITE programs produce graduates who meet the graduate career stage of the professional standards. The graduate career stage outlines the skills and capabilities that students should develop through their initial teacher education program. Students who successfully complete an accredited program meet the qualification requirements for registration and employment as a teacher in Australia.

The Australian Institute for Teaching and School Leadership (AITSL) was established in 2010 to provide national leadership in promoting excellence in the profession of teaching and school leadership. AITSL led the development of the professional standards and accreditation standards.

In 2014, the Commonwealth Minister for Education, the Hon Christopher Pyne MP commissioned the Teacher Education Ministerial Advisory Group (TEMAG), led by Professor Greg Craven AO, 'to make recommendations on how initial teacher education in Australia could be improved to better prepare new teachers with the practical skills needed for the classroom'.

TEMAG recognised the impact of the reforms to accreditation that immediately preceded it:

'The Professional Standards and the Accreditation Standards have been important in establishing clear criteria for the skills and knowledge we expect graduates to develop through their initial teacher education. They provide a strong foundation for quality assurance and improvement to initial teacher education.'[5]

TEMAG itself built on and extended earlier work. TEMAG made 38 recommendations, under five key themes:

- stronger quality assurance of teacher education courses;
- rigorous selection for entry to teacher education courses;
- improved and structured practical experience for teacher education students;
- robust assessment of graduates to ensure classroom readiness; and
- national research and workforce planning capabilities.

The Commonwealth Government responded to TEMAG's recommendations in February 2015. In response to TEMAG's recommendations, the Government has worked to strengthen the roles of AITSL and TEQSA in accreditation of ITE programs. Under AITSL's leadership, university ITE programs began a new cycle of program accreditation according to more rigorous new standards.

Following TEMAG, the Commonwealth introduced the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) and set a timetable for LANTITE to become a mandatory requirement for all ITE students to get their degrees. LANTITE requires students to demonstrate that they are in the top 30 per cent of the adult population for both literacy and numeracy. Over 90 per cent of ITE students consistently meet the standard.

The Government instructed AITSL – in partnership with universities, schools and education authorities – to establish and publish the essential requirements for practical experience, identify best practice examples in Australia, and model partnership agreements and other supporting materials for universities. The Government's response to TEMAG's recommendations included extra funding for universities to cover costs of teaching practica within ITE programs. This additional funding appears to have been removed as part of extensive changes to cluster funding arrangements under the Job-Ready Graduates (JRG) legislation.

TEMAG's recommendations on assessment of graduating students' classroom readiness led to the Teacher Performance Assessment (TPA). The TPA is an integrated tool used to carry out a comprehensive assessment of the practical skills and knowledge of pre-service teachers. Pre-service teachers collect evidence of practice to complete the TPA in the final year of their initial teacher education program. The TPA is assessed by ITE providers and is a requirement for graduation[6].

Finally, following TEMAG's recommendations about improving national capabilities for research and workforce planning related to teaching, Commonwealth and State/Territory Education Ministers have set up the National Evidence Institute.

Reforms following TEMAG have had a positive impact and have built on earlier improvements. Nevertheless, changes starting in the middle of the previous decade (at the very earliest) are still relatively recent and there has not been any comprehensive evaluation of the changes.

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[5] TEMAG (2014), *Action Now: Classroom Ready Teachers*, https://www.dese.gov.au/teaching-and-school-leadership/teacher-education-ministerial-advisory-group, p.4

[6] See information on AITSL's website at https://www.aitsl.edu.au/deliver-ite-programs/teaching-performance-assessment

Most of the ideas and concerns set out in the discussion paper for the current review address similar issues and seek to advance similar goals.

However, some of the specific ideas in the discussion paper threaten to contradict established – and beneficial – trends in ITE, including some supported by earlier reforms.

In particular, statements in the discussion paper (and the ToRs for the review) about easier admissions, shorter qualifications and higher completion rates are not easy to reconcile with salutary trends towards more rigorous entry processes, longer ITE qualification at the postgraduate level and measures to make it harder to get through an ITE course.

Aspirations expressed in the discussion paper for changes to admission and progress for mature age students take a very different tack from the approach to raising the quality and reputation of ITE and the teaching profession agreed between governments, universities and the profession through initiatives such as TEMAG.

It will be important to ensure that recommendations of the current review work in the same direction as these beneficial trends and build on improvements already underway.

Finally, it should be noted that the House of Representatives Standing Committee on Employment, Education and Training conducted an inquiry into the status of teaching in 2019. The Committee reported at the end of 2019[7], and this should be considered in policy development.

The Committee's enquiry received submissions and heard evidence on a number of issues relevant to the current review, including:

- teacher selection;
- induction and mentoring;
- specialist support;
- teaching, education and student data;
- professional development and leadership;
- early childhood teaching;
- rural and regional teachers;
- collaboration and professional learning communities; and
- teacher welfare.

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[7] House of Representatives Standing Committee on Employment, Education and Training (2019), *Status of the Teaching Profession*, https://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/TeachingProfessionNew/Report

3. WHAT UNIVERSITIES ARE ALREADY DOING

Universities Australia has collected information from member universities on initiatives they are undertaking in initial teacher education (ITE), especially to provide longer blocks of professional experience and to enable students to complete qualifications in less 'elapsed time' than is indicated by the study load of the course. Members have also provided information on their work to prepare their ITE graduates to work in regional locations and to provide enhanced, targeted financial support to their ITE students – especially while they are undertaking placements.

Examples are listed below. We would be very happy to discuss any of these initiatives further, and to seek additional information on these programs.

AUSTRALIAN CATHOLIC UNIVERSITY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Australian Catholic University's Master of Teaching (Secondary) (Professional Practice) takes two years for Teach for Australia associates to complete, which is the same time as most other Master degrees but is, in effect, a condensed program given the cohort is mostly working full-time as teachers.

CHARLES DARWIN UNIVERSITY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Some programs at Charles Darwin University exceed the minimum required number of days of placement in schools (Master of Teaching – Early Childhood and Primary Stream; Master of Teaching – Primary Stream; Bachelor of Education in Early Childhood Teaching)

CQUNIVERSITY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- The Master of Teaching is offered over three terms, utilising CQUniversity's three term academic calendar. This means that the Master of Teaching is completed in 1.5 years, rather than the normal two-year period.

FEDERATION UNIVERSITY AUSTRALIA

Models associated with long placements in schools/programs delivered in shortened timeframes.

- The School of Education at Federation University offers a Master of Teaching degree in early childhooducation, Primary and Secondary, which can be completed in accelerated mode in 1.5 years instead of two years.

Financial support.

- The program involves students receiving a $15,000 stipend in the first year of study and being employed 0.8 in secondary schools in the final semester of their study under the "Permission to teach" pathway.

GRIFFITH UNIVERSITY – TURN TO TEACHING INTERNSHIP PROGRAM (TTT)

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Griffith University offers financial support through the Queensland state government's 'Turn to Teaching' scholarship program during the first year of post graduate ITE fulltime study via a Turn to Teaching Scholarship; internship employment, including a 0.5 FTE teaching workload, at a Queensland state school in a position created specifically for an intern, while completing the second year of post graduate ITE full-time study.

- Interns also have access to a supervising teacher and a mentor to support their learning journey while employed in the internship position; access to an Intern Community of Practice, established by the department for interns to share their experiences, learn from their peers; and guaranteed permanent full-time employment at a Queensland state school, subject to successfully completing their qualification and internship, and immediately gaining their provisional registration from the Queensland College of Teachers (QCT).

LA TROBE UNIVERSITY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- 'Nexus Program' – a supported 18-24 month-long Master of Teaching (Secondary) that gives students the opportunity in their first year of study to intern part-time as teachers' aides in hard-to-staff schools. In the second year, students become 'paraprofessionals' with a 0.8 teaching load (and their own class).

Financial support

- Students receive a small, part-time salary (from the Victorian Government) while studying as well as access to mentoring and professional development.

SOUTHERN CROSS UNIVERSITY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Southern Cross University (SCU) is currently implementing a new innovative model which provides guided and active learning experiences focused on supporting student success. The new model divides the academic calendar year into six study

terms of six teaching weeks each. This allows students to study subjects in six-week blocks, where students have the option to complete one or two units per term. A full-time study load is a minimum of six units and a maximum of 12 units per year, meaning that a student can do more study and complete their program in much shorter timeframes (e.g. up to 18 months shorter). SCU's Faculty of Education has transformed their Initial Teacher Education (ITE) programs through their adoption of the new Southern Cross model enabling students to complete their ITE program faster and flexibly.

- SCU courses include 'community volunteer experiences' which are primarily for interest-driven community engagement and enhancement in-or-beyond formal educational settings. Such experience is logged and recorded.

SWINBURNE UNIVERSITY OF TECHNOLOGY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- A good example of innovation at Swinburne University of technology is the new Master of Teaching (Secondary). This accelerated 1.5-year online program is structured to align with school terms to allow better connections around placements and to support the participation of specific cohorts. A key feature of this program is the use of virtual reality technology to provide students opportunities to build confidence in virtual classrooms before commencing their placements.

THE UNIVERSITY OF MELBOURNE

Models associated with long placements in schools/programs delivered in shortened timeframes.

- The University of Melbourne offers a 'secondary internship': ITE students are employed 0.6 to 0.8 FTE for two years – the focus of the program is on regional and other difficult to staff schools. Most ITE content is delivered online so students can study from their placements. There are also summer semesters.

- The University of Melbourne also offers a 'secondary accelerated' Masters degree (two years' worth of content completed in 18 months). This is achieved through a more intensive study load, plus some summer and winter semesters.

- Primary and early childhood Masters programs integrate disciplines. This is partly inspired by a crowded curriculum which would otherwise make it very difficult to cover the full curriculum in two years.

UNIVERSITY OF THE SUNSHINE COAST

Programs delivered in shortened timeframes.

- University of the Sunshine Coast (USC) offers a two-year postgraduate initial teacher education program to prepare secondary school teachers (the Master of Teaching (Secondary) program). With courses in this program offered in summer and winter semesters, students can complete this program in 18 months.

- The program assists with meeting demand for teachers in areas of shortage (such as industrial technology and design) through program design which enables secondary students to complete their program more quickly, through full utilisation of the three trimesters in the university's calendar.

Preparing preservice teachers to teach in regional, rural and remote (RRR) locations.

- USC encourages preservice teachers (PSTs) to undertake a placement in a regional, rural or remote (RRR) school during their initial teacher education (ITE) program, and implements a process of interviewing, monitoring and supporting PSTs throughout this time.

- A further signature practice of USC is the 'Coast to Country' bus trip that occurs twice a year, in which a group of PSTs travel together (with supervision from USC staff) on a scheduled route, visiting RRR schools, meeting school staff and being immersed into community events.

- USC data indicates that 52.7 per cent of USC preservice teachers with RRR exposure (through bursaries and/or 'Coast to Country' experience) were identified as teachers employed by Education Queensland. From those identified, 69.4 per cent of the bursary recipients were employed in teaching positions in RRR locations in Queensland immediately following graduation.

- USC PSTs who are accepted into the Outback Advantage program are provided with:
    – nine days' classroom experience with ongoing teacher mentorship;
    – ongoing professional learning including practical workshops;
    – a final professional experience at an RRR state school; and
    – permanent employment at an RRR school.

Financial support

- Through a bursary donated by the Tim Fairfax Family Foundation (TFFF), USC PSTs are provided with some financial support during such placements, and this can be augmented by Education Queensland's 'Beyond the Range' initiative that provides further cash incentives.

UNIVERSITY OF SOUTHERN QUEENSLAND

Models associated with long placements in schools/programs delivered in shortened timeframes.

- University of Southern Queensland (USQ) has a placement program that exceeds the minimum national requirements for placement days by providing a transition to employment placement (a supervised internship where students take 50 per cent responsibility of the classroom, enabling students to be employed as they graduate and to improve their prospects of obtaining continuing employment).

Preparing preservice teachers to teach in regional, rural and remote (RRR) locations.

- USQ has a strong focus in its placement strategy and partnerships on our context through rural and remote placements.

- These assist students to engage in permission to teach arrangements, meaning from their third year some students are able to continue studying while being employed by teachers in areas of national teacher shortage.

- USQ has industry partnerships in areas of high demand (for example, early childhood) where students can be employed in the sector while studying.

THE UNIVERSITY OF SYDNEY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Next year, The University of Sydney School of Education and Social Work (SSESW) will introduce a suite of comprehensively redesigned Bachelor of Education degrees in Primary, Secondary, and Health and Physical Education. These new degrees provide students with the opportunity to complete a dual degree and attain specialist knowledge by adding a one-year Bachelor of Advanced Studies.

- M.Teach (Masters) offers students the opportunity to complete the degree in 19 months.

  – The program has the potential to be taught in an even shorter period, i.e. through a trimester style approach. However, this option may be limited due to current AQF restrictions.

  – Also, it may be possible to have two intakes per year.

- The program includes 80 days of professional placements spread across two practicums and one internship.

  – Note, this is 20 days above the minimum 60 days required for accreditation.

UNIVERSITY OF WOLLONGONG

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Currently, University of Wollongong education degrees integrate between 60 and 80 days of carefully sequenced professional experience.

- Students are also encouraged to undertake additional voluntary service in educational settings which can be recognised through our extra-curricular program.

UNIVERSITY OF TECHNOLOGY SYDNEY

Models associated with long placements in schools/programs delivered in shortened timeframes.

- Since 2020, University of Technology Sydney has offered a mid-year entry option. This allows career changers to cross over when it suits them rather than having to wait until autumn each year and gets them into teaching positions earlier.

- In the recent past, student teachers have been able to complete a Masters level teaching qualification course in accelerated mode, with students graduating after 1.5 years. Uptake of this was small (five to eight students per year) but could be re-introduced if the current review were to boost demand.

- Students can complete an undergraduate degree combined with an M.Teach in an accelerated time frame of four years (as opposed to five years). Undergraduate degrees on offer include science, business, engineering and communications (creative writing) and the combinations service areas of high teacher demand.