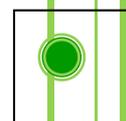
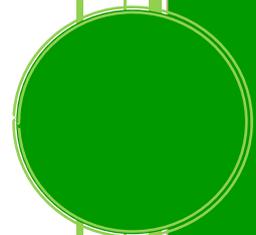




***FACULTY OF EDUCATION
AND ARTS - AUSTRALIAN
CATHOLIC UNIVERSITY
(ACU): RESPONSE TO THE
TEACHER EDUCATION
MINISTERIAL ADVISORY
GROUP ISSUES PAPER***

June 2014



**FACULTY OF EDUCATION AND ARTS - AUSTRALIAN CATHOLIC UNIVERSITY (ACU):
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EXECUTIVE SUMMARY & RECOMMENDATIONS

The Faculty of Education and Arts of Australian Catholic University (ACU) welcomes the opportunity to make a submission in response to the *Teacher Education Ministerial Advisory Group Issues Paper* (April 2014) (TEMAG Issues Paper).

ACU shares the Federal Government's view that teachers must be developed and supported to have a positive impact on students and their educational outcomes.

ACU has an extensive history of providing teacher education and is a major producer of teaching graduates in Australia. For more than 100 years ACU, and its predecessor colleges, have taken pride in educating teachers, and producing high quality graduates to teach students in Australia and around the world.

ACU has been undertaking a concerted reform agenda in Initial Teacher Education (ITE) in recent times. ACU has focused our own programmes sharply on student learning and quality. ACU's submission addresses core areas for reform in ITE and makes a number of recommendations to help lift student outcomes in Australian schools. The main themes of ACU's proposals are:

- A new conceptualisation of professional experience.
- A strategic and co-ordinated approach to teacher mentoring.
- ITE and assessment reform: A new way to leverage improvement in classroom practice and student learning outcomes.

With respect to the specific questions raised in the TEMAG Issues Paper, ACU endorses the responses in the submission by the Australian Council of Deans of Education (ACDE). However, in relation to the third high level question raised in the TEMAG Issues Paper, regarding the level of integration between ITE providers and schools, ACU advocates the positions and proposals outlined in Section 1 of this submission.

The reform proposals recommended in this submission reflect the main interventions that we are already progressing at ACU. We believe that these reforms, if applied across the sector, could help develop a highly skilled student-focused teaching workforce.

RECOMMENDATION 1

That professional experience or the 'practicum' be reconceptualised.

Proposals:

- Establish Teaching Academies for Professional Practice¹ - to co-locate pre-service teacher development across the university classroom and a cluster of schools.
- Introduce a new Work-integrated Learning Model - a new professional experience model to support a more holistic and integrated approach to ITE and the development of teaching practices.

RECOMMENDATION 2

That teacher mentoring be positioned as integral to ITE, teacher transition and teacher quality. A strategic and co-ordinated approach to teacher mentoring should be adopted to support the development and retention of quality teachers and to lift student learning outcomes.

¹ Victorian Government, *From New Directions to Action: World Class Teaching and School Leadership* (New Directions) (2013).

Proposal:

- Establish a Teacher Mentor Training Programme comprising:
 - Participatory Inquiry Programme (PIP)² – to provide co-ordinated teacher mentor support for pre-service teachers throughout their ITE programmes, and teaching graduates for their first two years of transition into the profession.
 - Contextual Insight-Navigated Discussion³ Programme (CIND) – where lead teachers will work with teacher mentors to develop their skills of mentoring.

RECOMMENDATION 3

That ITE courses must ensure graduate teachers understand student assessment practices, interpret assessment data and adjust teaching practices to address gaps in student learning revealed by assessment.

² Gallant, A. 'Self-conscious emotion: How two teachers explore the emotional work of teaching' in M. Newberry, A. Gallant & P. Riley (Eds.), *Emotion in Schools* (2013).

³ Riley, P., 'The development and testing of a time-limited mentoring model for experienced school leaders' 17(3) *Mentoring & Tutoring: Partnership in Learning* 233 (2009); Riley, P., *Attachment theory and the teacher-student relationship* (2011) [London: Routledge].

1. A NEW WAY OF CONCEPTUALISING PROFESSIONAL EXPERIENCE

Professional experience or practicum⁴ should be reconceptualised. ACU proposes the establishment of:

- Teaching Academies for Professional Practice⁵ - to co-locate pre-service teacher development across the university classroom and a cluster of schools.
- Work-integrated Learning Model - a new professional experience model to support a more holistic and integrated approach to ITE and the development of teaching practices.

Under this approach pre-service teachers will have high quality workplace learning experiences led by experienced mentor-teachers in collaboration with academics and employers. Concurrently, in-service teachers will engage in professional development to learn more about leadership and mentoring through strategic, research-centric professional learning opportunities.

The Need for Reform - Problems with the Current Practicum Model

For many years, traditional teacher education programmes have focused on the practicum: where pre-service teachers spend between 80 and 120 days in school classrooms practising teaching under the supervision of a registered school teacher. The practicum usually peaks at a continuous five week practica in the final phase of the ITE course.

A series of common problems have been identified with the existing practicum approach, including:

- Lack of time for mentor teachers to meet and work with pre-service teachers and other school and university-based colleagues.
- Inadequate time for practicum supervision being allocated by their school.⁶
- Insufficient modelling of quality teaching practices in the field to support contemporary research literature presented in the university context.
- Lack of clarity for students on the alignment between school and university expectations.
- Students experiencing lack of consistency in the quality of assessment of student teaching practices across diverse contexts, and even within school contexts.

Research indicates that ITE structures that promote the University/Practice divide are not conducive to building teachers for the future.⁷ There is widespread anecdotal evidence of decreasing support in the profession for this model. Teacher preparation programmes should move away from the current simplistic concept of practicum to a more complex series of learning experiences in the field.

More successful models of professional experience are based on three key factors:⁸

- Design and implementation processes devised in a partnership involving ITE institutions, schools, school systems and relevant professional bodies;

⁴ 'Practicum' is a term used to represent a range of in-school professional experiences including internships. The terminology 'Work-integrated learning (WIL)', 'field-work', 'internships', 'cooperative education' and 'clinical placement' are also used interchangeably with the term 'practicum'. These terms describe programmes where 'students engage with workplaces and communities as a formal part of their studies'; Smigel, H. and Harris, J., *Audit of work-integrated programs at Flinders University* (2008) [Adelaide: Flinders University].

⁵ Victorian Government, *From New Directions to Action: World Class Teaching and School Leadership* (New Directions) (2013).

⁶ House of Representatives Standing Committee on Education and Vocational Training. *Top of the Class: Report on the inquiry into teacher education* (2007) [Canberra: The Parliament of the Commonwealth of Australia]; Rivers, J. (Ed), *Initial Teacher Education Research Program: A summary of four studies* (2006) [Wellington: Ministry of Education]; Cameron, M. & Baker, R., *Research on Initial Teacher Education in New Zealand: Literature Review and Annotated Bibliography* (2004) [Wellington: New Zealand Teachers Council].

⁷ Caldwell, B., *It's time for system leadership* (2006), at http://www.profflearn.edsw.usyd.edu.au/resources/paers/CaldwellB_06-papersustainabilityleadership.pdf.

⁸ See Ure, C., Gough, A. and Newton, R., *Practicum partnerships: Exploring models of practicum organisation in teacher education for a standards-based profession* (2009) [ALTC funded project report].

- Clear articulation of progressive stages for acquiring the knowledge, skills, attributes and dispositions of beginning teachers; and
- Integration of theoretical knowledge and professional practice.

Proposal: Teaching Academics of Professional Practice

ACU will establish Teaching Academies for Professional Practice.⁹ These Academies involve partnerships between universities and schools where expert teachers and university academics work together to provide:

- Strong modelling of quality teaching;
- Opportunities for pre-service teachers to trial and reflect on pedagogical and assessment practices under the supervision of a mentor; and
- Follow up critique of practices to consider the effectiveness of pre-service teachers' practices and their impact on student learning.

We believe that this reform, if applied across the sector, could help develop a highly skilled student-focused teaching workforce.

The concept of a Teaching Academy is based on the American Professional Development Schools model: a partnership venture where teachers, teacher educators and pre-service teachers come together in the classroom setting, as a strategic component of an ITE programme. Research indicates that “teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see.”¹⁰ Professional Development Schools have provided the contexts for such learning because:

- They are centred around the practical activities of teaching and learning — planning lessons, evaluating student work, developing curriculum — rather than in abstractions and generalities;
- They grow from investigations of practice through cases, questions, analysis, and criticism; and
- They are built on substantial interactions with professional colleagues that foster analysis and communication about practices and values in ways that build collegiality and standards of practice.¹¹

Professional Development Schools reflect the principles underpinning teaching hospitals. Expert academics lead the professional development of practising colleagues. Concurrently, they provide workplace learning experiences for pre-service teachers and professionals in preparation and transition into the workforce. Professional Development Schools provide a strong model for adaptation to Australia in the form of Teaching Academies for Professional Practice as developed by the Victorian Government.¹²

Teaching Academies for Professional Practice supporting the development of quality teacher graduates¹³ can be achieved as schools and universities work in partnership by inviting academics and teachers to provide opportunities for pre-service teachers to:

- Identify the capacities and dispositions required to teach.

⁹ Victorian Government, *From New Directions to Action: World Class Teaching and School Leadership* (New Directions) (2013).

¹⁰ Darling-Hammond, L., ‘Teacher Learning that Supports Student Learning’ 55(5) *Educational Leadership* 6 (1998).

¹¹ Darling-Hammond, L., ‘Teacher Learning that Supports Student Learning’ 55(5) *Educational Leadership* 6 (1998).

¹² Victorian Government, *From New Directions to Action: World Class Teaching and School Leadership* (New Directions) (2013).

¹³ Ericsson, K.A. and Smith, J., ‘Prospects and limits in the empirical study of expertise: An introduction’ in Ericsson, K. A., and Smith, J. (eds.), *Towards a general theory of expertise: Prospects and limits* (1991) [Cambridge: Cambridge University Press]; Ericsson, K.A., ‘The influence of experience and deliberate practice on the development of superior expert performance’ in Ericsson, K.A., Charness, N., and Feltovich, P. (eds), *The Cambridge Handbook of Expertise and Expert Performance* (2006) [Cambridge: Cambridge Handbooks in Psychology].

- Learn to perform in controlled conditions,¹⁴ in a reproducible manner, in the early phase of the preparation programme; in simulated circumstances and small group learning contexts.
- Adapt these performances in different educational contexts followed by critique and reflection.
- In the culminating phase of the ITE programme, transition into the workforce through internships and specific extended experiences related to their particular area(s) of teaching or specialisation, demonstrating expert performance at the beginning teacher level.

Once the Teaching Academies for Professional Practice have been established, classroom teachers will lead demonstrations of active teaching, observed by pre-service teachers. Both classroom teachers and pre-service teachers will reflect on what works well for a particular group of students. This approach rejects the antiquated model of practicum that is currently in place, and opens up new partnership models, financed by government, where teachers and university academics co-deliver teacher preparation programmes. Concurrently, in-service teachers will undergo professional development and complete higher degree programmes.

The Teaching Academies for Professional Practice have been designed to constitute a cluster of schools to focus on developing and preparing our teachers for the future. Trials of professional development schools indicate the following outcomes.¹⁵ This model will:

1. Improve ITE and the graduate readiness and capacity of pre-service teachers to enter the profession.
2. Immerse pre-service teachers in school environments, enabling them to exhibit leading professional practice, and better integrate theory with practice.
3. Increase the capability of schools to provide effective practicum to pre-service teachers.
4. Strengthen the mentoring skills of current teachers through stronger school-university partnerships.
5. Contribute to system-wide improvement.

Proposal: Work-Integrated Learning Model

The proposed Teaching Academies for Professional Practice outlined above should replace the existing model of ITE practicums. In this framework, ACU also recommends the adoption of a new model of professional experience: The Work Integrated Learning Model. Work on this Model has already commenced at ACU.

The Need for Reform

While universities teach a range of teaching methods (pedagogies) in discipline-specific contexts in ITE classes, under the current ITE regime:

- There is no certainty that teaching practices are uniformly demonstrated by lecturers.
- There is no guarantee that students are uniformly provided with sufficient opportunities to practice the various pedagogies in simulated conditions.
- Due to the ad hoc process of placing students in schools with teachers who are not necessarily capable of modelling expert practices, many students do not have sufficient opportunities to observe the full range of pedagogies in practice.

How the Work-Integrated Learning Model would work:

Learning to become an expert teacher at a graduate level is not an ad hoc process but a systematic, deliberate and sequential process that is captured in the model below.

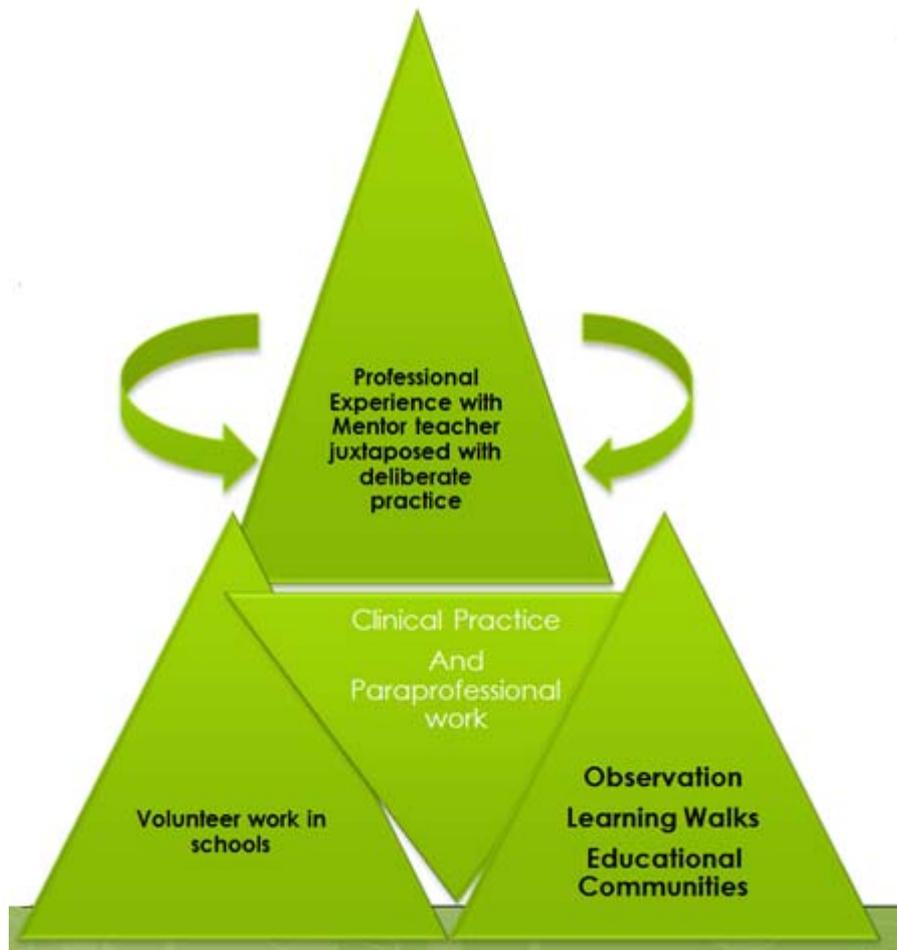
¹⁴ Ericsson, K. A. and Smith, J., 'Prospects and limits in the empirical study of expertise: An introduction' in Ericsson, K. A., and Smith, J. (eds.), *Towards a general theory of expertise: Prospects and limits* (1991) [Cambridge: Cambridge University Press].

¹⁵ See Darling-Hammond, L., 'Teacher Learning that Supports Student Learning' 55(5) *Educational Leadership* 6 (1998).

New models of professional experience must be based on a concept of the expert teacher and underpin the operation of Teaching Academies for Professional Practice.

Diagrammatically, the approach to professional experience and workplace learning is portrayed as shown at Figure 1.

Figure 1. Work-Integrated Learning Model for the Future¹⁶



The Work-Integrated Learning Model should be implemented systematically through five stages.

STAGE ONE: Observation and Critique of Experts in Educational Settings

In the first stage, pre-service teachers observe and critique experts in educational settings. This can occur through volunteer work, community service, formal educational tours or learning walks through schools and classrooms, either virtually or face to face. The observations are formally structured and are followed by discussion and reflection about the components of quality teaching or educational practices that were observed.

STAGE TWO: Skill Development resulting in a Repertoire of Teaching Practices

The second stage focuses on skill development resulting in a repertoire of professional pedagogical practices. Stage two occurs in the university. Teaching students should be equipped with a 'bank' of teaching practices during their ITE and should be trained to identify when particular strategies are

¹⁶ Model formulated by Tania Aspland: Aspland, T., 2013 Paper presentation for discussion with NSW Institute of Teachers (NSWIT).

best used and how to flexibly adopt these different practices. Studies conclude that effective teachers adopt a variety of teaching strategies.¹⁷ Key teaching practices included in the development of a repertoire of professional pedagogical practices at this stage would include (amongst others):

- Direct Instruction¹⁸ - This teaching practice is essentially a teacher-directed, skills-oriented approach to teaching; involving explicit teaching of particular skills or content. Direct teaching focuses mainly on knowledge recall as a basis for deeper problem-solving or higher thinking activities.
- Individualised Instruction¹⁹ - This teaching practice broadly involves tailoring “programs of studies and lessons that suit them to the individual student’s learning needs, learning readiness, and learner characteristic or ‘learning style’.”²⁰ Feedback and the redesign of lesson plans based on outcomes are central to learning effectiveness using this strategy.
- Enquiry Methods – Enquiry-based learning involves the use of a variety of discovery or exploration-based teaching techniques. It can guide or engage students to work through and explore material, and/or problem solve through issues using and developing their knowledge, skills and experience. While this approach appears open and flexible it is based on strategic and deliberate planning by teachers for specific learning outcomes.
- Hands-on Learning²¹ - This form of teaching practice can involve engaging students with objects to investigate, or in manipulating ‘the things that they are studying’; this could include the use of instruments or equipment.²² Active learning of this type is based on substantive conversation between peers and teachers that invites students to have deep discussions about the subject under study, to enhance deeper levels of thinking rather than surface learning.

In developing a repertoire of professional pedagogical practices, ITE providers would ensure that any bank of teaching strategies is both generic and context/content specific; and prepares teachers to engage in a wide range of teaching and learning for a diverse range of learners.

STAGE THREE: Clinical Experience and Critique in Small Group Learning or Simulated Classrooms

In the third stage, pre-service teachers gain clinical experience in small group learning situations in schools or in simulated classroom laboratories. The repertoire of teaching practices, with small groups of students, would be critiqued and reassessed by the academic and/or school clinical instructor/teacher mentor. Teacher mentors or academic clinical instructors may also model and critique such strategies and facilitate clinical opportunities for observation, and classroom experience in trialling, reflecting on and evaluating the impact of a broad range of strategies on student learning outcomes, both generically and in discipline based contexts.

Students would engage with research, practice and reflection to ensure the comprehensive development of a bank of teaching strategies that are aligned to the standards and contemporary evidence-based professional practices in schools.

¹⁷ Strong, M., Gargin, J. and Hacifazliog, O., ‘Do we know a successful teacher when we see one: Experiments in the identification of effective teachers’ 62(4) *Journal of Teacher Education* 367 (2011).

¹⁸ Pressley, M., Allington, R., Wharton-McDonald, Block, C., and Morrow, L., *The Nature of Effective First-grade Literacy Instruction* (1998) [The National Research Centre on English Learning and Achievement]. Accessed online via <http://cela.albany.edu/1stgradelit/index.htm>.

¹⁹ Zahorik, J., Halbach, A., Ehrle, K., and Molner, A., ‘Teaching practices for smaller classes’, *Educational Leadership* (2003).

²⁰ Heaters, G., ‘A working definition of individualised instruction’ *Educational Leadership* (1977), at 342. Available via http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_197702_heaters.pdf

²¹ Wenglinsky, H., *How Teaching Matters: Bringing the classroom back into teaching quality* – A Policy Information Centre Report (2000).

²² Rutherford, F. J., ‘Hands-on: A Means to an End’ 3(1) *2061 Today* (1993) [Washington, DC: American Association for the Advancement of Science]; Haury, D., and Rillero, P., *Perspectives of Hands-on Science Teaching* (1994).

STAGE FOUR: Deliberate Practice and Reflection under Supervision in an Education Setting

The fourth stage also occurs in an educational setting, usually a classroom or in a school where deliberate practice teaching and reflection, under the supervision of a mentor teacher, would take place. In this stage, the pre-service teacher moves from small groups to whole class settings, planning and implementing lessons in the first instance, and moving to full day teaching under the guidance of the teacher mentor.

STAGE FIVE: Teaching as an Autonomous Professional with Peer Review and Self-Auditing

The fifth stage involves teaching as an autonomous professional with peer review from a practising teacher and ongoing self-auditing. This is the stage where the pre-service teacher moves from dependent student to a fully autonomous teaching professional and transitions into the profession as a beginning graduate teacher. Ongoing mentoring and induction follows this stage.

Workplace learning models of this type that demonstrate alignment across theory and field work is essential to successful teacher preparation.²³ Longer placements are the preferred mode of engagement and have greater success for retention (10 weeks to 4 months)²⁴, with opportunities to connect theory and practice built into professional experience formally rather than as an ad hoc approach inherent in the current practicum system.²⁵

Central to the Work-Integrated Learning Model is a requirement to provide high quality reflection on practice, to ensure that improvements in student outcomes are targeted and underpin the student's own self-auditing and reflection.

The collection and evaluation of reflective information from pre-service teachers during ITE can improve student outcomes, by equipping pre-service teachers with the skills to develop self-appraisal and appropriately adjust teaching practice. Reflections on evidence and assessment data need to be regularly evaluated. It is important that teachers convey their expectations to students and parents about classroom outcomes and quality. There are benefits of teachers sharing experiences of student work and the bases for judgement or grading decisions with colleagues. Such a process is influential in transforming teaching practices for better student outcomes.

²³ Meyer, J.H.F, and Land, R. 'Threshold concepts and troublesome knowledge: Epistemological considerations and a conceptual framework for teaching and learning' 49(3) *Higher Education* 373 (2005).

²⁴ Darling Hammond, L. 'Teacher learning that support student learning' 55(5) *Educational Leadership* 6 (2998); Ure, C., *Practicum partnerships: Exploring models of practicum organization in teacher education in a standards-based profession* (2009) [Australian Learning and Teaching Council, Strawberry Hills, NSW].

²⁵ Darling-Hammond, L. and Bransford, J. (eds) *Preparing Teachers for a Changing World: What teachers should learn and be able to do* (2005) [San Francisco; Jossey-Bass].

2. A STRATEGIC AND CO-ORDINATED APPROACH TO TEACHER MENTORING

Teacher mentoring must be positioned as integral to ITE, teacher transition and teacher quality. A strategic and co-ordinated approach to teacher mentoring is needed to facilitate the development and retention of quality teachers, and to lift student learning outcomes. ACU proposes the establishment of a Teacher Mentor Training Programme, aligned with the proposed Teaching Academies for Professional Practice, comprising:

- Participatory Inquiry Programmes (PIP)²⁶ – to provide co-ordinated teacher mentor support for pre-service teachers throughout their ITE programmes, and which will follow teaching graduates into schools for two years of transition.
- Contextual Insight-Navigated Discussion²⁷ Programmes (CIND) – where lead teachers will work with teacher mentors to develop their skills of mentoring.

The Need for Reform - Issues relating to Teacher Mentoring and Development

Research shows that beginner teachers in transition into the profession, (during their final year of study and the first two years of teaching), struggle with many aspects of induction.²⁸ These include:

- Classroom management.
- Differentiated teaching for student success.
- Support from colleagues and parents.

Teacher mentoring is an integral component of ITE programmes, particularly as pre-service teachers undergo the transition into the graduate and proficient levels of teaching.²⁹ There is a correlation between quality teacher mentoring in the early years of teaching and teacher attrition or retention.³⁰ Migration out of the profession in the early years occurs when the personal component inherent in teaching is overlooked or ignored. ITE providers have a role to play in ensuring pre-service teachers are placed in appropriate school settings with quality teacher mentors and support. They also have a role in supporting and providing a strategic teacher mentor development programme to ensure quality supervision of pre-service teachers.

There is a need for reform to position teacher mentoring as integral to ITE, teacher transition and teacher quality. ACU believes that this is best achieved through a structured and co-ordinated approach, to support the development and retention of quality teachers. Under the current regime:

- There is no co-ordinated or consistent approach to teacher mentoring. Teacher mentoring only occurs on an ad hoc basis.
- There is no consistent or systematic training of teachers to support and equip them with the skills to serve as good mentors to pre-service teachers.
- Traditionally, mentoring has lacked success due to:
 - Time pressures.
 - Mentors' lack of skill and personality clashes (ensuring the quality and skills of teacher mentors to support pre-service and graduate teachers is a significant issue).
 - Lack of focus, structure, and resources.³¹

²⁶ Gallant, A. 'Self-conscious emotion: How two teachers explore the emotional work of teaching' in M. Newberry, A. Gallant & P. Riley (Eds.), *Emotion in Schools* (2013).

²⁷ Riley, P., 'The development and testing of a time-limited mentoring model for experienced school leaders' 17(3) *Mentoring & Tutoring: Partnership in Learning* 233 (2009); Riley, P., *Attachment theory and the teacher-student relationship* (2011) [London: Routledge].

²⁸ Aitken, R., & Harford, J, 'Induction needs of a group of teachers at different career stages in a school in the Republic of Ireland: Challenges and expectations' 27(2) *Teaching and Teacher Education* 350 (2011).

²⁹ Briscoe, C., & Peters, J, 'Teacher collaboration across and within schools: Supporting individual change in elementary science teaching' 81(1) *Science Teacher Education* 51 (1997).

³⁰ Newberry, M., Gallant A., & Riley P (Eds.), *Emotion in Schools* (2013).

³¹ Smith, T. M., & Ingersoll, R. M., 'What are the effects of induction and mentoring on beginning teacher turnover?' 41(3) *American Educational Research Journal* 681 (2004); Hudson, S., Beutel, D., & Hudson, P., 'Teacher induction in Australia: A sample of what's really happening' 4(1) *Research in Comparative and International Education* 53 (2009).

- Practicing teachers have little opportunity to witness new practices or even reflect on the impact of their own practices, although teacher modelling and reflection are important to effective teaching practice.³²
- There is a need for greater and more strategic focus on the *Australian Professional Standards for Teachers* (Standards)³³ to support constant alignment of teaching and reflective practices with the Standards.
- Many mentors in education remain unskilled at providing support while facilitating difficult and challenging conversations with peers.³⁴

Beginning teachers need induction and mentoring as part of an enculturation.³⁵ Mentors are the key to reform as they simultaneously enrich their own teaching as mentors and that of the graduating teachers as protégés, which ultimately addresses the learning needs of students in their schools.³⁶ Differentiated mentoring, provided at all levels of a university/school partnership creates a positive school climate for pre-service and graduate teachers; making schools more attractive workplaces and consequently more stable, leading to improved student learning outcomes.³⁷ A further innovation is the identification and mapping of all teacher developmental needs which supports transitioning beginning teachers while developing new leadership pathways for teacher mentors.

Proposal: Teacher Mentor Training Programme

ACU proposes the establishment of a Teacher Mentor Training Programme, comprised of two components drawing on piloted school-based mentoring interventions:

- Participatory Inquiry Programme (PIP), to provide a co-ordinated approach to teacher mentoring of pre-service teachers and new graduates; and
- Contextual Insight-Navigated Discussion programme (CIND), to strategically support teacher mentors to receive training and develop the necessary skills to serve as good mentors, with the help of lead teachers.³⁸

This initiative is currently being implemented at ACU, in alignment with the development of Teaching Academies for Professional Practice. ACU ITE mentoring programme will operate across the years of transition, with a view to strategically supporting graduates and beginning teachers, reducing attrition and enhancing the quality of teaching in the schooling sector. Ultimately, the purpose of ITE providers such as ACU joining with employers to provide professional development for quality mentors is to improve student outcomes.

Three types of teachers are involved in the Teacher Mentor Training Programme (differentiated mentoring network) advocated by ACU:

1. Beginning teachers: designated as 'Graduate' or 'Proficient' under the Standards.³⁹ These teachers will be mentored under the PIP.

³² Jacobs, J., Garnier, H., Gallimore, R., et al., *TIMSS 1999 Video Study Technical Report: Volume 1: Mathematics Study*, NCEES (2003) [U.S. Department of Education, Washington, DC: National Centre for Education Statistics].

³³ Australian Institute for Teaching and School Leadership (AITSL), *Australian Professional Standards for Teachers*, at <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

³⁴ Allard, A. C., & Gallant, A. (2012). Is this a meaningful learning experience? *Studying Teacher Education*, 8(3), 261-273.

³⁵ Hudson, P., 'Beginning teachers' achievements and challenges: Implications for induction and mentoring' *Paper presented at the Australian Teacher Educators Association (ATEA) conference, Glenelg, South Australia* (2012); Cherubini, L., 'Speaking up and speaking freely: Beginning teachers' critical perceptions of their professional induction. 29(1) *The Professional Educator* 1-12 (2007); Cooper, M., & Stewart, J., 'Learning together, shaping tomorrow: New teachers try new ways' 4(1) *Research in Comparative and International Education* 111 (2009); Parker, M. A., 'Mentoring practices to keep teachers in school' 8(2) *International Journal of Evidence Based Coaching and Mentoring* 111 (2010); Wang, J., Odell, S. J., and Schwillie, S. A., 'Effects of teacher induction on beginning teachers' teaching: A critical review of the literature' 59(2) *Journal of Teacher Education* 132 (2008).

³⁶ Hudson, P., 'Mentors report on their own mentoring practices' 35(7) *Australian Journal of Teacher Education* 30 (2010).

³⁷ Newberry, M., Gallant A., & Riley P (Eds.), *Emotion in Schools* (2013) .

³⁸ Riley, P. (2011). *Attachment theory and the teacher-student relationship*. London: Routledge.

³⁹ Australian Institute for Teaching and School Leadership (AITSL), *Australian Professional Standards for Teachers*, at <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

2. Mentor Teachers: designated 'Highly Accomplished' under the Standards. Each mentor will work with two beginning teachers for the first two years of service under the PIP. These teachers will in turn mentor pre-service teachers in pairs once they have completed the process experientially as protégés.
3. Mentor Leaders: designated 'Lead' teachers under the Standards. These teachers will supervise PIP mentors in each school under the CIND.

How the Teacher Mentor Training Programme would work:

In order to develop a whole-of-school approach, under the Teacher Mentor Training Programme, PIP mentor teachers would provide support to PIP protégés (i.e. pre-service and beginner teachers) while concurrently they themselves are provided with support as CIND protégés (supervised by Mentor Leaders or Lead teachers). CIND is a developmentally appropriate mentoring process for leadership development, designed to investigate and address the PIP mentor teacher's needs as a mentor.⁴⁰

The PIP component of the Teacher Mentor Training Programme will be implemented from the beginning of ITE programmes. It will particularly focus on the final year of ITE, and will follow ITE graduates into schools for two years of transition into the profession.

The PIP component will involve academics and teacher mentors strategically and formally working with pre-service teachers, and examining their teaching practices as measured against the Standards. Currently this occurs only on an ad hoc basis. Under the PIP, every pre-service teacher will be allocated a teacher mentor. Pre-service teachers will engage in reflective practice under the guidance and supervision of mentor teachers. The Standards will provide the guiding framework against which the programme of pre-service teachers is evaluated. To illustrate, in the early part of the ITE programme, pre-service teachers might ask questions about why particular teaching practices are adopted. In the latter stages of their programme, they might take videos of their own teaching or have their teacher mentor sit in on their classes, for feedback on how teaching practices can be improved. At all times, the Standards would be used as the tool for discussion.

In the first two years of school teaching, beginner teachers would work as a pair with their teacher mentor, who models self-regulatory practice.

Self-regulation is a significant factor in developing self-efficacy. The PIP mentoring programme positively influences self-efficacy in early career teachers through supported identification of, and strategies for, overcoming difficulties experienced in classroom management and micro-political climates in schools. PIP aims to develop the early career teacher's individual sense of professional capability and support professional independence.

Sustained modelling, reflection and critique of teacher mentors, leads to the improvement of specific lesson implementation (including preparation, delivery and assessment) and ensures improvement in the quality of teaching.⁴¹

ACU endorses Lesson Study⁴², a model of mentoring for teacher improvement that ensures gradual improvement to teaching quality, both during an ITE programme and across the years of transition. ACU will incorporate Lesson Study for teacher education students and teacher mentors in the early phases of courses in teacher preparation.

⁴⁰ Riley, P., 'An adult attachment perspective on the student-teacher relationship & classroom management difficulties' 25(5) *Teaching and Teacher Education* 626 (2009); Riley, P., 'The development and testing of a time-limited mentoring model for experienced school leaders' 17(3) *Mentoring & Tutoring: Partnership in Learning* 233 (2009); Riley, P., 'The human cost of school leadership' 37(2) *Independence* 44 (2012).

⁴¹ Jacobs, J., Garnier, H., Gallimore, R., et al., *TIMSS 1999 Video Study Technical Report: Volume 1: Mathematics Study*, NCES (2003) [U.S. Department of Education, Washington, DC: National Centre for Education Statistics].

⁴² Hollingsworth, H. & Oliver, D., *Lesson study: A professional learning model that actually makes a difference*. *Mathematical Association of Victoria (MAV)* (2005) [Clayton, Vic.].

The CIND component would involve lead teachers working with PIP teacher mentors to develop their skills of mentoring. Lead teachers would provide feedback and support on how to mentor, and demonstrate good mentor practice. Lead teachers would coach mentor teachers 'on the job' as they work with PIP students. The CIND will be highly focused on achieving the Standards, and will facilitate constant feedback on a deeper level about the Standards and their requirements. The CIND component could also involve workshops modelled on a 'five-factor mentoring model'⁴³ addressing: personal attributes, system requirements, pedagogical knowledge, modelling, and feedback.

One of the major barriers to enhancing teacher effectiveness is the narrow range of pedagogical practices that teachers observe as pre-service students and/or as beginning teachers through professional development opportunities. During ITE and into the transition years, there should be explicit modelling of quality teaching practices by teacher mentors in the classroom in a reflective cycle. The Teacher Mentor Training Programme, with the PIP and CIND components, will serve to address these issues with a particular focus on achieving the Standards, for the CIND mentoring to be successful, a series of professional development workshops must also be provided by key stakeholders: employers and ITE providers. ACU will be introducing such a series of workshops to support this initiative.

We believe a teacher mentor programme if implanted across the sector, would have a significant impact on teacher quality and student outcomes.

⁴³ This model has been advocated by Hudson and Hudson: see Hudson, P., & Hudson, S., 'Examining preservice teachers' applied learning experiences in the Teacher Education Done Differently (TEDD) project' 25(3) *Teacher Education and Practice* 421 (2012).

3. ITE AND ASSESSMENT REFORM: A NEW WAY TO LEVERAGE IMPROVEMENT IN CLASSROOM PRACTICE AND STUDENT LEARNING OUTCOMES

ITE courses should make explicit provision for graduate teachers to develop deep knowledge and skills in assessment and to ensure that assessment is aligned with learning and teaching. Assessment is a major lever to improve quality in schooling and improved classroom assessment practices can lead to significant improvements in student achievement.

ITE courses should be restructured to include core units on assessment to ensure that graduate teachers have the knowledge and skills necessary to undertake assessment for formative (improvement) purposes and summative (reporting) purposes. In order to achieve improved student outcomes, teachers need well developed skills in collecting, interpreting and using assessment evidence for instructional decision-making. This is particularly important in improving the performance of the most disadvantaged. Well-developed assessment skills help teachers align curriculum, teaching and learning practices, monitor learning progression over time, and identify and remove barriers to student academic success.

The Need for Reform - Problems with the Current Level of Attention to Assessment

Currently, assessment is not the subject of focused attention in teacher preparation. This is the case even though teachers need well developed assessment capabilities to diagnose students' learning needs, design learning interventions and monitor learning progression. Generally on graduation, beginning teachers have had limited opportunities to develop expertise designing high quality assessment instruments, applying standards, and interpreting assessment data. This is a problem because research⁴⁴ shows that students' learning is enhanced when teachers give clear information to students about the features or characteristics of quality performance, and even model what is involved in producing quality work. The assessment capabilities of the teaching workforce need to be enhanced in order to improve learning outcomes.

To focus on assessment is to focus on learners and learning

Presently, ITE graduates bring very limited knowledge or skills in using assessment methods, and have had no sustained engagement with the purposes of assessment, and how to collect, interpret and use a range of assessment evidence. Most ITE students graduate with no experience in analysing assessment data including qualitative and quantitative data, and so do not have knowledge and skills in how to infer from the data information about student learning. Unfortunately, assessment has not been an area of priority attention in teacher education for some decades, reflecting in part the limited pool of academics with assessment expertise in the country.

The drift away from teachers' assessment expertise must be addressed if Australia is to improve schooling outcomes, and address educational disadvantage and declining performance at the highest levels. Contemporary research shows that effective assessment can significantly enhance student learning and performance:

- “Recent reviews of more than 4,000 research investigations show clearly that when [formative assessment] is well implemented in the classroom, it can essentially double the speed of student learning... it can produce whopping gains in students' achievement, and it is sufficiently robust so that different teachers can use it in diverse ways, yet still get great results with their students.”⁴⁵

⁴⁴ Sadler, D.R., 'Formative Assessment: Revisiting the territory' 5 *Assessment in Education: Principles, Policy and Practice* 77; Harlen, W., 'Teachers' summative practices and assessment for learning – tensions and synergies' 16 *The Curriculum Journal* 207 (2005).

⁴⁵ Popham, W.J., in Wyatt-Smith, C.M., Klenowski, V., and Colbert, P., *Designing Assessment for Quality Learning* (2014).

- The focus in ITE should be on ‘instructional accountability’ and on aligning teaching, learning and assessment to drive learning gains. Such accountability calls for assessment data or evidence of student learning and quality to be brought to centre on teacher preparation. It properly recognises the need for deliberate and focused attention by the teacher on the student’s current level of achievement, the desired level, and gap closing strategies to enable the student achieve the higher level.

By itself large scale testing cannot drive improvement. It needs to be supplemented by interpretive skills that only assessment focussed education can deliver:

“...for nearly an entire century educators have been reading educational assessment in a way that provides little, if any benefit to students’ learning. Because the dominant function of education testing, historically, has been to provide comparative interpretations of student test scores, educational tests have never been required to show how they contribute either to teachers’ instructional decision-making or, ultimately, to students’ learning.”⁴⁶

The deliberate approach to assessment provides understanding about quality performance. This cannot occur if the teachers themselves are not clear about expectations of quality or do not have the necessary expertise to plan for the collection and use of assessment data to drive improvement. In the absence of this skill set, student learning is necessarily reduced to trial and error, and assessment remains in the ‘black box’, with students struggling to guess what the teacher wants.

It is important that ITE programmes encompass and address:

- The purposes for assessment and how particular methods are ‘fit for purpose’.
- How to collect, analyse and interpret performance data.
- How to use performance data to close gaps in learning for individuals and groups of students.
- How to use assessment criteria and standards.
- How to grade student work.
- How to profile student achievement over time, monitoring for progression over the year and across years.
- How to moderate student work against standards.
- How to provide quality feedback to students.
- How to use portfolios, including digital portfolios, to enable students to self-monitor.
- How to talk to parents and carers about assessment data and what it shows about student learning and achievement.

ITE programmes also need to focus on quality and accountability, and a sharp focus particularly needs to be taken on teachers’ instructional accountability. Teachers must be able to engage not only in formal assessment, but also in informal forms of assessment such as observation of student receptiveness, responses and/or more subtle reactions to teaching and learning content in the classroom. Currently, teachers do not have the assessment capabilities necessary to discharge such accountability. ITE programmes must be refocused on assessment with the expectation that beginning teachers develop knowledge and skills in using assessment.

⁴⁶ Popham, W.J., in Wyatt-Smith, C.M., Klenowski, V., and Colbert, P., *Designing Assessment for Quality Learning* (2014).

Proposal: Reform of ITE Programmes for better Alignment between Assessment, Teaching and Learning Practices

A multi-faceted approach is needed to produce graduates capable of demonstrating the use of assessment to drive improved student outcomes. This approach comprises actions in the academic programme and professional experience programmes.

ACU has already introduced initiatives to focus greater attention on assessment in ITE through its Masters of Assessment and Evaluation and the Learning Sciences Institute Australia which has a concerted programme of research on educational assessment and evaluation, classroom practice and related education policy.

Academic Programme

(i) Following the ITE student's completion of a compulsory unit on learning, an additional compulsory unit would be undertaken in the second year of study with a focus on the foundations of assessment knowledge.

This unit would introduce and develop basic knowledge of assessment canons including validity, reliability and standards. It would also introduce students to knowledge about the nature and function of feedback including self- and peer-assessment, and methods for monitoring performance over time. As assessment is designed to enable and provide accountability for student performance, ITE students would study how digital locally developed learning histories can provide essential information for classroom decision-making.

(ii) Each content area studied (e.g., English, history, languages, science) would be designed to include an explicit focus on how to assess.

ITE students should learn not only how to teach a content area, but also how to assess and direct student learning. Redesigned content allows ITE students to learn how to align learning and teaching in the content areas, with how to assess student learning both at a single point in time and over a longer time series.

Professional Practice

(i) The documentation for professional practice should state those aspects of instructional accountability that the ITE student is expected to see modelled, apply and receive feedback on.

(ii) ITE students need to demonstrate that they can reflect on the role of assessment. This could be demonstrated within a Digital Portfolio developed throughout the full programme of study (Academic and Professional Practice components). The Portfolio would provide the ITE student opportunities to showcase this development over time. Critical inquiry into learning about assessment practice and instructional decision-making and would be a major part of the portfolio. The portfolio is expected to include examples of student work, showing how feedback has occurred, how grading has been undertaken and how standards have been applied. It would also show that how the level of learning has been identified, the desired learning level anticipated, and gap closing strategies enacted. The ITE student will be assessed on the critical reflection of the effectiveness and limitations of these strategies in driving improvement

The approach outlined above is designed to create a cultural change in the teaching workforce whereby high quality assessment practice, connected directly to learning and teaching is for all ITE students.

APPENDIX A - AUSTRALIAN CATHOLIC UNIVERSITY (ACU) PROFILE 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 operates as a multi-jurisdictional publicly funded Catholic university with seven campuses across four states and one territory. ACU campuses are located in North Sydney (NSW), Strathfield (NSW), Canberra (ACT), Fitzroy (Victoria), Ballarat (Victoria), Brisbane (QLD), and Adelaide (SA).

Today, ACU is the second largest English speaking Catholic university in the world, with more than 27,000 students and over 1,800 staff.

ACU prepares teachers to teach in schools catering for students of all ages. Currently, ACU has 5,339 students enrolled in ITE courses.⁴⁷ There are 1,719 undergraduate students studying early childhood courses, 2,588 undergraduate students studying primary education, and 1,249 undergraduate students studying secondary education at ACU.⁴⁸ An additional 353 students are undertaking primary education courses and 679 students are undertaking secondary education courses at the graduate entry/postgraduate pre-service course level.⁴⁹ In 2013, ACU produced over 1600 Education graduates.

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 Catholic College of Education (NSW), Signadou College of Education (ACT), Institute of Catholic Education (VIC), and McAuley College (QLD).

All ACU ITE courses are fully accredited: in NSW, through BOSTES; in Victoria: through the Victorian Institute of Teaching (VIT); in Queensland: through the Queensland College of Teachers; and in the ACT: through the Teacher Quality Institute processes. ACU's Faculty of Education is highly regarded with ACU's teaching courses providing unique and challenging opportunities to equip students 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 draws upon 2000 years of Catholic intellectual tradition, which summons the University, to produce graduates that are highly "skilled 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."⁵⁰

ACU's education graduates achieve a high rate of employment across the Catholic, government and independent school sectors. In most states, most graduates progress to permanent employment after a period of time on a contract. Graduate destination data for 2013 on undergraduate ITE

⁴⁷ As at 22 May 2014.

⁴⁸ 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 – Indigenous 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).

⁴⁹ 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)/Graduate Certificate Religious Education; and postgraduate secondary education courses are the Graduate Diploma in Education (Secondary), Graduate Diploma in Education (Secondary)/Graduate Certificate in Religious Education, Master of Teaching (Secondary), and the Master of Teaching (Secondary)/Graduate Certificate in Religious Education.

⁵⁰ Australian Catholic University Mission, 'Mission and profile', at http://www.acu.edu.au/about_acu/our_university/mission_and_profile

students who completed their studies in 2012 and were available for full-time work, indicated that nationally 77 per cent of ACU graduates were in full-time employment and a further 20 per cent were working part-time.⁵¹ This is higher than the national full-time employment rate of 71 per cent for bachelor degree graduates in ITE courses.⁵²

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.

At ACU we are committed to building a specialised and well regarded research environment. Prior to 2014, 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) provided a solid foundation for intellectual debate, dialogue and discovery in discipline-specific research areas. Additionally, a Senior Proven Research Team (SPRT) consisted of a team of researchers who conducted theorisation of core contemporary issues in early childhood education. With new initiatives and the appointment of new senior staff to the university in 2014, ACU has broadened its research expertise in a range of areas including teacher education, barriers to student learning, educational assessment, and literacy and numeracy education. The Learning Sciences Institute Australia in the Faculty of Education and Arts hosts seven programmes that give concentrated research attention to improving the learning opportunities, wellbeing, and life chances of children and young people. Quality schooling is one of core concerns of the Institute.

A related initiative is the establishment of The National Centre for Teacher Quality and Leadership. This Centre is centrally concerned with the enhancement of teacher quality and leadership of learning.

Additionally, within the Faculty of Education and Arts, the La Salle Academy for Religious Education will be responsible for the development, delivery and quality assurance of teaching and research programmes in Religious Education, including programmes with a focus on the development and formation of teachers and leaders of religious education in Catholic schools.

The above initiatives reflect ACU's belief in pure and applied research and in working in partnerships to connect theory and practice. We share our research knowledge with students, parents and practitioners in professional learning settings to impact current educational practices.

⁵¹ Australian Catholic University internal data reporting: 'Destination of graduates by campus and employment status', Statistical Digest 2013.

⁵² Graduate Careers Australia, *GradStats – Employment and Salary Outcomes of Recent Higher Education Graduates* (2013).