



Professor Mark Scott AO
Chair of the Teacher Education Expert Panel
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Sent via email: teachereducation@education.gov.au and [website](#)

Dear Professor Scott,

**RE: CATHOLIC EDUCATION CANBERRA GOULBURN (CECG) SUBMISSION IN
RESPONSE TO THE TEACHER EDUCATION EXPERT PANEL DISCUSSION PAPER**

I write in response to Teacher Education Expert Panel Discussion Paper. I am pleased to provide a submission on this important matter on behalf of Catholic Education, Archdiocese of Canberra & Goulburn (CECG).

Catholic schools have provided education in the Archdiocese of Canberra and Goulburn for more than 160 years, educating hundreds of thousands of students during that time. CECG educates over 25,500 students in 56 schools and eight early learning centres across the ACT and much of southern NSW, covering a geographical area of 88,000 square km.

The Discussion paper covers the following areas, and our responses follow:

- 1. Strengthen ITE programs to deliver confident, effective, classroom ready graduates**
- 2. Strengthen the link between performance and funding of ITE programs**
- 3. Improve the quality of practical experience in teaching**
- 4. Improve postgraduate programs to attract mid-career entrants**

1. Strengthen ITE programs to deliver confident, effective, classroom ready graduates
To what extent would this strengthen ITE to deliver confident, effective, classroom ready graduates?

Programs must be based on research on how students learn (how their brains work). ITE should be based on Cognitive Sciences (Science of Learning). Focus should be strengthened on Reading Instruction (how best to teach reading) to ensure all teachers are prepared with teaching children to read. This impacts all other areas of education. The programs must be based on a Science of Reading evidence-based framework, Simple View of Reading. Understanding how this research translates into the classroom requires specific focus on high impact teaching practice. Exploring the instruction that will have most impact, that is efficient and effective is

essential. In order for ITE students to understand the specifics of translating the knowledge learnt into the classroom, there needs to be demonstrations of practice. This can be achieved through demonstrations at university, via video, in school placement and/or intensive type structures.

Evidence-based teaching practices: Are there other evidence-based practices which should be prioritised in ITE programs?

Evidence based practices should be directly linked to how students learn. There is no time to waste in school, so we need to teach as efficiently and effectively as possible. We need to find the most effective and shortest path to get our students to where we need them. This is the Science of Learning. In order for teaching practice to be effective, teachers require specifics, a framework or scaffold to follow, and to receive feedback and refine their practice. This links nicely to Rosenshein's Principles of Instruction. Also, understanding Cognitive Load Theory, and what this means for our practice will mean that teaching practice needs to be founded on a strong evidence-base such as Science of Learning.

Amending Accreditation Standards and Procedures: How should the Accreditation Standards and Procedures best be amended to ensure all ITE students learn and can confidently use these practices? Should the Accreditation Standards and Procedures be amended to require TPAs to assess these practices?

The aim of ITE is to consider what students need in the four years at University to ensure impact on their classroom from 'Day One'. This includes pedagogical and behavioural focus. This will equip the ITE students with the knowledge and practice to succeed.

ITE students require more opportunity to practice what they have learnt. It is important to build knowledge, and what that means in the classroom is critical. For example, breaking it down into specific practice to be implemented. There is a need for more opportunity for knowledge building, demonstrations, having a go themselves and receiving feedback, and keeping that continuous loop occurring through their study. ITE should focus on what their students need in order to be successful in their first few years. This may mean specifically training and coaching them in evidence-based programs, participating in intensives where they demonstrate practice and receive feedback and coaching. This connects also with behavioural strategies, again linked to evidence.

Curriculum specific content: What steps should be taken to ensure curriculum-specific ITE content embeds the evidence-based practices?

Focus on evidence-based programs and resources. Provide the 'what to teach' to ITE students, so they can focus on 'how to teach' when they start teaching.

Ensuring consistent, robust delivery of evidence-based teaching practices: What changes to the authorising environment are required to ensure consistent application of the Accreditation Standards and Procedures and implementation of core content in ITE programs?

More practice - coaching and mentoring by experienced teachers, aligned to evidence. More in school partnerships, ongoing connection with school/s to support teaching practice and develop early habits of teachers that are impactful to student learning.

Work being completed at CECG with [Catalyst](#) is addressing these issues:

- How students learn
- How students process new information, retain and apply that information
- Classroom practices that have the highest impact on student learning
- Breaking down what students need to learn
- Demonstrate each step
- Be clear with students what is expected of them

- Assessing student learning, providing timely feedback to correct misunderstandings
- Build their knowledge
- Establishing clear and well-defined rules and routines
- Setting high expectations
- Engaging all students in their learning
- Rehearsing Responses

2. Strengthen the link between performance and funding of ITE programs

CECG would support the introduction of publicly available quality standards across the 4 areas of ITE programs (selection, retention, classroom readiness, transition).

In relation to performance funding, CECG proposes that all providers sign up to the Standards and report directly on the standards to the systems they support and collaborate with the systems on continuous improvement. We would need to be convinced that this should be funding dependent given operation of universities. Making funding contingent on course quality has many problematic elements.

3. Improve the quality of practical experience in teaching.

There is currently wide school to school variance in the experience. There needs to be much greater attention to this critical component of the ITE experience, and much greater engagement with systems from the providers, provider and system/school collaborating on best practice.

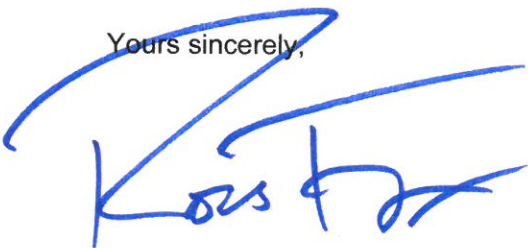
4. Improve postgraduate programs to attract mid-career entrants.

CECG supports and promotes flexibility in mid-career entrants in relation to teaching – experienced people who can bring valuable prior employment experience to the profession, ensuring that new scholarship pathways are introduced with government support to ensure financial disincentives in transition into an ITE program are ameliorated.

CECG have instigated a system wide change in the approach to learning and teaching in Canberra Goulburn through the [Catalyst](#) program. We are seeing positive initial results.

As always, I am very happy to be contacted directly should you require further discussion or information.

Yours sincerely,



Ross Fox
DIRECTOR
20 April 2023

We would be
happy to discuss
our approach at
any time.

