

PORTFOLIO REPORTS - STATE COUNCIL

Teacher Training Report

Kym Ross and Naomi Obst – Portfolio Second, March 2022

QUALITY INITIAL TEACHER EDUCATION REVIEW

The results of the review into the Quality Initial Teacher Education Review, *Next Steps* Report launched by the Hon. Allan Tudge MP on 15th April 2021 were released on 29th October 2021.

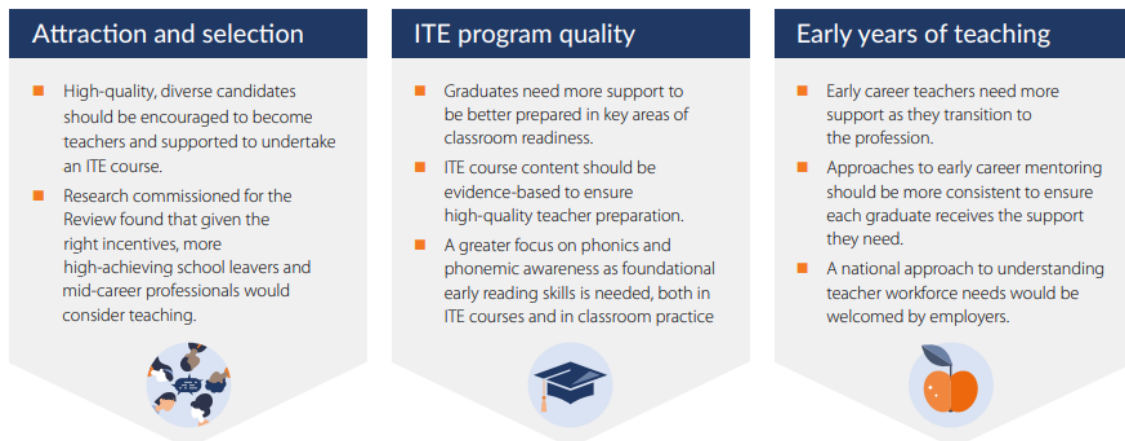
Approximately 3,000 people contributed to this review through meetings, submissions, webinars, focus groups and surveys, including those participating in research commissioned by the Expert Panel.

The Expert Panel made 17 recommendations and 7 finding; and consider that once implemented the recommendations will attract more highly suitable people to teaching, increase the quality of their preparation and introduction to the profession, will be more supported as they move into the classroom and teacher workforce shortages will be significantly alleviated.

Teachers hold the key to our nation’s future. Preparing teachers to have the greatest impact on their students’ learning is a national priority.

This report highlights three key areas to help new teachers be most effective:

- Attracting high-quality, diverse candidates into initial teacher education
- Ensuring their preparation is evidence-based and practical
- Supporting early years teachers.



Recommendation 1: Raise the status of teaching

Raise the status and value of the profession to inspire more people to become teachers.

Recommendation 2: Attract high-quality candidates

Attract high-quality, diverse candidates including school leavers and mid-career changers into initial teacher education including by providing evidence-based incentives.

Recommendation 3: Reduce teachers’ workloads

Audit the red tape burden on classroom teachers and recommend ways to decrease this burden.

Recommendation 4: Improve career advice

Develop easy and reliable access to high quality career advice that promotes the teaching profession.

Recommendation 5: Better recognise prior learning of high-quality, mid-career changers

The prior learning of well qualified, suitable, mid-career changers with skills in areas of high demand should be better recognised, with the goal of reducing to one year the time taken to complete a secondary teaching qualification.

Recommendation 6: Accelerate high quality candidates into teaching

Recommendation 7: Strengthen initial teacher education (ITE) programs to deliver confident, effective, classroom-ready graduates

Amend the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, in a manner similar to the United Kingdom standards, to ensure ITE graduates are taught sufficient evidence-based practices to meet the *Australian Professional Standards for Teachers* and empower them with the tools to lead a classroom.

Recommendation 8: Reward good performance**Recommendation 9: Support families and carers to engage with teachers**

Assist families and carers to engage with teachers about their child's learning, particularly in relation to reading, through reinvigorating the existing Learning Potential platform and ensuring it is accessible for all families and carers.

Recommendation 10: Strengthen national standard setting and moderation of Teaching Performance Assessments (TPAs)**Recommendation 11: Require earlier identification of suitability to teach**

Empower initial teacher education (ITE) students to identify earlier whether a career in teaching is likely to be suitable

Recommendation 12: Promote reform through the next National School Reform Agreement**Recommendation 13: Require transparency of initial teacher education (ITE) academic staff with recent teaching experience**

Require higher education providers to publicly report the proportion of academic staff in ITE who have substantial recent experience teaching in schools or childcare centres.

Recommendation 14: Establish a Centre for Excellence to teach, research and evaluate best teaching practice**Recommendation 15: Strengthen the link between performance and funding of initial teacher education (ITE)****Recommendation 16: Develop national guidelines for mentors**

Develop an agreed set of mentor standards that could be used by jurisdictions and schools to support early career teachers.

Recommendation 17: Develop a national approach to understanding teacher workforce supply and demand

Develop a national model of teacher supply and demand to support a sustainable pipeline of high-

quality teachers in the right subject areas and locations.

As quality teaching is the most important in-school influence on student learning, it is vital to ensure that the initial teacher education ecosystem supports graduates to be confident, effective and classroom ready. The Expert Panel believes the ambitious reform agenda outlined in the report is necessary to ensure initial teacher education fulfils this ambition. Further information is available at: <https://www.dese.gov.au/quality-initial-teacher-education-review/resources/next-steps-report-quality-initial-teacher-education-review>

LEAP PROGRAM

Leap is an WA Department of Education initiative for new and existing teachers who are looking to obtain further qualifications to teach in additional specialist areas, or possibly move into a new area of teaching.

Through Department-funded training and support, teachers can expand skills and knowledge, to take advantage of the exciting opportunities in our schools.

Leap provides an opportunity for:

- primary teachers to train in teaching secondary students
- secondary teachers to train in another learning area
- teachers who can speak more than one language to teach languages in a primary or secondary school
- graduate and experienced psychologists to learn about the School Psychology Service.

Further information is available at: <https://www.education.wa.edu.au/en/leap-program>

CURRENT TEACHER TRAINING COURSES IN WESTERN AUSTRALIA

UWA

You can study a Master of Teaching (Primary) at UWA after completing a bachelor's degree with at least one year relevant to one or more learning areas in the primary school curriculum. The Master of Teaching (Primary) course is a 1 ½ year long course.

There are also pathways at UWA for mature aged students aged 20 years or older.

ECU

In addition to an undergraduate course ECU offers a 2 year Master of Teaching if you have a degree in an area other than education. A Master of Teaching (Secondary) course can be completed in 18 months if you have already completed a bachelor course as a fast-track option. You will need to attend their winter and summer teaching periods.

Murdoch

Bachelor of Education graduates, graduate at the end of a 4 year program. The Early Childhood and Primary Teaching course is the only one in WA that qualifies the teacher to teach all year levels from birth to Year 6. Practical placements form an important part of the course and include metropolitan, rural, remote, international, multicultural, private and state school environments.

Curtin

Offers a - year full time Bachelor of Education in Primary or Secondary which can be undertaken at their Perth or Kalgoorlie campus.

Notre Dame

Offers a 4 year undergraduate Bachelor of Education in Primary or Secondary. A Master of Teaching in Primary Education is a 2 year post graduate qualification completed full-time or the equivalent part-time. 20 weeks of classroom experience is a feature of this course and has a range of 24 courses.

PROFESSIONAL DEVELOPMENT

Teachers at all Department of Education WA schools are regularly exposed and encouraged to participate in online courses that are made available on the department portal. Courses range from short 15 minute videos on particular topics to those taking a term or more to complete. Courses include curriculum updates in specific subject areas, excursion protocols, fetal alcohol spectrum disorder (FASD) information and incorporates a wide-ranging spread. Current issues are often featured to attract a wider audience, such as mask wearing.

Concerns

“Modelling done over the past two years shows that the Catholic sector in NSW will have a workforce shortfall of approximately 15% by 2030. The gaps are largely proportionate to those predicted for government schools.

There is a strong reason to think that currently observed and forecast teacher shortages will be exacerbated, and Australian schools will find it difficult to employ the teachers they require.

Aspiring teachers can either study a four year undergraduate degree, a five year combined degree or a master’s degree (which takes about 2 years). A one year graduate diploma was phased out in 2013 under a new national quality reform. However, joint submissions from the Tasmania Government and the University of Tasmania said the reform has not worked. Since the introduction of the longer post-graduate course there has not been any noticeable increase in teacher quality or student performance.

In NSW, the number of students beginning education degrees dropped by almost a third between 2014 and 2019. Approximately half of the students that begin, don’t finish, and 10% leave teaching within six years of graduating. The teacher shortage crisis is growing, putting the right of every child to be taught by a qualified teacher at risk. Uncompetitive pay and crippling workloads are the most significant disincentives in attracting and retaining the teachers we need”. (Sydney Morning Herald, Jordan Baker 03-MAR-22)

The concerns outlined above are from NSW, but there is no reason to suggest that this is not completely relevant to all schools in Western Australia. In fact, WA is probably in a more precarious position given the vastness of our state’s rural and remote schools and the competitive pull of the financial incentives from large mining companies.

The Quality Initial Teacher Review is an important step to addressing teacher training and the predicted shortfall. I hope that the recommendations are taken seriously so that our rural and remote schools are staffed with quality educators.