RESPONSE TO *NEW DIRECTIONS FOR SCHOOL LEADERSHIP AND THE TEACHING PROFESSION – DISCUSSION PAPER JUNE 2012*

September 2012

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Australian Catholic University (ACU) welcomes this opportunity to make a submission in response to the Victorian Government's discussion paper, *New Directions for School Leadership and the Teaching Profession*.

ACU has been producing teaching graduates in Victoria since 1864. ACU is a publicly funded Catholic university open to people of all faiths and no faith. Our teaching graduates work in the Catholic, independent and government schools throughout Australia and around the world. They are well regarded and highly employable.

ACU is always examining ways to refine its courses so that its students are well prepared for 21st century learning. As a leading university producing teaching graduates, ACU's submission will necessarily focus on the role of teacher education. ACU shares the Victorian Government's goal of increasing the performance of Victorian students by ensuring that they are taught by great teachers. While agreeing with this goal, ACU believes that some of the ideas suggested in the paper would not help achieve it. There are three key points that need to be made about producing great teachers for Victorian schools.

The first point is that well-meaning regulation, designed to address perceived problems, can often have unintended consequences. In the area of pre-service teacher education, regulation stifles creativity and flexibility on the part of universities in better designing education courses to suit the needs of the profession, schools and the community. Much of the content of education courses is mandated by state and federal regulation and compliance with professional accreditation standards for teaching. The challenges of the federal system increase the level of regulation faced by universities. As Australia's only national university (operating in four different jurisdictions) ACU is acutely aware of the effect of overlapping and inconsistent regulation. The current level of regulation means that faculties are not easily able to distinguish themselves on the basis of curricula or course delivery nor can they respond flexibly to market demands. ACU is slightly different to other institutions as we are able to distinguish ourselves by the quality of our research, our access to high quality practicum placements for students from first year onwards and the incorporation of e-learning and the Catholic intellectual tradition into our teaching. However, more could be done to untie education faculties so that they are more readily able to distinguish their offerings. Flexibility, diversity and competition will ultimately lead to higher quality experience and greater choice for students.

Education faculties are regularly reviewed by state and federal accreditation bodies, stakeholders – including principals and graduates – and internal reviews. In addition, the work of the faculties is monitored by Tertiary Education Quality and Standards Agency (TEQSA). Additional reviews, like additional regulation, would not help produce better quality faculties.

The second point is that teacher education operates on a continuum. Universities have an important role to play in preparing teachers for the classroom. However, teacher education does not stop when they graduate from university. ACU believes in a tripartite approach to the continuum of

professional learning with universities, education sectors (i.e. government, Catholic and independent) and schools sharing responsibility and ownership.

Universities are best placed to enable the pre-service teacher to develop the necessary discipline and pedagogical-discipline knowledge, and theoretical framework that will support them in their ongoing professional learning.

Schools are best placed to demonstrate the implementation of ideas and strategies introduced at university, support pre-service teachers in their teaching and provide feedback and mentoring in learning to teach.

Teachers in schools are best placed to assess whether the pre-service teacher has the appropriate personal, interpersonal and communication skills to be an effective teacher. It is at the school (through the practicum) that the pre-service teacher can learn how different schools operate to address the needs of and interact with the local community.

Universities cannot prepare teachers for all contexts. On-the-job training is provided by employers in other professions. Education is no different. Employers should provide a coherent and systemic induction and mentoring process which forms part of the framework for ongoing professional learning.

The third point ACU would make is that policy makers need to focus their attention on the output of universities rather than the inputs. Too much of the debate about teacher quality focuses on ATARs (inputs) rather than teaching graduates (outputs). While ACU attracts a significant number of high ATAR students to its Faculty of Education, it does not believe that a student's ATAR is necessarily a determinant of their success at university or as a teacher. A focus on minimum ATARs as a measure of quality undervalues the role universities play in adding value to the student's knowledge and performance as a teacher. By reducing the number of teaching graduates minimum ATARS will also exacerbate teacher shortages.

ACU supports suggestions in the discussion paper around improving the pay and conditions of teachers as a way of attracting graduates of limitless choice into the profession. We also welcome the opportunity to be more heavily involved in producing a higher quality professional development experience for teachers.

This submission is organised to cover a number of issues raised in the discussion paper. It also includes background and context of ACU's role in teacher education. The submission is set out in the following chapters:

1. ACU and Teacher Education
2. Entry into Teacher Education Courses
3. Why More 'High Achievers' Don't Choose Teaching
4. How Does the University Ensure it Maintains its Standards
5. The Purpose and Content of University-based Teacher Education Courses
6. ACU's Pre-service Teachers Working in Schools
7. International Comparisons
8. Teacher Professional Development
9. Strengthening School Leadership
10. Response to Specific Ideas Raised in the Paper

RECOMMENDATIONS

ACU makes the following specific recommendations to address issues raised in the paper:

1. Universities should maintain the flexibility to decide which students they enrol in their courses.

2. A multi jurisdictional group involving state and federal governments, universities, schools, principals, graduates and education accreditation bodies should be established to develop a coherent set of policies for teacher education across the continuum and around the country. These policies should encompass initial teacher education, induction and mentoring of graduate teachers and professional learning. Such an approach needs to be underpinned by research, involve a strong collaboration of key stakeholders and have a deregulatory basis with the goal of increasing the flexibility and diversity of the approaches that schools and universities take to teaching

3. Governments should facilitate system wide support for school-based teacher educators to collaborate with university-based teacher educators to enrich pre-service teachers' experiences in schools while undertaking their practicum.

4. The school/university partnership should be deregulated so that universities and schools can devise new ways for pre-service teachers to undertake professional experience so that integrated learning can benefit the profession and students in schools.

5. There should be a continued commitment to National Professional Standards and national accreditation processes in teacher education and an extension of these where relevant, such as the development of a national rubric for the practicum assessment and authentic assessment of Graduate Professional Standards. This will enhance confidence around the quality and rigour of initial teacher education

6. Different pathways into teacher education courses should be supported including undergraduate and master's courses.

7. There should be large-scale longitudinal studies into the effectiveness of different types of pre-service teacher education programs which would include the assessment of the effectiveness of the different partners in initial teacher education (systems, schools and universities).

1. ACU AND TEACHER EDUCATION

Australian Catholic University (ACU) has an extensive history of providing teacher education in Australia. For more than 100 years ACU and its predecessor colleges have educated teachers, producing high quality graduates to teach students in Australia and around the world.

ACU was formally constituted as a university in 1991 through the amalgamation of a number of Catholic colleges of advanced education across multiple jurisdictions. ACU predecessor colleges include the Institute of Catholic Education (VIC), Catholic College of Education (NSW), McAuley College (QLD), and Signadou College of Education (ACT). In Victoria specifically, ACU identifies its Australian roots back to the teacher education provided by the Sisters of Mercy in Geelong in 1864 and Ballarat in 1876 and the Novitiate (Teacher Education) of the Christian Brothers in 1872.

ACU draws upon 2000 years of Catholic intellectual tradition, which summons the University as a matter of mission, to seek to produce graduates that are "highly competent in their chosen fields, ethical in their behaviour, with a developed critical habit of mind, an appreciation of the sacred in life and a commitment to serving the common good."[1]

Today, ACU is one of the world's largest English speaking Catholic universities with more than 23,000 students, including over 8,600 students and staff within its Faculty of Education. ACU operates as a multi-jurisdictional publicly funded Australian university with six campuses across three states and one territory. ACU campuses are located in Fitzroy (Victoria), Ballarat (Victoria), North Sydney (NSW), Strathfield (NSW), Brisbane (QLD), and Canberra (ACT).

ACU's education graduates are highly regarded in the sector and achieve a significantly high rate of employment after graduation across the Catholic, public and independent school sectors.

ACU's students appreciate that the ACU experience is different. ACU's *Commencing Student Survey 2012* found that the top three reasons for education students choosing to come to ACU were:
1. The excellent reputation of its Education courses;
2. ACU offers the Catholic/Independent strands to prepare teachers for Catholic/Independent schools; and
3. ACU has smaller class sizes and a community feel.

ACU graduates are committed to high standards of professional excellence and are also socially responsible, highly employable and committed to active and responsive learning. An Education qualification from ACU gives access to a dynamic profession across the Catholic, public and independent school sectors, and an opportunity to guide the development of young people – from early childhood through to secondary school and beyond.

At ACU we are committed to building a specialised and well regarded research environment. The Faculty of Education's two dedicated research centres – The Mathematics Teaching and Learning Research Centre (MTLRC) and the Centre for Creative and Authentic Leadership (CCAL) – continue to provide a solid foundation for intellectual debate, dialogue and discovery in discipline-specific research areas. The recently developed and established Senior Proven Research Team (SPRT), based

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[1] *Australian Catholic University Mission*

in Melbourne, consists of a team of researchers who conduct high level theorisation of core contemporary issues in early childhood education and builds on this strength to create additional capacity building and research in the area of early childhood education.

ACU's belief in practice-based research means that we share our research knowledge with students, parents and practitioners in professional learning settings, to impact current educational practices. The Excellence in Research Australia (ERA) ranking of 'at world standard' which ACU received in the area of Curriculum and Pedagogy underlines our commitment to creating a robust research culture at ACU.

The staff at ACU are well regarded in their field and are passionate about education. They strive to provide better learning and teaching experiences for each student, and to nurture educators, who can analyse, critique, question and develop existing educational theories and practices.

All ACU initial teacher education courses are fully accredited. ACU's Faculty of Education is highly regarded with ACU's teaching courses providing unique and challenging opportunities for students to assist and equip them with the skills to be effective teachers in the contemporary classroom and to take on the important role of guiding the development of young people.

ACU prepares teachers to teach in schools catering for students of all ages. Currently there are 1,498 undergraduate students studying early childhood courses 2,381 undergraduate students studying primary education, and 1,134 undergraduate students studying secondary education, at ACU.[2] An additional 335 students are undertaking primary education courses and 528 students are undertaking secondary education courses, at the graduate entry/postgraduate pre-service course level.[3]

ACU's role in educating teachers for the Catholic, Independent and Government School Sectors

ACU graduates teach in government, independent and Catholic schools, as well as school systems in other countries. As a Catholic university, ACU has a special relationship with the Catholic school sector. After state and territory governments, the Catholic Church is the largest provider of school education in Australia. Around the country, there are approximately 1,700 Catholic schools, employing 78,000 staff and enrolling 704,000 students (representing 20 per cent of the nation's total enrolment). In Victoria, Catholic schools enrol 22 per cent of students and in 2010 captured 53 per cent of all state-wide enrolment growth.[4] The Catholic Education Office of Melbourne (CEOM) reports that one in four students in Melbourne attend Catholic schools. There are 329 Catholic schools in Melbourne, and a combined total of 146,400 students and 16,700 teaching and non-teaching staff employed in Catholic schools.[5]

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[2] Figures relate to 2012 ACU enrolment numbers: undergraduate early childhood courses being undertaken are the Associate Degree Early Childhood Education, Bachelor of Education (Early Childhood and Primary) and Bachelor of Teaching (Early Childhood); undergraduate primary education courses are the Bachelor of Education (Primary), Bachelor of Education (Primary) [4th Year Upgrade], Bachelor of Education (Primary – Aboriginal & Torres Strait Islander Studies); undergraduate secondary education courses are the Bachelor of Education (Secondary)[4th Year Upgrade], Bachelor of Education (Secondary-Indigenous Studies); Bachelor of Teaching/Bachelor of Arts, Bachelor of Teaching/Bachelor of Arts (Humanities); Bachelor of Teaching/Bachelor of Arts (Mathematics); Bachelor of Teaching/Bachelor of Arts (Technology); Bachelor of Teaching/Bachelor of Teaching/Bachelor of Arts (Visual Arts).

[3] Figures relate to 2012 ACU enrolment numbers: Postgraduate primary education courses being undertaken are the Bachelor of Education (Primary)[Graduate Entry], Master of Teaching (Primary), Master of Teaching (Primary)/Grad Cert Religious Education; and postgraduate secondary education courses are the Graduate Diploma in Education (Secondary), Grad Dip Education (Secondary)/Graduate Certificate in Religious Education, Master of Teaching (Secondary), and the Master of Teaching (Secondary)/Graduate Certificate in Religious Education.

[4] Stephen Elder, 'School autonomy and subsidiarity' at http://www.ceomelb.catholic.edu.au/about-catholic-education/thoughts-from-the-director/post/15556/

[5] Catholic Education Office, Melbourne, 'Our Schools' at http://www.ceomelb.catholic.edu.au/our-schools/

In 2012, 49 per cent of ACU's Victorian teaching students undertook their practicum placements in Catholic schools.

ACU's Faculty of Education holds a strong commitment to its Catholic identity and mission, which is the 'cornerstone' of all its programs. In its courses, the Faculty provides students with the opportunity to engage in a wide range of unique experiences in order to build their professional identity and make a smooth transition from student to teacher. Some of these activities have included staff and student involvement in local community engagement programs such as the Atherton Garden Homework Club, the Ballarat Learning for Life program and the Teacher-Tutor program, as well as international experience programs in Vanuatu, the Solomon Islands and East Timor. The Faculty also maintains ongoing partnerships with local and international stakeholders to provide capacity building teaching programs.

Innovations within the Catholic sector which could be scaled up to meet the needs of the Government school system

ACU's collaborations with the Catholic Education Offices (CEOs) allow us, within the flexibility of the Catholic education systems, to be innovative in testing new ways of delivering teacher education. Some of these innovations might be scaled up and used across the education system as a whole. Some of our innovations include:

> ***Learning in the School Community*** - a partnership program where teacher education is the joint responsibility of ACU, its partner schools and CEOM with expanded practicum placements and teacher learning programs delivered collaboratively in the school.

> ***'Partnerships in Learning (PiL): Enhancing Teacher Quality'*** - the project aims to enhance pre-service teacher education by providing a deeper understanding of rich and diverse school communities and the importance of school-family-community partnerships in maximising student learning outcomes. The project extends the time pre-service teachers spend in one school community over a period of two years. Thirteen pre-service teachers have been allocated to seven parish primary school communities where they are engaged in teaching and community practicums, supported by collaborative partnerships between the school community, ACU and CEOM. It is anticipated that the outcomes from this initiative will help inform future models of school university partnerships and pre-service teacher education.

Employability of ACU Graduates

ACU teaching graduates achieve a notably high rate of employment after graduation, and are highly regarded in the sector, as the Catholic Education Office, Melbourne, has noted:

> Catholic schools value highly the work that ACU undertakes in the preparation of teachers through their undergraduate programs. A significant number of graduates go on to be employed in Victorian Catholic schools and in their beginning and progressing years make a significant contribution to the outcomes of students in Catholic schools. ACU graduates employed by Catholic schools are perceived as high quality.[6]

In most states, most graduates progress to permanent employment after a period of time on a contract. Graduate Destination Survey (GDS) data for 2011 on students who completed their studies

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[6] Stephen Elder, Executive Director, Catholic Education Office, Melbourne (2012).

in 2010 and were available for full-time work, indicated that nationally over 85 per cent of ACU graduates were in full-time employment and a further 13 per cent were working part-time.

In Victoria specifically, data based on the GDS results identifies that Victorian ACU students achieved a particularly high rate of employability.[7] Of those ACU students who graduated with courses in Teacher Education: Primary[8] and were available for full-time work, 95 per cent secured full-time employment, and an additional 3 per cent secured part-time work. For those ACU students who graduated with courses in Teacher Education: Secondary[9] and were available for full-time work, 79 per cent secured full-time employment, with an additional 17 per cent securing part-time work.

Australian Catholic University 2010 Graduates - Initial Teacher Education Courses[10]
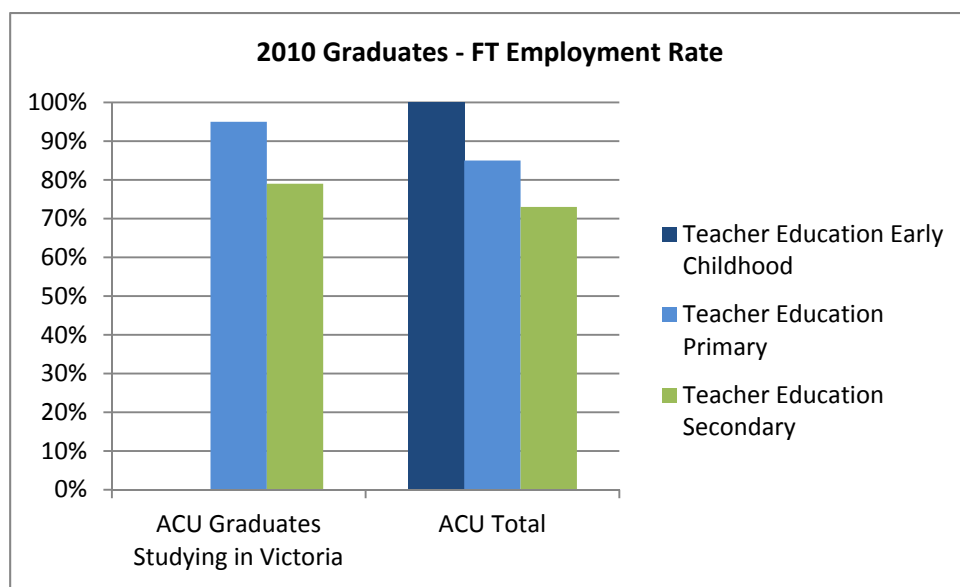
In 2011 the full-time employment rate for graduates across all Australian higher education courses was 80 per cent.[11] The national full-time employment rate for bachelor degree graduates across all fields of education was 76.3 per cent. In relation to Education initial courses specifically, the national employment rate was 74.3 per cent. Comparatively, at ACU Victoria, the overall full-time employment rate for Teacher Education: Primary and Teaching Education: Secondary graduates was 89 per cent. These figures indicate the comparatively high rates of employability of ACU teaching graduates. Additionally, statistics for ACU overall (i.e. all jurisdictions) indicate that 92 per cent of graduates are in full-time teacher related employment.

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[7] This data relates to students who completed course requirements at the end of 2010.
[8] Bachelor of Education (Primary) and Master of Teaching (Primary) or Master of Teaching (Primary)/Graduate Certificate Religious Education courses at ACU Victoria.
[9] Relates to Bachelor of Teaching/Bachelor of Arts (Secondary) and Graduate Diploma in Education (Secondary) Or Grad Dip Education (Secondary)/Grad Cert Religious Education courses at ACU Victoria.
[10] Data generated by Office of Planning and Strategic Management (OPSM), Australian Catholic University.
[11] Graduate Careers Australia, *Graduate Destinations 2011 – a Report on the Work and Study Outcomes of Recent Higher Education Graduates* (2011); Graduates who completed all course requirements at the end of 2010.

2010 Australian Graduate Full-time Employment Rate

(bar chart)

- All Australian Graduates: ~80.0%
- Bachelor Degree Students (All Education Fields) For All Universities: ~76.5%
- Education-Initial Courses For All Australian Universities: ~74.5%
- ACU Victoria (Primary & Teaching Education: Secondary Graduates): ~89.0%
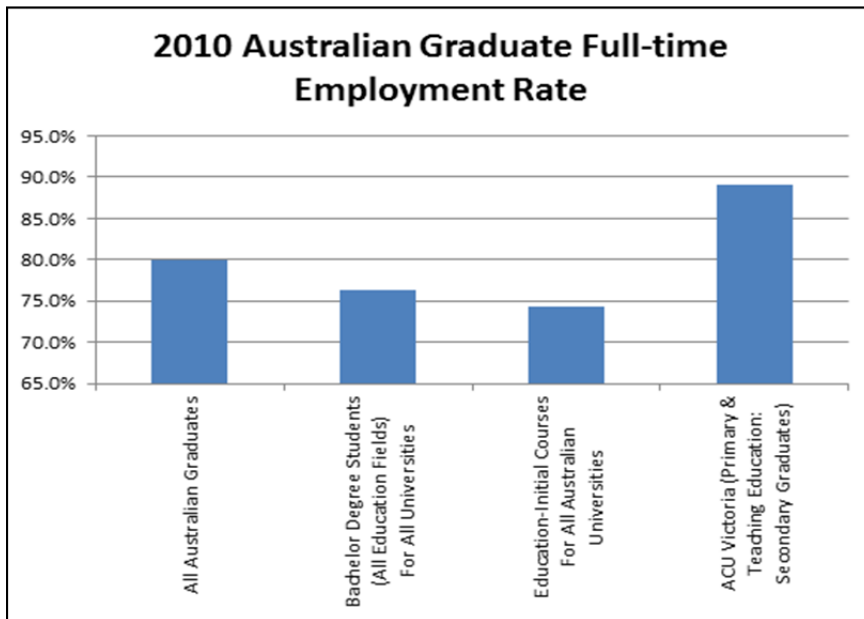
Practicum Placements

ACU has strong relationships with schools across all sectors and there is a significant demand from schools in the sector to have ACU students undertake their teaching placement with them.

With respect to the current cohort of ACU teaching students, 7,295 placements were given to ACU students across Australia this year, including 2,621 placements in Victoria. Of the students who undertook (or are undertaking) practicum placements in Victoria in 2012, 49 per cent are in Catholic schools, 19 per cent are in government schools, 29 per cent are in 'other' placements (this includes students in Early Childhood courses with placements in birth to 5 year environments, and community engagement placements), and 3 per cent are in independent schools.

Placement distribution Faculty of Education (% of total placements)

% Distribution of Placements as at 9 August 2012

(bar chart)

- Catholic: ~50
- Independent: ~9
- Government: ~18
- Other: ~24

Placement Type
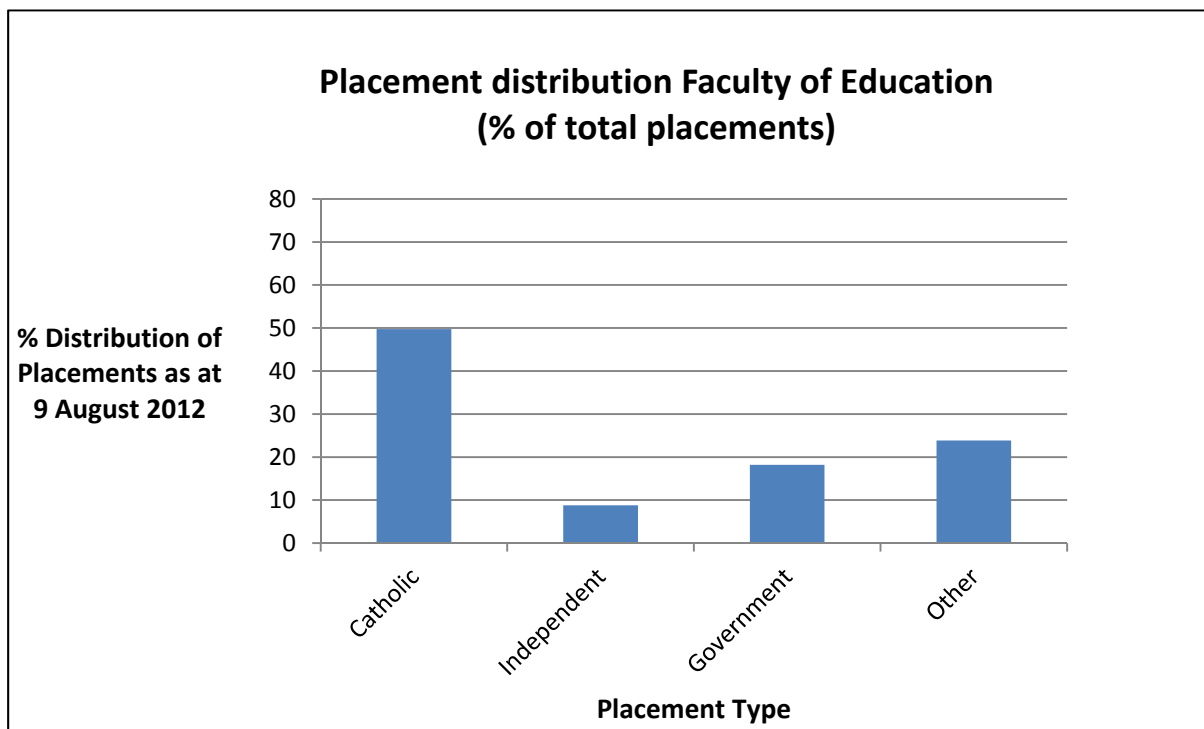
Overview of the sector

The *Good Universities Guide 2012* identifies 43 providers of teacher education courses in Australia. Within this group, ACU enrols the second highest number of undergraduate teaching students in Australia. In Victoria, ACU currently has 1,611 undergraduate students undertaking early childhood, primary and secondary education courses; and 289 postgraduate students undertaking primary and secondary education courses.[12] Other higher education institutions providing teacher education courses are listed below with the Victorian institutions in bold.

Institution	Total number of undergraduate education students as per *Good Universities Guide 2013*
ACPE (Australian College of Physical Education)	578
ACU	4396
Adelaide University	376
ANU	
Avondale College	580
University of Ballarat	1355
Bond University	
University of Canberra	1173
Charles Darwin University	858
Christian Heritage College	256
Central Queensland University	1023
Charles Sturt University	4714
Curtin University	1133
Deakin University	3125
Edith Cowen University	3245
Flinders University	1583
Griffith University	2797
James Cook University	1420
La Trobe University	1351
Macquarie University	2678
Melbourne Institute of Technology	
Monash University	1753
Murdoch University	1498
University of Newcastle	3918
North Melbourne Institute of TAFE	
University of Notre Dame, Australia	1947
Open Universities Australia	
Queensland University	1011
Queensland University of Technology	2855
RMIT	956
Southern Cross University	1570
University of the Sunshine Coast	720

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[12] Australian Catholic University (ACU) 2012 enrolment figures.

The University of Sydney	1914
Tabor College	184
University of Tasmania	1891
University of New England	2717
University of South Australia	2611
University of New South Wales	876
University of Southern Queensland	2754
University of Technology, Sydney	1058
University of Western Sydney	517
Victoria University	2227
University of Wollongong	1287

2.   ENTRY INTO TEACHER EDUCATION COURSES

The discussion paper raises issues about current selection processes. Students are selected for ACU's undergraduate teaching courses from a number of pathways (about 40 per cent come from non-school pathways which includes mature entry students and students who have studied at university).

Australian Catholic University

Commencing Students - Basis of Admission by Institution & Subject Area

Teacher Education - Primary and Secondary

Basis of admission type
- Higher education course
- Secondary education
- VET award
- Mature age
- Other

66%
11%
2%
1%
21%
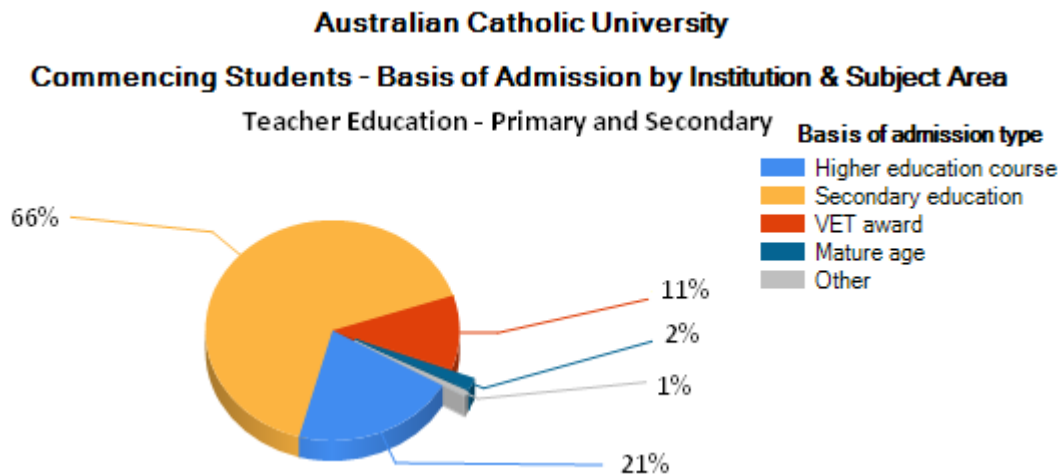
The entry requirement for students entering graduate pre-service courses (Master of Teaching) is based on Grade Point Average (GPA) from a successfully completed degree. For secondary teacher education there are also requirements imposed by the discipline which the student wishes to teach.

Undergraduate admission pathways include:

- **TAFE articulated agreements**, whereby students are awarded credit for prior study.

- **Associate degree programs** for Indigenous and Early Childhood students as a pathway for the degree program.

- **Early Achievers Program –** students receive an early offer into university based on the contributions they have made to their community.

A significant number of ACU students – more than 50 per cent – gain admission to the undergraduate pre-service initial teacher education programs via an ATAR. The majority of these students are within the 60-80 band – many students have ATARs in the 80 and 90s. In Victoria, the median ATAR for students admitted to Initial Teacher Education courses at ACU is 70. In addition all school leavers studying education in Victoria need to meet specific VCE Maths and English scores, and the new national accreditation standards require universities to guarantee minimum standards of literacy and numeracy on graduation.

ACU Initial Teacher Education (VIC) Student Admissions – Headcount and ATARs

Student Headcount-Initial Teacher Education (VIC)
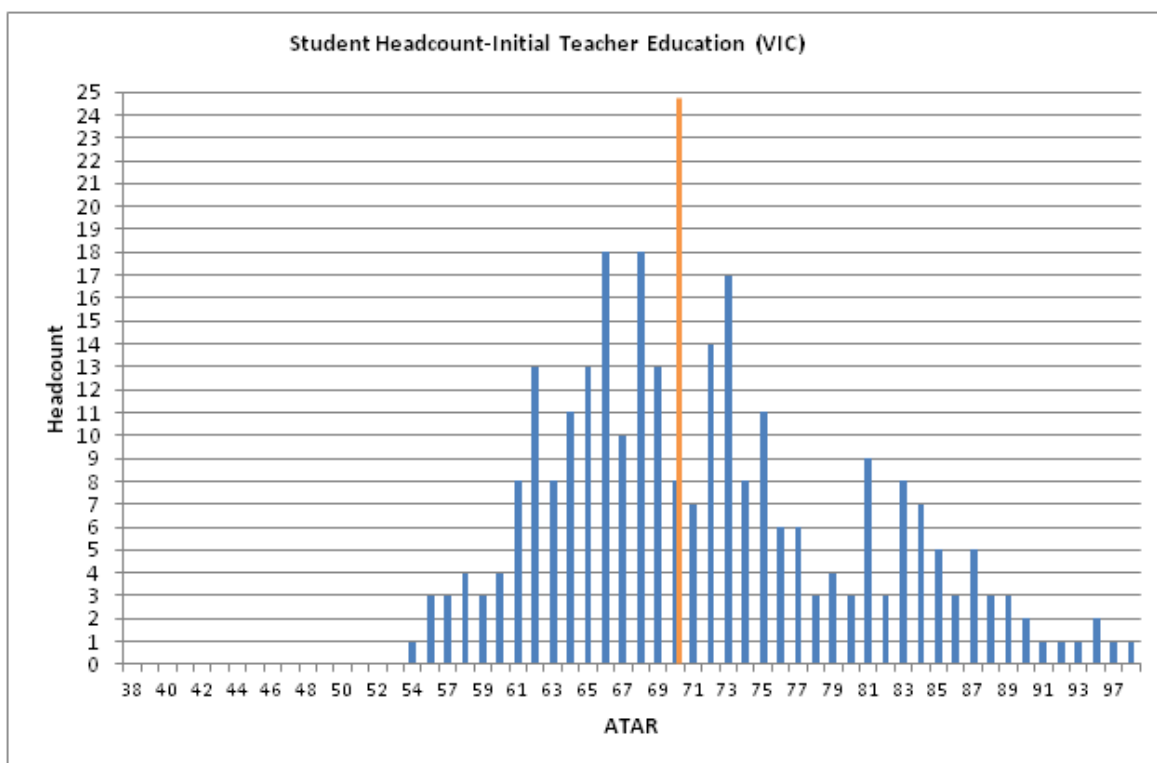
ACU notes the public debate around entry requirements for teacher education courses, and particularly the speculation around the correlation between ATARs and the quality of teaching graduates produced.

A few points need to be made about the role and relevance of ATARs to the debate about teacher education.

An ATAR is a not a score. It does not measure knowledge, skills, aptitude or intellect. An ATAR is merely a rank representing the number of students a person performs better than in any given year in their collection of final subject assessments. An ATAR of 66 does not mean a student achieved 66/100 but rather it means that they were ranked in the top 34 per cent of students in Australia who completed their secondary schooling in a given year. But an ATAR does not measure this in any pure way. A scaling system operates so that an ATAR does not purely measure an individual student's performance in subjects they have taken, rather, other factors like the degree of difficulty of the subject chosen and the performance of the student's school overall are taken into account in determining a final ATAR rank.

An ATAR also does not take into account human factors which might affect a person's capacity in high school, university and beyond. It does not measure passion, commitment, communication skills, compassion, enthusiasm, ethics or social disadvantage to name a few attributes which could help or hinder a student or a teacher succeeding in the wider world.

When ATARs are applied to university courses they merely measure supply and demand. If a University wants to increase its ATAR number it simply reduces places. Conversely if a university wants to offer more places to students in a course its ATAR will probably reduce. However there is a practice in all universities of admitting students below the published ATAR through bonus point

schemes. Bonus point schemes can be offered for many reasons. Common reasons might include compassionate grounds, assessment of ability or to correct disadvantage. So a published ATAR will never give an accurate presentation of the real minimum rank to satisfy admission requirements.

Insofar as teaching is concerned, lower ATARs for teaching than say, law or medicine, primarily reflects the fact that teaching is not a highly paid career and that many teachers will reach their maximum earning capacity after fewer than ten years in the profession. In addition the number of teachers required to serve the needs of the nation is much larger than the number of doctors, hence more places are offered for teaching than medicine at university

At ACU success in teacher education courses gives a complex picture. As the following graph[13] demonstrates some high scoring students fail and some lower scoring students are highly successful. But, mostly, both high and low ATAR students perform in a similar fashion.
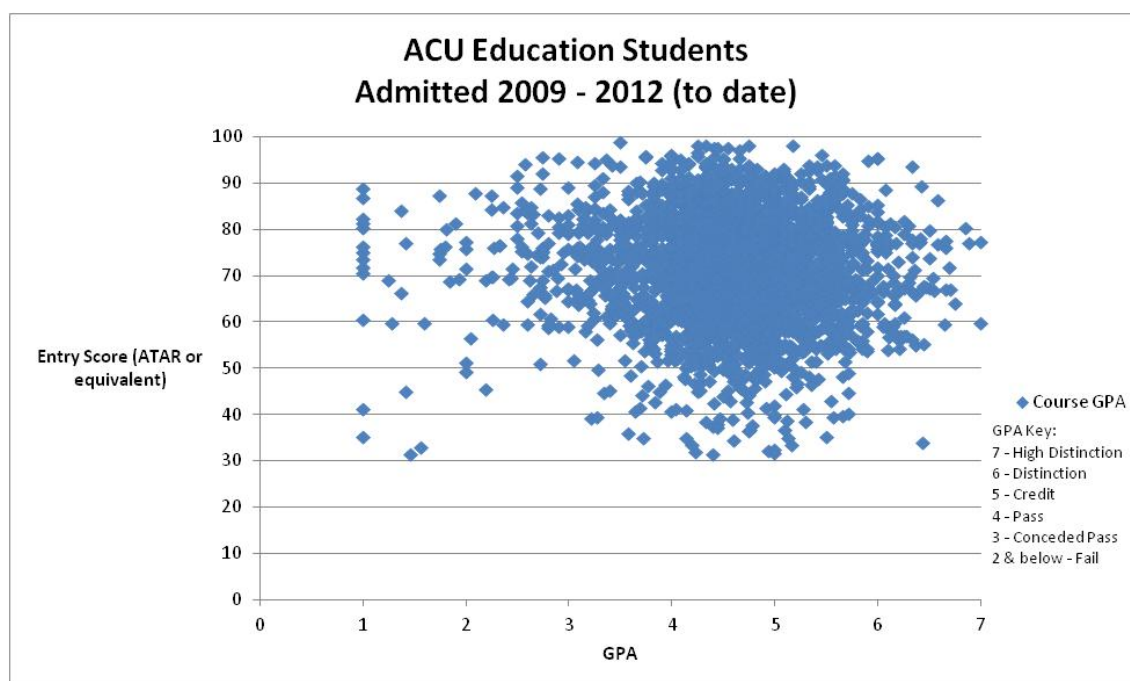
The focus on entry level 'high achievers' presupposes that there is little 'value add' in completing a teacher education degree. As the above graph demonstrates students who may enter with an ATAR score considered to be lower than that of 'high achievers' may perform extremely well in their tertiary studies and develop into effective, 'high achieving' classroom teachers and leaders. Conversely students who enter with a higher ATAR do not always succeed in a university learning environment which places more emphasis on independent learning.

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[13] Note: The data on which this graph is based relates to ACU students admitted to undergraduate Education programs from 2009-2012 (semester one). The Data does not include students who gained admission to Education programs via pathway programs (i.e. non ATAR based admissions). It does not cover all ACU Education students and only includes students for which ACU had both entry score and GPA records in its student system. Consequently, the data is only indicative of the general trend (or lack thereof) within Education courses. Base entry scores (ATARs or equivalent) have been used, therefore the data does not include any ACU bonus points, which may have contributed to the student receiving an ACU course offer. Grade Point Average (GPA) data is current as at 21 August 2012 and is cumulative per student (e.g. GPA data relating to a student admitted in 2009 refers to their current GPA (GPA data is not broken down for each year as the student progressed through their course) GPA data referred to for 2012 includes a calculation of any results for 2012 semester one.

ACU strongly refutes any blanket assumptions that the admission of students on lower ATARs or via alternative entry pathways results in the production of poorer quality teaching graduates. Such an assumption also effectively overlooks and undermines the core role of universities in 'value-adding' by equipping students with the necessary knowledge and skills to become effective teachers - which is at the heart of higher education. Universities have a role to play in improving literacy and numeracy where shortfalls may exist. The point that we would make is that it is not how a student enters the university but how he or she leaves the university that is important.

Of course some students with a high ATAR do choose teaching and succeed at university but there are simply not enough students with a high ATAR to fill the demand for teachers. There is an expectation that Australian schools will face a large influx of students over the next eight years. The Commonwealth Department of Education, Employment and Workplace Relations forecasts an additional 670,000 school student enrolments over the next eight years.[14] Therefore, the focus should be on maximising opportunities to support and enrol capable students, and turning them into high quality teachers. Professor Sue Willis, former President of the Australian Council of Deans of Education, counsels that teacher shortages in 'hard to staff' areas are likely to ensue from the introduction of minimum entry requirements. [15]

One of the goals of the Australian higher education system is to increase participation and access for students who do not appear in the upper ranges of ranked final year secondary school results. It is therefore important to assess capacity rather than ranking.[16] American studies have shown that when students with a low university entry score are provided with an appropriately supportive transitional program and environment, retention rates and academic performance can be comparable with those of the mainstream student body.[17] In Australia, efforts to ease and support students into the social milieu of academic study and into the discourse of academic writing, facilitate student retention and success.[18]

The successes of the Step Up Into Teaching (SUIT) program developed by ACU in collaboration with two Catholic Education Offices in Sydney and now extended to Melbourne is a useful example of how reducing rather than increasing ATAR reliance can produce better performing university students. SUIT targets students who might otherwise not consider undertaking higher education, mainly those from low SES backgrounds. The program follows students in their final year of secondary school into their first year of higher education. SUIT aims to 'increase the university aspirations of students from low socio economic groups' and specifically encourages them to pursue teacher education degrees.[19] School students undertake two modules, 'Contexts for Learning and Development' and 'Introduction to ICT'. Classes are conducted both at a local school and at the university campus. The modules develop students' skills and knowledge in ICT and broaden their knowledge of developmental psychology in the context of teaching and learning. Students who successfully complete the program may be eligible for bonus points, scholarships and entry via the ACU Early Achievers' program. The success of SUIT students is significant. Data collected to compare the results of SUIT students with the first year university cohort revealed that the proportion of SUIT

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[14] Ferrari, J, 'Schools to chalk up massive growth' *The Australian* (23 August 2012).

[15] 'Raising minimum entry scores could worsen teacher shortages', *Oz Teacher Forum*, Retrieved 22 August, 2012, http://ozteacher.com.au/html/index.php?option=com_content&view=article&id=34:raising-minimum-entry-scores-could-worsen-teacher-shortages&catid=1:news&Itemid=69

[16] Palmer, N., Bexley, E., & James, R., 2007, *Selection and Participation in Higher Education: University selection in support of student success and diversity of participation*, Prepared for the Group of 8. Retrieved 22 August 2012. http://www.go8.edu.au/__documents/go8-policy-analysis/2011/selection_and_participation_in_higher_education.pdf

[17] (Levy, S. & Murray, J., (2006). 'Broadening educational access and participation: The successes of a regional equity and access programs'. *The International Journal of Learning*, vol.12, Issue 7).

[18] Cited in Lynch, B., & Werth, S., 2007, 'Students with low entry scores succeed at university', *International Journal of Pedagogies and Learning*, Vol. 3., No. 3, pp. 14.-22. Retrieved 22 August 2012. http://eprints.usq.edu.au/3696/2/Lynch_Werth_IJPL_2007_PV.pdf

[19] Tanti, M, and Labone, E, 'Step Up Into Teaching: Increasing the engagement and academic self-efficacy of school students from low socioeconomic backgrounds' *The Journal of Catholic School Studies* 83 (2011), at 66.

students who achieved High Distinction, Distinction or Credit results was noticeably higher than the University average.[20] Such students could miss out under an ATAR only system.

Given the shortcomings of the ATAR system ACU is currently investigating alternative entry methods for its courses in addition to the three programs mentioned above. While ACU does not have a concluded view on alternative entry methods at this time, we believe that the best way to encourage innovation and excellence and maintain the independence of universities is to continue to allow individual institutions the flexibility to admit students to its courses under systems and criteria that the individual institution determines. Some institutions may have an ATAR+ system which may include interviews, aptitude tests, portfolios of work or other matters. Any entry system must be adequately resourced, transparent and be able to deal with the volume of students likely to apply.

Rather than over emphasising selection and entry requirements the emphasis should be on ensuring graduates meet the desired graduate professional entry standards by the conclusion of the course. ACU supports collaborative approaches recommended by the Australian Institute of Teaching and School Leadership which proposes that universities and the teaching profession collaborate to develop a clear articulation of what it means to achieve the national professional standards. As in other professions, principals, as employers, can view a graduate's academic transcript to see how well they have performed. In addition, graduate teachers can present a report on their practicum and a portfolio of their work which the principal can assess in addition to their transcript. Principals therefore, are provided with quite a lot of information in order to assess prospective teachers.

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[20] Tanti, M, and Labone, E, 'Step Up Into Teaching: Increasing the engagement and academic self-efficacy of school students from low socioeconomic backgrounds' *The Journal of Catholic School Studies* 83 (2011), at 71.

3.   WHY MORE 'HIGH ACHIEVERS' DON'T CHOOSE TEACHING

The discussion paper raises the point that more should be done to ensure 'high achievers' are encouraged to enter the teaching profession. The question of why *more* 'high achievers' do not choose teaching is based on an assumption that high achievers do not choose teaching. The range of ATAR scores achieved by students admitted into ACU education courses indicates that this is in fact not the case.

However, there are a number of contributing factors that are likely to be behind the perception that high achievers do not choose teaching including pay, conditions, promotion and progression opportunities and the teaching environment

It is misleading to reflect on a 'golden age' when teaching was a career of choice for high achieving graduates. Historically, career options were more limited and for many it was the only choice. In previous generations the options for many high achievers or those who were academically oriented, particularly women, were limited to careers in teaching or nursing. This was largely due to their gender and/or economic status. Today, the situation has changed considerably with the current generation having access to a wider range of opportunities; many of which are seen as far more attractive than teaching or nursing.

As the discussion paper points out, the top of the earning scale for teachers is $84,000 (a comparatively low amount) which is attained within ten years of commencing teaching. This means that there is no parity between a teacher and a lawyer, doctor or accountant. There is little ability to reward high performing teachers and this acts as a disincentive to undertake teaching or remain in the profession. Fundamentally, if Victoria wants to attract students with the maximum range of options available to them it must pay its teachers more and reward teaching excellence with financial performance bonuses. Beyond salary, it is often hard to reward good teachers by fast tracking their career progression where teachers can demonstrate achievement against professional standards. Similarly teachers are not rewarded for undertaking further postgraduate study, nor are there sufficient alternative career promotion pathways such as master teacher, school leadership, curriculum leader/expert which can be used as a way of recognising performance. Industrial deregulation in the teaching profession would allow employers to reward high performing teachers and provide more workplace flexibility to encourage teachers to undertake further postgraduate study.

Other contributing factors around why more high achievers are not choosing teaching as a career include the lack of professional learning opportunities and the issues faced by teachers in the contemporary teaching environment. In particular, considerations which are likely to deter high achievers from pursuing careers in teaching include that: teaching is increasingly seen as an 'non-professional' career pathway; teachers must operate in an increasingly complex and demanding work environment; difficult parents; less flexible school environments which channel students into academic pathways, where a more technical/polytechnic pathway may be more appropriate; an increase in ESL students and an increase in students with special learning needs in mainstream

classrooms; a breakdown of respect for authority of teachers and parents; and a greater emphasis on children's rights. These factors contribute to the highly demanding nature of the contemporary teaching environment and may act as disincentives for high achievers to choose teaching over other professions.

ACU's education courses attempt to prepare teachers for the more difficult challenges in the classroom such as teaching disengaged youth; dealing with diversity of school populations; meeting the needs of students with learning needs and ESL; education of students with physical, intellectual and emotional disabilities; supporting students from complex and deprived home lives; competing with the enticements of social media and online forms of communication and ways of increasing teacher effectiveness in enabling a diverse group of students to learn ever more complex knowledge and skills.

However governments and schools need to consider complementary measures such as ways of promoting the profession as a career choice, addressing teacher workloads, providing better quality mentoring and induction programs for new teachers with the support of master teachers to address the high attrition rate of early career teachers.[21]

Should a Master's or higher be a prerequisite to teaching?

A 2010 survey of primary and secondary teachers in Australian schools revealed that the most common entry-level qualification for teachers in Australia is a bachelor degree in Education. The 2010 survey also identified that 7.1 per cent of teachers in primary schools and 11.1 per cent of teachers in secondary schools held a master's degree in Education; 0.6 per cent of teachers across both primary and secondary schools held a doctoral degree in Education. A further 5.6 per cent of teachers held master's degrees and 1 per cent of teachers held doctoral degrees in fields other than Education.[22]

It would be simplistic to conclude that the solution to teacher quality is to insist that all teachers attain a higher level of academic qualification, such as a master's degree as in Finland. To conclude that the Finnish education system is better just because teachers have a master's degree overlooks Finland's matrix of complementary policies relating to lifelong learning and human capital investment. While ACU supports existing teachers undertaking inservice masters the economic reality is that such a course of action is unlikely unless there is government funding for postgraduate teaching places. As the Commonwealth currently caps the number of entry-to-profession (pre-service education) post graduate places it will support, if State governments want more teachers to undertake master's degrees they may need to offer them financial support.

In an Australian context, ensuring that more 'high achievers' choose teaching as a career and remain in the profession requires:

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[21] See the following for a discussion of the growing international trend for high attrition rates for early career teachers: *Mass Exodus of Teachers* (NPD); *Teacher Beat: Teacher turnover affects all students' achievement, study indicates; The High Cost of Teacher Turnover (National Commission of Teaching and America's Future, 2007); Eight Questions on Teacher Recruitment and Retention: What does the research say? (Education Commission and States, 2005);* Dr Phillip Riley from Monash University is conducting a five-year study into the attrition rate of early career teachers. His research suggests that 40-50% of new teachers leave the profession within five years.
[22] McKenzie, P, Rowley, G, et al, *Staff in Australia's Schools 2010: Main Report on the Survey* (2011)

- Greater focus on pay, conditions, promotion and progression so that 'high achieving' teachers feel valued and liberated to teach rather than overworked, underpaid and overwhelmed by bureaucracy and industrial issues.

- Recognition of the importance of different pathways of entry into teacher education and ensuring that these pathways are maintained and continue to be desirable and effective. This involves recognition that 'high achievers' are not necessarily those who have obtained high ATARs, but are those who possess the capacity and desire to learn and be educated as effective teachers;

- Greater support for a culture of continuing professional learning where credentialed learning has an important place and is financially rewarded;

- More attention needs to be given at the point of graduation, more so than at the point of entry into university. Now that national professional standards for graduate teachers have been developed, teacher educators must determine how they will be used to judge teacher quality and determine entry into the profession;

4. HOW DOES THE UNIVERSITY ENSURE IT MAINTAINS ITS STANDARDS

Maintaining the standard and quality of ACU's degrees is very important to the University both for its intrinsic place as a leading Australian educational institution and because it has responsibilities to its key stakeholders including the professional and regulatory bodies and educational systems that assess its work and employ its graduates.

ACU is a self-accrediting institution and is required to meet higher education threshold standards set by TESQA. These standards relate to qualifications, teaching and learning, information and research. To serve this purpose data about our graduates, units and courses, resources and services are collected and analysed regularly. The data set includes: student evaluations of the unit offered and the teaching provided, student satisfaction surveys, library and IT surveys. The University also conducts surveys on commencement and graduation from ACU.

ACU education courses are further quality assured through external national and state teacher accreditation processes. All teacher education courses must demonstrate how they meet national program standards and demonstrate how candidates will meet the national professional standards for graduating teachers. All teacher education courses must be re-accredited every five years and national and state accrediting bodies must be notified of any major changes within the five year cycle.

Internally, as a matter of university policy and in accordance with university procedures, all courses are reviewed on a five year cycle. Results of the cyclical review must be reported to Academic Board. With the Course Director as chair, the review panel includes the Associate Dean Learning and Teaching, other directors, course coordinators, external stakeholders, academics from other universities and other faculties, current students, graduates of the course and members of external accrediting agencies where appropriate.

Further, the National Course Implementation Committee (NCIC) monitors the implementation and evaluation of the course by students and other key stakeholders. The NCIC is responsible for:

- ensuring accreditation is secured;

- ensuring assessment moderation of units;

- evaluation of each year of the course and course units;

- obtaining feedback from key stakeholders;

- liaising with other relevant Faculties regarding the implementation of the course; and

- advising Faculty Board of any recommendations for change – interim or ongoing, or at the campus level.

Units are evaluated every semester and the aggregated results are forwarded to the NCIC for action as appropriate. Feedback from staff in schools participating in the Professional Experience Program is also used for the ongoing monitoring and reviewing of the course to ensure that the course reflects current practice in a 21st century learning environment.

5. THE PURPOSE AND CONTENT OF UNIVERSITY BASED TEACHER EDUCATION COURSES

Universities have an important role to play in preparing teachers for the classroom. However, education of teachers does not stop when they graduate from university. ACU believes in a tripartite approach to the continuum of professional learning with universities, education systems (i.e. government, Catholic and independent) and schools sharing responsibility and ownership. The Australian Institute for Teaching and School Leadership (AITSL) is developing a shared understanding across the sector of what can be expected of an effective beginner teacher and what the university and the school's broader responsibilities for that teacher are.

Universities are best placed to enable the pre-service teacher to develop the necessary discipline knowledge, discipline-pedagogical knowledge and theoretical framework that will support them in their ongoing professional learning.

Schools are best placed to demonstrate the implementation of ideas and strategies introduced at university, support pre-service teachers in their teaching and provide feedback and mentoring in learning to teach.

Teachers in schools are also best placed to assess whether the pre-service teacher has the appropriate personal, interpersonal and communicative skills to be an effective teacher. It is at the school (through the practicum) that the pre-service teacher can learn how different schools operate to address the needs of and interact with the local community.

Universities cannot prepare teachers for all contexts. Employers in other professions provide on-the-job training and teaching is no different. Employers need to provide a coherent and systemic induction and mentoring process which forms part of the framework for ongoing professional learning. ACU would welcome the opportunity to be more involved in this phase of professional learning.

The structure of ACU's early childhood, primary and secondary teacher education degrees are set out in Annexure A: In order to provide a better understanding of the content, a set of subject descriptions for one of the courses is set out at Annexure B. The content of such courses are largely mandated by professional bodies, school sectors and external accreditation requirements set down by the Victorian Institute of Teaching (VIT). As a national university ACU's education courses also have to comply with similar bodies in other jurisdictions in which the university operates. Common to all undergraduate pre-service degree programs are:

- Discipline-based studies – e.g. maths, science;
- Pedagogic content knowledge – knowledge about how to shape discipline content and use appropriate strategies to help others learn;
- Child and adolescent development – characteristics of different stages of human development and the different aspects of development such as physical, mental, linguistical, social, emotional, spiritual and the implications for teaching;

- Theoretical and practical studies of teaching, learning and assessment - nature of learning, how we learn, different types of learning, stages of learning and the implications for teaching;

- Professional practicum where pre-service teachers become familiar with schools and classrooms and develop their teaching skills; and

- Research projects based around school and classroom issues.

Teacher education programs must include an appropriate balance between content knowledge and teaching method knowledge. Research by Darling-Hammond and others[23] points to the fact that being in possession of the content knowledge of a discipline in and of itself is not sufficient to be able to teach it so that it results in learning for others. It is the knowledge of how to teach for learning that makes for the most successful outcomes for learners. Methods of teaching and the content to be taught need to be treated interdependently in teacher education courses so that method knowledge is contextualised and linked to specific ways of knowing and realms of meaning as bound up with the discipline area and content concerned.

ACU's education courses therefore, are based on the research evidence about quality teacher education and effective learning in schools. Representatives from the profession contribute to course development and review, and feedback is sought from stakeholders. We are confident that we prepare teachers of quality through our pre-service and postgraduate courses that deepen discipline-based and pedagogic content knowledge, develop an understanding of the theory-practice nexus as informed by a growing research and evidence base, foster reflective practice, and the capacity to discern those aspects of teaching that impact most on student learning outcomes. A key aim of pre-service courses is for the pre-service teacher to develop the theoretical framework for teaching and learning that will sustain their ongoing professional learning.

The interrelationship between discipline knowledge, pedagogic knowledge, applied teaching, reflection and research in these degree programs helps to build the kind of quality teachers described by John Hattie in his study of factors which contribute to effective teaching.[24] Quality teachers, as rated by students, are those who:

- Challenge;

- Have high expectations;[25]

- Encourage the study of their subject;

- Value surface and deep aspects of their subject; and

- Develop respectful teacher-student relationships (strong positive effects on student learning include empathy; warmth; encouraging higher order thinking).

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[23] Darling-Hammond & Bransford, (2005) *Preparing Teachers for a Changing World: What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

[24] Hattie, J. 2009, *Visible Learning:A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Taylor & Francis.

[25] Cf. *Save our Schools, Fighting for Equity in Education*: A study published by the Centre for Education Statistics and Evaluation in NSW suggests that students from High Socio-Economic status (SES) backgrounds in Australia are more likely have high expectations placed on their learning than students from Low SES). This finding is consistent with OECD report on supporting disadvantaged students, 2012, that often there are lower academic expectations for disadvantaged schools and students).

As with other providers ACU courses meet external requirements. However, we are distinctive in our priorities and focuses. We infuse our programs with a Catholic perspective emphasising the development of the whole person to achieve their full potential and contribute to society. It also means that we stress the dignity of the human person and the importance of respect for the individual. Hence we prioritise the importance of effective relationships in teaching: teacher and students, teacher and teachers, teacher and parents, students and students. We want our pre-service teachers to understand themselves, grow personally and professionally, and to understand the communities they will work in. These are achieved in a number of ways through both course and university experiences, including through the core curriculum and the community engagement experiences. In the community engagement experiences students immerse themselves in alternative settings resulting in richer learning about different communities and enriched understanding of diversity and respect for others. This program is highly regarded by external stakeholders.

ACU early childhood and primary courses are also distinctive in the priority they place on discipline knowledge for key curriculum areas such as literacy, mathematics and science and technology. In these courses all students undertake two units focusing on discipline/content knowledge and for literacy and mathematics education there are two units focusing on pedagogy and one for science and technology education.

ACU also prepares teachers for a 21st century learning environment in several ways:

- Embedding technology within the curriculum;

- Developing pre-service teachers' use of digital technologies;

- Providing experience in schools where contemporary learning spaces and personalised learning are central;

- Highlighting teaching approaches which facilitate creative, metacognitive and higher order thinking;

- Fostering engagement with a range of local, national and global communities through various forms of communication;

- Balancing formative and summative approaches to assessing student learning;

- Building pre-service teachers' understanding of the multiple forms of literacy necessary for contemporary knowledge building, creation and communication; and

- Fostering understanding of the general capabilities necessary for success in an increasingly complex world: personal and social competence, ethical decision making and intercultural understanding.

To the extent that there is criticism of university education courses much of it underestimates the complexity of increasingly diverse educational environments in which teachers find themselves. Many assumptions are made about the role of teacher education courses in preparing teachers for the classroom. Many of these assumptions are not sustainable and do not reflect the quality of teacher education courses or their ability to prepare students for the 21st century learning environment. A recent national survey of 1,400 graduate teachers in their first year of teaching, found that 73 per cent would recommend their teaching program to someone else.[26] The results also

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[26] (Mayer et al, 2011-2014. *Investigating the Effectiveness of Teacher Education for Early Career Teachers in Diverse Settings: A longitudinal study.* Deakin University with Victorian Department of Education (DEECD), Queensland Department of Education and Training (QDET), Victorian Institute of Teaching (VIT), Queensland College of Teachers (QCT), Griffith

indicate that graduate teachers feel less well prepared by their teacher education programs in the following areas:

- Teaching to linguistic diversity in the classroom;
- Communicating with parents and carers and working with the school's local community; and
- Supporting students with a disability.

Such areas are challenging – some can best be developed at the local level, some are more complex and require further study and exploration. ACU touches on all these elements within its teacher education degrees but with the competing priorities insufficient time is available for some areas. The fact that there is more content than can be covered in an undergraduate degree underscores the advantages of having teachers undertake an in-service postgraduate qualification to supplement their knowledge while remaining in the profession.

University. Canberra: Australian Research Council.; Mayer et al., 2012-2013). *Longitudinal Teacher Workforce Main Study*. Deakin University. Canberra: Department of Education, Employment & Workplace Relations (DEEWR).

6. ACU'S PRE-SERVICE TEACHERS WORKING IN SCHOOLS (PRACTICUM)

ACU recognises that practical teaching is fundamental to teacher education. Reflective of this imperative, practical experience in schools begins in the first year of each education program at ACU. Undergraduate pre-service teachers undertake 80 days minimum experience in schools. ACU's postgraduate students undertake 60 days for two year programs and 45 days for one-year programs.[27] This level of practicum conforms with requirements for teacher registration and other teacher education programs offered in Victoria.

In 2012, ACU teaching students secured 7,295 placements around Australia, including 2,621 placements in Victoria, in a wide range of teaching environments across Catholic, government and independent schools.

ACU's Faculty of Education has established key institutional partnerships with the Catholic Education Offices and other community organisations in Melbourne and regional and rural Victoria to facilitate practical teaching experiences for ACU Education students. ACU and its partner institutions recognise the significance of the practicum in consolidating and extending novice teachers' pedagogic content knowledge. Professional experience placement further students' understanding of the theory-practice nexus as informed by a growing research and evidence base, foster reflective practice, and equip students with the capacity to discern those aspects of teaching that impact most on student learning outcomes.[28]

In 2012, a formal evaluation of one model of practicum at ACU (the Learning in the School Community Pilot Project[29]) found that this partnership established between the Faculty, the CEOM and 14 Catholic primary schools provided pre-service teachers in the first and second years of their course with a significant apprenticeship into the profession. This intensive practicum model (two days per week in schools) with features similar to that of the Stanford Teacher Education Program (STEP), enabled the pre-service teachers to develop the range of capacities identified as necessary for pre-service teachers.[30] These included:

- Reflective practice;
- Strategic decision-making;
- An understanding of the processes of learning and development, including language acquisition and development;
- Use of a wide repertoire of teaching strategies to enable diverse learners to master challenging content;
- An orientation towards social justice;
- Content-specific pedagogical knowledge;
- Knowledge of how to cater for students with special needs;
- Knowledge of how to enact curriculum for formative and summative assessments; and

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[27] One-year programs will be phased out nationally by 2017.

[28] See Darling-Hammond, L.,2006, *Powerful Teacher Education: Lessons from exemplary programs*, San Francisco: Jossey-Bass.

[29] Hamston, J., & Hassim, E., 2012, *Learning in the School Community: Multiple stakeholder evaluation of the B. Ed (primary) multimodal pilot project*, Commissioned by the ACU and CEOM.

[30] As identified in research of the Stanford program and other intensive practicum programs by Darling-Hammond, L., Newton, X., & Chung Wei, R., 2010, Evaluating teacher education outcomes: a study of the Stanford Teacher Education Programme. *Journal of Education for Teaching*, Vol. 36., No. 4., pp. 369-388.

- Skills for constructing and managing a purposeful classroom.

The evaluation also found that, in line with the ACU's Catholic mission, the Learning in the School Community practicum partnership program placed much emphasis on issues of social justice and student wellbeing. It encouraged pre-service teachers to develop strong and caring relationships with their students and members of the school community (a factor identified as having a strong effect on student achievement).[31] ACU's Education Faculty is considering recommendations from this report and implications for expanding this model across its courses. Intensive clinical experience in partnership schools is highly valued by ACU but it is dependent on the commitment of the systems and the schools.

ACU is constantly looking at ways to enhance the theory-practice nexus and deepen pre-service teachers' work. Aspects for development include: micro-teaching with analysis and reflective teaching, videotaped role play with de-briefing and use of technology to connect pre-service teachers to master teachers classrooms; these are argued to yield larger effects on pre-service teachers' learning.

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[31] Hatti, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.

7. INTERNATIONAL COMPARISONS

ACU welcomes comparisons with international counterparts as valuable lessons can be gained from benchmarking programs in other countries. However, we caution against judging simplistically what happens in the Victorian context against programs in countries such as Finland and Singapore given the vastly different education systems and approaches taken to teacher education. Quality teaching is a worldwide agenda with many systems making judgements based on PISA scores, but there are many contextual factors to student achievement that need to be taken into account and there is much more to be gained from education than what PISA assesses.

The key differences between these systems and Australia are that Finland and Singapore are largely, but not wholly, homogenous cultural and linguistic groups; they do not face the challenges of dealing with a federal system where the States and the Commonwealth have joint responsibilities for education; and in Asia, teaching traditionally has been didactic. In many of these countries, as well as Australia, students in schools compete for grades and are assisted through a burgeoning industry of private tuition to pass exams. [32] Significantly, under these teaching systems teachers spend fewer hours teaching classes and more hours providing one on one feedback to students and meeting families to collaboratively diagnose classroom problems and solutions.

There are however, some ideas developed in countries which perform strongly in PISA tests which could be adapted to Australia. In some of the high performing countries greater discretion about curriculum and assessment is left with teachers and schools. In Singapore and Finland the teaching profession is better paid and better resourced. In both countries teaching students are paid to study and there are many incentives to attract mid-career professionals into teaching. In both countries a rigorous selection process is conducted at the end of teacher education degrees. Teacher education has a focus on effective leadership, teacher professionalisation, mentoring processes and the application of standards. There are systems of advanced accreditation for mid-career teachers rather than just initial registration systems. Most teachers hold a master's degree in both their content area and in education. Model schools are used for clinical practice – within these, pre-service teachers participate in problem-solving groups with a focus on planning, action, and evaluation.

There are many features of teacher education at ACU which are similar to those of Singapore and Finland. Some of these are mandated or expected and detailed in a range of policy documents such

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[32] In critique of the report published by the Grattan Institute, *Catching Up: learning from the best schools in East Asia*, February 17, 2012) that advocates East Asian schools are a good model for Australia to follow to improve student results, an Asia Development Bank report, titled *Shadow Education*, suggests that high participation in private tutoring in East Asian countries is behind their education success and that this phenomenon is "shadow education." Retrieved 24 August, 2012 http://www.saveourschools.com.au/national-issues/downsides-to-east-asian-education-success

as: *The Melbourne Declaration*; *The Australian Curriculum*; *the Victorian Essential Learning Standards*; and strategies employed by the Catholic Education Offices.

ACU's teacher education programs foster inquiry, problem-solving and higher order thinking. Education students learn through their academic studies and their professional experience in schools to become expert diagnosticians of student learning. ACU students undertake intensive models (at least two days per week in schools with some full weeks in attendance) with highly experienced mentor teachers and a clinical/reflective orientation to teacher education.

ACU education students are taught to think about how students learn with a focus on a cycle of planning, implementation and reflection/evaluation and an exposure to the range of intellectual, physical, social and emotional needs of young children and adolescents.

ACU's postgraduate courses focus on and contribute to teacher professionalisation and effective school leadership (such as curriculum leadership; school leadership; and leadership in education for marginalised groups).

8. TEACHER PROFESSIONAL DEVELOPMENT

The discussion paper raises the issue of the performance of professional development programs in Victorian schools. ACU believes that professional development is part of the continuum of teacher education from pre-service teacher education through induction to ongoing professional development programs. ACU can play an expanded role in providing excellent professional development programs.

ACU's Faculty of Education provides professional development programs in Victorian schools. ACU currently provides the following development opportunities for teachers and their leaders:

- ACU has a Master of Educational Leadership focused on producing top class educational leaders and we are renowned internationally for research within educational leadership.
- ACU has a Postgraduate Certificate in Education (Wellbeing in Inclusive Schooling) delivered by means of blended learning over one semester, including three intensive weekend workshops.
- ACU has a Graduate Certificate in Education Law which equips educators with the knowledge and skills needed to deal effectively with legal issues and to develop educational policy within a legal framework.
- ACU has a *Grammar for 21st Century Literacy* workshop program. These workshops are delivered over six days per year. They provide teachers with the knowledge to improve the quality of their students writing skills.
- ACU holds an annual Primary Teachers Mathematics Conference and Annual Secondary Teachers Mathematics Conference – Both these conferences attract around 200 -250 participants each year.
- ACU in Victoria has six partnership programs with hubs of schools that have been identified as having a Performance & Development Culture. Our pre-service teaching students are placed within these hubs alongside established teachers who want to enhance their own teaching further, while supporting the next generation of new graduates.
- Ongoing Professional Development Workshops, locally, nationally and internationally, at least twice a year in each of the following discipline areas:
  - Literacy
  - Numeracy
  - Science
  - Creative arts
  - History / Humanities.

ACU believes that we can improve our professional development programs for teachers by involving ACU's cross-faculty Department of Executive Education which delivers world-class professional development programs to a range of executives in a number of fields and disciplines. ACU Executive Education can complement existing content-based programs to provide a more holistic development framework that recognises the complex operating environments (legal, budgetary, etc) that school leaders and teachers face. ACU Executive Education can make a significant impact on improving the quality of school professional development by adapting programs developed elsewhere in the private sector that encourage teachers to consider emerging societal trends that will affect the lives of their students. Leadership development programs can be provided in areas

such as motivation, management, leadership, innovation, finance/budget management. Quality professional development can increase teacher retention by providing a framework to objectively identify 'talent' to be supported, create an objective process for teacher evaluation and drive cultural change that will ultimately impact student outcomes.

9. STRENGTHENING SCHOOL LEADERSHIP

A key issue raised in the discussion paper is the identification and skilling of leaders who are able to promote teaching excellence in their schools. ACU and its predecessor colleges have engaged in postgraduate teaching and research in educational leadership for over 30 years.

The Master of Educational Leadership degree is currently being offered in every Australian State except WA, as well as New Zealand and Mauritius. In Victoria, as elsewhere, the practice has been that Catholic Education Offices sponsor cohorts of students and ACU staff to travel to the diocese to teach the program in intensive mode, making appropriate adjustments for local contexts. Participants also study in on-line and web-enhanced modes. This practice has been highly valued by employers. Participants in the program include both those in senior positions and those aspiring to leadership. Graduates currently hold some of the most senior positions in leadership in Catholic education across Australia and internationally. ACU delivers this master's degree using a positively evaluated model which shapes cohort programs to employer needs and delivers for individual systems. Such programs are best shaped by drawing on local research, and ACU has been able to integrate the findings of its own research programs and that of its higher degree students in areas such as leading for learning, the ethical bases for leadership and alternative models of leadership.

The new Master of Educational System Leadership degree commenced in 2012 with a cohort of 19, from Catholic Education systems from WA, Vic, Tasmania, NSW, SA and Queensland. It focuses on the specific capabilities required by leaders in systems which have been identified in consultation with systems and by access to the best current research. It exposes participants to current research and scholarship as well as input from system leaders in education and other fields from Australia, Canada, New Zealand, Scotland and England. It builds connections among participants across systems and encourages collaborative and futures oriented approaches to learning.

The discussion paper draws heavily on the recent research which focuses on the practices of the world's best performing education systems. A systemic focus to education provision requires high level skills and understandings for those in system leadership, but formal avenues for developing these skills and understandings are limited in Australia at present. To the best of our knowledge, the national Master of Educational System Leadership offered by ACU is the only such program of its kind in this country. It has been able to bring together best practice research such as that identified in the discussion paper, and the theoretical insights of new work in emerging, creative and adaptive systems. Moreover, an awareness of the role of systems in improving student outcomes and school performance is informing the work of a number of our Faculty's doctoral students.

For the last seven years, the Centre for Creative and Authentic Leadership has been engaged in a project called *Leaders Transforming Learning and Learners*. This project combines elements of significant research as well as school based improvement processes, school improvement and teacher and leader learning. While it has been conducted largely in NSW, it embodies a number of characteristics which could inform Victorian developments. First, the research dimensions of the project have been developed in collaboration with schools and systems, so that the questions about leading and learning respond to real needs. Secondly, rather than a simplistic recourse to concepts

like "improvement" or "excellence", schools are challenged to explore core values and notions of authentic learning and apply these to their practices as a basis for deciding on actions that are called for. Thirdly, the processes in which participants engage are both informed by best-practice literature, and based on developing a culture of evidence. This in turn feeds into the knowledge base of the project which has been fed into later iterations. There is a significant body of publications which has emerged from this work.

ACU would encourage the Victorian government to look at supporting and expanding this program to help encourage other education leaders to be involved in research projects that assist them to focus on teaching and learning priorities to enhance student learning outcomes. ACU commends its school leadership programs to the Victorian Government.

To strengthen leadership capacity in schools and school systems a comprehensive and coherent leadership learning framework should be developed. The framework should cover aspiring leaders, curriculum leaders, school executive leaders and leaders in systems. Teacher/Leaders need to be introduced to different leadership pathways with support from mentors and coaches being provided to back up the theoretical framework. As we have said elsewhere in this submission education needs to be viewed as a continuum of which university is only one part. Schools and school systems also need to play their part in leadership development.

10. RESPONSE TO SPECIFIC IDEAS RAISED IN THE PAPER

ACU believes teacher preparation in Australia is high quality. It is developed with the profession and assured through the course accreditation processes. These processes however, can always be strengthened. ACU offers the following feedback on a number of the ideas raised in the discussion paper.

As a matter of principle, ACU welcomes moves to a national school curriculum, national professional standards for teachers, and a nationally consistent accreditation system providing those standards are appropriate and ensure a quality education system. As Australia's only national university, ACU faces difficulties of complying with inconsistent or competing policies across different States. ACU also supports greater flexibility for graduate teachers to work across the years of schooling so long as they have appropriate knowledge and education to teach in the relevant area.

Should there be more teachers with Master's degrees or higher?

ACU offers excellent pre-service master's degree programs. Catering for the growing demands of the early childhood, primary and secondary sectors remains a challenge, and the University is committed to responding to the needs of the community and the profession. The recent capping of postgraduate numbers will limit growth at this level. If governments wish to see more teachers with master's degrees then they will need to provide more Commonwealth Supported Places for pre-service teacher education programs. Perhaps the State Governments might like to offer "State Government Supported Places" to augment the number of teachers undertaking postgraduate study.

ACU also offers in-service master's degree programs for teachers who want to further their knowledge after a few years in the classroom. ACU would like to see more experienced teachers undertaking higher degree study, especially in high demand areas such as special needs education. Strong in-service master's programs are essential in producing the sort of adaptable and experienced teaching workforce Australia needs. It is not possible to cover all aspects of a complex teaching environment in any pre-service degree. Teachers and prospective leaders need to be supported and rewarded for further study which should be seen as a significant part of the professional learning continuum.

Do programs like Teach for Australia provide a sustainable model for pre-serivce teacher education?

Programs such as Teach for Australia are only intended for a small group of people. Unfortunately in other countries where programs like Teach for Australia have been tried they do not have the desired effect of having more 'high achieving' students become teachers. In fact the international evidence suggests that Teach for Australia and other similar 'weak' teacher preparation programs have high attrition rates.[33] The evidence of the effectiveness of this program in Australia is inconclusive, but essentially undertrained people are going out to 'hard to staff' schools. Effective teachers know the content they are teaching but that knowledge is only part of the task. Effective

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[33] Darling-Hammond, L., 2006, Constructing 21st century teacher education, *Journal of Teacher Education*, Vol. 57, No. X, pp. 1-15: Weak' programs (such as *Teach for America* – an example of a faster, cheaper alternative, underprepared teachers).

teaching is not just an exercise in public speaking. It is about understanding how students learn and how best to communicate ideas to a broad range of students with a broad range of capabilities.

Should there be better pathways to teaching for people who have already established themselves in other careers?

ACU believes that there should be more flexibility around accelerated programs for those coming in to teaching from established careers. This already occurs at some level with education students having the option of undertaking a master's degree in a shorter period of time than an undergraduate degree and the possibility of receiving advanced standing for subject units already studied.

What is the best way to review and assess the work universities are undertaking to prepare pre-service teacher?

ACU supports systematic and robust evaluation of its programs. As outlined in section four of this paper, ACU programs already receive robust evaluations. Australia's teacher education courses are highly regulated. All courses are accredited at state level, and in the future, nationally. There is significant input by the profession into course development and review. Feedback from stakeholders including employers and students is taken seriously in course planning and implementation. Education courses undergo both internal and external reviews at least every five years (such as VIT and TEQSA). VIT includes principals and teachers on its board and they participate in accreditation processes along with teacher educators from other universities. With the move to national accreditation ACU courses will continue to be accredited through VIT. VIT has a positive and constructive relationship with universities.

What role should principals play as employers of university teaching graduates?

To strengthen the quality of the teaching profession, principals could be supported more effectively to build in greater accountability for graduate teachers seeking employment. Principals have a choice about how rigorous they wish to be in regard to selecting graduate teachers. ACU considers that more could be asked of graduate teachers in the selection process. University teacher educators could also be involved in collaborating with principals in determining a more evidence-based approach to selection of staff. This is particularly important in light of the National Professional Standards for Teachers. As discussed elsewhere, principals can assess the quality of teaching graduates on the basis of their transcripts, professional experience reports and portfolios. Additionally ACU proposes to host an annual event for principals so that the university can better gauge how our graduates are faring in the marketplace.

Should the Victorian teacher education system be opened up to international providers?

The teaching system is unlikely to face significant competition from international providers as there are already 43 providers in Australia. International providers would face the same regulatory environment that Australian universities do. Rather than exposing the sector to more players, governments should consider what they can do to reduce regulation of education faculties in order to promote innovation in curricula and course delivery.

ANNEXURES

Annexure A **Education Course Maps**

Annexure B **Sample of ACU Education Degree Subject Descriptors for BT/BA (Secondary)**

Bachelor of Education (Primary) – Melbourne Map 2013 variation

<table>
<tr><td colspan="6" align="center">Year 1</td></tr>
<tr>
<td rowspan="2">Semester 1</td>
<td>EDFD127
Contexts for Learning and Development</td>
<td>EDLA108
Children's Literature for Literacy</td>
<td>EDST107
Science and Technology for Early Childhood and Primary Teachers 1</td>
<td>HIST106
Australian Indigenous Peoples: Past and Present</td>
<td></td>
</tr>
<tr>
<td>EDFD133
Understanding Learning</td>
<td>EDLA107
Linguistics for Literacy</td>
<td>EDMA103
Exploring Mathematics</td>
<td>UNCC100
Our World: Community Vulnerability</td>
<td>EDFX110
Professional Experience Primary 1</td>
</tr>
<tr><td colspan="6" align="center">Year 2</td></tr>
<tr>
<td rowspan="2">Semester 1</td>
<td>EDFD218
Teaching and Learning: Preparing for the Contexts of the Field</td>
<td>EDMA202
Mathematics: Learning and Teaching 1</td>
<td>EDLA204
Literacy Education 1</td>
<td>THBS100
Introduction to the Bible

Or Elective</td>
<td>EDFX212
Professional Experience Primary 2A</td>
</tr>
<tr>
<td>EDFD220
Teaching and Managing Learning Environments</td>
<td>EDST204
Science and Technology for Early Childhood and Primary Teachers 2</td>
<td>EDPH306
Personal Development, Health and Physical Education 1</td>
<td>THCT100
What Christians Believe

Or Elective</td>
<td>EDFX213
Professional Experience Primary 2B</td>
</tr>
<tr><td colspan="6" align="center">Year 3</td></tr>
<tr>
<td>Sum B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDFD3XX
Honours 1 (Hons students only)</td>
</tr>
<tr>
<td rowspan="2">Semester 1</td>
<td>EDFD221
Creating Inclusive, Safe and Supportive Schools</td>
<td>EDMA309
Exploring Mathematics 2</td>
<td>EDAR308
Creative Arts Education 1</td>
<td>EDRE101
Religious Education 1
Or
Elective
Or
Hons 1 (summer term B)</td>
<td>EDFX207
Community Engagement Program</td>
</tr>
<tr>
<td>EDLA309
Literacy Education 2</td>
<td>Elective</td>
<td>EDMA310
Mathematics: Learning and Teaching 2</td>
<td>UNCC300
Understanding Self and Society: Contemporary Perspectives (for students <u>not</u> seeking to teach in Catholic schools)

Or

**THCT202
Christian Symbol, Ritual and Sacrament (for students seeking to teach in Catholic schools)</td>
<td>EDFX310
Professional Experience Primary 3</td>
</tr>
</table>

	Year 4				
Sum B					**EDFD4XX** **Honours 2** (Hons students only)
Semester 1	**EDFD452** Transition into the Profession	**EDST201** Science and Technology Education	**EDSS428** Connecting Society and Environment: Curriculum for Learning	**Elective** Or **Hons 2** (Summer Term B)	
Semester 2	**EDFD457** Action Research as a Reflective Practice or **EDFD4XX** **Honours 3/4** (20 cps) (Hons students only)	**EDFD458** Catering for Diversity in the Classroom	**EDAR422** Creative Arts Education 2	**EDRE102** Religious Education 2 or **Elective**	**EDFX413** Professional Experience Primary 4: Extended Reflective Practice

** THCT202 replaces UNCC300 Understanding Self and Society: Contemporary Perspectives
*HIST106 Australian Indigenous Peoples :Past and Present (Victoria only)

Bachelor of Education (Early Childhood and Primary) Program Map

	Year 1				
Semester 1	*EDFD167* *Contexts for Learning and Development*	**EDCU101** Early Childhood Education 1: Early Childhood Pedagogy and Curriculum	**EDAR368** Creative Arts Education 1	**EDLA168** Children's Literature for Literacy	
Semester 2	**EDFD136** Early Childhood Education 2: The Ecology of Childhood	**EDFD227** Early Childhood Education 3: Partnerships for Learning	**EDPH366** Personal Development, Health and Physical Education 1	**EDLA167** Linguistics for Literacy	**EDFX111** Professional Experience Early Childhood 1 (0-2)
	Year 2				
Semester 1	**EDFD268** Teaching and Learning: Preparing for the Contexts of the Field	**EDFD261** Creating Inclusive, Safe and Supportive Schools	**EDLA264** Literacy Education 1	**EDMA262** Mathematics: Learning and Teaching 1	**EDFX315** Professional Experience Early Childhood 3A (5-8)
Semester 2	**EDFD314** Early Childhood Studies 5: Early Childhood Leadership	**EDAC225** Family Studies and Disability	**EDSS468** Connecting Society and Environment: Curriculum for Learning	**EDMA163** Exploring Mathematics 1	*EDFX267* *Community Engagement Program*

<table>
<tr><td colspan="6">Year 3</td></tr>
<tr>
<td rowspan="1">Semester 1</td>
<td>EDCU202
Early Childhood Education 4: Building Curriculum Connections and Continuities
EDFD221

Creating Inclusive, Safe and Supportive Schools</td>
<td>THBS100
Introduction to the Bible
OR
Elective</td>
<td>EDST167
Science and Technology for Early Childhood and Primary Teaching 1</td>
<td>EDMA369
Exploring Mathematics 2</td>
<td>EDFX215
Professional Experience Early Childhood 2 (3-5)
EDFX207

Community Engagement Program</td>
</tr>
<tr>
<td>Semester 2</td>
<td>EDFD260
Teaching and Managing Learning Environments</td>
<td>EDMA360
Mathematics: Learning and Teaching 2</td>
<td>EDLA369
Literacy Education 2</td>
<td>EDST264
Science and Technology for Early Childhood and Primary Teachers 2</td>
<td>EDFX316
Professional Experience Early Childhood 3B (5-12)</td>
</tr>
<tr><td colspan="6">Year 4</td></tr>
<tr>
<td>Semester 1</td>
<td>EDST261
Science and Technology Education</td>
<td>EDFD462
Transition into the Profession</td>
<td>EDRE161
Religious Education 1
Or
Elective</td>
<td>HIST106
Australian Indigenous Peoples – Past and Present</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>EDFD468
Catering for Diversity in the Classroom</td>
<td>EDAR462
Creative Arts Education 2</td>
<td>EDRE162
Religious Education 2</td>
<td>THEO228
The Christian Life: Worship and Ethics</td>
<td>EDFX413
Professional Experience Primary 4 : Extended Reflective Practice (5-12)</td>
</tr>
</table>

Bachelor of Teaching/Bachelor of Arts (Humanities) – Melbourne

<table>
<tr><td colspan="6">Year 1</td></tr>
<tr>
<td>Semester 1</td>
<td>Arts Major 1 unit 1 (Introductory level unit)</td>
<td>Arts Minor unit 1 (Introductory level unit)</td>
<td>HIST106 #
Australian Indigenous Peoples – Past & Present
OR Elective</td>
<td>EDFD177
Contexts for Learning and Development</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Arts Major 1 unit 2 (Introductory level unit)</td>
<td>Arts Minor unit 2 (Introductory level unit)</td>
<td>UNCC100
Our World: Community and Vulnerability</td>
<td>EDFD173
Understanding and Learning</td>
<td>EDFX170
Professional Experience 1</td>
</tr>
<tr><td colspan="6">Year 2</td></tr>
<tr>
<td>Semester 1</td>
<td>Arts Major 1 unit 3 (Advanced level unit)</td>
<td>Arts Major 1 unit 5 (Advanced level unit)</td>
<td>Arts Minor unit 3 (Advanced level unit)</td>
<td>EDFD270
Teaching and Managing Learning Environments</td>
<td>EDFX277
Community Engagement Program</td>
</tr>
</table>

Semester 2	Arts Major 1 unit 4 (Advanced level unit)	Arts Major 1 unit 6 (Advanced level unit)	Arts Minor Unit 4	EDFD271 Creating Inclusive, Safe and Supportive Schools	**EDFX214** Professional Experience Secondary 2

Year 3					
Semester 1	Arts Major 1 unit 7 (Advanced level unit) 300 level unit if lit or history	**Arts Elective or advanced unit to extend Minor/Major**	Major Curriculum and Teaching Unit 1	Minor Curriculum and Teaching Unit 1	**EDFX311** Professional Experience Secondary 3
Semester 2	Arts Major 1 unit 8 (Advanced level unit) 300 level unit if lit or history	**Arts Elective or advanced unit to extend Minor/Major**	Major Curriculum and Teaching Unit 2	Minor Curriculum and Teaching Unit 2	

Year 4					
Semester 1	**UNCC300** Understanding Self and Society: Contemporary Perspectives	**EDFD472** Transition into the Profession	**EDFD307** Educational Assessment	**EDFD454** Curriculum Literacies	*EDRE429 Foundation Studies for Teaching in Catholic Schools
Semester 2	**EDFD477** Action Research as Reflective Practice	**EDFD447** Diversity in the Classroom			**EDFX414** Extended Reflective Practice

*Optional unit for accreditation to teach in Catholic schools (10 credit points). Not required if completing RE as a teaching

Bachelor of Teaching/Bachelor of Arts (Mathematics) Melbourne

Year 1					
Semester 1	Introductory level Mathematics unit 1	Arts Minor unit 1 (Introductory level unit)	**HIST106#** Australian Indigenous Peoples: Past and Present	**EDFD177** Contexts for Learning and Development	
Semester 2	Introductory level Mathematics unit 2	Arts Minor unit 2 (Introductory level unit)	UNCC100 Our World: Community and Vulnerability	**EDFD173** Understanding Learning	**EDFX170** Professional Experience 1

	Year 2				
Semester 1	Advanced level Mathematics unit 3	Advanced level Mathematics unit 4	Arts Minor unit 3 (Advanced level unit)	**EDFD270** Teaching and Managing Learning Environments	EDFX277 Community Engagement Program
Semester 2	Advanced level Mathematics unit 5	Advanced level Mathematics unit 6	Arts Minor unit 4 (Advanced level unit)	**EDFD271** Creating Inclusive, Safe and Supportive Schools	**EDFX214** Professional Experience Secondary 2
	Year 3				
Semester 1	Advanced level Mathematics unit 7	Arts Elective to extend minor or mathematics major	**EDMA417** Mathematics Curriculum and Teaching 1	Minor Curriculum and Teaching 1	**EDFX311** Professional Experience Secondary 3
Semester 2	Advanced level Mathematics unit 8	Arts Elective to extend minor or mathematics major	**EDMA418** Mathematics Curriculum and Teaching 2	Minor Curriculum and Teaching 2	
	Year 4				
Semester 1	**UNCC300** Understanding Self and Society: Contemporary Perspectives	**EDFD472** Transition to the Profession	**EDFD307** Educational Assessment	**EDFD454** Curriculum Literacies	*EDRE429 Foundation Studies for Teaching in Catholic Schools
Semester 2	**EDFD477** Action Research as Reflective Practice	**EDFD447** Diversity in the Classroom			**EDFX414** Extended Reflective Practice

*Optional unit for accreditation to teach in Catholic schools (0 credit points). Not required if completing RE as a teaching area or if accreditation to teach in Catholic schools is not sought.

Master of Teaching (Early Years) Generic Program Map

	Year 1				
Semester 1	**EDFD671** Understanding Childhood Development and Learning in the Socio-Cultural Context of the Early Years *	**EDLA659** Language and Multiple Literacies (including ICT and Numeracy) as Communication in the Early Years (Birth to Five) ^	**EDPH660** Health, Well being and Physical Education in the Early Years *	**EDFD672** Children's Rights Education *	**EDFX661** Graduate Professional Experience 1 Birth to Three (15 days)

Semester 2	**EDFD673** Reconceptualising Childhood and Pedagogy in the Early Years *	**EDFX662** Arts and Technology in the Early Years (Including Graduate Professional Experience 2 Three to Five Years) (15 days)	**EDFD674** Supporting Young Children's Social Competence (*including Challenging Behaviours*) *	**EDFD675** Leadership and Management in Education ^	
Year 2					
Semester 1	**EDST660** Science, Sustainability and Environmental Diversity in the Early Years*	**EDMA660** Mathematics (including ICT) in the Early Years of Schooling #	**EDLA660** Literacy and Language in the Early Years of Schooling #	**EDFD664** International Baccalaureate (Primary Years Program) #	**EDFX663** Graduate Professional Experience 3 Five to Eight Years (15 days and 5 days exposure to Years 4, 5, 6)
Semester 2	**EDAB660** Australian Indigenous Perspectives, Stories and History for Education Professionals *	**EDFD665** Developing Historical, Geographical, Religious and Political Constructions of Children's Identities *	**EDAC660** Inclusive Education For Young Children and Families*	**EDFX664** Research as Reflective Practice for Early Years Professional (Including Graduate Professional Experience 4 Birth to Five or Five to Eight)	

Master of Teaching (Early Years) / Graduate Certificate in Religious Education
Program Map

Year 1						
Semester 1	**EDFD671** Understanding Childhood Development and Learning in the Socio-Cultural Context of the Early Years *	**EDLA659** Language and Multiple Literacies (including ICT and Numeracy) as Communication in the Early Years (Birth to Five)^	**EDPH660** Health, Wellbeing and Physical Education in the Early Years *	**EDFD672** Children's Rights Education *	**EDRE515** Principles of Religious Education	**EDFX661** Graduate Professional Experience 1 Birth to Three Years (15 days)
Semester 2	**EDFD673** Reconceptualising Childhood and Pedagogy in the Early Years *	**EDFX662** Arts and Technology in the Early Years (Including Graduate Professional Experience 2 Three to Five Years) (15 days)	**EDFD674** Supporting Young Children's Social Competence (*including Challenging Behaviours*) *	**EDFD675** Leadership and Management in Education ^	**EDRE516** RE Curriculum (Victoria) or **EDRE524** Religious Education and the Young Child (ACT, NSW, QLD)	

Year 2						

Semester 1	**EDST660** Science, Sustainability and Environmental Diversity in the Early Years*	**EDMA660** Mathematics (including ICT) in the Early Years of Schooling #	**EDLA660** Literacy and Language in the Early Years of Schooling #	**EDFD664** International Baccalaureate (Primary Years Program) #	**THBS501** Biblical Studies	**EDFX663** Graduate Professional Experience 3 Five to Eight Years (15 days and 5 days exposure to Years 4, 5, 6)
Semester 2	**EDAB660** Australian Indigenous Perspectives, Stories and History for Education Professionals *	**EDFD665** Developing Historical, Geographical, Religious and Political Constructions of Children's Identities *	**EDAC660** Inclusive Education For Young Children and Families*	**EDFX664** Research as Reflective Practice for Early Years Professional (Including Graduate Professional Experience 4 Birth to Five or Five to Eight)	**THCT500** Foundations of Christian Faith	

Master of Teaching (Primary)

Year 1					

Semester 1	**EDFD529** Effective Teaching and Professional Practice	**EDLA518** Language and Literacy Education 1	**EDMA504** Mathematics Curriculum 1	**EDAR504** Creative Arts Curriculum	**EDFX506** Graduate Professional Experience Primary 1
Semester 2	**EDFD528** Social and Cultural Contexts of Development and Learning	**EDPH500** PDHPE Curriculum	**EDSS503** HSIE/SOSE Curriculum	**EDST512** Science and Technology Education	**EDFX507** Graduate Professional Experience Primary 2
Year 2					
Semester 1	**EDFD668** Interpreting and Designing Educational Research	**EDFD527** Diversity in the Inclusive Classroom	**EDFD657** Transition to the Profession: Integrated Curriculum Programming	**EDRE515** Principles of Religious Education **OR** **EDFD604** Managing Challenging Behaviours	**EDFX509** Graduate Professional Experience Primary 3
Semester 2	**EDCU607** Project	**EDLA519** Language and Literacy Education 2	**EDMA505** Mathematics Curriculum 2	**EDRE516** Religious Education Curriculum **OR** **APPROVED EDUCATION ELECTIVE**	**EDFX510*** Graduate Professional Experience Primary 4

Master of Teaching (Primary)/Graduate Certificate in Religious Education

<table>
<tr><td colspan="7" align="center">Year 1</td></tr>
<tr>
<td rowspan="2">Semester 1</td>
<td>EDFD529
Effective Teaching and Professional Practice</td>
<td>EDAR504
Creative Arts Curriculum</td>
<td>EDLA518
Language and Literacy Education 1</td>
<td>EDMA504
Mathematics Curriculum 1</td>
<td>EDFX506
Graduate Professional Experience Primary 1</td>
<td>THEO502
Biblical Studies</td>
</tr>
<tr>
<td>EDFD528
Social and Cultural Contexts of Development and Learning</td>
<td>EDPH500
PDHPE Curriculum</td>
<td>EDSS503
HSIE/SOSE Curriculum</td>
<td>EDST512
Science and Technology Education</td>
<td>EDFX507
Graduate Professional Experience Primary 2</td>
<td>THEO558
Foundations of Christian Faith</td>
</tr>
<tr><td colspan="7" align="center">Year 2</td></tr>
<tr>
<td rowspan="2">Semester 1</td>
<td>EDFD668
Interpreting and Designing Educational Research</td>
<td>EDFD527
Diversity in the Inclusive Classroom</td>
<td>EDFD657
Transition to the Profession: Integrated Curriculum Programming</td>
<td>EDRE 515
Principles of Religious Education</td>
<td>EDFX509
Graduate Professional Experience Primary 3</td>
<td></td>
</tr>
<tr>
<td>EDCU607
Project</td>
<td>EDLA519
Language and Literacy Education 2</td>
<td>EDMA505
Mathematics Curriculum 2</td>
<td>EDRE516
Religious Education Curriculum</td>
<td>EDFX510*
Graduate Professional Experience Primary 4</td>
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Graduate Diploma in Education (Secondary)/Master of Teaching (Secondary)

<table>
<tr><td colspan="6">Year 1: Graduate Diploma in Education (Secondary) (100 cp)</td></tr>
<tr>
<td rowspan="2">Semester 1</td>
<td>EDFD546
Development and Learning</td>
<td>EDFD548
Effective Teaching and Professional Practice</td>
<td>First teaching subject
Curriculum and Teaching 1</td>
<td>Second (or double) teaching subject
Curriculum and Teaching 1</td>
<td>EDFX511
Graduate Professional Practice Secondary 1</td>
</tr>
<tr>
<td>EDFD553
Social and Cultural Contexts of Education</td>
<td>EDFD547
Diversity in the Classroom</td>
<td>First teaching subject
Curriculum and Teaching 2</td>
<td>Second (or double) teaching subject
Curriculum and Teaching 2[1]</td>
<td>EDFX512
Graduate Professional Practice Secondary 2</td>
</tr>
<tr><td colspan="6">Year 2: Master of Teaching (Secondary) (160 cp)</td></tr>
<tr>
<td rowspan="2">Semester 1</td>
<td colspan="2">EDFD668
Interpreting and Designing Educational Research</td>
<td>EDFD604
Managing Challenging Behaviour</td>
<td>EDFD663
Issues in the Profession: Working across the Curriculum</td>
<td>EDFX513 Graduate Professional Practice Secondary 3
(0 cp)</td>
</tr>
<tr>
<td colspan="2">EDFD617
Research Project
(20 cp)</td>
<td>Education Elective</td>
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Note: In the second row of Year 2, the label on the left reads "Semester 2".

Graduate Diploma in Education (Secondary)/Graduate Certificate in Religious Education/

Master of Teaching (Secondary) - Generic

Year 1: Graduate Diploma in Education (Secondary) (100 cp)/Graduate Certificate in Religious Education (40 cp)							
Semester 1	**EDFD546** Development and Learning	**EDFD548** Effective Teaching and Professional Practice	**First teaching subject Curriculum and Teaching 1**	**Second (or double) teaching subject Curriculum and Teaching 1**	**EDFX511** Graduate Professional Practice Secondary 1	**THEO502** Biblical Studies	**EDRE527** Religious Education Curriculum and Teaching Studies 1
Semester 2	**EDFD553** Social and Cultural Contexts of Education	**EDFD547** Diversity in the Classroom	**First teaching subject Curriculum and Teaching 2**	**Second (or double) teaching subject Curriculum and Teaching 2**	**EDFX512** Graduate Professional Practice Secondary 2	**THEO558** Foundations of Christian Faith	**EDRE528** Religious Education Curriculum and Teaching Studies 2

Year 2: Master of Teaching (Secondary)			
Semester 1	**EDFD668** Interpreting and Designing Educational Research	**EDFD604** Managing Challenging Behaviour	**EDFD663** Issues in the Profession: Working across the Curriculum	**EDFX513** Graduate Professional Practice Secondary 3 (0 cp)
Semester 2	**EDFD617** Research Project (20 cp)	**Education Elective**		

ANNEXURE B – Sample of ACU education degree subject descriptors for BT/BA (Secondary)

Education Studies Units

Unit Name and Brief Description
Curriculum and Assessment Provides an introduction to the historical, social and regulatory framework surrounding curriculum setting and assessment by governments and professional bodies.
Understanding Learning Theories of how children learn including implications for teaching strategies and curriculum design to respond to the way children learn and how technology can assist the learning process.
Contexts for Learning and Development The role of schools, families, childcare and communities in the childhood development and education process, nature of different types of schooling including a focus on the mission, role and the nature of Catholic education.
Teaching and Managing Learning Environments Teacher performance, classroom management strategies, curriculum planning processes, teaching strategies and social contexts that inform learning environment. The implementation of communication and interpersonal skills are addressed within various early childhood settings, school, classroom and community contexts.
Creating Inclusive, Safe and Supportive Schools Takes a social justice and equity view to schooling where the needs of all are respected and addressed.
Curriculum Literacies Explores the language and literacies demands of different subject areas and strategies to develop the literacy skills to support learning in the different subjects.
Transition into the Profession Focuses on broader professional issues around joining the teaching workforce, including refining their personal professional framework and e-portfolio, reviewing the nature and expectation of specific work contexts.

Diversity in the Classroom

Focuses on strategies to address the needs of a diverse range of students with a special focus on Indigenous students, students with special educational needs, students from language backgrounds other than English, students with challenging behaviours, and gifted and talented students.

Curriculum Studies

Core Units relevant to different teaching methods such as:

Unit Name and Brief Description
Contemporary Issues in School Curriculum Exposes teaching students to issues relating to curriculum development, broader policy (national and state government reform agendas) and other contemporary issues.
Mathematics Curriculum and Teaching 1 Provides teaching students with strategies for planning, implementing and monitoring learning experiences for students studying mathematics in secondary schools; builds on national and state curricula.
Mathematics Curriculum and Teaching 2 Exposes teaching students to contemporary curriculum issues confronting commencing teachers in secondary schools, including national and state reform agendas. Course content is dynamic and changes according to the latest initiatives of government.
Extension Curriculum and Teaching 3 The unit extends students' knowledge of their major curriculum and teaching area, particularly focusing on its place within the broader curriculum context both nationally and internationally.
Extension Curriculum and Teaching 4 Teaching students extend their knowledge of teaching in senior secondary schools with respect to their particular curriculum and teaching area. A specific focus is taken on the transition to university, through Vocational Education and Training and alternative senior secondary programs and University pathway programs for tertiary study.
English Curriculum and Teaching 1 Teaching students focus on English curriculum in the secondary classroom and a range of principles and practices which underpin the teaching of English.
English Curriculum and Teaching 2 The unit explores the teaching of English and literacy in the secondary classroom, with a specific focus on teaching English in upper secondary classrooms. Principles, practices and strategies for teaching the subject are examined.

Religious Education Curriculum and Teaching Studies 1

Teaching students are introduced to Religious Education curriculum and teaching in secondary schools, including a critique of various approaches to Religious Education through Australia.

Religious Education Curriculum and Teaching Studies 2

Teaching students extend their knowledge and skills of developing Religious Education curriculum and teaching. A focus is taken on major areas of Religious Education such as world religions in a global context, moral education and religious education beyond the classroom.

Teaching Religion Studies in Years 11 and 12

Introduces students to teaching religion studies at post compulsory school level, topics and themes found in religion studies courses and provides a foundation for further studies in these areas.

History Curriculum and Teaching 1

Teaching students are introduced to the teaching history in the secondary school. A key focus in is on the design of learning experiences, with teaching students learning how to develop lesson and program sequences based on relevant state, tertiary or national curricula.

History Curriculum and Teaching 2

Builds on students' existing skills and assists them to understand the teaching and learning methodologies of secondary history teaching, and develop strategies to enable pupils to effectively communicate logical arguments and research concerning historical issues.

Electives

Unit Name and Brief Description

The Middle Years of Schooling

Develops teaching students' understanding and critical perspectives of emerging issues and the needs schools students in their middle years (adolescents).

Wellbeing and the Development of the Whole Person

Students explore the development of an integrated approach to education and the development of the whole person. The unit focuses on the school culture and environment, teaching and learning, links between school home and community and the contribution of all to student wellbeing and development.

Evolving Learning Spaces

Teaching students explore the learning environment and schooling for the future, with a key aspect of the unit being the impact of new and emerging technologies on learning and teaching.

Australian Indigenous Peoples: Past and Present

Teaching students learn about Aboriginal and Torres Strait Islander cultures, history and contemporary issues to provide them with a better understanding of pupils from these backgrounds.

Extended Reflective Practice

Unit Name and Brief Description
Extended Reflective Practice This is an extended practicum school-based professional experience unit (minimum 8 weeks) undertaken in students' final year. Practicum focuses on the professional role of the teacher, and enables principals, school coordinators, associate teachers and teaching students to work with the University to assess and develop the teacher abilities.

Professional Experience Units

Unit Name and Brief Description
Professional Experience 1 Teaching students gain an insight into the teaching profession, including as observer, active participant, and classroom assistant, and identify different strategies and learning styles.
Professional Experience Secondary 2 Teaching students gain the opportunity to immerse themselves in the life of the school program, and gain school-based professional learning experiences.
Professional Experience Secondary 3A Teaching students gain an understanding of the complexity of the teaching and learning process while working in their speciality areas. Students undertake placements where they build lesson sequences, take lessons and develop new knowledge and teaching skills.
Professional Experience Secondary 3B Teaching students build on their professional experience through placements in secondary schools, including in rural and international settings. Students gain an understanding of the complexity of the teaching and learning process, cultural diversity and professional identity.
Community Engagement Program Teaching students are assisted to understand and value diversity in its many forms and learn to cater for such diversity more effectively. Students are exposed to a variety of contexts and individuals. Critical examination and reflective practice is encouraged.

University Core Units

Unit Name and Brief Description
Our World: Community Vulnerability Teaching students undertake 150 hours of focused learning, and a range of learning and teaching strategies are explored. The unit focuses on social justice issues and advocacy on behalf of the vulnerable.
Understanding Self and Society: Contemporary Perspectives Teaching students undertake 150 hours of focused learning on a range of learning and teaching strategies, tailored to the particular situation. Students explore issues of personal identity and values, community in a digital age, and are guided by a consideration for the fundamental dignity of all human beings.