Australian Government

NEXT STEPS:

Report of the Quality Initial Teacher Education Review

CONTENTS

The Hon Alan Tudge MP
Minister for Education and Youth
Parliament House
CANBERRA ACT 2600

29 October 2021

Dear Minister

We write to transmit the final report of the Quality Initial Teacher Education Review, *Next Steps: Report of the Quality Initial Teacher Education Review*.

On 15 April 2021, you launched a review of initial teacher education as a key element of the Australian Government's plan to return Australia to the top group of education nations by 2030.

You appointed an Expert Panel to undertake the Review with me as Chair; Mr Malcolm Elliott, President of the Australian Primary Principals Association; Emeritus Professor Bill Louden AM; and Mr Derek Scott, Principal of Haileybury School and 2019 Australian School Principal of the Year.

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
- Inducting new teachers well.

We consider once implemented, our recommendations will attract more highly suitable people to teaching and increase the quality of their preparation and introduction to the profession.

We heard from approximately 3,000 people through meetings, submissions, webinars, focus groups and surveys, including those participating in research commissioned by the Expert Panel. The Expert Panel extends its appreciation to the organisations and individuals who took part in the consultation and written submission processes, particularly during the challenges created by the COVID-19 pandemic.

We thank the Secretariat from the Department of Education, Skills and Employment for its outstanding support. The Secretariat was faultless in all aspects of input and organisation for the Review. The Expert Panel simply could not have done it without them.

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 this report is necessary to ensure initial teacher education fulfils this ambition.

Yours sincerely

Lisa Paul AO PSM
Chair

For Expert Panel members

Emeritus Professor Bill Louden AM   Mr Malcolm Elliott   Mr Derek Scott

ACRONYMS AND ABBREVIATIONS

Accreditation Standards	Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures
AITSL	Australian Institute for Teaching and School Leadership
AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
ATWD	Australian Teacher Workforce Data
CALD	Culturally and Linguistically Diverse
CSP	Commonwealth supported place
ITE	Initial teacher education
HESA	Higher Education Support Act 2003
LANTITE	Literacy and Numeracy Test for Initial Teacher Education
OECD	Organisation for Economic Co operation and Development
PISA	Programme for International Student Assessment
TALIS	Teaching and Learning International Survey
TCAT	Teacher Capability Assessment Tool
Teacher Standards	Australian Professional Standards for Teachers
TEMAG	Teacher Education Ministerial Advisory Group
TFA	Teach For Australia
TPA	Teaching Performance Assessment
TRA	Teacher Regulatory Authority

EXECUTIVE SUMMARY

Teachers hold the key to our future. What could be more important than teaching our children the knowledge, skills and personal qualities they need to succeed in the world beyond school? Teachers contribute to 12 or more vital developmental years in children's lives. Teachers and school leaders are passionately committed to their students' learning.

In commissioning the Quality Initial Teacher Education Review (the Review), the Hon Alan Tudge MP, Minister for Education and Youth, reaffirmed an ambition to return Australia to the top group of nations across the three major learning areas of reading, mathematics and science by 2030.

The Expert Panel were Ms Lisa Paul AO PSM (Chair); Mr Malcolm Elliott, President of the Australian Primary Principals Association; Emeritus Professor Bill Louden AM, former Deputy Vice Chancellor and Dean of Education at the University of WA; and Mr Derek Scott, Principal of Haileybury School and 2019 Australian School Principal of the Year.

The Expert Panel were ably supported by an outstanding Secretariat from the Australian Government Department of Education, Skills and Employment led by Ms Jess Mohr.

The Review heard from 3,000 people interested in initial teacher education (ITE). They were reached through meetings with the Expert Panel, publicly sought submissions, webinars, a workshop, focus groups and surveys, including those participating in research commissioned by the Expert Panel.

The Expert Panel commissioned two pieces of work. The Behavioural Economics Team of the Australian Government (BETA) asked high-achieving school leavers and suitable mid-career professionals what it would take to interest them in teaching. Deloitte Access Economics reviewed data sources of teacher workforce supply and demand.

The Expert Panel also had regard to published research and heard from researchers interested in ITE.

The Expert Panel is grateful to everyone who contributed to this Review. It has been a privilege to guide this Review.

RECOMMENDATIONS

The Expert Panel has made 17 recommendations and seven findings which build on the significant reforms arising from the 2014 review by the Teacher Education Ministerial Advisory Group (TEMAG).

The Expert Panel considers that if its recommendations are implemented, teacher workforce shortages will be significantly alleviated.

- More highly suitable people will want to become teachers.
- Teachers will be better prepared in the skills they need to make the most difference to students' learning.
- They will be more supported as they move into the classroom.

Everyone the Expert Panel heard from called for the status of teaching to rise. The Expert Panel agrees and recommends a national recruitment campaign. It should feature expert teachers and celebrate the positives of teaching and debunk negative myths. The Expert Panel hopes teachers will be more frequently awarded Honours in the Order of Australia for their unparalleled contribution to our children's learning **(Recommendation 1)**.

The best evidence should be used to select candidates into ITE who are most likely to succeed in helping their students' learning grow. Research shows prior academic achievement is a strong indicator of success. In addition, there are some robust tested instruments that measure academic prowess and personal characteristics. Rigorous selection was recommended by the TEMAG Review and remains a first-order priority.

The Expert Panel were delighted to find through the commissioned work, that given the right incentives, more high-achieving school leavers and mid-career professionals would consider teaching than now. The Expert Panel recommends incentives be offered to these groups and to people in regional, rural and remote locations, people from Culturally and Linguistically Diverse backgrounds and Aboriginal and Torres Strait Islander peoples to attract them to teach **(Recommendation 2)**.

It was made crystal clear to the Expert Panel that a significant barrier to well-qualified mid-career professionals taking up teaching is the loss of earnings whilst studying teaching. The Expert Panel recommends funding to support employment-based pathways into teaching and that recognition of prior learning be reformed urgently. The Expert Panel considers that for highly qualified candidates with strong subject knowledge, the Graduate Diploma might be sufficient preparation for teaching in secondary schools **(Recommendation 5)**.

The Expert Panel recommends a fund be established that supports innovative employment-based pathways **(Recommendation 6)**.

Teachers should be able to focus on teaching. The profession will be more attractive to new candidates if the burden of red tape is removed from teachers' workloads and the Expert Panel recommends an audit **(Recommendation 3)**.

The Expert Panel were disappointed to find limited career advice resources promoting teaching as a career and recommends this gap be filled **(Recommendation 4)**.

Families and carers are the key partners with teachers in their children's learning and the Expert Panel recommends more resources be created for families and carers to understand what teaching best practice looks like **(Recommendation 9)**.

The Expert Panel strongly recommends the Australian Government create a Centre for Excellence in ITE. The Centre for Excellence would be a model for evidence-based ITE and for research into which elements of selecting ITE students, preparing them and supporting them once in the classroom best contribute to students' learning **(Recommendation 14)**.

The Expert Panel heard loud and clear from teachers that many had felt underprepared by their ITE program for the practical aspects of teaching including phonemic awareness and phonics in teaching reading, classroom management, cultural responsiveness, supporting diverse learners and students with a disability, working with families and carers and working in regional settings.

One way to ensure ITE students are classroom ready is to strengthen the link between practice and theory. If higher education providers prioritise recent practical experience for academic staff in ITE programs, there is an assurance that these programs will be guided by the most up-to-date teaching practices.

Accordingly, the Expert Panel recommends higher education providers publicly report the proportion of academic staff who have recent teaching experience **(Recommendation 13)**.

The Expert Panel recommends that the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* be made more specific in a manner similar to the United Kingdom's *Initial Teacher Training (ITT): Core Content Framework*, so ITE students better understand what is being asked of them **(Recommendation 7)**.

The Expert Panel heard overwhelmingly, support for the Teaching Performance Assessment (TPA), which was a flagship reform arising from the TEMAG Review. The Expert Panel recommends strengthening the TPAs by setting up a board with authority to approve TPAs and undertake national standard-setting, moderation and comparability. Higher education providers should only be allowed three attempts at a TPA. The two most widely used TPAs should be funded to support their efforts **(Recommendation 10)**.

The Expert Panel heard of the cost and time burden students can face if they find they are not suited for teaching late in the degree or even when they start teaching.

The Expert Panel recommends that the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) be available before students start their degree and required in the first year. Culturally and Linguistically Diverse candidates or those who face other disadvantages should be offered foundation courses before they begin their degree. ITE students should be offered experience in schools in their first year of study and short courses should be offered so students can explore teaching without committing to a full degree **(Recommendation 11)**.

Because the Expert Panel sees teaching as a key national priority, the Expert Panel recommends strengthening the link between the quality of ITE and its funding. The Expert Panel suggests these recommendations be phased in to provide a clear incentive for higher education providers to offer evidence based and practical ITE.

The Expert Panel recommends developing a measure for ITE courses that enables performance-based assessments of their programs against quality and other relevant factors. Development of these performance measures should be guided by a new national body or expert group.

Performance by higher education providers should be made transparent amongst providers and then made public. Then, funding for ITE should be based on performance. Funding could also be tendered to higher education providers that meet quality criteria **(Recommendation 15)**.

Teacher employers should also have clear incentives to reinforce best practice. The Expert Panel recommends new funding to reward schools, groups of schools, systems, employers and higher education providers in best practice teaching particularly evidence-based approaches to the teaching of reading **(Recommendation 8)**.

In addition, state and territory teacher employers should be required, through the next National School Reform Agreement, to demonstrate the evidence-based teaching of reading, partnerships with higher education providers, data on student achievement linked to ITE programs and reforms to Teacher Regulatory Authorities to improve transparency, and to require LANTITE to be passed in the first year of an ITE course **(Recommendation 12)**.

Once teachers reach the classroom, the Expert Panel heard clearly that they value effective mentors. The Expert Panel recommends developing an agreed set of national standards to set the bar for mentoring early career teachers **(Recommendation 16)**.

While most of these recommendations will help address teacher shortages, the Expert Panel found significant variability between jurisdictions and sectors in the quality of data available to understand teacher workforce supply and demand.

The Expert Panel recommends a national model of teacher supply and demand be developed to support a sustainable pipeline of high-quality teachers in the right subject areas and locations. It should use the Australian Teacher Workforce Data collection as a basis, fill data gaps and model ITE data as a component of a broader teacher workforce model. Such a national model should be easily accessible to higher education providers, systems, employers and schools **(Recommendation 17)**.

RECOMMENDATIONS

Recommendation 1: Raise the status of teaching

Raise the status and value of the profession to inspire more people to become teachers. All jurisdictions, sectors and schools should work together to raise the status of the profession by:

A. undertaking a national recruitment campaign which:

- features high-achieving teachers, such as Highly Accomplished and Lead Teachers (HALTs) and the Schools Plus Fellows, to debunk myths and promote positive aspects of teaching
- targets specific cohorts such as Aboriginal and Torres Strait Islander peoples, regional, rural and remote school leavers and other underrepresented groups to consider teaching.

B. encouraging the community to nominate teachers and school leaders for an award in the Order of Australia

C. introducing a national patron of education and/or using, for example, HALTs and Schools Plus Fellows as ambassadors of Education.

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. Specifically, incentives should target:

- high-performing high school students
- mid-career changers in relevant fields of demand
- Aboriginal and Torres Strait Islander peoples
- school leavers and suitability qualified people in regional, rural and remote areas
- Culturally and Linguistically Diverse people.

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.

Consider amending the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* to reinstate the Graduate Diploma for highly qualified candidates.

Recommendation 6: Accelerate high quality candidates into teaching

Accelerate entry of high-quality candidates into teaching by:

- establishing an innovation in initial teacher education fund that supports innovative employment based pathways
- expanding existing Australian Government alternative pathways and securing long-term funding for Teach For Australia
- expanding state and territory alternative pathway programs.

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, with particular attention to:

- teaching reading, including phonemic awareness and phonics as an essential element of the teaching of reading in the early years
- classroom management
- cultural responsiveness
- supporting diverse learners and students with disability
- working with families/carers.

Recommendation 8: Reward good performance

Establish a fund to:

A. reward good performance of schools, groups of schools, systems, employers and higher education providers, with a focus on rewarding those that use evidence-based approaches to the teaching of reading

B. support innovation in the delivery of evidence-based approaches.

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)

Strengthen TPAs to ensure graduate teachers are classroom ready by:

A. establishing a governance board with delegated authority to make decisions on TPAs, including national standard setting, moderation and comparability

B. limiting the number of attempts a higher education provider can have, to seek endorsement of their TPA, to three through amendment of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*

C. allocating Australian Government support for the providers who operate the two most widely used TPAs to support national standard setting, moderation and comparability.

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 by:

A. requiring significant, practical school experience in the first year of study

B. requiring the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) be passed by the end of the first year of study

C. funding foundation courses to support diverse groups such as Culturally and Linguistically Diverse students to successfully complete LANTITE

D. allocating funding for ITE short courses so students can explore the prospect of a teaching career without committing to a full degree.

Recommendation 12: Promote reform through the next National School Reform Agreement

Ensure that the next National School Reform Agreement requires states and territories to demonstrate, at least:

- evidence-based teaching of reading
- the Literacy and Numeracy Test for Initial Teacher Education to be passed in the first year of an initial teacher education (ITE) course
- early exposure to professional placement
- Teacher Regulatory Authority transparency on each accredited higher education provider's student entry characteristics, attrition and completions and other data relevant for accountability.
- making available data, including student achievement data, for research purposes to determine the impact of candidate selection and ITE programs on student achievement
- school and higher education provider partnerships and mentoring requirements for early years teachers.

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

Establish a national Centre for Excellence in initial teacher education (ITE) to showcase and evaluate best-practice, evidence-based ITE. The Centre for Excellence should also undertake specific research into the key selection, ITE program and early years teaching components that drive quality teaching and student achievement.

Recommendation 15: Strengthen the link between performance and funding of initial teacher education (ITE)

Strengthen the link between performance and funding of ITE by:

A. establishing a national body or expert group to advise on how ITE Commonwealth supported places (CSPs) should be allocated amongst higher education providers, based on quality and other relevant factors

B. developing a quality measure for ITE courses that enables performance-based assessments of ITE programs and assists in student choice

C. rewarding those providers who score highly on the measure

D. increasing transparency by making publicly available information on how each higher education provider scores on the quality measure

E. allocating CSPs based on ITE performance

F. tendering a portion of CSPs to higher education providers that meet specific program criteria.

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. This should:

A. leverage the Australian Teacher Workforce Data collection as a basis for projecting supply and demand

B. address outstanding supply and demand data gaps to enable timely projections disaggregated by key dimensions of interest (for example, by subject specialisation and location)

C. model initial teacher education (ITE) needs as a subcomponent of a broader teacher workforce model (for example incorporating latent supply and migration)

D. include a workforce planning tool to assess ITE needs that can be accessed at a system, employer and provider level.

FINDINGS

Finding 1

As well as the opportunity to make a real difference in the lives of children and contribute to nation's future, teaching is a secure career choice and starting salaries are among the best in the world. More high quality, diverse candidates would be open to teaching if these aspects were better acknowledged and promoted.

Finding 2

Employing jurisdictions, sectors, schools and unions should consider whether the existing career structure for teachers supports a modern high-performing workforce and what alternative options might exist to create new career pathways for teachers within the profession which harness their skills and expertise, without requiring them to leave the classroom.

Finding 3

The use of non-academic characteristic criteria was introduced following the Teacher Education Ministerial Advisory Group Review. Research into how it is being applied across providers, its impact on different cohorts, and the characteristics that are most likely to indicate suitability for teaching should be undertaken to gain an understanding of its effect on initial teacher education. The outcomes of this research could then be used to test and make decisions on the most effective instruments for assessing non-academic characteristics predicting quality teaching.

Finding 4

Randomised Controlled Trials (RCTs), the gold standard in empirical research, are rarely used in evaluating the impact of initial teacher education (ITE) programs. Higher education providers are encouraged to conduct RCTs to inform evidence-based teaching practice. The Expert Panel also encourages higher education providers and employers to consider adopting the Quality Teaching Rounds approach to teacher development to ensure ITE students are equipped to implement evidence-based teaching practices when they enter the profession.

Finding 5

Highly Accomplished and Lead Teachers (HALTs) represent some of the most highly skilled teachers in Australia. Consideration should be given to how best to increase the number of HALTs and how they can help support early career teachers through mentoring and professional development.

Finding 6

Teacher Regulatory Authorities should consider creating a new category of registration, Community Educators, which would recognise the work these educators already do and create a new pathway for Aboriginal and Torres Strait Islander initial teacher education students to consider.

Finding 7

Given the potential for micro-credentials and short courses to provide quality access to opportunities to enhance teacher capability in a short timeframe, higher education providers could consider ways to make the delivery of these programs more widespread in areas where teachers feel they need additional support, including classroom management, cultural competency, and teaching diverse learners.

INTRODUCTION

The shared vision of the Alice Springs (Mparntwe) Education Declaration (the Declaration) is for Australia to have a world class education system that supports every student. Quality teaching, as the most important in school influence on student learning, is fundamental to achieving this vision.

> *Teachers, educators and leaders are vital to achieving these education goals [… and] have the ability to transform the lives of young people and inspire and nurture their personal and academic development. They provide significant encouragement, advice and support for learners outside the home, shaping teaching to nurture the unique abilities of every child.*
>
> *Alice Springs (Mparntwe) Education Declaration*

Australia has a strong, committed teaching workforce. The ongoing experience of the COVID-19 pandemic has highlighted the critical role teachers play in society and how much they are valued by students and families. It has also brought to light teachers' adaptability and resilience as they continue to support students and school communities in challenging circumstances.

We must ensure that the expertise, experience and skills of Australia's teachers are supported by highly effective initial teacher education (ITE) that prepares the next generation of teachers.

ABOUT THE REVIEW

On 11 March 2021, the Hon Alan Tudge MP, Australian Government Minister for Education and Youth, delivered a speech which announced his intention to launch a review looking at the next evolution of reforms to ITE.

In his speech, Minister Tudge highlighted Australia's declining Programme for International Student Assessment (PISA) outcomes in both absolute terms and relative to other countries, and identified quality teaching as one of the key areas of focus to return Australia to the top group of nations. Minister Tudge said that this review would build upon the significant reforms arising from the Teacher Education Ministerial Advisory Group (TEMAG) report.

The Quality Initial Teacher Education Review (the Review) was launched on 15 April 2021, with the announcement of the Terms of Reference and an Expert Panel chaired by Ms Lisa Paul AO PSM (former Secretary of the Department of Education), with Mr Malcolm Elliott (President, Australian Primary Principals Association), Emeritus Professor Bill Louden AM (former Dean of Education and Deputy Vice Chancellor, University of Western Australia), and Mr Derek Scott (Principal, Haileybury and 2019 Australian School Principal of the Year).

The Terms of Reference (Appendix A) set out the two key questions that form the scope of the Review: how best to attract and select high-quality candidates into ITE and how best to prepare them to become effective teachers.

STAKEHOLDER ENGAGEMENT AND CONSULTATION

The **Discussion Paper** was released on 19 June 2021. The Discussion Paper highlighted that:

- the proportion of young high achievers choosing teaching is declining

- completion rates for ITE courses vary significantly across higher education providers with some as low as 34 per cent

- some six years after the TEMAG Review, some higher education providers still at that time did not have an endorsed Teaching Performance Assessment (TPA) in place – a critical element to ensuring that graduates are classroom ready.

To ensure the views of key stakeholder and audience groups were captured by the Review, a consultation process was undertaken between May and August 2021. The Social Deck was engaged to facilitate a range of consultation activities to promote public engagement with the Review. Due to the ongoing COVID-19 pandemic, the majority of consultation activities were held virtually. Nearly 3,000 responses were received over the course of the Review through submissions, stakeholder meetings, webinars, focus groups and multiple surveys, including conjoint analysis surveys conducted by the Behavioural Economics Team of the Australian Government (BETA) on behalf of the Review. Consultation activities and key participation data are detailed in Table 1.

Table 1. Consultation Activities

Consultation activity	Description	Number of attendees/ responses
Submissions process	The submissions were invited publicly in response to questions identified in the Discussion Paper. Stakeholders who have agreed to have their submission/s published are listed at Appendix B.	242
Stakeholder meetings	Virtual meetings were held with 83 education stakeholders and organisations, who are listed at Appendix C.	82
Webinars	Two live webinars were conducted via Zoom using the interactive engagement tool Mentimeter to allow all Review audiences to comment on the Review's key focus areas – particularly ITE students, teachers and principals, higher education providers, education peak bodies and people considering a career as a teacher.	166
Surveys	Online surveys were conducted to capture insights from senior secondary students (QITE student survey) and other key groups including ITE students, teachers and school leaders, teacher educators and people considering a career as a teacher (QITE general survey). Surveys addressed a range of topics, including incentives to attract high achieving young people and mid-career professionals, ITE course content and delivery and support for early career teachers.	500

Consultation activity	Description	Number of attendees/ responses
Focus Groups	Three focus groups were conducted to facilitate targeted discussion with key audiences. Focus groups explored issues such as barriers and motivators to becoming a teacher and what a highly effective ITE experience might look like.	17
Workshop	A workshop was held with teachers and ITE students on system-level issues and on ideas for how barriers could be overcome. Participants discussed how to raise the status of the teaching profession, optimal models of ITE course delivery and effective ITE course content.	21
Conjoint analysis survey	BETA surveyed 501 young high achievers (aged 18–25 with an Australian Tertiary Admission Rank [ATAR] or equivalent over 80) and 1,432 mid career professionals (aged 26–60 with an undergraduate degree or higher) using a discrete choice experiment, in which survey responders were presented with different packages of incentives (such as scholarship, salary or employment-based incentives). This allowed BETA to quantify the relative importance of teaching-related incentives.	1933

Further information about the public consultation phase of the Review can be found at Appendix D.
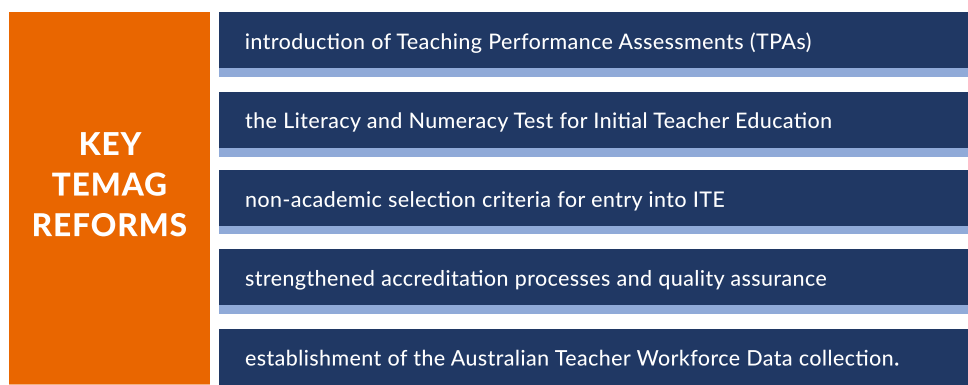
INITIAL TEACHER EDUCATION IN AUSTRALIA

ITE is a shared responsibility between the Australian Government, states and territories, higher education providers and the profession. The Australian Government funds ITE through the provision of Commonwealth supported places to higher education providers. ITE courses are accredited by state and territory Teacher Regulatory Authorities (TRAs), with reference to an agreed national standard. Forty-seven higher education providers deliver more than 350 programs to close to 90,000 students each year. Schools and school systems provide professional experience placements for these students and support graduate teachers once they enter the classroom.

Over the last decade, significant progress has been made in raising standards in the selection and preparation of teachers. A national framework based on the *Australian Professional Standards for Teachers* (Teacher Standards) and the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (Accreditation Standards) has shaped the development of ITE over this time.

BUILDING ON THE TEMAG REVIEW

The last significant review of ITE, the TEMAG Review, recommended reforms that have been progressively implemented since 2015. The TEMAG reforms introduced significant new elements to ITE (Figure 1).

Figure 1. Key TEMAG reforms

KEY TEMAG REFORMS	
	introduction of Teaching Performance Assessments (TPAs)
	the Literacy and Numeracy Test for Initial Teacher Education
	non-academic selection criteria for entry into ITE
	strengthened accreditation processes and quality assurance
	establishment of the Australian Teacher Workforce Data collection.

Source: Diagram developed by the Quality Initial Teacher Education Review

All stakeholders have contributed significant time, effort and resources to implement these reforms, a testament to the professionalism and dedication of the sector. Some aspects are still being implemented and are maturing at different rates across the country. In consultations for this Review, some stakeholders noted that the TEMAG reforms have not been formally evaluated and not enough time has elapsed to see the full effect of many of the reforms introduced from 2015.

The Expert Panel acknowledges that some of the reforms introduced by the TEMAG Review are still being implemented and the longitudinal evidence to evaluate the impact of these reforms is not yet available. The Expert Panel has heard positive reports of the quality of recent graduates from ITE programs, indicating that the most recent reforms introduced in response to the TEMAG Review are having a positive impact. However, the Expert Panel also heard that in certain key areas the preparation of teachers is not based on the latest evidence.

The consultations and the evidence considered in the course of this Review has convinced the Expert Panel that there remain aspects of ITE that need to be addressed and that Australia cannot afford to rest on the changes made in response to the TEMAG Review. We must look to build on the TEMAG reforms quickly to work toward reversing the decline in Australia's performance against international benchmarks and ensure an adequate supply of teachers to meet current and future demand.

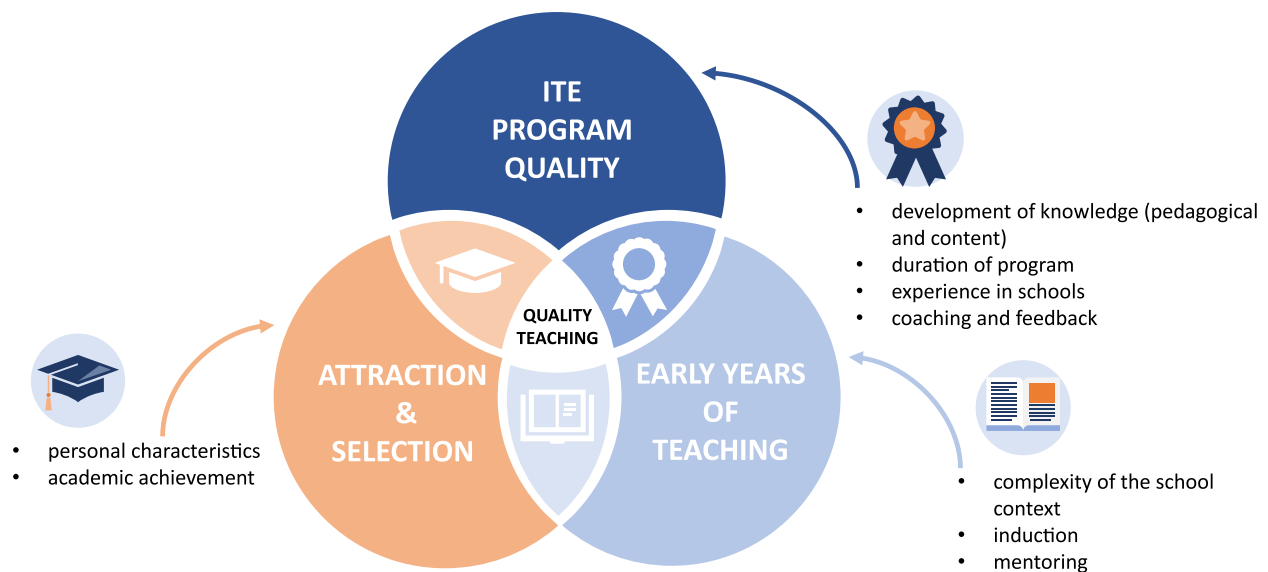# ACKNOWLEDGING BROADER WORKFORCE ISSUES

Concerns with teacher salaries and workload are held by a majority of stakeholders. The Expert Panel recognises that these matters are predominantly workforce related and not specifically part of ITE, however, the potential effect of these broader issues on attracting high quality entrants to the profession should not be ignored. This report acknowledges these issues where relevant, and the Expert Panel has made recommendations or findings where appropriate, to place ITE in the context of the broader teaching profession.

STRUCTURE OF THE REPORT

A successful teacher is one whose students' learning grows by at least a year in a year (Figure 2). Effective ITE should set teachers up to be able to achieve this.

This requires that the system is selecting the right people into ITE, ensuring that ITE programs teach the skills necessary to be classroom ready, and providing individual and system support in the early years of a teacher's career as they progress from ITE graduate to classroom teacher.

Figure 2. Elements of Quality Teaching

- development of knowledge (pedagogical and content)
- duration of program
- experience in schools
- coaching and feedback

- personal characteristics
- academic achievement

- complexity of the school context
- induction
- mentoring

Source: Diagram developed by the Quality Initial Teacher Education Review

Part A of this report discusses selection, including attracting the right people to ITE and ensuring we are selecting those with the characteristics to become effective teachers. Part B looks at the quality and delivery of ITE programs. Part C discusses supporting teachers early in their career and how, at a system level, we can ensure Australia has an adequate supply of teachers when and where they are needed.

PART A
Attraction and Selection

Lifting student outcomes begins with attracting and selecting the right people to lead classrooms.

Quality teaching is the most important in-school factor in lifting student achievement. To ensure we continue to have a quality teaching workforce into the future, we need to attract to the profession the next generation of smart, capable and diverse teachers who are motivated to work with children. While a passion for working with children is critical, high academic achievers who like working with children are likely to have a greater impact on student results.

While a teacher's academic background is not everything and other traits such as leadership and conscientiousness can help predict teacher effectiveness, current evidence shows that academic achievement is a stronger predictor than non-academic traits of teaching quality (Goss and Sonnemann 2019a).

To better understand how to attract high-quality candidates to teaching, the Expert Panel engaged the Behavioural Economics Team of the Australian Government (BETA) to explore the barriers and investigate what would attract this cohort into teaching.

A key component of this research was an online survey (BETA survey), which asked respondents who were not currently enrolled in initial teacher education (ITE) to quantify the relative importance of various incentives related to work and study, including pay. A total of 501 young high achievers and 1,432 mid-career professionals responded to the survey.[1]

Two other surveys were also conducted as part of the Review, including a student survey targeting senior secondary students (QITE student survey) and a general open survey (QITE general survey). While the BETA survey focussed on methods to attract high-quality candidates, these surveys were structured around the Review Terms of Reference, which allowed us to collect insights into a number of issues related to ITE, including attraction.

These surveys, and the other consultation activities involving current ITE students, teachers, principals and mid-career changers, gave the Expert Panel a comprehensive understanding of the various factors that affect perceptions of ITE and decisions to study teaching.

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1 Young high achievers refer to 18-25 years old who have received an Australian Tertiary Admissions Rank (ATAR) ≥80, Overall Position (OP) < 10, or IB (International Baccalaureate) >28, and never studied Teacher Education. Mid-career professionals refer to 26-60 years old who have completed an undergraduate degree or above, never studied Teacher Education and never been employed as a teacher.

CHAPTER 1: Attracting High-quality and Diverse Candidates to Teaching

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Key points

- There is a need to focus efforts on attracting more high-quality candidates into teaching, including high achieving school leavers, mid-career changers and those from diverse backgrounds.

- With the right incentives, up to four in ten mid-career professionals are open to teaching.

- The current appetite from high-achieving school leavers to pursue teaching is low – in 2019 the proportion of young high achievers who chose to study teaching declined by nearly a third from 2006.

- There are currently misconceptions about the profession that might have an impact on a candidate's decision to choose teaching, such as length of time taken to complete a degree and the expected starting salary. For example, school leavers significantly underestimated teachers' starting salaries.

- More needs to be done to elevate the status of the teaching profession, as an important step towards attracting suitable candidates.

- Despite teachers themselves being highly valued by the community, a number of factors devalue the status of the teaching profession, including perceptions of pay, workload and career progression.

- A one-size-fits-all approach to attracting high-quality candidates is not effective – targeted incentives are needed for different cohorts, including school-leavers, mid-career changers, Aboriginal and Torres Strait Islander peoples and other underrepresented groups.

CURRENT CONTEXT

The status of the profession

To attract the best people, we need them to consider a career in teaching in the first place. The social status and attractiveness of a career are key factors when deciding what study and career path to take (OECD 2019).

Perceptions of teaching and teachers have long been the focus of national research and inquiry. The 2019 Australian Government inquiry into the status of the teaching profession highlighted that although teachers are highly valued within communities, the perceived social standing of the occupation continues to be low. The Grattan Institute highlighted that teachers feel their work is under-valued and the best and brightest are increasingly rejecting the opportunity to teach (Goss and Sonnemann 2019a). Long standing factors encumbering the status of teaching are both perceptual and industrial (see, for example Heffernan et al. 2019; Goss and Sonnemann 2019b; Shine 2015).
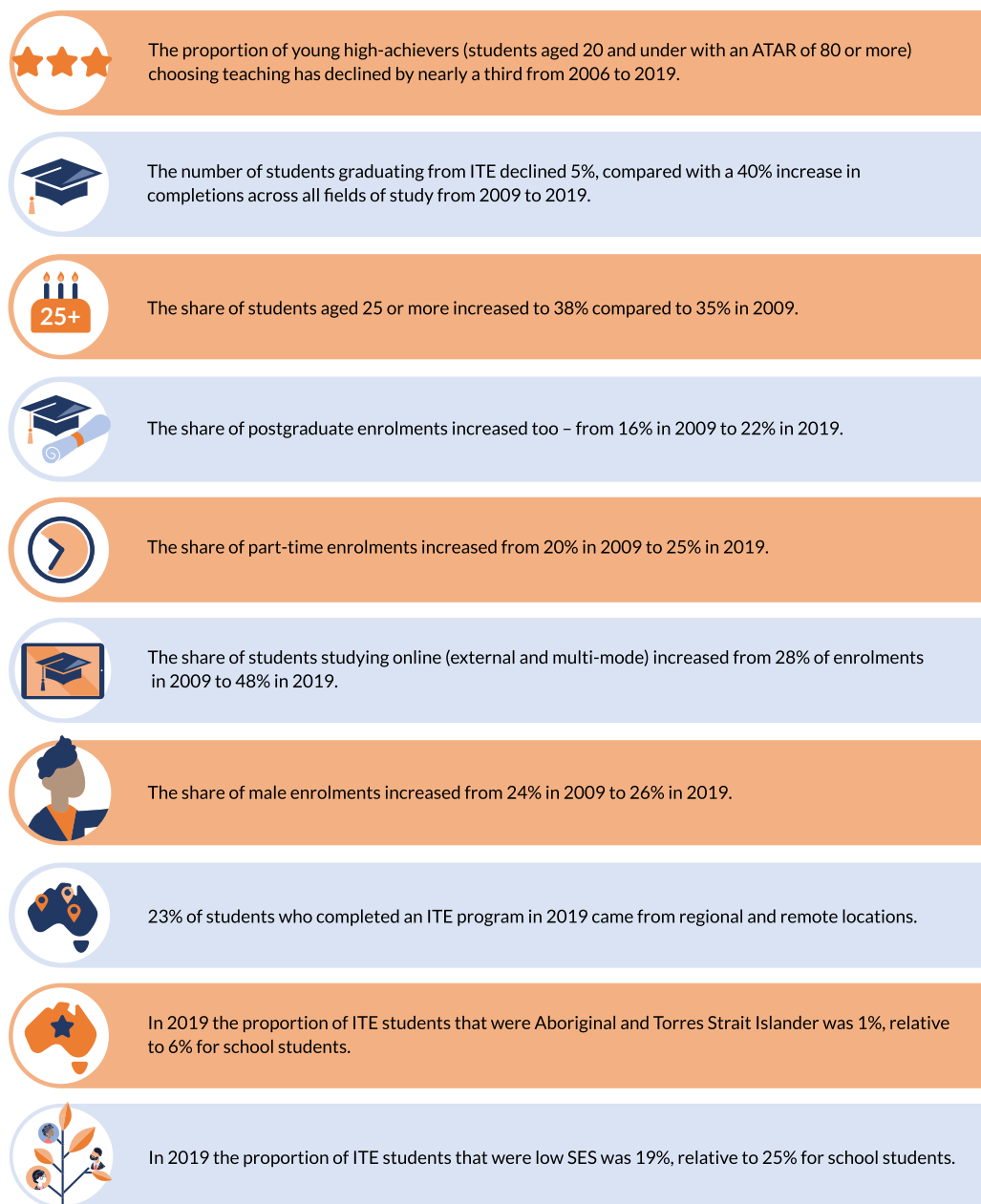
The appetite from high achievers to pursue teaching is relatively low when weighed up against what other professions have to offer (Goss and Sonnemann 2019b). With more career options for young people and mid career changers than ever before, this is unlikely to change without concerted efforts to make teaching a more attractive and competitive career option.

Current initial teacher education demographics

In 2019, there were more than 87,000 students enrolled in ITE programs in Australia. Key demographic characteristics of ITE students are outlined in Figure 3. Common concerns about the ITE pipeline include whether there are sufficient ITE graduates with skills in high demand subject specialisations and whether the diversity of ITE graduates reflects the diversity of the school student population.
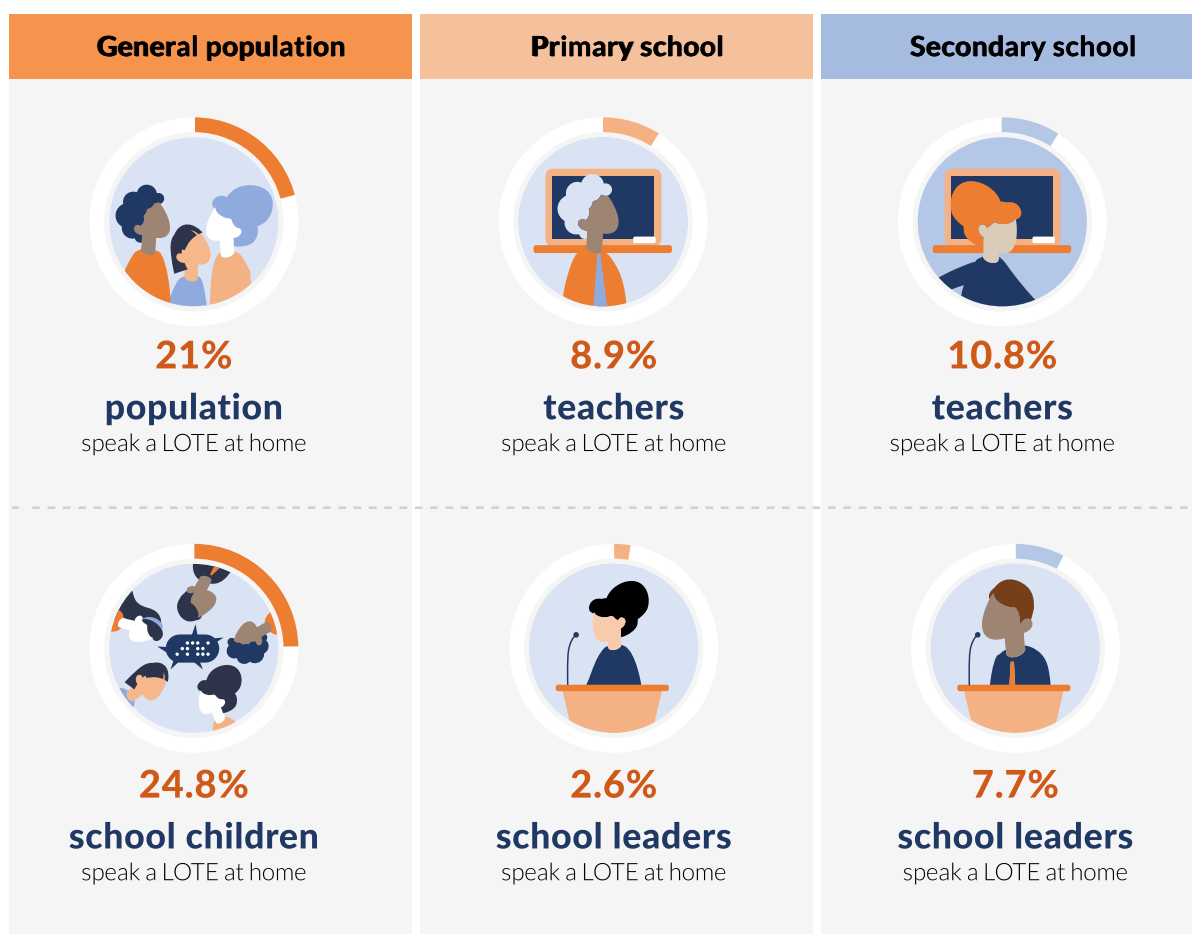
Figure 3. ITE Demographics

The proportion of young high-achievers (students aged 20 and under with an ATAR of 80 or more) choosing teaching has declined by nearly a third from 2006 to 2019.

The number of students graduating from ITE declined 5%, compared with a 40% increase in completions across all fields of study from 2009 to 2019.

The share of students aged 25 or more increased to 38% compared to 35% in 2009.

The share of postgraduate enrolments increased too – from 16% in 2009 to 22% in 2019.

The share of part-time enrolments increased from 20% in 2009 to 25% in 2019.

The share of students studying online (external and multi-mode) increased from 28% of enrolments in 2009 to 48% in 2019.

The share of male enrolments increased from 24% in 2009 to 26% in 2019.

23% of students who completed an ITE program in 2019 came from regional and remote locations.

In 2019 the proportion of ITE students that were Aboriginal and Torres Strait Islander was 1%, relative to 6% for school students.

In 2019 the proportion of ITE students that were low SES was 19%, relative to 25% for school students.

Source: Selected Higher Education Student Statistics, **www.dese.gov.au**.

Although we know who we need to attract and why, data from the Department of Education, Skills and Employment's (DESE) Selected Higher Education Student Statistics shows that in 2019, the proportion of young high achievers (students aged 20 and under with an ATAR of 80 or more) choosing teaching has declined by nearly a third from 2006 and postgraduate completions have also declined.

Further to this, the teaching workforce does not reflect the cultural, geographical and linguistic diversity that exists in school communities (Figure 4). Research has shown that diverse workforces are more innovative and effective (for example, Hunt et al. 2020) and better serve the learning needs of a culturally diverse student population (Buckskin 2016).

Figure 4. Percentage of people that speak a language other than English at home compared to schools

General population	Primary school	Secondary school
21% population speak a LOTE at home	**8.9%** teachers speak a LOTE at home	**10.8%** teachers speak a LOTE at home
24.8% school children speak a LOTE at home	**2.6%** school leaders speak a LOTE at home	**7.7%** school leaders speak a LOTE at home

Source: Diagram derived from the AITSL Spotlight on Diversity and School Leadership report, www.aitsl.edu.au.

KEY CONSULTATION THEMES AND ANALYSIS

Raising the status

In general, employers and higher education providers acknowledge there are a number of factors, besides an interest in the role, that influence whether someone is attracted to entering teaching. The social status and relative attractiveness of the teaching profession were raised by many stakeholders as reasons for declining ITE commencements. Submissions across stakeholder groups mentioned the need for greater efforts to elevate the status of the teaching profession as an important step towards attracting suitable candidates.

Enduring concerns over the community's perception of teaching workloads, earning potential and lack of career progression options, emerged as key themes throughout stakeholder engagement. In the QITE general survey, 70 per cent of respondents indicated that if teaching were a more highly respected profession it would be a great deal more appealing to both mid-career professionals and school leavers.

Perception of teaching

> *'So often the discourse is that teaching is an inferior career choice and other professions such as being a lawyer, or a doctor are more important. This is not just a public perception, even within the profession we often apologise for ourselves. How can quality applicants be attracted to the profession when even teachers talk themselves down?'*
>
> *(Schools Plus Fellow submission)*

There is strong support for better public promotion of the profession, including the need to counter negative public rhetoric about education and teacher quality. Media coverage rarely highlights the benefits and rewards of a teaching career, and teachers' voices are largely absent in reporting (Shine 2015).

The Expert Panel heard that high-achieving school students are more likely to choose to study professions they consider more prestigious. When asked why some school leavers would be deterred from choosing a career in teaching, focus group participants reported that there are perceptions teaching is a low status career, is not intellectually challenging, and is for 'less intelligent students'. These concerns were also raised in the QITE general survey, with 40 per cent of respondents suggesting that teaching could be made more appealing by elevating the status and respect for teaching as a profession.

The Expert Panel had the opportunity to engage with many high-performing, energising and inspiring teachers and school leaders over the course of the Review. These role models should be encouraged to share their stories to encourage the next generation of teachers to join the profession.

Teaching Fellowships

An example of current work being done to recognise teachers is the 'Teaching Fellowship' awarded by Commonwealth Bank in partnership with Schools Plus. It recognises 12 registered teachers or school leaders each year. Along with recognition and induction into the Teaching Fellows network, award recipients receive funding towards a strategic project for their school, professional development and a group study tour to a high-performing education system.

For more information, see Commonwealth Bank Teaching Awards.

In addition, focus groups suggested that teachers, families and/or carers and peers may discourage school leavers from pursuing teaching in favour of other courses, and that school leavers, particularly those who have achieved high ATARs, report being told they can 'do better than teaching'. Surveys have shown that teachers rate their value lower than the general community (Heffernan et al. 2019). Similarly, the perceived low pay and limitations for career progression, factors that are also relevant for mid-career changers, are considered deterrents for high-achieving school leavers (La Trobe University submission).

> Young high achievers significantly underestimate starting salaries for teachers, with almost half of the respondents believing that a teachers' starting salary was below $60,000, when average salaries are in fact between $60,000 and $79,000.

Figure 5. Expected starting salary for young high achievers not pursuing initial teacher education
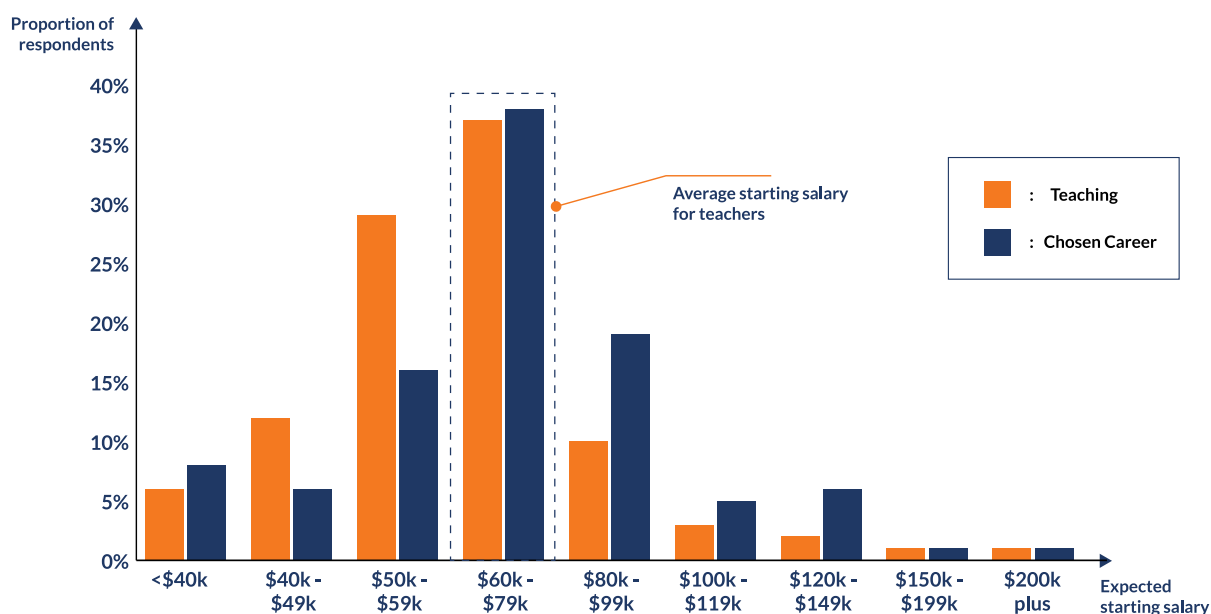
Source: Behavioural Economics Team of the Australian Government (BETA) survey.

Similarly, half of the young high achievers surveyed by BETA underestimated the top teacher salary (Figure 5). However, even if young high achievers held accurate expectations of teacher's top salary, 56 per cent would still expect to earn more in their chosen career.

Workload, pay and career structure

Perceptions of low salary and unfavourable working conditions constitute a barrier for school leavers, with 51 per cent of respondents to the QITE student survey identifying perceptions about low pay as among the most significant barriers to pursuing a teaching career.

Australia's ITE graduates can expect to be amongst the highest paid ITE graduates in the world, however, concerns have been raised that salaries for Australian teachers are too flat. Pay for teachers tops out at around 10 years, which is below the OECD average (Goss and Sonnemann 2019a).

For many high achievers, their long-term earning potential would be greater in other professions. In addition, mid-career changers often bring with them an accumulation of professional knowledge and employability skills, which are not able to be recognised easily under current arrangements. Some stakeholders called for more flexible pay structures commensurate with the varied experience and expertise new teachers bring to their careers (Australian Education Union submission).

Remuneration structure was not the only issue raised by stakeholders. Respondents to the QITE general survey identified a perceived lack of career progression opportunities as a key reason for not considering teaching. The QITE general survey also found that better pay and career progression opportunities were cited as an attractor by many (31 per cent), particularly for mid-career professionals who may be passionate about a career change to teaching.

These issues have been raised previously by several studies. The Grattan Institute (Goss and Sonnemann 2019a) suggests a workforce model as seen in high-performing systems such as Shanghai and Singapore, which includes *Instructional Specialist* and *Master Teacher* roles to set the direction for effective practice in schools.

> Despite these negative perceptions, a survey undertaken by BETA indicates that under the right conditions, up to four in 10 mid-career professionals would consider a career change into teaching.

Additional considerations

Higher education providers and teacher employers also have a role in attracting high-quality candidates into ITE. This is discussed in detail in Chapter 2.
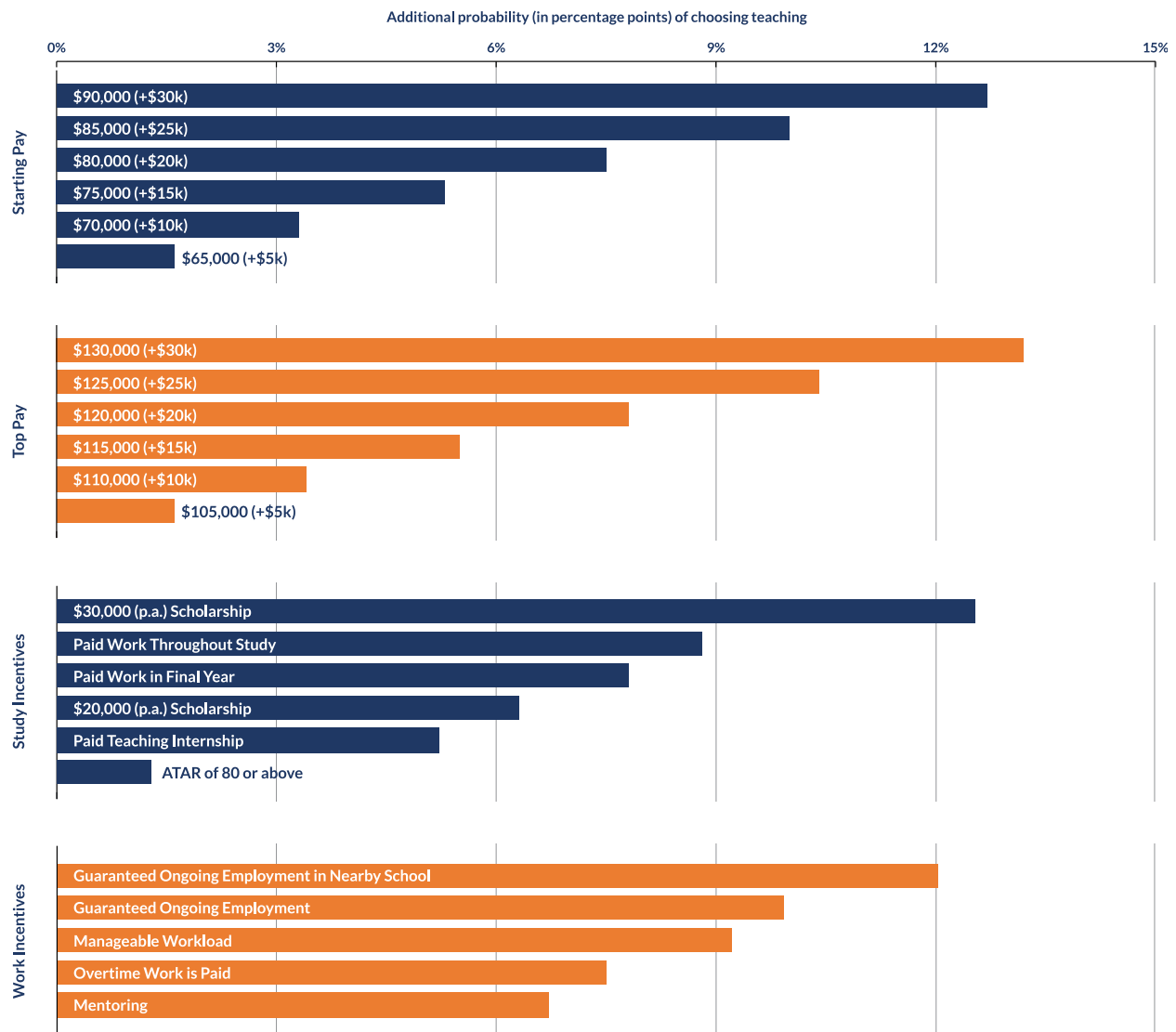
Attracting high-quality candidates

The BETA survey sought to understand the types of incentives that would be required to attract high-quality candidates into ITE, specifically school leavers and mid-career professionals. These findings supported the results from the QITE general and student surveys, in addition to stakeholder feedback on the incentives that would attract high-quality candidates to teaching.

School leavers

BETA found that a $30,000 per annum scholarship was the most attractive study or work incentive for young high achievers (Figure 6). However, guaranteed employment in a nearby school was also identified as a significant incentive to study teaching.

Figure 6. Probability of choosing teaching (young high achievers)

Additional probability (in percentage points) of choosing teaching

Starting Pay
- $90,000 (+$30k)
- $85,000 (+$25k)
- $80,000 (+$20k)
- $75,000 (+$15k)
- $70,000 (+$10k)
- $65,000 (+$5k)

Top Pay
- $130,000 (+$30k)
- $125,000 (+$25k)
- $120,000 (+$20k)
- $115,000 (+$15k)
- $110,000 (+$10k)
- $105,000 (+$5k)

Study Incentives
- $30,000 (p.a.) Scholarship
- Paid Work Throughout Study
- Paid Work in Final Year
- $20,000 (p.a.) Scholarship
- Paid Teaching Internship
- ATAR of 80 or above

Work Incentives
- Guaranteed Ongoing Employment in Nearby School
- Guaranteed Ongoing Employment
- Manageable Workload
- Overtime Work is Paid
- Mentoring

Source: Behavioural Economics Team of the Australian Government (BETA) survey.

Mid-career changers

> *'Career-changers are likely to have a reduced salary when they enter the classroom, having moved from a mid career salaried position to restart on entry-level wages.'*
>
> *(Teach For Australia submission)*

Consultation confirmed that concerns around the length of the course and loss of income while studying were significant barriers for mid-career professionals considering a career in teaching.

Individual submissions also suggested that better recognition of professional experience and maturity could attract high-quality, mid-career professionals who are interested in becoming teachers, noting that following the COVID-19 pandemic there is an opportunity to reframe how we value the teaching profession.

The BETA survey found that up to four in 10 mid-career professionals would consider a career in teaching, which includes one in 10 planning a career change to be a teacher and three in 10 open to the idea. Of those mid-career professionals who were open to teaching, the majority were not aware of the requirement to complete a two-year Masters degree, underestimating the length of study necessary (Figure 7).

Figure 7. What qualifications do you need to work as a teacher?

- 47% 12-months Graduate Diploma
- 33% 2-year Masters
- 5% None
- 15% 6-months Graduate Certificate
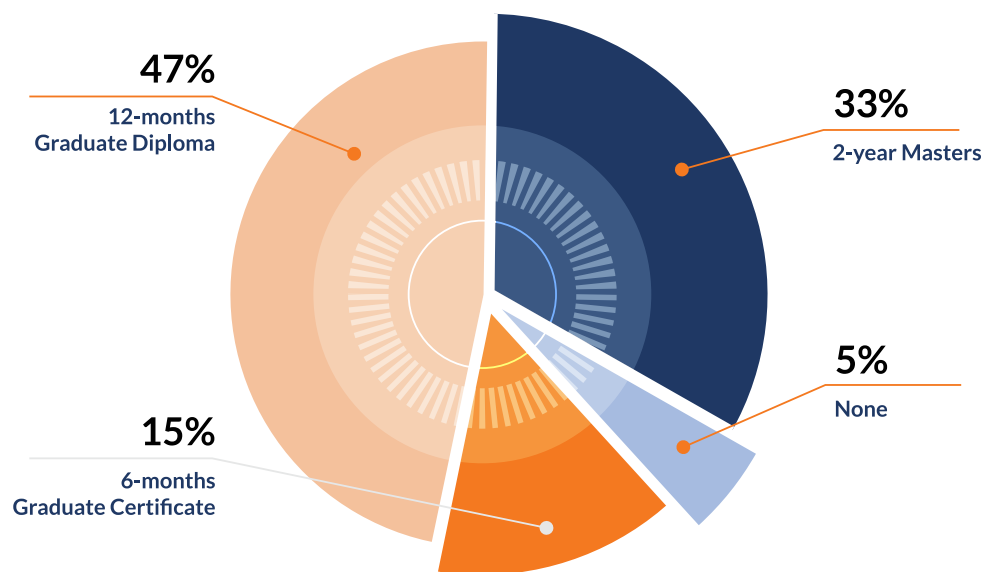
Source: Behavioural Economics Team of the Australian Government (BETA) survey.

BETA found that mid-career professionals value ongoing financial assistance, whether in the form of a scholarship or paid employment while studying, and guaranteed ongoing employment in a nearby school upon graduation. Notably, mid-career professionals valued financial incentives above a condensed one-year qualification, however, it should be recognised that these are not mutually exclusive and many mid-career professionals assumed that the requirement for teaching was already a one-year qualification (Figure 8).

Figure 8. Probability of choosing teaching (mid-career professionals)

Additional probability (in percentage points) of choosing teaching
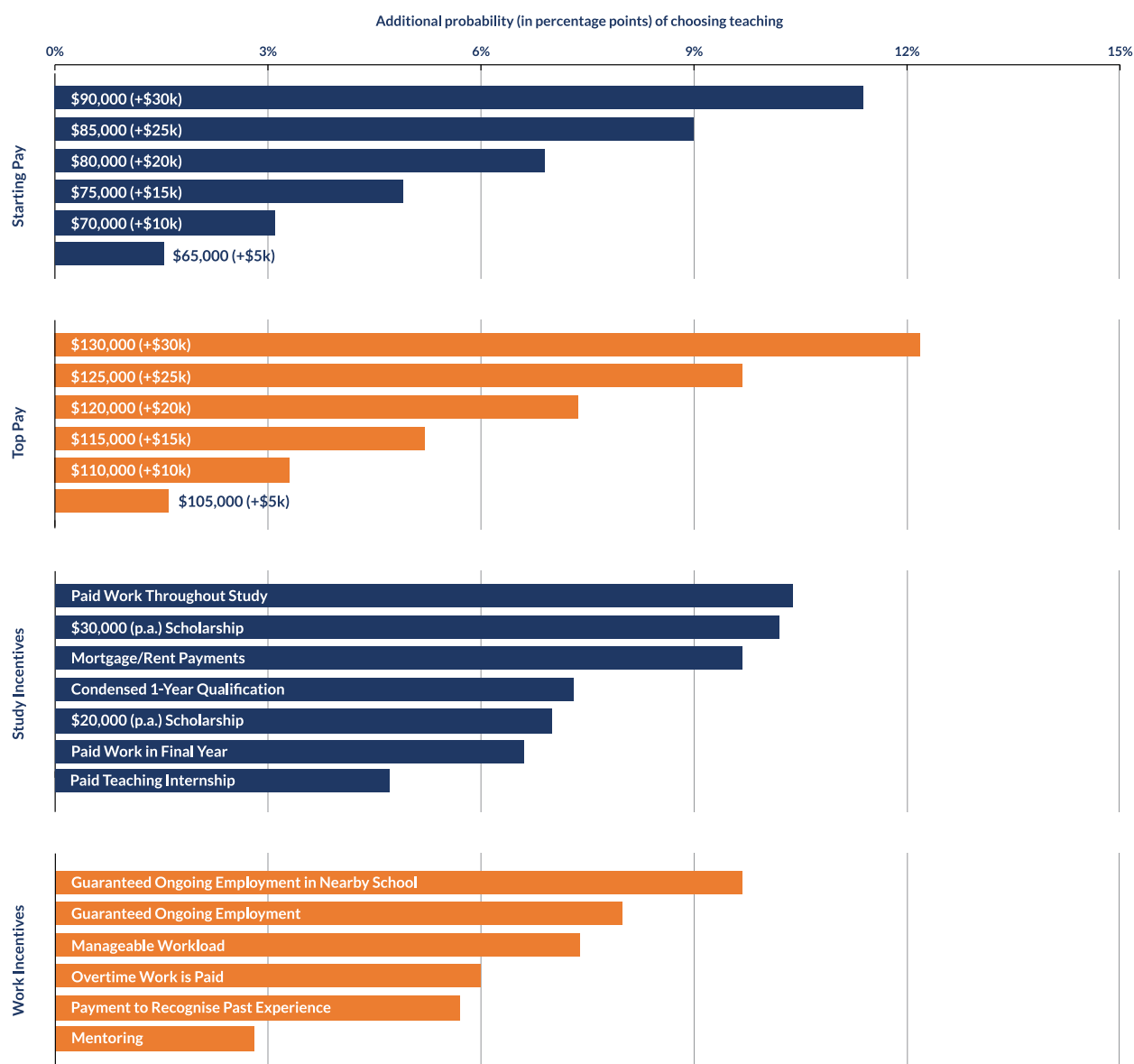
Source: Behavioural Economics Team of the Australian Government (BETA) survey.

Mid-career professionals with science, technology, engineering and mathematics (STEM) backgrounds, however, were found to be more likely to be motivated by higher starting pay than their non-STEM counterparts. Paid work throughout study was also ranked as more likely to attract those with a STEM background, compared to non-STEM professionals (Figure 9).

Figure 9. Additional probability of choosing teaching STEM and Non-STEM (mid-career professionals)

STEM
Additional probability (in percentage points) of choosing teaching

non - STEM
Additional probability (in percentage points) of choosing teaching
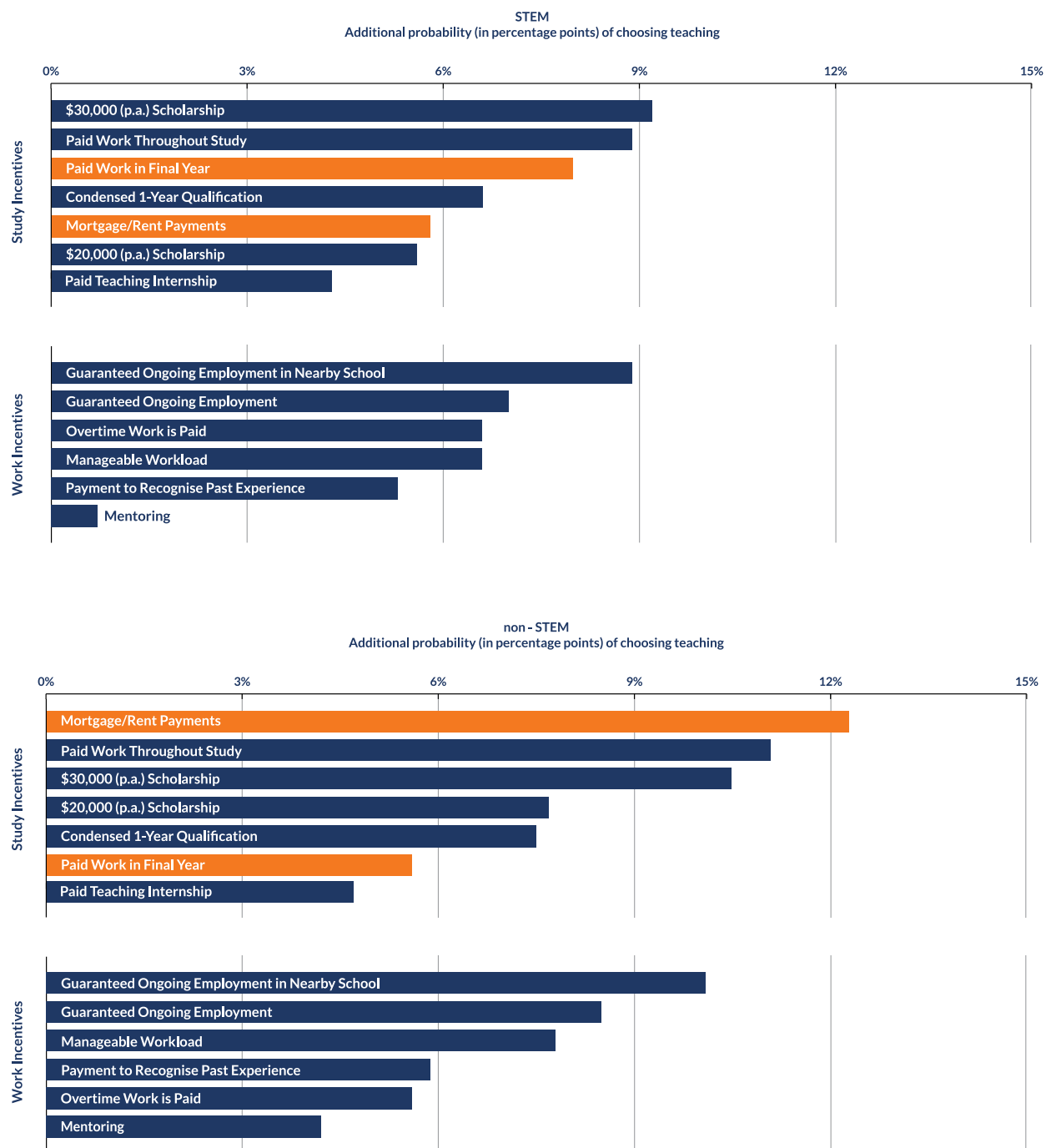
Source: Behavioural Economics Team of the Australian Government (BETA) survey.

BETA also found the relative attractiveness of incentives differed between older and younger mid-career professionals. For example, younger mid-career professionals found rent/mortgage relief to be particularly attractive, while ongoing income throughout study was more appealing to older professionals.

Diverse cohorts

> *'…[T]he teaching workforce needs to be reflective of the school communities that it serves.'*
>
> *(Northern Territory Department of Education and Charles Darwin University submission)*

Stakeholders emphasised the importance of attracting diverse cohorts to the profession to better reflect student populations and highlighted the need to make sure that ITE is accessible.

Focus group participants noted that the lack of existing diversity in the teaching workforce can be a deterrent for future diversity, as potential teachers from diverse backgrounds may not feel they will be welcomed and valued in the workplace.

The focus groups also covered ways to attract a diverse range of people, with participants indicating that people from diverse groups must be actively encouraged to become teachers from a young age. Some focus group participants suggested pay increases for teachers from diverse backgrounds and non-financial supports such as local culturally appropriate mentoring.

While these suggestions may go towards attracting more diverse cohorts, the barriers to ITE may be linked to the broader systemic hurdles to higher education, such as external barriers like travel time and cost (Gore et al. 2015), accessibility issues and cultural responsibilities (National Centre for Student Equity in Higher Education 2015).

For Aboriginal and Torres Strait Islander peoples interested in becoming a teacher, for example, there are factors including cultural obligations to family, community and country that can conflict with study or employment obligations, as well as limited options for local access to ITE courses (Northern Territory Department of Education and Charles Darwin University submission).

Curtin University notes that offering blended modes of delivery such as delivering some learning on-country recognises the significance of retaining connection to community. This can enable access for students who may be reluctant to enrol in an ITE course because of the requirement to be off-country and away from home and family for prolonged periods (Curtin University submission).

The Batchelor Institute uses a Both-Ways Learning philosophy which recognises Aboriginal and Torres Strait Islander students' knowledge, languages and culture, with new knowledge and learning aligning with individual and community responsibility and obligations (Northern Territory Department of Education and Charles Darwin University submission). Diverse models of ITE delivery, including for Aboriginal and Torres Strait Islander peoples, are explored further in Chapter 2. A discussion of the work of Aboriginal and Torres Strait Islander paraprofessionals currently employed in schools is at Chapter 7.

Regional, rural and remote cohorts

It is widely acknowledged that teacher shortages are more likely to be experienced in regional, rural and remote locations, which places a significant demand on attracting high-quality candidates to these areas.

Most states and territories already have in place a range of initiatives to attract teachers to these locations. Many stakeholders agree, however, that more could be done to encourage ITE students to consider teaching in regional, rural or remote locations, especially considering that ITE students from these locations tend to return to these areas on completion of their studies.

In order to attract more ITE students to these locations, stakeholders suggested co-funding regional universities to develop innovative undergraduate-level ITE programs for local students with existing community connections (Victorian Department of Education and Training submission), improving access to placements in regional, rural and remote areas and providing incentives such as scholarships to help students undertake placements in the regions (Regional Universities Network submission).

Career advice

While raising the status of the profession, as discussed earlier, would contribute to changing perspectives on teaching, higher education providers indicated that high-achieving students should be targeted as early as Year 9 to encourage them to consider teaching as a profession.

Research has shown that developing a standardised model for the delivery of career advice is unfeasible due to the diversity of challenges faced by schools (Keele et al. 2020). Similarly, measuring the effectiveness of career development advice has proven difficult (Parliament of Victoria: The Economic, Education, Jobs and Skills Committee 2018). Notwithstanding these challenges, it is possible to identify aspects of best practice that can be used as a basis for improvement in developing high-quality careers advice (Keele et al. 2020).

Most jurisdictions provide resources that are designed to help career advisers and schools support students in their career decisions. In New South Wales, the Careers Advisers Association (CAA) follows the Professional Standards for Australian Career Development Practitioners. In addition, they recommend career advisers should have career development-specific tertiary qualifications to ensure quality advice is provided (CAA 2020).

In Queensland, the Department of Education provides resources for career advisers and schools to help them support students who want to discover a career in teaching. Materials include video testimonials from students and teachers and newsletters. Another approach supported by the Queensland Department of Education to encourage school leavers to consider teaching is the Future Teachers Program.

Queensland's headstart for high-achieving students

Queensland has a number of programs designed to attract and support high-achieving school students in choosing teaching.

The Future Teachers Club

The Future Teachers Club is a suite of interrelated initiatives focused on promoting and fostering an interest in teaching as a career. This initiative, which targeted students in grades seven to 10 with an aim to transition them into the **Future Teachers Program** for Year 11 and 12, took place in Queensland as part of the Future Teachers Project from 2019 to 2021.

Extension programs

Higher education providers offer extension programs for high-achieving Year 10, 11, and 12 students to study one university subject a semester while working towards their Queensland Certificate of Education. Programs include:

- Central Queensland University's **Start Uni Now**
- Queensland University of Technology's **START**
- Griffith University's **GUESTS** program
- Christian Heritage College's **Launch Program**
- University of Sunshine Coast and University of Southern Queensland's respective **Headstart programs**.

CONCLUSIONS AND RECOMMENDATIONS

National effort is needed to improve the status of the teaching profession

Making teaching a more attractive career option for high-achievers and mid-career professionals requires a concerted effort by all stakeholders.

Better recognition of teachers' contributions is needed, both within the profession and wider community. Awards in the Order of Australia is the pre-eminent way Australians' achievements are celebrated. The Australian honours system awards in the Order of Australia recognise Australians who have demonstrated outstanding service or exceptional achievement. Encouraging more teacher and school leader nominees would be an important step towards greater public recognition at the national level that would contribute to raising the profession's status in the community.

The appointment of a nationally recognised patron of education to advocate for teachers and promote the profession would bring much needed positive attention to the profession, inspire pride within the teaching community and provide further opportunities to celebrate excellence in teaching. In addition, noting the success of ambassador initiatives such as the Schools Plus fellowships and their ability to promote high achieving teachers, a national campaign to raise the status of the profession should feature teachers who have been awarded a teaching fellowship. Highly Accomplished and Lead Teachers (HALTs) are also outstanding role models of teaching excellence.

The surveys undertaken to support the Review indicate that workforce and pay structures affect the attractiveness of the profession and the decision of high performers to enter ITE. Therefore, jurisdictions are urged to consider the current career pathway for teachers and the benefits that might accrue from a structure that better allows for growth and development within the teaching profession. Relevant to this is the work of the Grattan Institute on establishing an expert teacher career path (Goss and Sonnemann 2019a).

In addition, respondents to the QITE general survey indicated that the compliance requirements for teachers were 'too much' and that paperwork takes up a significant amount of time. This survey found that 19 per cent of respondents believe that teaching could be made more appealing for school leavers by reducing the workload or administrative burden on teachers.

Supporting these findings, several submissions highlighted how perceptions about workload in general can present as a barrier for entry into ITE, specifically the profession's reputation for increasingly difficult, stressful and onerous working conditions (University of Wollongong submission; Australian Secondary Principals Association submission).

While it is important to acknowledge the opportunities for improvement, teaching is a valuable and rewarding profession that is well worth pursuing. Misconceptions about the profession and negative public rhetoric damage the reputation of the profession and deter people from teaching. The Expert Panel recommends a national campaign to correct misconceptions, counter the deficit focus on teachers and promote better awareness of teaching as a complex, valued and rewarding career.

Finding 1

As well as the opportunity to make a real difference in the lives of children and contribute to the nation's future, teaching is a secure career choice and starting salaries are among the best in the world. More high quality, diverse candidates would be open to teaching if these aspects were better acknowledged and promoted.

Recommendation 1: Raise the status of teaching

Raise the status and value of the profession to inspire more people to become teachers. All jurisdictions, sectors and schools should work together to raise the status of the profession by:

A. undertaking a national recruitment campaign which:

- features high-achieving teachers, such as Highly Accomplished and Lead Teachers (HALTs) and the Schools Plus Fellows, to debunk myths and promote positive aspects of teaching
- targets specific cohorts such as Aboriginal and Torres Strait Islander peoples, regional, rural and remote school leavers and other underrepresented groups to consider teaching.

B. encouraging the community to nominate teachers and school leaders for an award in the Order of Australia

C. introducing a national patron of education and/or using, for example, HALTs and Schools Plus Fellows as ambassadors of Education.

Finding 2

Employing jurisdictions, sectors, schools and unions should consider whether the existing career structure for teachers supports a modern high-performing workforce and what alternative options might exist to create new career pathways for teachers within the profession which harness their skills and expertise, without requiring them to leave the classroom.

The research by BETA showed that carefully targeted incentives could significantly increase the number of high-calibre candidates entering teaching.

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. Specifically, incentives should target:

- high-performing high school students
- mid-career changers in relevant fields of demand
- Aboriginal and Torres Strait Islander peoples
- school leavers and suitability qualified people in regional, rural and remote areas
- Culturally and Linguistically Diverse people.

Recommendation 3. Reduce teachers' workloads

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

Attracting high-quality candidates needs to start in the early high school years. Students in the early high school years should have easy access to information about teaching careers, the skills needed, the benefits and how to pursue this interest further.

Recommendation 4: Improve career advice

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

CHAPTER 2: Selection and Pathways through Initial Teacher Education

Key points

- Selection processes are important for assessing student suitability; however, the setting of a minimum academic floor can disadvantage and exclude certain cohorts.

- Selection processes need to recognise both academic achievement and non-academic characteristics, ensuring candidates have the right skills and aptitude to become highly effective teachers.

- There is strong support to explore different pathways through initial teacher education (ITE), so that candidates from different backgrounds and at different stages in life are adequately supported in their study.

- Certain cohorts may perceive there are barriers affecting their decision to enter ITE; however, accelerated or employment-based postgraduate pathways can be an effective way of addressing these barriers, especially for mid-career changers.

- In addition, teachers who have undertaken their preparation under an employment-based model have been found to be highly sought after by systems and school leaders, suggesting this pathway offers an effective approach to learning how to be a teacher.

CURRENT CONTEXT

The Teacher Education Ministerial Advisory Group (TEMAG) Review recommended that higher education providers select the best candidates into teaching using sophisticated approaches that ensure initial teacher education (ITE) students possess the required academic skills and personal characteristics to become a successful teacher.

The *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (Accreditation Standards) require higher education providers to apply selection criteria for all entrants into ITE, assessing both academic skills and non-academic characteristics to determine suitability for entry. Higher education providers have the flexibility to determine how they assess prospective students.

Higher education providers have introduced a range of measures to assess non-academic skills. The most common of these are a personal statement to assess motivations for becoming a teacher and the CASPer Test online screening tool. Other measures include pre-admission interviews, questionnaires or the Teacher Capability Assessment Tool (TCAT) developed by the University of Melbourne.

Some jurisdictions have introduced specific academic entry requirements. In Queensland, applicants must achieve a grade of C or higher in a Queensland Curriculum and Assessment Authority General Subject in certain categories, including English, Maths and Science. Applicants other than school leavers must demonstrate an 'acceptable alternative'. New South Wales requires a minimum standard of three Band 5 HSC results, including one in English, or an approved comparable measure. Victoria has a minimum ATAR of 70 or equivalent for entry into ITE.

Under the Accreditation Standards (Program Standard 4) undergraduate ITE programs are required to be at least four years in duration (full-time equivalent). For those with a completed three-year undergraduate degree providing the required discipline knowledge, a two-year postgraduate program must be completed.

Higher education providers have the flexibility to offer equivalent programs over a shorter time frame and/or with a greater emphasis on in-school experience.

In addition, the Australian Government has supported employment-based pathways for ITE for more than a decade, initially through the Teach For Australia (TFA) program, followed by the High Achieving Teachers (HAT) program, which currently provides funding to Teach For Australia and La Trobe University's Nexus program. These employment-based pathways combine completion of a Masters program with paid employment in schools.

A number of jurisdictions are also developing and implementing similar employment-based pathways to meet areas of need, including New South Wales, Victoria, Western Australia, Queensland and Tasmania. Many higher education providers offer accelerated programs which allow ITE students to complete the two year postgraduate program in a shorter period, for example 15 or 18 months.

KEY CONSULTATION THEMES AND ANALYSIS

Selecting high quality candidates

> *'[T]here are high costs of someone entering higher education as an ITE student if a teacher qualification is ill suited to them.'*
>
> *(Productivity Commission submission)*

As well as attracting people to teaching, it is important to have strong selection requirements to ensure those interested in entering the profession are likely to succeed. Entry standards and selection measures are a key component of determining suitability to teach.

Academic achievement

There was some support among stakeholders for adopting minimum entry requirements to recruit the top 30 per cent of students into teaching, with equivalent measures for those entering ITE from pathways other than completing Year 12 (Australian Education Union submission). Stakeholders noted that there is a perception that low ATAR entry requirements equals low quality candidates (Catholic Education Diocese of Parramatta submission).

Many stakeholders, however, cautioned against setting a minimum academic floor in an attempt to raise standards. There were concerns that setting a minimum ATAR, for example, disadvantages certain cohorts, including students from regional areas, lower socio-economic status areas, and Aboriginal and Torres Strait Islander peoples. It is also important to acknowledge the relatively small proportion of students who enter ITE on the basis of an ATAR. The majority of ITE students at regional higher education providers, for example, do not enter ITE on the basis of an ATAR and many are mature age (Regional Universities Network submission).

Non-academic characteristics

Many stakeholders agree that consideration of the interpersonal qualities needed by teachers is an important element of selection into ITE programs and that using a range of academic and non-academic measures is a robust way to measure potential success. In consultations conducted with current teachers and those interested in a career in teaching, participants discussed the importance of ensuring there are strategies to assess non-academic skills, and to understand how a candidate would respond in different situations, and to students from different backgrounds and circumstances.

Other stakeholders have expressed a range of concerns over the requirement to assess non-academic characteristics. The Victorian Council of Deans of Education note that the lack of consistency in non-academic assessments across jurisdictions and higher education providers is a deterrent for potential students.

Some stakeholders consider there is potential in using approaches similar to other professions such as medicine to assess academic and non-academic attributes (Victorian Council of Deans of Education submission).

Impact on teacher supply and diversity

A number of stakeholders are concerned about the potential impact of changes to selection criteria on ITE student diversity and teacher supply (Deakin University submission; Monash University submission; Queensland University of Technology submission) and whether Aboriginal and Torres Strait Islander peoples have input into how the requirements have been developed and are assessed (New South Wales Aboriginal Education Consultative Group submission). Others believe that assessing personal characteristics on entry cannot determine suitability to teaching as well as a year of study with professional experience (University of Canberra submission; Macquarie School of Education submission). There is a concern that relying on entry assessments will result in some potentially good teachers being excluded from ITE courses (University of Canberra submission).

Effect of non-academic selection

Some stakeholders consider that the introduction of non-academic entry requirements has not made any difference with regards to ITE student progress, completion or retention of students (Macquarie School of Education submission; Flinders University submission). It is also acknowledged that there is a lack of evidence on the impact of the requirements. A number of higher education providers note that the reliability and validity of non-academic entry tools are yet to be tested and it is too soon to assess the impact of these requirements.

The University of Melbourne Graduate School of Education (MGSE), however, has developed an evidence based approach to the selection and development of ITE students. The TCAT embeds assessments focusing on a range of factors including motivations for teaching, cognitive reasoning skills and non-cognitive domains. TCAT also explores the reasons why people apply to enter different ITE programs, applicant's reflections on teaching, as well as psychosocial characteristics such as cultural competency and resilience of the candidates.

The MGSE reports that TCAT results have demonstrated that dispositional measures combined with a grade point average score is a powerful predictor of success in an ITE program (University of Melbourne Graduate School of Education submission).

The MGSE instrument TCAT is the most evidence-based selection instrument presented to this Review. The Expert Panel suggests that higher education providers consider using this tool.

Subject eligibility

A further area of consideration is subject eligibility requirements which can restrict many from entering ITE programs. TFA points to a key restriction in the Australian Qualifications Framework (AQF) which requires applicants who completed their undergraduate degree over 10 years ago to show the continued relevancy and experience in their learning area (Teach For Australia submission). TFA has found that candidates with undergraduate degrees in media, architecture, the clinical sciences (such as nursing) and even engineers who have studied applied mathematics have difficulty meeting eligibility requirements.

Diversifying pathways into initial teacher education

There is almost unanimous support from stakeholders for providing more pathways into ITE as a way of attracting high-quality candidates to the profession. There are differing views, however, as to what kind of pathways should be offered.

Higher education providers and employers highlighted current innovative approaches to the delivery of ITE programs, including offering accelerated pathways or employment-based programs. Employment-based or internship models are a popular approach to address the perceived barriers for entry into ITE for cohorts such as mid-career changers. Additionally, some stakeholders indicated the potential for alternative pathway programs or accelerated courses to assist in addressing low ITE completion rates (Monash University submission; Queensland College of Teachers submission).

Postgraduate initial teacher education programs

Stakeholder opinion is divided, however, on whether the requirements for postgraduate programs should be changed.

The time taken to complete a postgraduate ITE program, and the loss of income while studying (particularly due to professional experience requirements) are considered significant barriers in attracting mid-career professionals.

The BETA survey showed that for those mid-career professionals who were open to teaching, the vast majority underestimated the length of study required to become a teacher. Even among those who are planning to become teachers, only 28 per cent knew that they would need to complete a two-year Masters.

Some stakeholders recommend reconsidering the duration of study required and returning to a one-year format to fast-track new teachers into classrooms. The phasing out of the one-year Diploma of Education is reported by these stakeholders to have had a negative impact on postgraduate ITE enrolments.

Further, some stakeholders argued that mid-career professionals with a relevant undergraduate degree and professional experience would be able to gain the necessary skills and experience from a one-year qualification to make them successful secondary school teachers. Other stakeholders in favour of retaining the two-year Masters requirement indicated that single year programs are too short to provide the required level of pedagogical, disciplinary and content knowledge, especially for those studying primary education. Masters level degrees are considered academically and professionally proportionate with the complexity and status of the teaching profession (University of Southern Cross submission; Australian Education Union submission; University of Wollongong submission). In addition, some higher education providers highlighted that Masters degrees include valuable research components, as required within the AQF.

A number of higher education providers note that the impact of the two-year Masters requirement on enrolments has been negligible and that most higher education providers have introduced alternative or accelerated pathways designed to allow faster completion (Macquarie School of Education submission; Southern Cross University submission; GO8 submission; University of Canberra submission). Most higher education providers offer accelerated pathways to completing a Master of Teaching, which in some instances allows students to complete the course within 13 months (Table 2).

Table 2. Examples of Accelerated programs

Jurisdiction	Examples
Queensland	■ Seven out of the 19 Master of Teaching programs on offer in the state can now be completed in 18 months while containing the equivalent of a two year student load.
New South Wales	■ The University of New South Wales offers compressed postgraduate ITE models, including the Master of Teaching (Secondary), where two years of traditional semester-format study is compressed into 1.3 years of study. ■ The University of Sydney offers the Master of Teaching, which is compressed into 1.67 years (20 months) of study.
Victoria	■ Federation University and the Australian Catholic University offer hybrid accelerated programs that include 12 months of intensive study plus six to 12 months of working as a paraprofessional in a school as they complete their Master of Teaching. ■ Deakin University offers an Accelerated ITE employment-based program that can be completed in in 1.5 calendar years. ■ La Trobe's Master of Teaching can be completed in 1.5 years. This accelerated option is also available to participants in the Nexus employment based pathway.
Tasmania	■ From 2022, the University of Tasmania will offer two fast tracked ITE degrees: the MTeach degree, which can be completed in 1.5 years, or the Vertical Double Undergraduate/Master of Teaching where students are able to complete their degree in a reduced four year period.
South Australia	■ The Master of Teaching on offer at the University of Adelaide can be completed in 1.5 years.

Stakeholder consultation indicates that the two-year Masters requirement is a disincentive to enter ITE for mid-career changers. BETA found that a condensed one-year ITE course was as attractive as a $20,000 increase in top pay, suggesting there is significant value attached to shortening the time spent out of the workforce for mid-career changers.

Alternative Pathways

'Diverse entry pathways can contribute to attracting more diverse student cohorts which are more reflective of the population including diversity factors as: linguistic and cultural background, socio-economic status, being first in family to attend university, and geographical location.'

(Curtin University submission)

Most stakeholders are broadly supportive of alternative ITE pathways within the existing requirements. Such programs can attract professionals and minimise disruption to their personal lives and capacity to earn while studying. They can also ensure an effective alignment between theory and practice while providing the required pedagogical, discipline and content knowledge (New South Wales Council of Deans of Education submission; University of Canberra submission; Macquarie School of Education submission; La Trobe University submission).

Employment-based pathways

'It is … to be celebrated that there are multiple pathways to complete a teacher preparation program responding to the diverse needs of both potential graduates and the future needs of the workforce. It also invites different providers to specialise in offering programs where their expertise is found.'

(Australian Teacher Education Association submission)

There is clear support for employment-based pathways as an alternative to the traditional postgraduate pathway. Many jurisdictions and higher education providers are already developing or offering employment based pathways into teaching and have indicated that they are interested in expanding these offerings further.

A key recommendation from the *2021 New South Wales Productivity Commission White Paper* was the need for systematic implementation of employment-based pathways as an effective means of lowering the barriers to high-quality candidates entering teaching (New South Wales Productivity Commission submission).

Employment-based pathways offer career focused courses which include a combination of coursework and paid practical experience. While these pathways are traditionally offered at a postgraduate level, some higher education providers, such as the University of Tasmania, are exploring ways to introduce employment pathways at an undergraduate level with their Vertical Double Undergraduate/Master of Teaching (to be introduced in 2022), which sees students able to accelerate their completion of a combined degree in a reduced four-year period.

Employment-based pathways: Immersive MTeach pilot

The University of Tasmania is proposing a new model for their existing Master of Teaching – the MTeach, which is designed to attract mid and late career professionals.

Under this proposal, the MTeach would be reimagined and redesigned. Existing coursework, placement mentoring, assessment, and the requirements of the Graduate Teacher Peformance Assessment would be leveraged to support the development of an offering that brings an integrated approach to academic learning, practical application, and formal assessment.

Participating students would receive a part-time salary for the duration of their study, two years of experience in a school environment with dedicated mentoring support, additional professional learning, and successful completion would result in permanent employment.

(University of Tasmania and Department of Education Tasmania submission)

Other benefits of the employment-based model include removing the boundaries between ITE and induction – by allowing ITE programs to be incorporated into the workplace, ITE students are able to gain experience working in schools earlier (AITSL submission).

Teach For Australia

TFA's Leadership Development Program (LDP) is Australia's longest-running, employment-based pathway into teaching. TFA selects high-calibre candidates to teach in schools in low socio-economic communities. TFA Associates begin teaching following an initial six-week residential program and complete their Master of Teaching qualification over the two years of the program. In 2017, the Australian Government commissioned an independent evaluation of TFA. It found that 89 per cent of school principals who have had TFA Associates in their schools believe TFA teachers have a greater impact on student achievement than other teachers. Almost half of all TFA teachers are specialists in STEM subjects (dandolopartners 2017). TFA survey data shows the program has high retention rates, with 88 per cent of teachers remaining in the classroom for more than two years, and 72 per cent of all TFA alumni still teaching in schools (Teach For Australia submission).

Support for diverse cohorts

> **'Alternative pathways to support ITE students from a range of diverse cohort, including cultural and socio economic backgrounds, knowledge, and experiences is important to enable the teacher workforce to reflect this diversity.'**
>
> *(National Catholic Education Commission submission)*

Recent research has highlighted the importance of alternative entry pathways as a way to increase access for Aboriginal and Torres Strait Islander peoples and other people from diverse backgrounds, especially for students who are unable to enter via traditional pathways (Hearn and Funnell 2020). Many higher education providers in Australia offer foundation courses or programs that are specifically targeted to assist diverse cohorts gain access to university (Table 3).

Overall, diversity in ITE programs could be improved if prospective candidates were offered more flexible pathways into ITE. Stakeholders acknowledged that alternative pathways are integral to ensuring high-quality candidates from diverse backgrounds are supported to enrol in an ITE course (Monash University submission; Curtin University submission).

The New South Wales Council of Deans of Education suggests employing a similar approach to the United Kingdom's 'Discover Teaching' initiative, which allows those considering teaching the opportunity to experience the work prior to applying.

Table 3. Examples of programs or initiatives targeting diversity

Jurisdiction	Description
Northern Territory	▪ The Remote Aboriginal Teacher Education (RATE) program supports aspiring teachers in Northern Territory communities to study teaching while living and working on Country.
Western Australia	▪ The Western Australian Department of Education partnered with Curtin University to pilot the On Country Education Teacher Initiative program to support current Aboriginal and Torres Strait Islander employees to become Primary school teachers through completion of a Bachelor of Education (Primary Education).
Victoria	▪ The William Cooper Institute at Monash University is a hub for Aboriginal and Torres Strait Islander research, learning and engagement and the development of targeted strategies to increase participation of Aboriginal and Torres Strait Islander students across the country implementing comprehensive engagement programs with secondary schools and Aboriginal and Torres Strait Islander led community organisations to build greater awareness of university offerings, pathways, scholarships and support systems. Scholarships, fee support and clear and ongoing support both within the university and the profession more broadly are important.
Queensland	▪ The Queensland Government has implemented additional pathways for Aboriginal and Torres Strait Islander peoples who aspire to become teachers through the Remote Area Teacher Education Program (RATEP). This is a community-based Aboriginal and Torres Strait Islander teacher education pathway enabling Aboriginal and Torres Strait Islander students to complete ITE through external study. The Queensland Government has implemented additional pathways for Aboriginal and Torres Strait Islander peoples who aspire to become teachers through the Remote Area Teacher Education Program.
Australian Capital Territory	▪ The University of Canberra's Aboriginal and Torres Strait Islander Foundation Program is designed for Aboriginal and Torres Strait Islander students who do not meet university admission requirements but have a reasonable chance of success in higher education. The program includes two foundation units and one or two units from a student's nominated degree.

Providing support to students entering through such pathways should be a key consideration to give them the best chance of success. Programs that are designed to recognise the barriers and pathways for attracting and supporting diverse cohorts will assist in ensuring the that these pathways are fit for purpose (Curtin University submission).

Providers should be encouraged to continue to support diverse pathways into teaching, such as enabling programs, degree combinations, work-integrated learning and recognition of prior learning (University of Wollongong submission).

CONCLUSIONS AND RECOMMENDATIONS

The Expert Panel has carefully considered the views of all stakeholders on the requirement to undertake a two-year postgraduate program. There is no consensus among stakeholders on whether the two-year requirement should remain or be reduced to a one-year Graduate Diploma.

The Expert Panel acknowledges that the status of teaching as a profession is enhanced by new teachers graduating with a higher-level qualification and agrees a one-year qualification for primary and early childhood programs is not appropriate. One year is not enough to provide the pedagogical, disciplinary and content knowledge required to develop a strong foundation as a primary teacher.

The requirement of the two-year Masters qualification has the biggest impact on mid-career professionals who show interest in becoming a teacher. Time out of the workforce, and the associated lack of income, is the most significant barrier to entry for this cohort. To attract more mid-career professionals to secondary teaching, particularly in specialisations that are experiencing shortages such as maths and science, the Expert Panel recommends that a one-year qualification be offered subject to specific criteria.

There should be flexibility in how this model is offered. It could, for example, be incorporated into the existing two-year program, but with prior experience and subject content knowledge recognised so that fewer units need to be completed. Alternatively, it could be the reintroduction of a one-year Graduate Diploma of Education. This one-year qualification should only be available to well-qualified individuals, who have demonstrated suitability for teaching, in areas of high workforce demand.

> ### 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.
>
> Consider amending the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* to reinstate the Graduate Diploma for highly qualified candidates.

Alternative pathways

Employment-based pathways, particularly TFA, have a proven record of attracting, selecting and supporting the preparation of high-quality teachers. As highlighted above, an independent evaluation of TFA found that TFA Associates have a greater impact on student achievement than other teachers, and that the program has high retention rates and experiences strong demand. Consideration could be given to providing funding certainty for TFA by supporting them to become an accredited higher education provider, enabling access to Commonwealth supported places. Other organisations developing innovative ways to diversify pathways into teaching could also be supported in this way.

The HAT program, which currently funds TFA and La Trobe University's Nexus program, should be expanded to ensure more high-quality teachers are able to be placed in schools in areas of need. Demand for these programs is exceeding supply and there is clear scope for increasing the number of places offered.

The employment-based programs being implemented by states and territories are welcome additions to the employment-based pathways already offered and should be carefully evaluated and measured to determine whether they are successfully attracting and retaining teachers to areas of need.

Supporting higher education providers to extend alternative postgraduate ITE models, such as those discussed above, or offer alternative models that allow students to complete their courses in shorter periods of time would ensure that ITE remains a realistic option for all potential candidates.

There is further scope to develop and expand innovative pathways into teaching. As highlighted by the TEMAG Review, the Australian Government, as the primary funder of ITE, can provide a national perspective to facilitate innovation. The Expert Panel recognises that trial and implementation of innovative approaches can be resource intensive. An innovation fund should be established to enable ideas to be tested in a well-defined space of a limited duration.

Developing an ITE innovation fund, with an emphasis on addressing priority needs, will encourage more higher education providers to introduce or extend alternative pathways and consider alternative delivery models of ITE.

To improve the diversity of the workforce there should be explicit provision in the proposed innovation fund for programs directed at supporting access and success in ITE for diverse cohorts including:

- Aboriginal and Torres Strait Islander peoples
- people from culturally and linguistically diverse backgrounds
- people with disability
- people from regional, rural and remote locations
- people from low SES backgrounds.

Recommendation 6: Accelerate high quality candidates into teaching

Accelerate entry of high-quality candidates into teaching by:

- establishing an innovation in initial teacher education fund that supports innovative employment-based pathways
- expanding existing Australian Government alternative pathways and securing long-term funding for Teach For Australia
- expanding state and territory alternative pathway programs.

Finding 3

The use of non-academic characteristic criteria was introduced following the Teacher Education Ministerial Advisory Group Review. Research into how it is being applied across providers, its impact on different cohorts, and the characteristics that are most likely to indicate suitability for teaching should be undertaken to gain an understanding of its effect on initial teacher education. The outcomes of this research could then be used to test and make decisions on the most effective instruments for assessing non-academic characteristics predicting quality teaching.
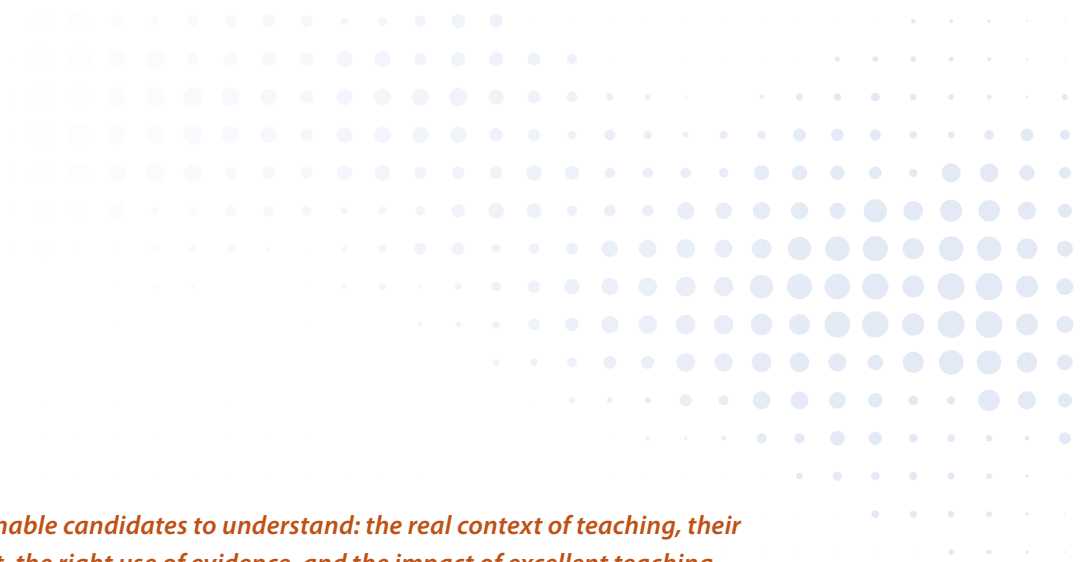
PART B
ITE Program Quality

> *'ITE programs that enable candidates to understand: the real context of teaching, their influence and impact, the right use of evidence, and the impact of excellent teaching, stand a better chance of engaging and retaining high-quality candidates.'*
>
> *(Independent Schools Queensland submission)*

The quality of initial teacher education (ITE) programs matters. Quality teaching is of national importance in Australia's efforts to achieve equity in education and lift student achievement. Maintaining a focus on the quality of ITE is therefore a national imperative to ensure a sustainable pipeline of quality entrants to the profession.

To produce graduates that meet the Graduate level of the *Australian Professional Standards for Teachers* (Teacher Standards), programs must be evidenced-based, link theory and practice, and provide students with authentic and varied practical experience in classrooms.

Teacher preparation in high-performing school systems is grounded in academic content, pedagogical knowledge and professional standards, as well as research and clinical experience (Darling-Hammond 2017). The Organisation for Economic Co-operation and Development (OECD) notes there is evidence that some features of teacher preparation systems, such as duration, certification, or content, do make a difference in teaching quality and student learning (Teaching and Learning International Survey (TALIS) Volume 1 2018).

A decade of national frameworks has led to improvements in quality. Along with the introduction of the Teacher Standards in 2011, the implementation of the Teacher Education Ministerial Advisory Group (TEMAG) Review recommendations have introduced a number of significant reforms.

The *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (Accreditation Standards) is the national framework for accreditation of ITE programs, endorsed by all Australian education ministers. The Australian Government is the primary funder of ITE. State and territory Teacher Regulatory Authorities (TRAs), however, retain the legislative authority for accreditation of programs. States and territories use the Accreditation Standards to make accreditation decisions.

CHAPTER 3: Initial Teacher Education Program Content

Key points

- Quality teaching is of national importance and it is critical that initial teacher education (ITE) programs prepare graduates with the skills and knowledge they need to become effective teachers.

- Many ITE graduates are under prepared in a number of key areas, including the teaching of reading, cultural responsiveness, supporting diverse learners, classroom management, family/carer engagement, and teaching in regional, rural and remote locations.

- The *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* do not provide specific detail about the kind of content that should be included in ITE programs and the skills graduates should leave with, which enables variability in ITE content across higher education providers.

- Stakeholders have raised concerns that some ITE content is not evidence-based and that some practice in ITE appears to lag behind recent evidence.

- Changes are needed to ensure that ITE students and teachers are equipped with the best knowledge in order to support early readers with evidence-based reading methods.

CURRENT CONTEXT

The aim of accredited ITE programs is to produce teachers who meet the Graduate level of the Teacher Standards and have the tools and knowledge to support students in achieving a year's worth of academic growth in any given year. The Accreditation Standards require higher education providers to take account of contemporary and emerging developments in education, as well as curriculum requirements, community expectations and employer needs.

It is critical to ensure the next generation of teachers are being taught methods of teaching that are supported by evidence, with a focus on ensuring they have the practical skills necessary to enter the classroom.

The TEMAG Review highlighted concerns that some content in ITE programs was not informed by evidence (TEMAG 2014). A number of previous reviews and inquiries also raised this issue.

Despite recent changes to ITE regulation, concerns remain that ITE students may not be well prepared to enter the classroom in a number of key areas including the teaching of reading, cultural competency, supporting diverse learners and students with disability, classroom management and family/carer engagement. These key areas are consistent with those identified in the *Studying the effectiveness of teacher education* report (Mayer et al. 2015). Consultation also found that ITE students felt their preparedness to teach would be bolstered by a focus on evidence-based strategies and practice over theory in their degrees.

KEY CONSULTATION THEMES AND ANALYSIS

Accreditation Standards – program content

ITE program content should be evidence based and set graduate teachers up well to handle the classroom environment. Stakeholders highlighted that the Accreditation Standards do not provide specific detail about the kind of content that should be included in ITE programs. Nor do they reference long-standing empirical evidence about learning from cognitive science and elsewhere.

This is in contrast to other systems such as the United Kingdom's Initial Teacher Training (ITT): Core Content Framework (the Framework) which draws on the best available evidence to prescribe the critical content that providers of initial teacher training must draw on when designing and delivering programs.

The Framework does not set out the full curriculum for trainee teachers. It acknowledges the complexity of becoming a teacher and requires individual providers to design curricula appropriate for the subject, phase and age range that trainees will be teaching. The Framework has been designed to support development in five core areas:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours.

The Framework defines in detail the 'minimum entitlement' for all trainee teachers. Providers must ensure their curricula includes the full entitlement described in the Framework.

Importantly, the Framework goes beyond articulating the standards that must be met by trainee teachers. In addition to key evidence statements ('Learn that…'), drawn from current high-quality evidence, the Framework also includes practice statements ('Learn how to…'). These provide trainees with the entitlement to practice key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom.

United Kingdom – Initial Teacher Training (ITT): Core Content Framework

Learn that…

To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

Learn how to…

Develop pupils' literacy, by:

Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.

Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.

Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g by using a range of whole class reading approaches and regularly reading high-quality texts to children). Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.

For more information see **ITT core content framework**.

Evidence-based practice

In consultation for the Review, stakeholders highlighted the need to ensure ITE programs focus on evidence based practice, targeting the needs of ITE students on entering the classroom. In consultations with current and recently graduated ITE students, an emphasis on practical classroom skills over theory was considered necessary to ensure effective preparation for the classroom.

Concerns were raised that the content of some ITE programs is not based on the latest research and evidence shown to have the greatest impact on school student outcomes. These concerns are longstanding and have been raised in previous reviews.

> *'ITE providers must be required to more consistently and comprehensively ensure ITE curriculums embed evidence-based pedagogy and teaching practices that have the most impact on student outcomes.'*
>
> *(New South Wales Department of Education submission)*

It has been noted that teaching has been slower to produce scientific evidence and incorporate it into teaching practice when compared with other professions such as medicine and engineering (Goss and Sonnemann 2020). La Trobe University notes that practice in ITE appears to 'lag behind scientific evidence – a global trend rather than a specifically Australian trait', but nonetheless one that requires action (La Trobe University submission).

The Productivity Commission has previously found that developing the national evidence base (including through commissioning high-quality education research) could improve the preparation of teachers by 'establishing the teaching practices that work best for different cohorts of students and educating ITE students on how to apply them' (Productivity Commission submission; Productivity Commission 2017).

The Australian Education Research Organisation's (AERO) role is to achieve excellence and equity in educational outcomes through the effective use of evidence. Presenting high-quality evidence that is relevant and accessible is a key focus of AERO and has the potential to have a significant impact on the preparation of teachers.

One model of evidence-based practice seeing promising results is the Quality Teaching Model, developed at the Priority Research Centre for Teachers and Teaching at the University of Newcastle.

Quality Teaching Rounds is considered applicable for teachers of every grade, subject and career stage, including ITE students, due to its focus on pedagogy. The researchers consider that incorporating the Quality Teaching Model and Quality Teaching Rounds into ITE has strong potential to ensure students are equipped to implement evidence-based teaching practices when they enter the profession (Laureate Professor Jenny Gore submission).

Finding 4

Randomised Controlled Trials (RCTs), the gold standard in empirical research, are rarely used in evaluating the impact of initial teacher education (ITE) programs. Higher education providers are encouraged to conduct RCTs to inform evidence-based teaching practice. The Expert Panel also encourages higher education providers and employers to consider adopting the Quality Teaching Rounds approach to teacher development to ensure ITE students are equipped to implement evidence-based teaching practices when they enter the profession.

Classroom readiness – areas of concern

'While pre-service teachers are graduating with the majority of the skills they need to implement quality teaching practice, there are some gaps and inconsistencies in knowledge. A focus on teaching practices that have the most impact on student learning outcomes will contribute to a quality workforce. NSW encourages the review to focus on ensuring ITE curriculums embed evidence-based pedagogy and teaching practices. These practices include the evidence-based approaches to phonics in literacy, current knowledge about inclusive education and an additional focus on behaviour management.'

(NSW Department of Education submission)

'… 30% new educators (those with three or less years' experience) have told the AEU that they do not believe their ITE sufficiently prepared them for the complex realities of the classroom. Among those [who] felt underprepared the main areas lacking were teaching students whose first language is not English (62%), dealing with difficult behaviour (55%), teaching students with disability (47%) and teaching Aboriginal and Torres Strait Islander students (43%, 48% in remote schools and 46% in very remote schools). 26% of new educators said that their ITE was not helpful in preparing them to deliver strategies for teaching numeracy, rising to 39% among new secondary teachers and 35% of new educators said that their ITE was not helpful in preparing them to manage classroom activities, in under resourced schools this increased to 41%. 39% also said that ITE did not prepare for collaborative working with peers.'

(Australian Education Union submission)

Many stakeholders, including employers, higher education providers, professional associations and ITE graduates themselves have reported that graduate teachers are considered under prepared in a number of key areas. Responses received during a workshop undertaken as part of the Review consultation process highlight some of the views of stakeholders on classroom readiness (see Figure 10). Stakeholders have indicated that the Accreditation Standards would benefit from the inclusion of specific units, including the teaching of reading, cultural competency, supporting diverse learners and students with disability, classroom management, family/carer engagement and rural and remote educational contexts. Other concerns raised by stakeholders included teaching gifted students and trauma-informed learning.

Figure 10. Stakeholder views

> " More practical experience. Get Graduate teachers into the workforce quicker. Learning is done by doing not listening to a lecturer. "

> " Graduate teachers need to be given specific classroom management strategies, not just theories. "

> " Suitability early on - e.g. do they have the necessary skills/ personality to be able to cope with the need to be a flexible, a team-player, life-longer learner, professional? "

> " The final portfolio/ interview the students submit is excellent and needs to be valued. Perhaps giving greater time for this as this aligns well with achieving Proficiency when they enter the profession. "

> " Mandated team teaching that progresses into independent teaching. Longer Clinical Placement so that Graduate teachers are aware of how schools run. Specific literacy classes for classroom management!! "

> " Differently timed placements to see behaviour at the beginning/ end of the year. "

Source: Diagram developed by the Quality Initial Teacher Education Review

Teaching of reading

Reading is a complex cognitive skill that is foundational to the acquisition of other knowledge. Reading and writing require the development of decoding skills to master the linkages between written and spoken language (graphemes and phonemes). Thus, teaching children how to read is a complex and highly skilled professional activity (Rowe 2005). Once primary ITE graduates enter the classroom, they will spend significantly more time in a typical school week teaching literacy than other subject areas. Since 2005, multiple inquiries, studies, and reviews have found that ITE courses in Australia do not adequately prepare graduates in the teaching of reading.

In 2005, the Committee appointed to conduct the National Inquiry into the Teaching of Literacy (NITL) released its report, *Teaching Reading*, outlining the rigorous evidence behind reading acquisition:

> *'The evidence is clear, whether from research, good practice observed in schools, advice from submissions to the Inquiry, consultations, or from Committee members' own individual experiences, that direct systematic instruction in phonics during the early years of schooling is an essential foundation for teaching children to read. Findings from the research evidence indicate that all students learn best when teachers adopt an integrated approach to reading that explicitly teaches phonemic awareness, phonics, fluency, vocabulary knowledge and comprehension.'*
>
> *(Rowe 2005)*

There is strong alignment across key international government reviews into the teaching of reading: the United States report of the National Reading Panel, *Teaching Children to Read* (National Reading Panel 2000) and the United Kingdom report *Independent review of the teaching of early reading* (Rose 2006) both recommended the need for explicit, systematic phonics. Research conducted by Dr Jennifer Buckingham and Professor Linda Meeks (2019) found that despite the findings and recommendations of multiple reviews and inquiries (including NITL and the TEMAG Review), there has been a lack of progress by higher education providers in adequately reforming and improving preparation to teach reading in ITE programs.

Studies repeatedly indicate that phonics should be taught explicitly and systematically as a foundational skill, however many primary teachers lack the specialised knowledge required to teach systematic phonics (Moats and Foorman 2003) and ITE students lack adequate awareness of the significance of phonics (Meeks et al. 2020). As such, phonics instruction is an often-neglected element in the teaching of reading despite the teaching of phonic knowledge being a requirement in the Australian Curriculum: English.

> *'It is clear that the fundamental insight that graphemes represent phonemes in alphabetic writing systems does not typically come naturally to children. It is something that most children must be taught explicitly, and doing so is important for making further progress in reading.'*
>
> *(Castles et al. 2018)*

> *'We suggest that the safest way to ensure that all learners acquire knowledge of important underlying regularities within the writing system is to offer explicit instruction of how the visual symbols of writing relate to the sounds and meanings of spoken language.'*
>
> *(Rastle et al. 2021)*

Consultation with ITE graduates and employers of teachers nationwide revealed a consistent, shared concern: far too many graduates are leaving university underprepared to teach children how to read. The Expert Panel has heard that variance in approaches across ITE courses, along with underexposure to rigorous research is producing cohorts of graduates who are not equipped to teach this fundamental skill. Stakeholders raised concerns including:

- many ITE graduates feel confused about how to approach reading instruction and are unaware of the reason they should use particular strategies over others

- practice informed by the belief that children primarily acquire reading skills through immersion and exposure to print, disadvantages many students (particularly those with reading difficulties) and contributes to widening achievement gaps

- experienced teachers are spending time developing underprepared early career teachers in evidence based reading instruction

- ITE graduates are more likely to reproduce practices they have been exposed to during their courses and while on practicum placements, than look to bodies of research to inform their practice

- the quality of preparation ITE graduates receive in the teaching of reading affects their employability.

Advancing educational outcomes

The EDvance school improvement program in Western Australia builds on the capacity of school leadership teams to make informed evidence-based decisions and improve student outcomes.

Schools involved in the program have seen significant improvements in the academic outcomes of their students, including in reading.

Prior to their involvement in the program, Chidlow Primary School's National Assessment Program Literacy and Numeracy (NAPLAN) results from 2014–2016 indicated a downward trend in most areas.

Their leadership team recognised that there was an inconsistent approach to teaching phonics across the school and identified the benefits of focusing on a school-wide approach to Reading.

Over the last three years, Chidlow Primary School's NAPLAN results have trended to above 'like schools' in all areas, with particularly impressive results in Reading.

For more information about the EDvance school improvement program, see the Fogarty Institute's Report Card.

Stakeholder concerns are affirmed by the trends observed in Australian Programme for International Student Assessment results, with student performance in reading continuing to decline in both absolute terms and relative to other countries. Given the critical role of literacy in children's ongoing development, all ITE graduates and currently practising teachers need to be empowered with research-driven, gold-standard teaching strategies that are shown to be effective in raising reading levels. All stakeholders responsible for ITE program content and school-based teaching methods have a role to play in achieving this. To drive stronger performance in this area, more support and encouragement should be provided to stakeholders developing and implementing evidence-based practices.

To support ITE graduates in effectively teaching the next generations of readers, the Accreditation Standards should be amended to be more specific about the teaching of reading, including greater focus on phonics and phonemic awareness. Preparation in the teaching of explicit, systematic phonics should be a requirement in ITE courses as a central technical element of early reading.

Further, higher education providers should only train ITE students in practices that are rigorous and grounded in evidence and should remove any approaches not shown to be highly effective in the teaching of reading, including whole language methods. ITE students should also be taught to look to research findings to inform their practice as an ongoing professional skill, sustaining them as effective practitioners throughout their teaching careers.

Cultural responsiveness

'A more meaningful engagement with First Nations knowledge is essential for all higher education providers, teacher educators and pre-service teaching students, which should include content around Aboriginal and Torres Strait Islander philosophies, cultures, technologies and practices; as well as perspectives from the depths of First Nations embodied experiences of colonialism, segregation and assimilation, racism, privilege and disadvantage and trauma.'

(Australians Together submission)

Cultural competency and responsiveness are a priority for all teachers, not just for those who work with Aboriginal and Torres Strait Islander students or students from culturally and linguistically diverse (CALD) backgrounds.

Teachers must be able to respectfully embed Aboriginal and Torres Strait Islander perspectives in the curriculum and have the skills, capabilities and knowledge to effectively support Aboriginal and Torres Strait Islander students to succeed in education (National Indigenous Australians Agency submission).

The Australian Institute for Teaching and School Leadership (AITSL) is undertaking a four-year project to enhance the cultural competency of the teaching workforce. In consultations for this project, stakeholders have agreed that ITE plays a critical role in building a culturally competent workforce (AITSL submission). Cultural competency therefore should be a priority for ITE programs. The Expert Panel has heard, however, that not all higher education providers include Aboriginal and Torres Strait Islander studies as a mandatory area of study in ITE programs (AITSL submission; Queensland Government submission).

Even in programs that do offer Aboriginal and Torres Strait Islander studies, the feedback AITSL received suggests that these programs rarely meet students' needs and are not enough to prepare teachers to teach to and about Aboriginal and Torres Strait Islander peoples.

AITSL reported that stakeholders expressed a strong view that mandating Aboriginal and Torres Strait Islander content was essential to ensure all ITE students develop an appropriate level of cultural competency to start their career and to provide them with the skills and knowledge to foster their ongoing growth (AITSL submission). This is consistent with the views of stakeholders in this Review, who indicated that any ITE units on Aboriginal and Torres Strait Islander education must balance awareness of culture with the correct pedagogic tools for delivering this kind of information (National Indigenous Australians Agency submission).

'ITE units on Indigenous education must balance increasing teacher students' awareness of Aboriginal and Torres Strait Islander peoples and cultures, with tools for delivering this learning. This includes pedagogic tools, how to build a culturally safe learning environment and being aware of students' backgrounds and how it may affect Aboriginal and Torres Strait Islander students.'

(National Indigenous Australians Agency submission)

Stakeholders also stressed the need for higher education providers to engage with Aboriginal and Torres Strait Islander communities and ensure they have trained staff able to deliver the preparation that Aboriginal and Torres Strait Islander communities need (New South Wales Aboriginal Educational Consultative Group submission).

Without this focus, there is a risk that teachers are not prepared to meet the curriculum and professional requirements expected once they enter classrooms and school communities (Reconciliation Australia submission).

Some higher education provider submissions also indicated that ITE graduates felt underprepared for the overall cultural diversity they would face in the classroom. One anonymous ITE student submission indicated that their ITE program would have benefited from the inclusion of a unit on learning about students from diverse backgrounds in their first semester of the degree.

The Australian Council of TESOL Associations (ACTA) highlighted that the Teacher Standards do not identify the specific knowledge and skills required for specialist English as an additional language or dialect (EAL/D) teaching. To ensure that teachers are appropriately equipped to support the teaching and development of EAL/D students, ACTA developed the EAL/D *Standards Elaborations* to 'unpack' the Teacher Standards in relation to EAL/D. The Elaborations were developed in consultation with AITSL and were promoted on the AITSL website in 2015–16 when they were first launched.

Supporting diverse learners and students with disability

> *'When I graduated, my first teaching placement was in an early childhood unit delivering remedial reading programs for year one students. My training had not prepared me for this task. It had not covered any theory or practice on the how to address the need of students experiencing difficulties while learning to read.'*
>
> *(Individual submission)*

The need for inclusive education is made explicit within the Graduate level of the Teacher Standards (in particular 1.5 and 1.6), however some stakeholders indicated concern that ITE programs need to provide more preparation in the skills, knowledge and resources required to teach diverse student cohorts (New South Wales Department of Education submission; Family Advocacy submission).

Responses from some current and prospective teachers also indicated that their ITE program was inadequate in preparing them to teach students with special learning requirements, including subjects such as remedial reading. ITE students need to have an improved understanding of dyslexia and its impact on students, for example, to be able to provide differentiated support to students (Code Read submission).

Effective teachers help students with disability to participate in education on the same basis as students without disability (Children and Young People with Disability Australia submission).

The Victorian Council of Social Service recommend that at a minimum, all ITE graduates should have a comprehensive understanding of the *Disability Standards for Education 2005*. They also recommend ITE programs should include foundational skills to provide ITE students with a practical framework to support a broad range of students with disability.

Classroom management

> *'We also had no real idea of behaviour management strategies that actually work before being thrown into graduate roles requiring the management of increasingly complex student behaviours and parent/carer demands. Put simply, ITE did not adequately prepare us for teaching.'*
>
> *(Individual submission)*

Classroom management is a core component of teaching. Individual submissions by teachers, however, indicate that many early career teachers believe that their ITE program did not adequately prepare them for this aspect of teaching, citing an absence of detailed instruction. Submissions also highlighted that ITE students were not provided enough opportunities to practise classroom management before taking a role in a school.

Some stakeholders consider that ITE students need to be taught classroom management skills and be given the opportunity to practise in the classroom earlier in their ITE program (New South Wales Aboriginal Educational Consultative Group submission). The need to provide classroom management techniques to prepare teachers to effectively teach students with behaviours of concern and mental health concerns was also highlighted (Individual submission).

One suggestion was that the Accreditation Standards could include evidence-based practice in classroom behaviour management, including focusing on teaching expectations, instructive feedback, and providing opportunities to respond to supervision (The Australian Association for Special Education submission; New South Wales submission).

Family/carer engagement

> *'Family engagement must be integrated within the pre-service training. Universities must develop in their students the purpose and value of sharing the funds of knowledge possessed by all parties to inform their practice and to cater for the individual needs of their students. A core unit within Initial teacher education must be that of a family engagement strategy which must include the skills to develop effective relationships.'*
>
> *(Australian Council of State School Organisations submission)*

The Teacher Standards requires teachers at the Graduate level to understand strategies for working effectively, sensitively and confidentially with families and carers (AITSL 2018). However, many stakeholders agreed that one of the biggest fears faced by ITE students was meeting with families and carers (Australian Council of State School Organisation submission; Catholic School Parents Australia submission).

Providing ITE students the opportunity to develop the skills required to make effective relationships with families and carers could assist in removing some of the anxiety. Some stakeholders suggested introducing a formal requirement for ITE students to undertake a unit of study on family/carer engagement.

Other suggestions included strengthening school-university partnerships (New South Wales Council of Deans of Education submission) and making sure professional experience placements provide ITE students the opportunity to experience other school activities, such as family/carer-teacher interviews, noting that the more ITE students learn about non-teaching requirements the better prepared they would be for their future careers (Australian Secondary Principals Association submission).

Regional, rural and remote locations

The Isolated Children's Parents' Association of Australia (ICPAA) considers ITE students should be prepared for the unique circumstances of school students in regional, rural and remote locations. Teaching in these locations can mean living remotely, engaging in the community, and experiencing isolation from family, friends and colleagues. Preparation for these complexities is essential (Isolated Children's Parents' Association of Australia submission).

Other stakeholders also addressed the unique circumstances associated with working in regional, rural and remote locations, proposing that more could be done to attract ITE students from these locations as they would have a stronger understanding of the requirements.

Some suggestions included co-funding regional universities to develop innovative ITE programs for local students (Victorian Department of Education submission) and supporting programs in rural and remote contexts that enable teacher education candidates from these areas to work in a school as a paraprofessional as they study (New South Wales Council of Deans of Education submission).

ICPAA believes ITE programs should offer a major in rural and remote education, with modules on teaching students with specific learning needs. They indicate that such a course would need to include areas such as multi-age classrooms and curriculum tools, the distance education environment and specific communication tools.

In addition, ICPAA suggests that an understanding of the nature of geographically isolated students' school environments and strategies for coping with the unique dynamics of small rural and remote communities and schools is also vital.

CONCLUSIONS AND RECOMMENDATIONS

Stakeholder consultations and submissions through this Review have reiterated long-term concerns about teacher preparation. Given these concerns were raised by the TEMAG Review (and other previous reviews), it is clear that the implementation of recent reforms has not been entirely successful in changing practice at the level of individual higher education providers. Further, the fact that these issues continue to be raised suggests that the Accreditation Standards need to be more specific to ensure providers consider the latest evidence in designing and delivering ITE programs.

The Expert Panel believes better support for best practice would go a long way in achieving the improvements required to address areas of classroom readiness. Stakeholders responsible for ITE program content and school-based teaching practices should be supported with funding to explore innovative ways to deliver evidence-based practice, both in ITE courses and schools.

Improvements need to be made to the content of ITE programs to better support graduate teachers to be classroom ready. Amendments to the Accreditation Standards should ensure ITE graduates are taught sufficient evidence-based practices to meet the Graduate level of the Teacher Standards and empower them with the tools to lead a classroom. A similar approach to the United Kingdom model outlined above, which emphasises what trainee teachers need to 'learn how to…' do would better ensure that the needs of graduate teachers are being met in critical areas of teaching practice.

In particular, it is recommended that ITE program content on the teaching of reading should include greater focus on phonics and phonemic awareness. Preparation in the teaching of systematic synthetic phonics should be a requirement in ITE courses as an essential element of early reading.

The Expert Panel acknowledges that amending the Accreditation Standards will be an intensive exercise and requires the agreement of all jurisdictions. The process could include some initial steps to undertake a 'health check' of the national accreditation system including:

- a comprehensive 'progress check' on the implementation of the inclusion of systematic, explicit phonics in ITE curricula
- an examination of the differing roles of TRAs and the impact on nationally consistent ITE accreditation
- establishing an ITE Accreditation Governance Board, with states and territories, to undertake enquiries and publicly report on ITE courses in Australia. Alternatively, consideration could be given to tasking an existing body such as the Tertiary Education Quality and Standards Agency to undertake a quality assurance assessment process.

> ### 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, with particular attention to:
>
> - teaching reading, including phonemic awareness and phonics as an essential element of the teaching of reading in the early years
> - classroom management
> - cultural responsiveness
> - supporting diverse learners and students with disability
> - working with families/carers.

Recommendation 8. Reward good performance

Establish a fund to:

A. reward good performance of schools, groups of schools, systems, employers and higher education providers, with a focus on rewarding those that use evidence-based approaches to the teaching of reading

B. support innovation in the delivery of evidence-based approaches.

Supporting families and carers to be engaged in their child's learning could assist graduate teachers to develop their skills in engaging with families and carers. Ensuring ITE students are properly equipped to teach reading, for example, could be accompanied by support for families and carers so that they better understand the process of teaching reading and can ask the right questions to support their children. Reinvigorating the Australian Government's Learning Potential resources for families and carers would be an effective way to provide this support.

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.

CHAPTER 4: Assessing Classroom Readiness

Key points

- The introduction of Teaching Performance Assessments (TPAs) is one of the most significant outcomes of the Teacher Education Ministerial Advisory Group Review and is an important way to assess whether initial teacher education (ITE) graduates are classroom ready.

- As the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* do not explicitly require cross-institutional moderation of TPAs, the standards are likely to vary across programs and higher education providers.

- In addition to TPAs, successful completion of professional experience and the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) are significant milestones for ensuring ITE graduates are classroom ready.

- The length and timing of professional experiences days varies between higher education providers, and there is support for earlier and longer placements.

- While stakeholders support mandating LANTITE as a pre-requisite for entry into ITE, there are also concerns that some cohorts would be disadvantaged.

CURRENT CONTEXT

The need to ensure ITE graduates are classroom ready was a key focus of the reforms. The TEMAG Review found that 'consistent and transparent graduate assessment against an agreed benchmark is a key feature of profession entry requirements both internationally and in comparable professions in Australia' (TEMAG 2014).

The TEMAG Review recommended that higher education providers assess all ITE students against the Graduate level of the Teacher Standards through the development of a national assessment framework to support providers and schools to consistently assess the classroom readiness of ITE students (TEMAG 2014).

In response, the Accreditation Standards were changed to include specific requirements for the assessment of graduate teachers against the Graduate level of the Teacher Standards. All ITE programs must have a capstone assessment, or TPA in place to assess the practical skills and knowledge of ITE students against the Graduate level of the Teacher Standards in the final year of their program.

State and territory TRAs have now approved a total of 12 TPAs covering final year students from all 47 higher education providers of ITE. The development and implementation of TPAs has, however, been uneven. There have been significant delays in the approval of TPAs for some institutions, with some providers needing multiple attempts to have their TPA endorsed. There is also considerable variability in the approaches taken, ranging from large consortia with more than a dozen member institutions to TPAs developed within single higher education providers.

In addition to requiring higher education providers to have an endorsed TPA, the Accreditation Standards require formal partnerships, agreed in writing, for every professional experience school or site (Program Standard 5.1). For undergraduate programs, the minimum number of days for primary and secondary education is 80 days, while for early childhood it is 95 days. For postgraduate programs, the minimum requirement is 60 days with some programs offering up to 80 days of professional experience.

Other key requirements include ensuring that placements are as diverse as possible and providing opportunities for ITE students to observe and participate purposefully in a school or site as early as practicable in the program. As with other key areas of ITE programs, there is limited evidence on how these elements work in practice.

The Accreditation Standards also require students to have passed the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) before graduating from an ITE program. The LANTITE standard requires ITE students to demonstrate literacy and numeracy achievement equivalent to the top 30 per cent of the Australian adult population. The Accreditation Standards do not currently specify when in the program the LANTITE should be attempted.

KEY CONSULTATION THEMES AND ANALYSIS

Teaching Performance Assessments

> *'The implementation of a rigorous TPA has become one of the hallmarks of quality for the teaching profession.'*
>
> *(AITSL submission)*

The introduction of TPAs is generally regarded as the most significant outcome of the TEMAG Review reforms, with the most potential to improve the quality of ITE programs and produce graduate teachers with the skills, knowledge and practices to be successful when they enter the classroom.

Stakeholders have acknowledged, however, that implementation of this key reform has not been consistent across all higher education providers and that the quality of endorsed TPAs varies significantly. This situation is limiting the potential impact of TPAs.

Impact of Teaching Performance Assessments

Evidence on the impact of TPAs is limited given its recent introduction, but early research is demonstrating the power of TPAs to transform how ITE students are taught and assessed. Teacher educators in the Graduate Teacher Performance Assessment (GTPA) consortium have confirmed that the TPA has directly improved support for ITE students to become 'profession ready' (ACU 2021a). Deakin University agrees that TPAs have improved the 'quality, consistency, and comparability of final assessments' in ITE (Deakin University submission).

The Australian Catholic University's (ACU) *Quality of Initial Teacher Education through Longitudinal Analysis of Linked Datasets*, Workforce Studies Series is much-needed research to expand the evidence base on initial teacher education in Australia. The first research released in this series – *Examining performance trajectories from admission to graduation* – has confirmed the impact of high-quality TPAs, specifically regarding how they support ITE students to become 'profession ready'. The GTPA is reported to be an opportunity for ITE students to 'bring together' their learning and demonstrate their capability (ACU 2021a).

Also promising is the prospect that TPAs will continue to benefit newly graduated teachers as they commence their careers in the classroom. The University of Canberra, a member of the Assessment for Graduate Teaching (AfGT) consortium, has found that the process of completing a TPA supports ITE students in developing important capabilities that will prepare them for demonstrating Proficient, Highly Accomplished and Lead levels of the Teacher Standards later in their career (University of Canberra submission). This highlights the importance of viewing TPAs as an integral part of an ITE program. A quality TPA is not a stand-alone assessment task but is embedded within programs (AfGT consortium submission).

In the United States, research into the Educative Teacher Performance Assessment (edTPA) demonstrated the variability in how it was perceived by institutions and stakeholders, noting that it was seen as either a framework for inquiry; or a compliance device (De Voto et al. 2021). Higher education providers in the GTPA consortium have indicated that where ITE students viewed the TPA as 'just another assessment' they were reported to have a higher probability of failing. These ITE students were struggling to demonstrate the 'mindset of the teacher' (ACU 2021a).

Views on the number of Teaching Performance Assessments

Stakeholder views vary on whether the number and variety of TPAs currently endorsed is of concern. Some consider there is value in maintaining the variety of TPAs currently endorsed and that this is no challenge to the validity or reliability of the TPA assessment (New South Wales Council of Deans of Education submission; Deakin University submission; Regional Universities Network submission).

Others indicate that there are benefits to having fewer TPAs in place (Queensland College of Teachers submission; University of Canberra submission). One reason for this is that the workload for schools can be higher if individual schools are required to be involved in more than one TPA. Several stakeholders support greater consistency and the value of fewer TPAs to ease the burden on schools (Independent Schools Queensland submission; Queensland College of Teachers submission) and help to build the capacity of mentor teachers to support ITE students (AfGT consortium submission). Other stakeholders caution against policy action to reduce the number of TPAs until rigorous evidence of reliability and validity has been collected to inform which TPAs meet the required quality standards (Laureate Professor Jenny Gore submission).

The Expert Panel acknowledges that TPAs also have ongoing costs for providers. This can include annual costs of membership (for consortia) as well as costs relating to internal and cross-consortium moderation, briefing of students and preparation of mentors in schools (Victorian Council of Deans of Education submission; Faculty of Creative Industries, Education and Social Justice, Queensland University of Technology submission). Some higher education providers consider this to be a significant financial burden (Regional Universities Network submission).

Cross-institutional moderation of Teaching Performance Assessments

Although a critical part of a high-quality TPA, the Accreditation Standards do not explicitly require cross institutional moderation (AITSL submission). Cross-institutional moderation is an inbuilt feature of the GTPA and AfGT. Members consider this a key strength of involvement in these consortia.

Research conducted by the ACU on the GTPA has found that the application of the GTPA standard was initially variable across higher education providers. The variation was considerably smaller in 2020 than in 2019, which points to higher education providers reaching closer alignment when there is a sustained focus on building reliability and the application of an established standard through cross institutional moderation (ACU 2021b).
Figure 11(a)(b) below shows the extent of variation in endorsement within programs and across higher education providers for representative 2019 performance samples.

Figure 11. Percentages of endorsed samples (2019 Graduate Teacher Performance Assessment) within (a) undergraduate programs and (b) postgraduate programs across higher education providers.
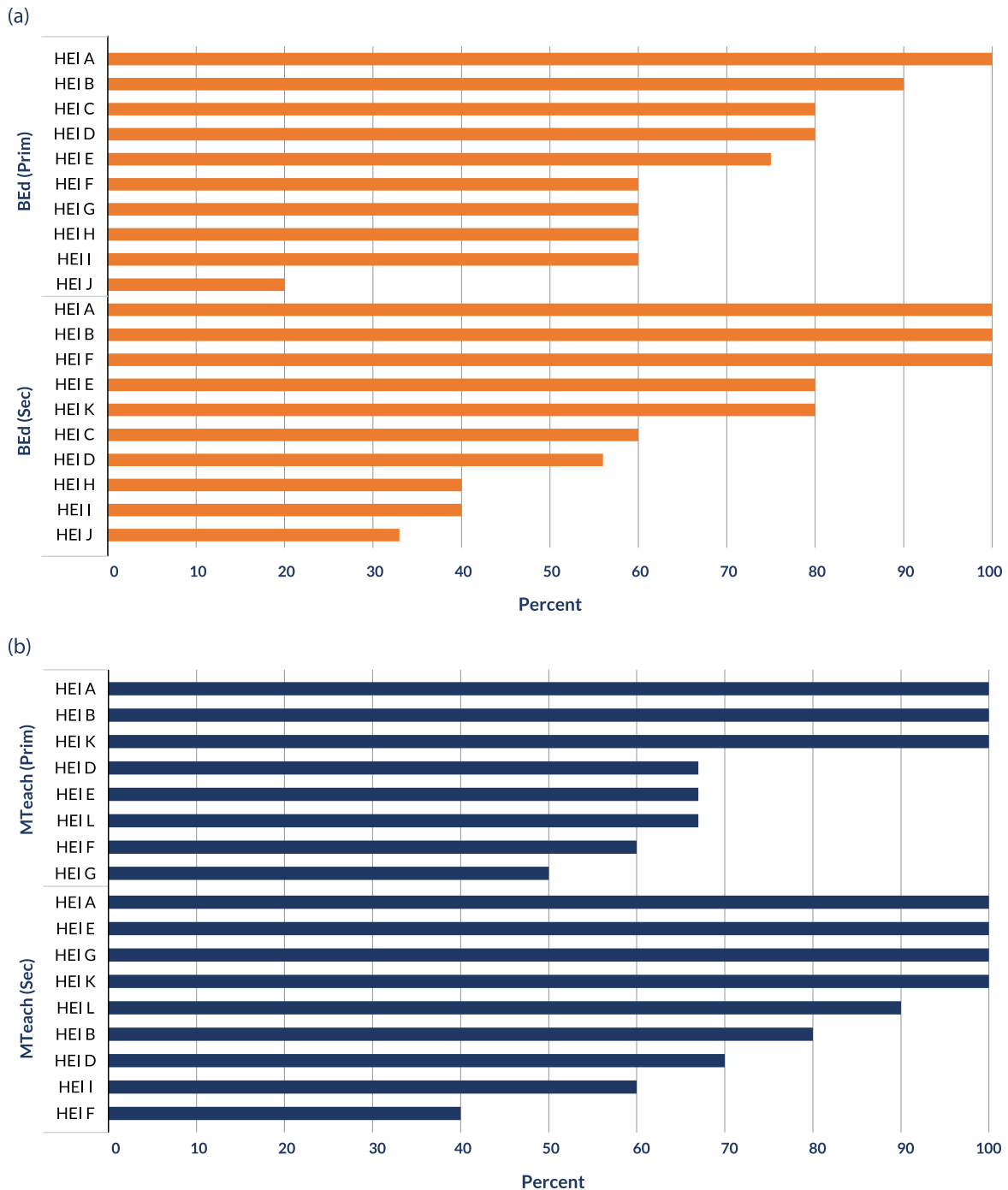
(a)

(b)

Source: ACU Institute for Learning and Sciences and Teacher Education, *Profiling Progress in the Graduate Teacher Performance Assessment Collective: Implementing an Established Standard* report.

Figure 12 shows the predicted probabilities of endorsed samples for each higher education provider across 2019 and 2020. Each line represents the change in endorsement over the period 2019 to 2020 for a particular higher education provider. The dashed line represents the change in endorsement over time across all higher education providers.

Figure 12. Predicted probabilities for endorsement by higher education providers over time (2019, 2020)
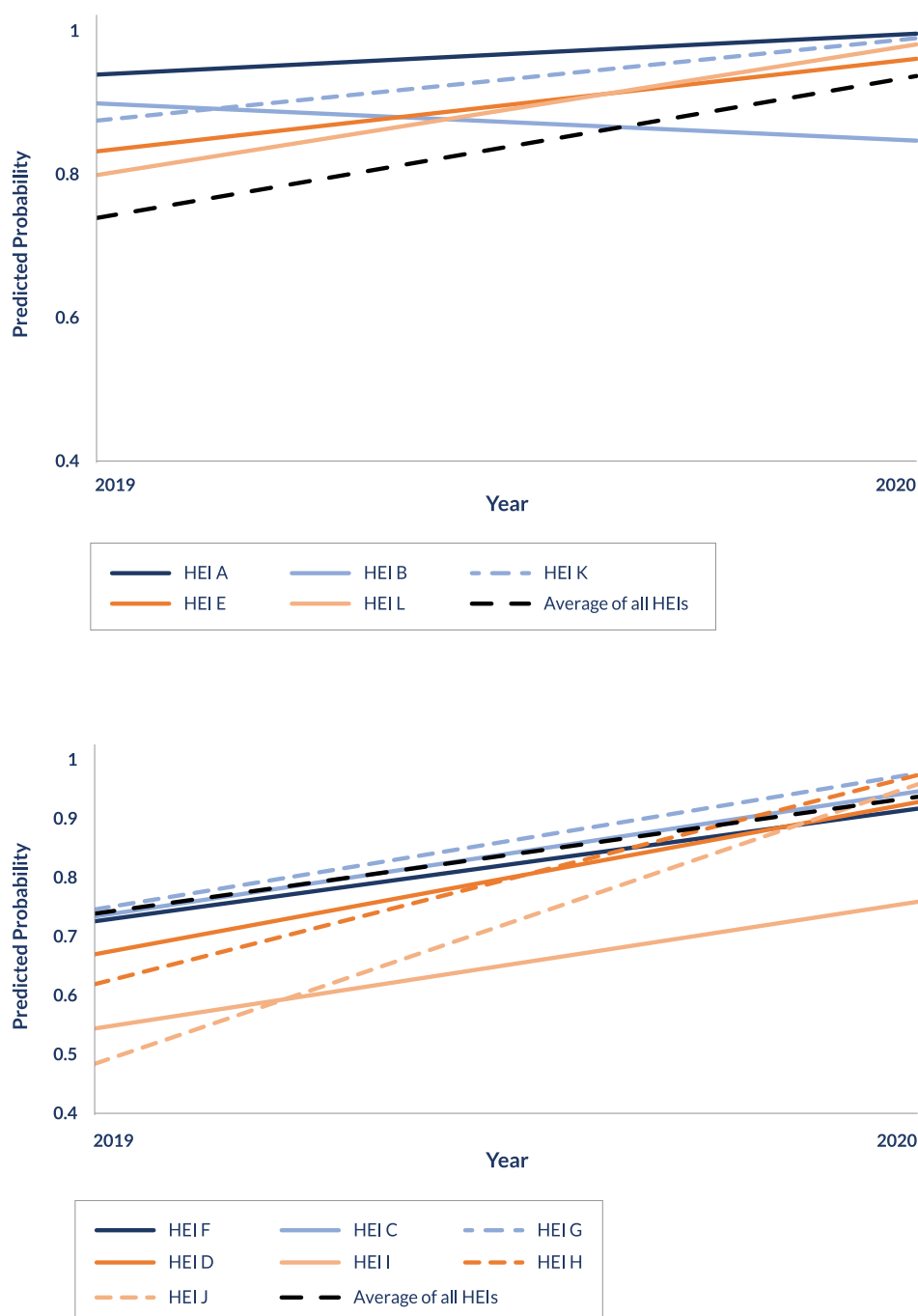
Source: ACU Institute for Learning and Sciences and Teacher Education, *Profiling Progress in the Graduate Teacher Performance Assessment Collective: Implementing an Established Standard* report.

This does not mean that a TPA developed by an individual higher education provider is necessarily of lower quality. It does, however, mean that it may be more difficult to ensure that its graduates are achieving a consistent standard compared with graduates from other higher education providers. The University of Newcastle, for example, reports the results of the Newcastle TPA in these terms.

University of Newcastle teaching performance assessment

Implemented from 2018, the University of Newcastle TPA (NTPA) forms the critical capstone portfolio-based assessment of performance as a teacher during internship.

To evaluate the classroom readiness component, the NTPA includes a lesson observation coded by a trained tertiary supervisor using the 1-to-5 coding system for the 18 elements of the Quality Teaching Model.

Students' lessons are benchmarked against the average 'Quality Teaching (QT) score' of 2.7 for practising teachers found in the University's research studies. Achievement of 2.7 or higher (averaged across the 18 elements) is taken as one indication of classroom readiness.

Preliminary analysis shows a correlation between students' QT score during internship and their GPA, and between their QT score and overall performance on the NTPA (which has several other components). These data provide early signs of the validity of the QT score as a measure of initial teacher education quality.

Internal consistency for the total NTPA score (using Cronbach's alpha estimates35) was very high at .90, while the planning (.79), teaching (.81), and assessing (.72) domains obtained alpha measures conventionally seen as 'acceptable' to 'good/excellent'.

There is general support among higher education providers for requiring cross-institutional moderation of TPAs. The ACU research indicates that higher education providers working together to demonstrate consistency in scoring is a 'necessary precondition for moving to a more ambitious enterprise of benchmarking teacher education nationally' (ACU 2021a).

Professional Experience

The importance of professional experience as a critical component of ITE programs is agreed by all stakeholders. High-performing education systems prioritise experience in classroom settings.

> *'Top-performing education systems also work to move their initial teacher education programmes towards a model based less on preparing academics and more on preparing professionals in classroom settings, in which teachers get into schools earlier, spend more time there, and get more and better support in the process.'*
>
> *(Schleicher 2018).*

Research conducted by ACU has found that professional experience is integral to progression through ITE. Failing the professional experience component is the main assessment barrier to completion of a program and often leads to separation from the program (ACU 2021a).

Respondents to the QITE general survey were asked to select how practical experience placements could be improved in schools, demonstrating the importance of professional experience to stakeholders (Figure 13).

Figure 13. Improving practical experience placements (survey responses)

Category	Percentage
Ensure teachers have enough capacity (e.g. time release)	85 %
Ensure students access practical experience placements early in their degrees	84 %
Ensure placements are long enough	80 %
Ensure students complete placements at different schools	80 %
Support students financially to undertake placements	78 %
More training for supervising teachers	72 %
Increase the minimum number of days to be spent on placements	49 %
Other	24 %
Unsure	0 %

Source: QITE general survey

As with other key areas of ITE programs, there is limited evidence on how professional experience works in practice. The Expert Panel heard about excellent partnerships and innovative responses to the delivery of professional experience, such as virtual placements. Stakeholders, however, have also noted that the quality of professional experience is highly variable and have raised a number of concerns about the provision of quality professional experience for ITE students.

Timing of professional experience

Although the Accreditation Standards require ITE programs to expose students to classroom environments as early as practicable in the program, the Expert Panel heard from stakeholders that some ITE students are not undertaking professional experience until well into their program.

Placing students into classrooms as early as possible assists them to decide whether teaching is the right career for them. It is preferable that a student realises teaching is not the career for them in the first year of a program rather than the fourth year. Some ITE students themselves express a preference for being 'thrown in at the deep end', spending fewer days on observation before beginning to teach lessons (anonymous submission). Genuine experience in the classroom has also been raised as important. Some teachers and school leaders consider observation periods of little value when compared with structured experiences (Independent Education Union submission).

A second consideration with timing is when in the school year ITE students spend time in classrooms. Some stakeholders noted that ITE students are placed in schools at the end of each school term when assessment is taking place. The Queensland College of Teachers reports anecdotal feedback that ITE students want experience across the school year and the teaching and learning cycle (Queensland College of Teachers submission).

Ideally, to best prepare ITE students for the demands of teaching, they should experience all the key roles of a teacher throughout the school year such as beginning of the year planning, establishing baseline data on students, end of term reporting, assessment and marking, family/carer-teacher relationships and school professional development days (Australian Secondary Principals Association submission; Catholic Education Diocese of Parramatta submission; Queensland Catholic Education Commission submission).

The Expert Panel acknowledges that this can be challenging for schools and higher education providers to coordinate; however, there are different models for how early exposure to schools could be implemented, which could help minimise the impact on schools, such as Teach For Australia's School Virtual Experience which makes use of virtual placements.

Delivery of professional experience

The ACU has found that it is beneficial for ITE students to be 'immersed in classrooms for a much longer period of their candidature', a sentiment that is shared by other stakeholders, including Catholic School Parents Australia, who suggest that ITE students could undertake a longer period of professional experience towards the end of their program, for example, at least one semester (20 weeks) (Catholic School Parents Australia submission).

Some stakeholders noted that professional experience placements spread over a number of years in several schools do not allow ITE students to build relationships with students and staff over time. Consistency and ongoing immersion in a school environment will give ITE students a more comprehensive understanding of schools and classrooms (Catholic Education Tasmania submission).

Consideration of the diversity of settings ITE students experience is also important. All teachers need experience in teaching students with diverse learning profiles.

For ITE programs preparing early childhood teachers, for example, it is important that ITE students have the opportunity to gain experience in diverse settings, both in long day care and preschool/kindergarten (Early Learning and Care Council of Australia submission). Ensuring all ITE students have the opportunity to gain experience in teaching students with disability is also critical. This should not be limited to students studying special education, as all teachers need to be prepared for the diversity that is typical in mainstream classrooms (Family Advocacy submission). This is particularly important given the views of stakeholders that currently graduate teachers are not well prepared in many of these areas. Consultations undertaken for the Review indicate that ITE students may be actively discouraged from undertaking professional experience placements in special education settings. Further, in discussions with stakeholders it was noted that limited opportunities to undertake professional experience in these settings likely contribute to teachers feeling unprepared.

Opportunities for ITE students to experience teaching in regional, rural and remote areas are also an important consideration. Financial support for ITE students (for example living expenses, maintaining student lodgings while on placement) may also be needed to support rural placements (Isolated Children's Parents' Association submission). Experiencing professional experience placements in remote settings can be expensive for student-teachers who may forgo part time work in their usual places of residence. Subsidies to undertake professional experience placements in hard to staff areas, may encourage graduate teachers to consider remote positions (Australian Primary Principals Association submission).

Beyond the Range Professional Experience Grant

The Beyond the Range Professional Experience Grant provides financial support for initial teacher education (ITE) students studying an ITE program at an Australian university to undertake their professional experience in a rural or remote Queensland state school.

For more information see Teach Queensland.

Supervising teachers

Providing existing teachers with the time and professional development to be effective supervisors and mentors of ITE students is essential if ITE students are to be well prepared for the realities of the classroom. Chapter 7 explores the support needed for classroom teachers to maximise the benefit of professional experience for ITE students.

Innovation in professional experience

In addition to the need for strong partnerships between higher education providers and schools discussed in Chapter 5, stakeholders offered a number of ideas for innovative solutions to the provision of quality professional experience.

Internship models of teacher preparation, discussed in Chapter 2, are just one example of innovation in ITE that allows students to gain more experience in the classroom prior to graduation. TFA, for example, places its Associates into classrooms after an initial six-week intensive program, with ongoing employment in schools during the two-year program.

The Australian Secondary Principals Association suggest that partnerships with local schools to enable participation in the school workplace in between formal professional experience placements would be valuable. While the impact of such an approach on school workload needs to be carefully considered, this model could also benefit teacher educators in higher education providers to ensure current understanding of schools and teaching practice (Australian Secondary Principals Association submission).

The use of technology is also an area being explored to equip ITE students with the teaching practices they need to effectively teach. One higher education provider has developed first year observational professional experience through an online practicum. Undertaken across a trimester, the online practicum ensures ITE students are able to experience teaching across all of the Graduate level of the Teacher Standards, something they are unlikely to experience in a 'live' classroom placement (higher education provider submission).

Education Services Australia (ESA) expressed interest in exploring 'whether professional experience could be delivered online in a national work experience platform that allows for hybrid delivery modes'. ESA also noted that technology could be used in other ways, such as identifying professional experience placements and online systems to reduce the paper-based burden of administration for schools (Education Services Australia submission).

Literacy and Numeracy Test for Initial Teacher Education

The Accreditation Standards require students to have passed LANTITE prior to graduation. Stakeholders have, however, raised concerns about the number of students who, despite making it through their ITE course, fail to pass LANTITE and are thus unable to proceed into the profession.

Many stakeholders and public submissions support mandating LANTITE as a pre-requisite for entry into ITE. Its function as a quality-assurance mechanism as opposed to a tool for making students better teachers, and the time, money and effort expended across an ITE degree in preparation for LANTITE, are the key reasons for this view.

Other stakeholders express concern that the positioning of LANTITE as an entry requirement will significantly disadvantage ITE students from CALD backgrounds, students with disability, students from low socio-economic backgrounds and regional, rural and remote candidates. The Victorian Department of Education and Training considers keeping LANTITE as a graduation requirement would ensure 'ITE students benefit from the valuable support of their ITE provider in preparing for LANTITE'. The Australian Capital Territory Education Directorate does not support requiring students to pass LANTITE in their first year of study as it could create a barrier to achieving diversity in the teaching workforce but does support it being available before or in the early stages of an ITE program so that students can be offered support.

Recent research from ACU has confirmed that the timing of assessments has an impact on ITE outcomes and that when these assessments are held towards the end of the degree they have the potential to create significant barriers to graduation for struggling students (ACU 2021a).

In December 2020, Australian education ministers agreed that from 2023, students will have the option to sit LANTITE before they begin their ITE degree ([the Hon Dan Tehan MP, Media Release December 2020](#)). This is a welcome move that will assist those interested in teaching to determine whether they have the required level of literacy and numeracy skills. It will also help prospective students to avoid unnecessary course costs and wasted time.

To ensure all students are equipped to pass LANTITE, ACU proposes the introduction of 'bridging courses', offered prior to entry into ITE, to help disadvantaged students build on their literacy and numeracy skills to pass LANTITE. This approach would ensure that should LANTITE become a pre-entry assessment, students who need the extra support will be assisted. Similarly, in supporting LANTITE being an entry requirement, a higher education provider suggested that rather than failure of LANTITE preventing entry to a degree, it could channel students into a supportive course to develop their skills, with a second opportunity to pass LANTITE in the first year of their ITE program (higher education provider submission).

Another area of innovation that could be further explored by providers is the pathway they provide for less academically prepared students, as demonstrated by attrition rates and LANTITE results.

Higher education providers could facilitate this outcome by taking advantage of the recently developed short courses as part of the AQF. A short course that ended with the LANTITE test following a targeted six-month program of ITE content would allow a prospective student or mid-career professional to explore a teaching career without committing to a full degree and the associated time and financial costs.

Short courses will also help students assess their aptitude and interest in a teaching career and may lead to improved performance and less attrition if they choose to pursue a full degree. Students who chose not to continue would exit with an Undergraduate Certificate qualification which may articulate or provide credit into a full ITE course.

It may be necessary for the Australian Government to consider incentives or targeted investment to initiate such a scheme.

CONCLUSIONS AND RECOMMENDATIONS

TPAs are a critical part of ensuring ITE graduates are prepared for the classroom environment. The Expert Panel considers that the benefits of TPAs far outweigh the costs involved and that ongoing implementation and development of TPAs should continue to be a priority for higher education providers.

Opportunities to strengthen Teaching Performance Assessments

The lack of a structured process of national moderation and benchmarking of TPAs is limiting the potential of TPAs to lift the quality of ITE graduates and programs.

Strengthening TPAs to ensure that all ITE students are assessed against a nationally consistent high standard before entering the classroom will have a significant impact on raising the quality of ITE. A national standard setting and benchmarking process for the TPAs currently in operation would ensure that the same high standard is being applied in all approved TPAs.

Endorsing and monitoring TPAs requires high-level technical assessment advice (AITSL submission). AITSL has commenced some preliminary work on cross-institutional moderation, commissioning four papers from three TPA consortia and one individual TPA to identify the key components of cross-institutional moderation activities and intends to build on this work (AITSL submission). The Expert Panel recommends that a process be established to drive implementation and oversight of TPA standard setting to ensure ITE students meet a consistently high standard across Australia. A national standard-setting and benchmarking process for all TPAs currently in operation should be a priority. Higher education providers should provide samples of both passing and failing TPAs so that a formal psychometric standard-setting study of TPAs can be conducted.

This process could be undertaken by the Expert Advisory Group (EAG), or a new body could be established.

Under this process, any new TPAs, or existing TPAs in a program seeking re-accreditation that do not meet the national standard, should be required to join one of the most commonly used TPAs that has been assessed as high quality through this process. Consideration could be given to providing financial support to the providers operating the two most widely used TPAs to support the national standard setting and moderation process.

Currently there is no limit on the number of attempts a higher education provider can make when seeking endorsement of their proposed TPA. This has resulted in some higher education providers, either individually or as smaller consortia, having to resubmit their TPAs to the EAG on multiple occasions. There would also be value in limiting the number of attempts a higher education provider can have to seek endorsement of their TPA to three. This would effectively limit the options of providers whose TPA is not endorsed to joining an established TPA.

Limiting TPA endorsement attempts to three would have a number of benefits. It would ensure students in ITE programs are not disadvantaged due to the time it takes TPAs to be endorsed, particularly if multiple attempts are required. It could also reduce the costs to higher education providers of preparing multiple applications for endorsement.

Cross-institutional moderation should also be explicitly required in the Accreditation Standards. This could look different in practice depending on the type of TPA in place. Large consortia, for example, already have cross institutional moderation built in to the TPA. Establishing a national moderation and benchmarking process will give greater confidence in the quality of endorsed TPAs. As ACU's Workforce Studies Series research indicates it will also contribute significantly to expanding the ITE evidence base to enable greater understanding of how ITE programs can best support ITE students to become classroom ready.

Recommendation 10: Strengthen national standard setting and moderation of Teaching Performance Assessments (TPAs)

Strengthen TPAs to ensure graduate teachers are classroom ready by:

A. establishing a governance board with delegated authority to make decisions on TPAs, including national standard setting, moderation and comparability

B. limiting the number of attempts a higher education provider can have, to seek endorsement of their TPA, to three through amendment of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*

C. allocating Australian Government support for the providers who operate the two most widely used TPAs to support national standard setting, moderation and comparability.

Strengthening initial teacher education student suitability through LANTITE, professional experience and school and higher education provider partnerships

It is critical to continue to ensure that teachers possess strong personal literacy and numeracy skills. The Expert Panel is aware through the consultation process undertaken for the Review, a number of current and recent ITE students have called for LANTITE to be abolished. The Expert Panel also acknowledges that some cohorts of students may require additional support from higher education providers in order to pass the test, particularly those from CALD backgrounds.

LANTITE, however, remains an appropriate way to assess critical skills needed to be an effective teacher and should continue to be a key part of the requirements for graduating from an ITE program. Rather than lowering standards, it is recommended that additional support is provided to ITE students who are not successful in passing LANTITE on their first attempt.

To strengthen consideration of ITE student suitability and preparedness to teach, the Expert Panel recommends that the Accreditation Standards be amended to require students to sit and pass LANTITE by the end of the first year of study.

Targeted support for people from diverse backgrounds to successfully complete LANTITE should be considered. Higher education providers should offer bridging-style courses to current and prospective students who are not successful on their first attempt at LANTITE. Once these students have received intensive support to pass LANTITE they would then be able to transfer to the mainstream ITE program.

Earlier consideration of ITE student suitability and preparedness to teach will enable students and higher education providers to determine sooner in their ITE program whether they are suited to teaching. The Accreditation Standards should be amended to explicitly require professional experience in the first year of study to introduce ITE students to the classroom environment.

With completion rates varying significantly among higher education providers (from 34 to 73 per cent), some ITE students are investing years and money on preparation for a career they later decide is not for them. In conjunction with efforts to attract and select students into ITE with characteristics that indicate suitability for teaching outlined in Chapter 1, earlier exposure to the classroom has the potential to help students make this decision earlier.

While the impact on schools of requiring professional experience in the first year needs to be considered, innovative solutions and partnerships between higher education providers and schools should be supported.

National School Reform Agreement

The National School Reform Agreement is a joint agreement between the Australian Government, states and territories that aims to lift student outcomes across Australian schools. It outlines strategic reforms in areas where national collaboration will have the greatest impact on driving improved student outcomes.

While earlier implementation is encouraged, the development of the next National School Reform Agreement, due to be in place from 2024, provides an opportunity to implement and embed measures to improve the quality of ITE.

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 by:

A. requiring significant, practical school experience in the first year of study

B. requiring the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) be passed by the end of the first year of study

C. funding foundation courses to support diverse groups such as Culturally and Linguistically Diverse students to successfully complete LANTITE

D. allocating funding for ITE short courses so students can explore the prospect of a teaching career without committing to a full degree.

Recommendation 12: Promote reform through the next National School Reform Agreement

Ensure that the next National School Reform Agreement requires states and territories to demonstrate, at least:

- evidence-based teaching of reading

- the Literacy and Numeracy Test for Initial Teacher Education to be passed in the first year of an initial teacher education (ITE) course

- early exposure to professional placement

- Teacher Regulatory Authority transparency on each accredited higher education provider's student entry characteristics, attrition and completions and other data relevant for accountability.

- making available data, including student achievement data, for research purposes to determine the impact of candidate selection and ITE programs on student achievement

- school and higher education provider partnerships and mentoring requirements for early years teachers.

CHAPTER 5: School-Higher Education Provider Partnerships

Key points

- Strong partnerships between schools and higher education providers can increase the classroom readiness of initial teacher education (ITE) students and strengthen professional experience placements.

- School-provider partnerships can be used to better connect theory and practice by offering schools the opportunity to be involved in the development of ITE programs.

- In addition, school-provider partnerships can be beneficial to academics and researchers as they encourage reciprocal sharing of knowledge and experience.

- Stakeholders highlighted that stronger partnerships between higher education providers and schools could also be used to support supervising teachers.

CURRENT CONTEXT

Reforms to professional experience recommended by the TEMAG Review focused on enhancing partnerships between higher education providers and schools. The Accreditation Standards require formal partnerships, agreed in writing, for every professional experience school or site. These agreements must clearly specify components of placements and planned experiences, identified roles and responsibilities and contacts for day to-day administration of the arrangement (Program Standard 5.1).

School-provider partnerships can extend further than the delivery of professional experience. Partnerships can offer schools the opportunity to be involved in the development of ITE programs and can assist providers to ensure programs remain relevant to current school contexts, bridging the gap between theory and practice. Strong partnerships can also support teachers in the school through professional development.

KEY CONSULTATION THEMES AND ANALYSIS

Stakeholders acknowledge the importance of strong partnerships between higher education providers and schools to increase the classroom readiness of ITE students and strengthen the quality of ITE course content and delivery. Recent Australian research has also highlighted the benefit these partnerships offer to schools and universities (Green et al. 2019).

There has been steady progress in the development of school-university partnerships since the TEMAG Review. Stakeholders have, however, identified areas where partnerships between schools and providers could be enhanced.

Partnerships

Most jurisdictions promote partnerships between schools and providers to a certain degree. Some, like Queensland, have taken a system-level response which sees an agreement between the government and non government sectors, and higher education providers, to ensure a consistent approach to the delivery of high quality professional experience in Queensland (Queensland College of Teachers submission).

The New South Wales Hub School Model leverages strong partnerships between schools and higher education providers to offer a networked approach to delivering practical experience placements. Stakeholders consider such an approach can assist in resolving challenges such as difficulty in finding appropriate placements for ITE students and the variance in the quality of professional experience placements across schools (Macquarie School of Education submission).

The Northern Territory has a Teaching School Partnership Agreement, which provides structured support for schools to achieve a rigorous approach to the assessment of ITE students against the Graduate level of the Teacher Standards. The model includes coordination of professional development for mentor teachers and professional learning leaders. This partnership has demonstrated the value of experienced teachers and academic staff working together to build high-quality programs (Northern Territory Department of Education and Charles Darwin University submission).

Other examples of school-provider partnerships focus on embedding ITE programs in schools such as the University of Canberra's Affiliated Schools Partnership and the Alphacrucis College Teaching School Hub Model.

University of Canberra – Affiliated Schools Partnership

Since 2019, the University of Canberra (UC) has partnered with the Australian Capital Territory Education Directorate to implement the Affiliated Schools Partnership involving 25 primary, secondary and senior secondary schools.

Key features of the model include:

- regular engagement on problems of mutual importance, such as the COVID-19 pandemic responses, initial teacher education (ITE) course design and delivery, ITE student placement design and support, teacher professional learning, research and program evaluation and school education strategy

- an in-school clinical model of initial teacher education (delivered in 44 subjects/units within nine ITE programs)

- academic staff allocated to school liaison roles (five staff with five schools each) collaborating with School Professional Experience Coordinators in support for high-quality professional experience placements and in coordination of school-based clinical units

- professional learning for school-based mentors supporting ITE students on placement

- capacity development for teachers as researchers, through mentorship by experienced educational researchers (currently involving 50 teachers from 10 schools)

- master classes on contemporary topics at the nexus of research and practice (four delivered per year to teachers drawn from the 25 schools)

- a Master of Education program with a curriculum and intensive delivery model tailored to the learning needs of Capital Region teachers (with 30 scholarships per year)

- a large program of collaborative research (eight current projects involving collaborations between UC educational researchers and teachers across 20 schools, focusing on research problems aligned to the Australian Capital Territory Future of Education Strategy).

Alphacrucis College Teaching School Hub Model

The model enables a cluster of schools (connected by region or ethos) to provide eight to 30 initial teacher education (ITE) placements per year, with delivery onsite through a blend of intensives and online learning accredited by a tertiary provider.

The schools sponsor these annual cohorts of ITE students and provide clinical preparation from day one, which results in a form of permanent practicum providing ITE students more in-class time.

The schools cover 50 per cent of the cost and provide one day per week of paid placement working as a teaching assistant for the students. The students have guaranteed employment and schools have the option to rurally bond the trainees as a condition of entry to the hub program.

The schools also provide six Higher Degree Research and 10 Master of Leadership half-pay positions per year for senior teachers within the cluster. These researcher teachers provide professional development for the school cluster.

The tertiary provider forms a close long-term partnership with the school cluster, which is bound by a memorandum of understanding for annual minimum viable numbers of students. Each Teaching School Hub is assigned an external research team from a tertiary institution to provide longitudinal program evaluation for continuous improvement. The School Hub also becomes a vocational education and training provider with part of the student preparation involving teaching Certificate-level courses to the local community.

Bridging the gap between theory and practice

The need for a greater connection between theory and practice was raised by many stakeholders, with strong partnerships between schools and higher education providers considered critical to reducing this gap. Strong school-higher education provider partnerships can have a wide range of benefits, such as developing a sense of community between stakeholders (Green et al. 2019) and enabling schools and universities to share expertise and work together to develop approaches to professional learning (Greany and Brown 2015).

School-higher education provider partnerships can offer schools the opportunity to be involved in the development of ITE programs. Models that support these types of meaningful engagement between schools and higher education providers, such as the Melbourne Graduate School of Education's (MGSE) partnership model, can assist in bridging the gap between theory and practical experience. Using the clinical approach connecting theory, professional knowledge and classroom experience requires close collaboration between the MGSE and participating schools.

In addition to benefits for professional experience, school-higher education provider partnerships enable academics and researchers to connect to the 'classroom reality' (Australian Teacher Education Association submission) and ensure they maintain an up-to-date understanding of modern schooling (Australian Secondary Principals Association submission). Ensuring ITE programs are informed by quality contemporary teaching and learning practices will result in stronger ITE graduates (Australian Secondary Principals Association submission). This supports the need for higher education providers to facilitate relationships between classroom teachers and ITE academic staff.

The role of partnerships in initial teacher education student supervision

Effective professional experience can only be delivered with the support and involvement of teachers. Stakeholders have highlighted that support and guidance for supervising teachers is an area that would benefit from stronger partnerships between higher education providers and schools and highlight that mentoring is not an inherent skill.

Higher education providers highlight the difficulty of placing students with teachers who have the skills to supervise and mentor them (Central Queensland University submission). Schools and teachers report challenges in meeting the requests of higher education providers (Association of Heads of Independent Schools of Australia submission) and that they have minimal or no contact with higher education providers while ITE students are undertaking placements (Independent Education Union submission). Some teachers are reluctant to take on supervisory roles because of the associated time and administrative burden on top of an already heavy workload (Independent Education Union submission).

CONCLUSIONS AND RECOMMENDATIONS

Strong partnerships between higher education providers and schools must continue to be a priority in the delivery of ITE. While the Expert Panel considers the Accreditation Standards have the right broad settings in place, the challenge is to ensure that this is translated into practice.

School-higher education provider partnerships should be used not only to facilitate professional experience. They should also be used to bridge the gap between theory and practice and connect teachers and academic staff in a meaningful way. School-higher education provider partnerships could be used to formalise supervisory arrangements between employers and higher education providers and support teachers in supervisory roles.

In addition, these partnerships can allow for feedback loops between classroom teachers and higher education providers to strengthen ITE course content and delivery. Classroom teachers can use their practical experience to ensure higher education providers are up to date with current practices and higher education providers can share research and theory to assist classroom teachers strengthen their teaching. As the Accreditation Standards recommend ITE programs include staff who have ongoing or recent school-based experience (Program Standard 2.3), higher education providers should prioritise recent classroom experience for academic staff in ITE to ensure they are keeping up to date with contemporary teaching practices.

Making information on the proportion of academic staff with recent classroom experience publicly available will help prospective students to assess whether an ITE program can offer them strong connections between theory and practice.

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.

CHAPTER 6: Authorising Environment and Funding Arrangements

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Key points

- Quality teaching is of national importance and initial teacher education (ITE) should be considered a national priority that is treated differently within the higher education funding system.

- There is no transparent national moderation process to give confidence that all regulators are assessing ITE programs against the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures in the* same way.

- Jurisdictions remain at different stages in implementing the Teacher Education Ministerial Advisory Group Review reforms.

- There is a need to promote excellence in ITE delivery by fostering innovation and building the evidence base for high-quality ITE.

- A publicly available quality measure for ITE programs needs to be developed and would drive performance of higher education providers and help prospective ITE students make informed choices.

- Quality and performance measures, once developed, should be considered in the allocation of higher education funding.

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CURRENT CONTEXT

Initial teacher education accreditation process

The TEMAG Review identified a need for greater assurance that all ITE programs were being rigorously assessed and were based on solid research and best practice. It found that ongoing monitoring and examination of the impact of programs was essential to ensure continuous improvement (TEMAG 2014).

The accreditation process set out in the Accreditation Standards was amended significantly in response to the TEMAG Review to strengthen national consistency and the rigour of accreditation decisions, including through requirements for higher education providers to report annually to TRAs to allow issues to be addressed prior to reaccreditation. The accreditation process requires providers to demonstrate the impact of their programs and continuous improvement throughout an accreditation period.

The preamble to the Accreditation Standards includes eight principles for national accreditation, one of which relates to transparency.

> *'The accreditation process requires transparency across all elements of initial teacher education, from entrant selection to program outcomes. This results in publicly available data that is valid and comparable, as well as clarity for pre-service teachers about what to expect from initial teacher education and, in turn, what is expected of them throughout their course.'*
>
> *(AITSL 2019)*

Initial teacher education funding arrangements

While TRAs have the legislative authority to accredit ITE programs, the Australian Government funds ITE, with an investment of around $760 million in 2021.

KEY CONSULTATION THEMES AND ANALYSIS

Initial teacher education accreditation process

The Expert Panel has found it difficult to obtain any publicly available data or information regarding the quality of ITE programs.

There are no mechanisms in place to provide assurance that the Accreditation Standards are consistently and rigorously applied. The national framework relies on each jurisdiction applying the Accreditation Standards in a consistent way. Data on program quality and outcomes is not readily available as jurisdictions are at different stages of implementing the TEMAG Review reforms (AITSL submission). There is limited visibility of accreditation decisions nationally because there is no requirement for data and information collected on ITE programs to be made publicly available. There is also no transparent national moderation process to give confidence that all TRAs are assessing programs against the Accreditation Standards in the same way. Without transparency there cannot be full confidence in the quality of ITE programs or in whether the Accreditation Standards are being applied consistently across jurisdictions.

In practice, the current accreditation system focuses primarily on program inputs. AITSL acknowledges that the lack of a structure to assess the quality of ITE program outputs means that programs are vulnerable to criticism. Further, this also results in an inflexible regulatory framework that makes it difficult to recognise and reward excellence in ITE (AITSL submission).

AITSL worked with TRAs and higher education providers and managed the process of amending the Accreditation Standards to reflect the TEMAG Review recommendations. AITSL, however, does not have the authority to mandate and drive change, and therefore, its role is only to facilitate amendments to the Accreditation Standards.

> *'The revision or amendment of the Standards and Procedures cannot overcome the structural differences that result from eight different interpretations of the accreditation standards.'*
>
> *(AITSL submission)*

AITSL has recommended to the Expert Panel that a national quality assurance oversight body be established, which would develop and publish information about the quality and national consistency of ITE programs. The body would be established as a joint initiative between the Australian Government and state and territory governments and would report periodically to education ministers. The body could also incorporate other groups such as the TPA EAG (AITSL submission).

A national system of accreditation of ITE programs has the potential to:

- ensure national consistency and rigour in the accreditation process
- simplify the accreditation process for providers, particularly those operating across several jurisdictions
- ensure any future developments can be implemented in a timely manner
- drive continuous improvement and quality assurance
- allow a risk-based regulatory approach to be implemented over time
- enable the collection of national data to support workforce planning.

While the establishment of such a body would be a welcome advance on the current arrangements, it would have limitations as the body would lack regulatory or legislative power, as these powers rest with individual jurisdictions. Therefore, other options to improve transparency and the quality of programs require further consideration.

Promoting excellence in initial teacher education delivery

To ensure high-quality ITE the authorising environment needs to encourage higher education providers to strive for excellence in the delivery of ITE programs.

The Accreditation Standards only require state and territory TRAs to determine whether the program standards are met or not met. Those higher education providers that do have a culture of innovation and continuous improvement in the delivery of ITE are not necessarily rewarded for this approach.

Some stakeholders suggest there should be more support for research, especially longitudinal research on teacher preparation and retention, evaluating innovations in program design, and the effect of improvements in ITE programs on student learning outcomes (Deakin University submission; Group of Eight submission).

The United Kingdom Department for Education is establishing an [Institute of Teaching (the Institute)](#) to provide teachers and schools leaders with prestigious training and development throughout their career. It will be launched in September 2022, with training delivered through at least four regional campuses. The Institute will feature:

- evidence-based approaches to teacher training, with a 'cutting edge' approach to teacher training
- mentoring and early career support
- leadership courses
- continued professional development, building on existing high-quality provision.

The Institute is designed to become England's 'flagship' teacher training and development provider and when fully operational it is expected to deliver training for around 1000 trainees, around 2000 early career teachers, 2000 mentors, and 1000 National Professional Qualifications participants annually.

The Institute will also build evidence of the most effective approaches to and developing teachers. This will be used to support other teacher development organisations to implement best practice.

Pursuing a similar approach in Australia could foster innovation and build the evidence base for high-quality ITE.

Initial teacher education funding arrangements

A number of higher education providers shared concerns about the funding provided for ITE programs. In particular, providers have called for the return of specific funding for professional experience and support for establishing partnerships with schools (Macquarie University School of Education submission; University of Canberra submission; New South Wales Department of Education submission). A loading to compensate universities for the cost of administering arrangements for professional experience was once paid separately but was folded into general funding in 2009.

Other higher education providers have suggested that recent higher education reforms introduced as part of the Job-ready Graduates Package have had an impact, with funding to ITE programs reduced in the latest funding model (Higher education provider submission).

The New South Wales Department of Education suggests the Australian Government should use performance based funding to provide an incentive to higher education providers, or impose conditions, to ensure ITE graduates are being prepared in specialisations and areas of need (New South Wales Department of Education submission).

Edith Cowan University suggests that designating ITE places (similar to medicine) under the *Higher Education Support Act 2003* would ensure certainty and control in the ongoing allocation of ITE CSPs for both undergraduate and postgraduate ITE courses (Edith Cowan University submission).

Quality measures

The established performance-based funding (PBF) scheme provides a measure of quality based on data including:

- first year undergraduate attrition
- student satisfaction with teaching quality for undergraduates
- overall short-term employment for undergraduates
- equity participation.

The PBF is not specific to the quality of ITE programs. While more focused performance incentives would be needed to give assurance that teachers are ready for the classroom, the metrics used in the PBF provide a base for considering how quality in ITE could be measured.

As outlined in the Discussion Paper, data from the 2020 Graduate Outcomes Survey shows 81 per cent of initial teacher education graduates are in full-time employment four months after completion of their course, compared to 72 per cent for all study areas. Full-time employment for ITE programs varies between a low of 58 per cent and a high of 99 per cent across higher education providers. Most initial teacher education graduates who are in full-time employment are working full-time as education professionals (83 per cent).

The Quality Indicators for Learning and Teaching Student Experience Survey shows that 74 per cent of ITE students rated the quality of their entire educational experience positively in 2020, compared to 69 per cent for all study areas.

The ITE results ranged across higher education providers from a high of 86 per cent to a low of 46 per cent. Six year completion rates also vary across higher education providers, ranging from 34 to 73 per cent.

Despite this, the Expert Panel consistently received feedback that new graduates felt underprepared for the classroom environment. Research conducted by Dr Jennifer Buckingham and Professor Linda Meeks (2019) found a lack of progress by higher education providers in teaching evidence-based reading practices (see Chapter 3).

CONCLUSIONS AND RECOMMENDATIONS

As quality teaching is essential for education excellence and equity in student achievement, ITE is a national imperative to ensure a sustainable pipeline of quality entrants to the teaching profession. Variable completion rates amongst ITE courses risks the national supply of teachers. This is of concern when jurisdictions are reporting teacher shortages. The Expert Panel believes ITE should be considered a national priority that is treated differently within the higher education funding system.

Linking funding and quality ITE provision could bring about meaningful change. The current ITE system, with the Australian Government being the primary funder of ITE, but states and territories having the legislative authority to accredit ITE courses, is limiting the ability to implement reform that encourages a focus on quality. A suite of changes is required to address this such as introducing measures to assess the quality of programs and to ensure the accreditation of ITE programs is rigorous and transparent. The funding and regulatory system for higher education should support this quality agenda with appropriate incentives.

Supporting excellence in initial teacher education delivery

To support excellence and continuous improvement in ITE, the Australian Government should establish an ITE Centre for Excellence to deliver high-quality, evidence-based ITE and support high-quality research.

The location of the Centre for Excellence should be determined following a competitive tender process. The Centre for Excellence should deliver best-practice ITE programs, with a focus on evidence-based teaching methods, research and innovative delivery.

The Centre for Excellence should undertake high-quality research and ensure a coordinated focused on key elements of teaching and teacher preparation. Research should prioritise, for example:

- developing an agreed definition of quality teaching
- the impact of assessing non-academic characteristics for selection into ITE, including the impact on diversity of candidates
- undertaking research that can be used to predict, for example, what selection characteristics are most likely to indicate a teacher's ability to offer their students a year or more of growth in any classroom year; and similarly what characteristics of ITE programs best predict teaching success
- longitudinal research on the impact of TPAs.

Investing directly in high-quality, evidence-based programs will set a quality benchmark that other providers of ITE will need to respond to if they are to continue to attract students to their courses.

> **Recommendation 14: Establish a Centre for Excellence to teach, research and evaluate best teaching practice**
>
> Establish a national Centre for Excellence in initial teacher education (ITE) to showcase and evaluate best-practice, evidence-based ITE. The Centre for Excellence should also undertake specific research into the key selection, ITE program and early years teaching components that drive quality teaching and student achievement.

Develop a quality measure for initial teacher education

An advisory body should be established to support the development of a measurement of quality for the delivery of ITE.

There is merit in initially basing such a measure on the established PBF scheme, with the data outlined above, but using data specifically relating to ITE programs.

Over time, ITE-specific measures that could be considered in an enhanced quality measure include:

- longer-term employment outcomes
- employer assessments of graduate performance
- implementation of changes to the Accreditation Standards and procedures such as reading instruction
- evidence-based instruction in the teaching of reading and other areas
- candidate selection based on evidence of likely success as a teacher in improving students' learning outcomes
- length, depth, quality of ITE students' experience in schools during their program
- quality and impact of school-provider partnerships
- currency of ITE staff experience in schools
- quality of reach by higher education providers into graduates' early years' experience in the classroom
- completion rates
- preparedness of graduates for teaching, including the views of school leaders
- performance of providers in matching the supply of teachers to employment demand at learning level, subject level and state/regional level
- diversity of graduates to meet the needs of the school population
- pass rates and strengths and weaknesses of students on an endorsed and benchmarked TPA
- LANTITE performance.

The results of the measurement should be shared with higher education providers, allowing providers the opportunity to make changes to courses before changes to funding arrangements take effect.

Performance rating system

Once the quality measure is established, the Expert Panel recommends that a national assessment of higher education performance is developed, informed by teaching outcomes of ITE, to:

- drive behavioural change of higher education providers to cater for the teaching and learning needs of ITE students. This could stimulate lower performing universities to improve performance, while providing high performers with a well-deserved competitive edge
- help prospective students make more informed choices when selecting their preferred university or ITE course.

Such a system would align with existing performance measures such as the PBF scheme. It would also address the lack of transparency in the current system where information on the quality of ITE programs is not easily publicly available.

Linking funding and quality

Following the establishment of an ITE quality measure, the Expert Panel recommends that the performance measures that have been developed be used to inform the allocation of funding for ITE.

The Expert Panel is of the view that the intention of the change should be that those providers with the highest quality rating be rewarded and given the opportunity to provide ITE to a greater number of students, with the outcome being a greater number of high-quality teachers entering the profession. A tender-like process might eventually be one way through which to direct this additional support. Higher education providers with a high-quality rating, and who meet specific program criteria, could be given the opportunity to tender for funding for additional ITE places.

The Expert Panel considers that in implementing the recommendation the Australian Government will need to give careful consideration to its impact on regional and rural areas. During consultations the Expert Panel has heard from a number of stakeholders that the supply of teachers in certain regional locations in Australia relies heavily on one higher education provider. Such issues need to be taken into account in any system design.

The Expert Panel understands this would be a significant change for higher education providers. As set out above, there are a number of steps proposed, before the Australian Government would be in a position make funding decisions in this manner. However, the Expert Panel considers linking higher education funding with ITE course quality is critical to ensuring teachers graduate classroom ready.

Recommendation 15: Strengthen the link between performance and funding of initial teacher education (ITE)

Strengthen the link between performance and funding of ITE by:

A. establishing a national body or expert group to advise on how ITE Commonwealth supported places (CSPs) should be allocated amongst higher education providers, based on quality and other relevant factors

B. developing a quality measure for ITE courses that enables performance-based assessments of ITE programs and assists in student choice

C. rewarding those providers who score highly on the measure

D. increasing transparency by making publicly available information on how each higher education provider scores on the quality measure

E. allocating CSPs based on ITE performance

F. tendering a portion of CSPs to higher education providers that meet specific program criteria.

PART C
Early Years of Teaching

The first few years in the classroom are just as critical as high-quality initial teacher education (ITE) in preparing effective teachers. A graduate teacher's experience in their early career can influence whether they stay in the profession or leave to pursue other opportunities.

Supporting teachers through ITE and the early years of their career requires high levels of engagement from teachers, school leaders and school communities. There are many experienced and passionate teachers who commit significant time and resources to mentoring new entrants to the profession. These teachers, however, also need to be supported so that they in turn can provide skilled and effective mentoring. Higher education providers can also play a role through partnerships with schools and providing professional learning.

ITE also plays a critical role in meeting the workforce requirements of Australia's schooling systems. Robust and accessible data and modelling are needed to understand the challenges facing the teaching profession and to facilitate conversations between employers and higher education providers about future supply. Better workforce planning to project future needs would provide jurisdictions and schools with the information they need to work with higher education providers to ensure their workforce needs are met.

While there are a number of broader issues affecting the teaching workforce that require attention, supporting early career teachers and understanding the teacher workforce are particularly relevant in the context of ITE and this Review.

CHAPTER 7: Supporting Early Career Teachers, Teachers and Schools Leaders

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Key points

- Induction is critical but varies considerably. Supporting teachers well in their first few years of teaching may lead to higher retention rates.

- Mentoring is a key element of early career teacher support. The role of mentors should be valued and structured as part of the core business of a teacher.

- There is potential for Highly Accomplished and Lead Teacher certified teachers to play a role in supporting initial teacher education students and early career teachers.

- Aboriginal and Torres Strait Islander community educators play an integral leadership role in schools and their role should be better supported and recognised.

- Better use of micro-credentials and short courses could support ongoing professional development or upskilling for teachers.

CURRENT CONTEXT

> *'No other profession has as steep a learning curve as teaching with such high expectations from day 1. Doctors don't perform heart surgery in their first year as a doctor, however, first-year teachers are expected to perform the same tasks that a teacher with 20 years' experience would.'*
>
> *(Individual submission)*

Once initial teacher education students graduate and enter the classroom, induction processes, mentoring and professional development become primarily the responsibility of the employer.

Mentors are knowledgeable, experienced and highly effective teachers who work with or alongside a beginning teacher or less experienced colleague. The *Graduate to Proficient: Australian guidelines for teacher induction into the profession* (the Guidelines) outline the importance of induction and mentoring and their role in improving early career teachers' knowledge and skills. The Guidelines provide direction on the foundations for high-quality induction and are designed to 'assist in developing, managing, delivering and evaluating programs that enable graduates to take a major step towards belonging to and fully engaging in the profession' (AITSL 2016a).

While most schools and school systems have processes for welcoming new teachers to the profession that would align with the Guidelines, there is no standardised or formal national approach to the delivery of induction or mentoring. The process for selecting and developing mentors differs between jurisdictions and although the Guidelines provide direction as to what mentoring should cover, there are no specific rules about who should mentor or for how long mentoring should take place.

Certification at the Highly Accomplished and Lead Teacher (HALT) levels of the *Australian Professional Standards for Teachers* (Teacher Standards) is a voluntary, rigorous evaluation process that recognises highly skilled teachers and promotes professional collaboration. HALTs are certified through a national process applied by certifying authorities in each participating state and territory. HALT certification began in 2012 and is currently offered in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland and to some extent in Western Australia.

As of 2021, 891 teachers have been certified, 613 at the Highly Accomplished level and 278 as Lead level teachers. In 2021, pilots have commenced in all school sectors in Tasmania and in Melbourne Archdiocese Catholic Schools in Victoria. Some employers have specific salary levels for HALTs, whereas others provide additional allowances for teachers certified as HALTs. For example, in the Northern Territory, as of October 2020, Highly Accomplished teachers receive an annual allowance of $11,725 and Lead teachers receive an annual allowance of $24,551.

Professional learning for teachers is supported by the Teacher Standards and the *Australian Professional Standard for Principals*. While setting priorities for professional learning is primarily the responsibility of state and territory education authorities, schools and school systems; higher education providers also have an important role in developing professional learning. There is no national standard to determine what qualifies as professional development and the quality of courses varies.

KEY CONSULTATION THEMES AND ANALYSIS

Induction

> *'To be classroom ready, ITE graduates must demonstrate readiness to understand the context of their students and the broader community in which they teach […] While ITE providers cannot prepare a PST [pre-service teacher] for all contexts, they can provide them with the ability to apply their skills flexibly to meet the context. The role of schools is to provide a contextual induction that is fit-for-purpose and focuses on the whole learning environment, not just the classroom.'*
>
> *(AITSL submission)*

Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools (2018) recommended that induction practices should be aligned with the Guidelines and called for better induction practices to support the transition from ITE into the profession.

Concerns about induction processes are long-standing. For the past decade, research from Australia and the United States has explored shortfalls in induction practices, citing inadequate mentoring and lack of support in classroom behaviour management as key factors having an impact on early career teachers (Kearny 2017; Ingersoll and Strong 2011). Recent research has looked to the induction programs of countries such as Finland and Canada (Darling-Hammond 2017). For example, in Canada, the New Teacher Induction Program provides professional support to early career teachers and provides first-year teachers extra release time to engage with induction material. Instead of induction being seen as a separate element to ITE, it is considered the next step in professional learning for early career teachers.

Stakeholders acknowledge the importance of induction into the profession, with research suggesting that supporting teachers well in their first few years of teaching may lead to higher retention rates (Ingersoll and Strong 2011). The development of national teacher induction guidelines was received favourably by most stakeholders and has assisted principals, in particular, to define the responsibilities of ITE graduates and schools in the completion and development of induction models (Association of Heads of Independent Schools of Australia submission).

Induction begins when a graduate enters the school environment as an employee. The exact content and duration of a graduate's induction varies. There are also differences between induction processes in different state and territory government systems and the independent and Catholic sectors, making it difficult to determine which models are most effective.

Consultations with early career teachers reveal that many feel their introduction to the profession could have been improved. Respondents to the QITE general survey indicated that early career teachers could be better supported with structured induction programs. When asked how ITE students and new teachers could be better supported at the start of their teaching career, 89 per cent selected 'teacher mentors' and 79 per cent selected 'improved induction programs'.

Despite induction falling outside the traditional responsibilities of higher education providers, stakeholders have indicated that greater involvement by higher education providers in providing supportive transitions from ITE to employment would be welcomed (Macquarie School of Education submission; New South Wales Council of Deans of Education submission).

As the most effective form of induction includes a combination of practice-focused mentoring, collaboration, targeted professional learning, observation and reflection (AITSL 2016b), developing programs that support early career teachers' introduction to the profession by focusing on the factors that matter – mentoring, communities of practice and attention to the specific challenges of teaching – is considered essential (La Trobe University submission).

Some individual submissions put forward the idea of an internship model, citing the success of medical internships. Other stakeholders highlighted a range of approaches and options to strengthen induction for graduate teachers (Table 4).

Table 4. Induction initiatives

Stakeholder(s)	Approach or Suggestion
Deakin University submission	■ Consider different ways that higher education providers can support ITE graduates, such as Deakin University's Graduate Teacher Conferences, which are designed to provide teachers in their first year of teaching with an opportunity to engage with other graduate teachers, to assist them in developing communities of practice, to focus on effective strategies designed to maintain their wellbeing and to build resilience within their identity as a professional.
New South Wales Council of Deans of Education and Macquarie School of Education submissions	■ Expand school-university partnerships like the New South Wales Hub School Model to support the establishment of networks and encourage a standard approach to placements, induction and mentoring.
University of Wollongong submission	■ Higher education providers could introduce professional learning 'top-ups' which could be used to reinforce or extend areas of learning from their ITE course, which could also complement local induction programs.
National Catholic Education Commission submission	■ There could be greater involvement of higher education providers in the professional lives of early career teachers. Provider programs could work collaboratively with and in support of the induction and mentoring developed and delivered by systems and schools.
Flinders University submission	■ As higher education providers are engaged in research with graduate teachers, it would be ideal to develop more structured collaborative programs with educational sectors to ensure successful transitions and support for retaining early career teachers in the profession.
Victorian Department of Education and Training submission	■ The Transforming the First Years of the Teaching Career pilot will support up to 700 graduate primary teachers in their first years as a teacher. The pilot will run until 2023 as a structured two-year induction program, focusing on the transition from ITE to the classroom, establishing and developing professional identity, developing career pathways and building professional practice excellence.
Teachers and Teaching Research Centre, University of Newcastle submission	■ Consider supporting all beginning teachers to participate in a set of Quality Teaching Rounds, working with colleagues including leading teachers and principals where possible, to provide safe and structured opportunities to observe their colleagues and engage in deep discussions of practice, including their own.

Mentoring

'ITE providers should ensure pre-service teachers are partnered with an expert supervisor who is able to give them explicit, direct and personalised feedback. Some Catholic School Authorities highlighted that often an absence of sufficient expert supervising teachers results in pre-service teachers completing practicum placements with mentors who are inexperienced, who do not hold the required skills or interest in mentoring the pre-service teacher, or who do not demonstrate excellent teaching practices themselves in order to model them to the pre-service teacher.'

(Queensland Catholic Education Commission submission).

Mentoring is a key element of early career teacher support. To best support ITE students and graduate teachers, the role of mentors should be valued, with time and professional development provided to support teachers undertaking these roles. According to the 2018 Organisation for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS) only 37 per cent of graduate teachers in Australia (those with up to five years' experience) report that they have a mentor.

Stakeholders acknowledged that mentoring is not an inherent skill and that it is important that ITE students and graduate teachers are partnered with teachers who are trained and accredited, with the skills to support and guide them and provide explicit and personalised feedback (Central Queensland University submission; Queensland Catholic Education Commission submission; Australian Primary Principals Association submission; Monash University submission).

As mentoring programs typically rely on existing staff who have expert knowledge, a number of stakeholders highlighted that taking on a mentoring role can also result in a substantial increase in the already significant workload of teachers. The Australian Teacher Education Association recommended ensuring the teaching profession is structured in such a way that mentoring and teacher preparation is part of the core business of a teacher rather than an optional addition to their classroom responsibilities (Australian Teacher Education Association).

Submissions stressed the need for access to quality mentoring and shared personal experiences of effective and ineffective mentoring relationships. One submission suggested improving mentoring by adopting a co teaching model, which would allow a new teacher to share the classroom with a more experienced teacher and learn from them, while also being able to relieve some of the senior teacher's administrative burden.

Strengthening school-university partnerships is considered an effective way to deliver mentor professional development and support ITE students from graduation through to employment. Exploring alternative models of mentoring, such as peer-group mentoring which involves teachers sharing and learning with others in a peer-group setting as opposed to a conventional teacher-mentor relationship (Pennanen et al. 2020), should also be considered and encouraged.

The Australian Secondary Principals Association advocates that school leaders should be provided with greater flexibility and support so that they can devote greater attention to mentoring. School cluster-based mentoring programs and effective communities of practice could support these aims (Australian Secondary Principals Association submission). It was also noted that the role of school leadership in influencing teacher professional learning should be recognised (Queensland Department of Education submission). It is also acknowledged though, that school leaders face increasing pressures and workloads which may affect their ability to support and encourage teachers at the start of their careers (AITSL submission).

Programs such as Teach For Australia prioritise the selection of appropriate mentors, selected in partnership with participating schools. Mentors undertake the Mentor Development Program, which provides professional development in instructional coaching, and also receive regular funded time release to complete the program and meet weekly with their mentee (Teach For Australia submission). Models such as the Alphacrucis College School Hub schedule timetable release for mentor teachers, with mentoring and coaching formally structured as part of the program (Alphacrucis College submission).

Other suggestions for tailoring professional learning for mentors to address the skills needed to most effectively support early career teachers include:

- higher education providers working with schools to develop and deliver professional learning focused on the required skills for successful mentoring

- exploring programs and models that increase support, such as using retired teachers to mentor supervising teachers and school leaders to improve their skills and effectiveness in supporting the next generation of teachers (Queensland Department of Education submission)

- developing a governing body to oversee mentoring and early career support.

Other stakeholders advocated for a standardised approach to mentoring (Victorian Council of Deans of Education submission; AITSL submission). The Australian Institute for Teaching and School Leadership (AITSL) suggested the development of a set of descriptors, linked to the Teacher Standards and similar to the *National Standards for school-based initial teacher training (ITT) mentors* developed in the United Kingdom (the United Kingdom Mentor Standards), which could assist teachers to better support ITE students and early career teachers.

The United Kingdom Mentor Standards identify four key areas: personal qualities, teaching, professionalism and self-development and working in partnership. They also identify how the standards should be used.

United Kingdom National Standards for school-based initial teacher training (ITT) mentors

Mentors should use the standards to:

- understand what is expected of them and see that it is a manageable role
- enable self-evaluation of practice and help identify areas for further improvement
- support the delivery of the training plan
- induct trainees into the school and the profession.

Aspiring mentors should use the standards to:

- identify and seek to develop the skills and experience needed to undertake the mentoring role effectively.

Trainees should use the standards to:

- understand what support they can expect from their school-based mentor
- develop transferable skills, for example, in lesson observation and delivering feedback.

ITT providers and school leaders should use the standards to:

- raise the status and recognition of the mentoring role
- bring consistency in mentoring within any agreement made with schools in delivering ITT
- inform the training of mentors and monitoring of their support to trainees
- establish rigorous mentor selection processes
- enhance the professional development of mentors including developing or identifying training needs.

For more information see the Mentor Standards Final Report United Kingdom.

Highly Accomplished and Lead Teachers

Many stakeholders see there is potential for certified HALTs to play a role in supporting ITE students and early career teachers. HALTs have the necessary skills to provide mentoring and coaching and stakeholders highlighted that their expertise should be valued and used in these roles.

It was also acknowledged, however, that there are currently not enough HALTs to play a significant role and that the workload of, and support for, HALTs would also need to be addressed to enable them to have an expanded role.

HALTs make up less than one per cent of the teaching workforce (Australian Bureau of Statistics 2020). Queensland, for example, reports that HALTs work across only 99 of the 1250 state schools in Queensland (Queensland Department of Education submission).

The Northern Territory reports that it has the highest proportion of HALTs and that they are well positioned to undertake quality mentoring roles. Using Northern Territory HALTs to establish teaching – higher education provider fellowships to lead research and practice in high impact ITE for regional, remote and Northern Territory schools may be worth exploring (Northern Territory Department of Education and Charles Darwin University submission).

The University of Queensland suggests that beginning teachers could be given a reduced teaching load in their first year and partnered with a mentor or more experienced teacher who could be a HALT (University of Queensland submission). It was also noted that graduate teachers could benefit from the support of HALTs in implementing the strategies and ideas they have learnt during their ITE program. At one New South Wales higher education provider, for example, ITE students reported that they are enthusiastic about implementing classroom management and teaching strategies that meet the needs of students from diverse backgrounds, but need more experienced teachers such as HALTs to support and work with them.

The Victorian Council of Deans of Education indicated that new models of induction where HALTs work with higher education providers to plan, deliver content and then oversee ITE student placements in their school show promise (Victorian Council of Deans of Education submission). Other suggestions include HALTs working in communities of practice to support ITE students and graduate teachers (Flinders University submission) or running school-based mentoring programs (Institute of Technology Education).

Effective mentoring requires time to observe other teachers, provide feedback and coaching. These are all time-intensive tasks that would require the structure of HALT roles to be examined (Teach For Australia submission). Like other experienced teachers taking on mentoring roles, HALTs should not be expected to fit these roles in a scheduled meal break or outside the school day. Rather, schools should be funded to provide release time (Catholic Education Diocese of Parramatta submission).

The Queensland Department of Education notes that HALTs are not the only teachers who share their expertise with ITE students and that focusing on HALTs not only misconstrues the role and nature of certification but also underestimates the value of supervising teachers not certified as HALTs (Queensland Department of Education submission).

AITSL suggests that the expertise of HALTs could be used to oversee the delivery of professional learning for proficient teachers in supervising and mentoring ITE students and early career teachers. Evidence of this supervision and mentoring could form part of the application process for proficient teachers seeking HALT certification, which may be an incentive for more teachers to seek certification at these higher levels (AITSL submission).

Finding 5

Highly Accomplished and Lead Teachers (HALTs) represent some of the most highly skilled teachers in Australia. Consideration should be given to how best to increase the number of HALTs and how they can help support early career teachers through mentoring and professional development.

Support for Aboriginal and Torres Strait Islander teachers

In consultation with Children's Ground and others involved in supporting Aboriginal and Torres Strait Islander peoples in ITE, the Expert Panel heard that there is no longer a strong pipeline of Aboriginal and Torres Strait Islander teachers entering the profession. As Chapter 1 shows, attracting more Aboriginal and Torres Strait Islander teachers to the profession is a priority and more could be done to support prospective teachers into the profession.

It is important, in considering the pathways to achieving this goal, to not overlook those already working within the profession and how they can be mobilised to support ITE students and graduate teachers.

Like HALTs, Aboriginal and Torres Strait Islander community educators play an integral leadership role in schools, especially those with high proportions of Aboriginal and Torres Strait Islander students and those that have no Aboriginal or Torres Strait Islander teachers. However, these community educators are often paid as assistants, and have too often not received equal benefits, such as leave, superannuation and professional development support in comparison to other educators (Children's Ground submission).

These community educators work alongside classroom teachers, combining pedagogical knowledge and practice with specific community understanding. Community educators can also provide guidance on how to best engage with and teach Aboriginal and Torres Strait Islander students, in addition to providing valuable cultural and linguistic support (AITSL 2021a).

Children's Ground recommends recognising Aboriginal and Torres Strait Islander educational specialists and remunerating cultural educators for their expertise, which would demonstrate their value and provide the potential for community educators to play a role in ongoing support for Aboriginal and Torres Strait Islander ITE students and early career teachers.

Finding 6

Teacher Regulatory Authorities should consider creating a new category of registration, Community Educators, which would recognise the work these educators already do and create a new pathway for Aboriginal and Torres Strait Islander initial teacher education students to consider.

Micro-credentials and short courses

Some stakeholders suggested that employers and higher education providers could make better use of micro credentials and short courses, as a source of ongoing professional development or upskilling for teachers (Queensland College of Teachers submission).

The benefit of short courses is that they can provide cost-effective access to the most up-to-date research, and practical advice, in a convenient format. The Productivity Commission suggests that a greater uptake of short courses within ITE courses would not replace the essential components of teacher preparation but could be integrated into ITE programs to offer additional learning opportunities, as well as continual professional development.

In addition to providing professional development, micro-credentials could prepare early career teachers teaching out-of-field (University of Tasmania and Department of Education Tasmania submission; Queensland Department of Education submission). In these instances, micro-credentials would not replace induction but would instead offer early career teachers the opportunity to develop or enhance skills in areas they feel underprepared.

Stakeholders identified areas where micro-credentials or short courses would be of benefit, including specific subject areas and teaching competencies. For example, Information and Communications Technology skills were identified by some teachers as an area which could be strengthened through micro-credentials (Swinburne University submission). Mathematics was also a subject identified as benefiting from refresher courses. The Teaching and Learning Resources to Support Mathematics (Maths in Schools) project, for example, will deliver a series of mathematics short courses for teachers supporting face-to-face professional learning and providing a repository of teaching and learning resources through an online Mathematics Hub and a Year 1 online numeracy check (Education Services Australia submission). The Hub will provide high-quality resources to teachers and students from all backgrounds, including underrepresented cohorts in STEM fields (girls and women, those living in rural and remote locations and Aboriginal and Torres Strait Islander peoples). The Hub is a product of a partnership between Education Services Australia and the University of Adelaide and is funded by the Australian Government.

Another area identified during consultation was consent education. Results from the **Teach Us Consent petition** demonstrate the need for better understanding of consent and respectful relationships education. The Teach Us Consent and Foundation for Young Australians submission highlighted the need for teachers to be better equipped with the 'skills, knowledge and practical experience to effectively deliver this content'. Supporting higher education providers to include consent education as an additional micro-credential could help to ensure teachers are confident in dealing with issues related to consent and respectful relationships.

A number of higher education providers already offer short courses, such as La Trobe University's Science of Language and Reading (SOLAR) Lab, Macquarie University's Academy of Continuing Professional Development in Education (ACPDE) and the Maths in Schools project noted above, which suggests there is demand for this kind of upskilling.

> **Finding 7**
>
> Given the potential for micro-credentials and short courses to provide quality access to opportunities to enhance teacher capability in a short timeframe, higher education providers could consider ways to make the delivery of these programs more widespread in areas where teachers feel they need additional support, including classroom management, cultural competency, and teaching diverse learners.

CONCLUSIONS AND RECOMMENDATIONS

The Expert Panel agrees that developing a set of descriptors, linked to the Teacher Standards and modelled on the United Kingdom's Mentor Standards, is an opportunity to clearly define the role of teacher mentors and better reflect the critical role teachers play in supporting ITE students and early career teachers. These mentor standards should identify the key elements of effective mentoring and should outline the key roles and responsibilities of all parties.

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.

CHAPTER 8: Understanding the Teacher Workforce

Key points

- Ensuring an adequate supply of teachers is a key concern for teacher employers and other education stakeholders.

- Workforce planning is currently performed in varying ways and to different levels of maturity across jurisdictions. It is limited by an actual and perceived lack of quality and timely data.

- The mechanism to facilitate discussion between higher education providers and employers on employer needs when designing initial teacher education programs is not clear.

- A national approach to projecting teacher supply and demand would be welcomed by teacher employers.

CURRENT CONTEXT

The Review was undertaken during a period of national discussion on concerns about the immediate and future supply of Australia's teacher workforce. ITE is a critical component of this discussion as it not only produces the future pipeline of teachers, but it influences when they will be available, how many will be available and at what standard.

Australia does not have a national approach to workforce planning for the teaching profession. A number of reviews, including the TEMAG Review and the *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*, have recommended that national workforce planning capability needs to be improved. Each jurisdiction, sector and school system conducts its own workforce planning, with varying degrees of sophistication. This ranges from state-wide approaches, to individual schools managing their own workforce needs.

ITE plays a critical role in meeting the demand requirements of Australia's schooling systems, through supplying teachers across geographical locations and subject specialisation. Under the Accreditation Standards, higher education providers are required to consider employer needs when designing ITE programs. It is up to providers to determine how these discussions take place and how they shape their ITE programs.

At the national level, as recommended by the TEMAG Review, work has been underway since 2016 to develop a national workforce data collection. The Australian Teacher Workforce Data (ATWD) collection is a major national initiative supported by all governments to develop, for the first time, a national data collection on the teacher workforce.

The collection links ITE student data with teacher registration and survey data to provide a longitudinal picture of the national teacher workforce, support current work to improve the quality of teaching and assist workforce planning to meet future workforce needs.

AITSL is leading work in collaboration with the Australian Institute for Health and Welfare, all governments (state, territory and the Australian Government) and Teacher Regulatory Authorities (TRAs) to leverage existing data sources. All states and territories have progressively contributed to the collection since 2018. Ongoing Australian Government funding was announced in the 2021–22 Budget to support the ATWD collection in becoming an enduring data collection.

KEY CONSULTATION THEMES AND ANALYSIS

> *'Inadequate teacher supply can significantly affect student educational outcomes.'*
>
> *(Victorian Department of Education submission)*

Ensuring an adequate supply of teachers is a key concern for teacher employers and other education stakeholders. Shortages are considered to be acute in specific areas including special education, early childhood, science, maths, design and technology, and languages. Shortages are also more prevalent in regional, rural and remote locations. Often, schools employ teachers to teach out of field to fill vacancies.

Despite longstanding reports of shortages facing the Australian schooling system, there is little systemic national data and modelling to assess the volume and nature of the supply and demand of teachers in Australia.

Deloitte Access Economics was engaged to better understand how teacher employers undertake workforce planning, and to consider options to assist higher education providers to better meet employers' workforce needs. Deloitte Access Economics consulted with major teacher employers to understand their key workforce planning issues and to identify an approach that supports and builds on existing arrangements between employers and providers. The following discussion outlines the key findings from this work.

Workforce planning approaches

Workforce planning is currently undertaken in varying ways and to different levels of maturity across Australian schooling jurisdictions. More sophisticated workforce planning is taking place in larger state government schooling systems where data is being gathered directly from higher education providers and individual schools (within a jurisdiction) to inform subject level modelling and supply and demand forecasting.

Different approaches and methods are being adopted to inform different layers of workforce planning, including:

- some jurisdictions have adopted an aggregate level approach that models the total number of teachers needed across the state

- employers and schools sector representatives indicated that their understanding of teacher shortages in the context of geographical locations is limited, with most of this evidence cited being anecdotal provided by individual contacts within schools

- many jurisdictions have found it challenging to capture qualification-based data, especially jurisdictions lacking developed workforce planning tools. One jurisdiction has developed a subject level model which employs a bottom-up approach based on timetabling information provided by schools and higher education provider responses to the state-run custom survey.

Data availability

The approach to workforce planning is limited by a perceived lack of quality and timely data. Jurisdictions emphasised the role that better data and modelling of ITE needs could play in addressing specific supply shortages. At present, jurisdictions' ability to understand and address these specific areas of shortage is limited by key data gaps. These gaps, outlined below, relate principally to the ability to obtain ITE data on subject specialisation and location, and to access data in a timely manner.

Qualification/subject specialisation

Across all jurisdictions, stakeholders highlighted data gaps relating to subject specialisation of ITE graduates. Overwhelmingly, it appears that each jurisdiction must make assumptions regarding the specialisation of their ITE graduates.

Another gap relating to subject specialisation is the recognition of prior qualifications, particularly important for ITE graduates at the postgraduate level. For instance, a Master of Teaching graduate may also possess an undergraduate qualification in science. Data on their previous undergraduate qualification can show they are qualified to teach science.

There is clear and widespread consensus that qualification and specialisation data will contribute significantly to workforce planning, in terms of understanding the current supply pool and supply pipeline. Where employers can provide input on demand by subject specialisation, it also enables the development of courses by higher education providers with sufficient lead time, so that there is a ready pool of teacher supply when needed. This is crucial as some stakeholders noted the lengthy time necessary to develop ITE courses.

Location and mobility (across jurisdictions and systems)

A key challenge faced by many jurisdictions is ensuring a sufficient number of teachers are available in metropolitan and in regional, rural, and remote areas. Across the board, stakeholders noted a lack of reliable data relating to where ITE graduates intend to teach. Many jurisdictions indicated the need to make assumptions about where ITE graduates will teach using their residential address or location of their university.

This issue has been further exacerbated as more students decide to undertake study online, especially prevalent for universities located in regional areas that have a large number of online students. Even the jurisdiction conducting a state-wide custom survey of ITE students encounters limitations relating to location data, given 90 to 95 per cent of students indicate being willing to teach in the whole of state to keep their employment options open.

Other stakeholders indicated that teacher migration across jurisdictions limits the data collected on ITE graduates from local universities, particularly for universities with a large number of interstate students.

Transparency of the current initial teacher education supply pipeline

One jurisdiction noted the lack of transparency and timeliness of data with regard to the current supply pipeline from higher education providers, particularly in relation to both enrolments and applications for ITE programs. This is further complicated by the expanding number of non-traditional pathways into ITE. Greater oversight of the ITE supply pipeline would provide valuable insight into the effectiveness of recent policy reforms aimed at increasing both the quality and quantity of this supply pool.

Timeliness of data

The availability of linked datasets through the ATWD collection provides opportunities for further research to deepen understanding of the ITE pipeline. Many jurisdictions raised the need for access to more timely data, attributing the lack of engagement with ATWD collection outputs to the time lag between data collection and reporting, which is predominantly driven by a lag in the availability of higher education enrolment data. The timeliness of these data affects workforce planning and the ability to properly track the effectiveness of initiatives and policy changes. It has been noted that the transition from the Department of Education, Skills and Employment's Higher Education Information Management System to the new Transforming the Collection of Student Information initiative should provide more timely higher education enrolment data to model ITE supply.

Teacher workforce data

Teacher registration data

Teacher registration data provides information on ITE students who successfully register with a TRA, not information about ITE graduates who never registered as teachers. Some teachers also maintain their registration despite exiting the workforce.

Greater insight and visibility of teacher registration data would help workforce planners understand the current and latent teacher supply pool. AITSL defines the latent supply pool of teachers as the pool of inactive teachers who are registered with a TRA but are not presently teaching, in addition to those with an expired registration which may be recoverable and ITE graduates without registration (AITSL 2021b).

Attrition rate

A recurring theme in many of the submissions to the Review was the need for greater insight into the factors that influence teachers' decisions to leave the profession for both early career teachers and other teachers. If supply and demand is to be fully understood, greater insight into teacher attrition rates across the teaching lifecycle is needed to factor this into projections.

Teacher demand

Some jurisdictions indicated that their schools have significant autonomy, especially in relation to staffing requirements. One jurisdiction noted that some school principals exercise such independence in recruitment that their immediate supervisor would not be aware of staffing shortages at the school. Even using recruitment portals as indicators of demand can often be misleading, as schools may advertise the same position multiple times using different key words. Therefore, in these jurisdictions there is no holistic understanding of teacher demand. This presents a challenge to successful workforce planning.

Higher education provider engagement with teacher employers

While there is a clear requirement in the Accreditation Standards for higher education providers to consider employer needs when designing ITE programs, the mechanism by which to facilitate this discussion between providers and employers is not clear.

There is significant variation in the way employers engage with higher education providers for the purpose of workforce planning. It was clearly noted through consultations that the size of a jurisdiction directly affects the types of relationships they have with higher education providers, as well as the providers' ability to meet their needs. Naturally, smaller jurisdictions have fewer requirements, and higher education providers can work more closely on a regular basis to meet those needs. While larger government systems can, and do have strong relationships with higher education providers, it can be more challenging to form strategic partnerships when there are multiple providers in a jurisdiction, as they require graduates from all possible providers to meet their demand requirements.

High variability also exists between departments of education, independent systems, and Catholic systems in the level of engagement with higher education providers. Given the independent schooling system has an autonomous structure, many conversations and engagement points are driven at the school level, while – depending on the jurisdiction – government systems have a more centralised model of engagement. It was also noted that the Catholic system has also prioritised relationships with Catholic universities.

There is a sense among some employers that the current system encourages higher education providers to ensure they are able to meet their obligations to students (to maximise their potential enrolment), more than ensuring an appropriate and adequate supply of graduates with the right specialisations.

Given the variability between jurisdictions and systems in engaging with higher education providers, significant change to standardise or implement a set mechanism for engagement between employers and providers was not an aspiration widely expressed by employers. It risks undermining or losing the benefits already being achieved.

Instead, a national approach and structured way of engaging with supply and demand data to assess ITE needs was thought to have the potential to allow for a significant improvement in collaboration, and ultimately facilitate greater transparency. This transparency would also allow for a greater level of systemic accountability for higher education providers across jurisdictions, under the auspices of the Australian Government, existing inter-jurisdictional governance bodies and other invested parties, such as AITSL.

CONCLUSIONS AND RECOMMENDATIONS

The Australian Government and the states and territories are, respectively, the primary drivers of supply and demand in the teacher workforce. There is, however, insufficient data and modelling across jurisdictions to support an informed discussion between employers and higher education providers about ITE needs. There also needs to be a greater investment and focus on recruitment strategies used by teacher employers and jurisdictions to ensure they are employing the right people in the right jobs.

The ATWD collection provides the foundation for understanding ITE supply. By itself, however, it cannot project ITE supply. To understand future needs, teacher employers must have the ability to project ITE supply and compare it to demand.

The Expert Panel considers that the development of a nationally agreed supply and demand model that can inform the delivery of a sustainable pipeline of teachers with the right subject qualifications and in the right locations is needed. Such a model would provide a mechanism to assess whether higher education providers are delivering ITE programs to meet workforce needs. It would assist employers to discuss with higher education providers the number, specialisation and location of teachers they require in the future to meet demand, as required by the Accreditation Standards. This could not only help to alleviate an over or undersupply of teachers but also assist in identifying where there are data gaps in the ATWD collection and other workforce data sources.

For teacher employers across Australia, a national model would allow for the projection of supply and demand to support effective forward-looking workforce planning and engagement with higher education providers. Where current data gaps are remedied, such modelling would allow for a level of granularity that provides insights at a location and subject specialisation level. The results of this modelling could then inform a nationally consistent workforce planning tool that visualises key projections and allows for interaction and engagement with teacher employers.

At a more aggregate level, supply and demand modelling offers transparency on issues facing the sector, including a more objective quantitative assessment of how well higher education providers are currently meeting system needs, while also helping to inform necessary design and policy implementation (including for the Australian Government). Modelling also enables a level of granularity regarding subject specialisation and location to inform more tailored policy and change initiatives. Importantly, a model enabled by timely data allows for assessment of the efficacy of such initiatives.

The work conducted through the ATWD collection has established solid foundations on which a potential model can be built. Recognising that the supply and demand for graduate teachers are inherently linked with the dynamics of the broader teacher workforce, any model that is developed should be designed as a subcomponent of a potential broader teacher workforce model.

Development of a supply and demand model will contribute to improving teacher workforce planning and inform national policies, facilitate coordination across jurisdictions and establish a shared language and understanding among key stakeholders.

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. This should:

A. leverage the Australian Teacher Workforce Data collection as a basis for projecting supply and demand

B. address outstanding supply and demand data gaps to enable timely projections disaggregated by key dimensions of interest (for example, by subject specialisation and location)

C. model initial teacher education (ITE) needs as a subcomponent of a broader teacher workforce model (for example incorporating latent supply and migration)

D. include a workforce planning tool to assess ITE needs that can be accessed at a system, employer and provider level.

APPENDICES
& REFERENCES

APPENDICES

APPENDIX A: Terms of Reference

Teachers and school leaders are the largest in-school influence on student outcomes.

With the development of the *Australian Professional Standards for Teachers; the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*; and reforms arising from recommendations made by the Teacher Education Ministerial Advisory Group, the last decade has been a time of significant positive reform in initial teacher education (ITE).

A key goal of the reforms to ITE has been to ensure that graduate teachers start their teaching career with the necessary knowledge, skills and dispositions to be successful teachers in any Australian school.

This Review will build on the significant progress to date and inform the next evolution of reforms to continue to improve Australia's capacity to attract high-quality candidates into teaching and equip them to become highly effective teachers.

The Review will consider the following questions and other important matters that may arise during the Expert Panel's deliberations.

PART A - Attracting and selecting high-quality candidates into the teaching profession

1. How can we further encourage high performing and highly motivated school leavers to enter ITE and choose teaching as a career?

2. What changes to admissions and degree requirements, including recognition of prior experience, would better attract and support suitable mid- and late-career professionals from other fields transition into the profession and become quality teachers?

3. How can we increase ITE completion rates so that quality ITE students graduate and pursue careers as quality teachers?

4. What more can be done to address issues with workforce supply in some subject areas (particularly mathematics) and schools?

5. How can we attract a more diverse cohort into ITE so that teachers better mirror the diversity in school students and society?

PART B - Preparing initial teacher education students to be effective teachers

6. What more can we do to ensure that ITE curriculum is evidence based and all future teachers are equipped to implement evidence-based teaching practices?

7. What more can ITE providers and employers do to ensure ITE students are getting the practical experience they need before they start their teaching careers?

8. How can Teaching Performance Assessment arrangements be strengthened to ensure graduate teachers are well-prepared for the classroom?

9. How can leading teachers, principals and schools play a greater role in supporting the development of ITE students?

10. Can ITE providers play a stronger role in ongoing professional development and support of teachers?

APPENDIX B: Submissions List

The Quality Initial Teacher Education Review received a total of 242 written submissions. In addition to 53 anonymous submissions, those who gave permission for their submission to be published are listed below*

ACT Government

Alberts I The Tony Foundation

Alphacrucis College

Altman, Sam

Arthur-Kelly, Michael

Ashman, Greg

Aspland, Tania

Assessment for Graduate Teaching (AfGT) Consortium

Association of Heads of Independent Schools of Australia

Australasian Science Education Research Organisation (ASERA)

Australian Association for the Education of the Gifted and Talented

Australian Association of Christian Schools

Australian Association of Special Education – NSW Chapter

Australian Catholic University

Australian Children's Education and Care Quality Authority (ACECQA)

Australian Council of State School Organisations

Australian Early Childhood Teacher Education Network (AECTEN)

Australian Education Union

Australian Federation of SPELD Associations (AUSPELD)

Australian Institute for Teaching and School Leadership (AITSL)

Australian Primary Principals Association

Australian Secondary Principals' Association

Australian Teacher Education Association

Autism Spectrum Australia (Aspect)

Baringa Early Learning Centre

Barnes, Carol

Baskin, Brooke

Brookman, Jullianne

Brooks, Tabin

Catholic Education Diocese of Parramatta

Catholic School Parents Australia

Catholic Schools NSW

Central Queensland University

Centre for Educational Measurement and Assessment (CEMA) at the University of Sydney with input from Australian Curriculum, Assessment and Reporting Authority (ACARA)

Centre for Sustainable Communities

Chesterfield, Eilish

Children and Young People with Disability Australia

Chow, Jonathan

Code Read Dyslexia Network

Codrington, Dr Stephen

Conner, Professor Lindsey

Cuervo, Assoc. Prof. Hernan

Curtin University School of Education

Deakin University School of Education

Design and Technologies Teacher Association (DATTA) Australia

Design Institute of Australia

Eady, Dr Michelle

Early Learning and Care Council of Australia

Edith Cowan University

Education Services Australia Ltd.

Elliott, Camilla

Faculty of Creative Industries, Education and Social Justice, Queensland University of Technology

Family Advocacy

Flinders University

Gallop Report Panel

Gaskin, Kathy

Good to Great Schools Australia

Gordon, R

Gore, Laureate Professor Jenny

Graduate School of Education, University of Western Australia

Group of Eight Australia

Haskett, Melinda

Hayes, Professor Debra – Head of School, Sydney School of Education and Social Work

Hodge, Kerry

Horn, Andrew

Howard, Dr Judith

Howie, Kimberly

Hunter, Jordana (Education Program Director, Grattan Institute) and Sonnemann, Julie (Education Program Fellow, Grattan Institute)

Independent Education Union of Australia

Independent Schools Queensland

Institute of Technology Education

Jarratt, Ray

Jones, A L

Jung, Assoc. Prof. Jae Yup

Kirk, Robert

Kodály Australia

Kodály Queensland

La Trobe University

Lam, Hanford

Lang, Josephine

Lewis, Robert

Logan, Jessica

Macquarie School of Education

Mansell, William

Melbourne Graduate School of Education

Melissa McIntosh MP

Mills, Terence

Monash University, Faculty of Education

Monk, Rob

Mosca, Jessica

Murphy, Montana

Murray, Eleanor

Myers, Bianca

National Advocates for Arts Education (NAAE)

National Catholic Education Commission

National Indigenous Australians Agency (NIAA)

Nicoll, Sandy

Novak, Sally

NSW Aboriginal Education Consultative Group

NSW Council of Deans of Education

NSW Department of Education

NSW Productivity Commission

NT Department of Education and Charles Darwin University

Penman, Meredith

Prior, Sue – Prior Learning

Productivity Commission

QLD Government

Queensland Association of Special Education Leaders (QASEL)

Queensland Catholic Education Commission

Queensland College of Teachers

Queensland Council of Deans of Education

Rankine, Andrew

Rankine, Tegan

Reconciliation Australia

Regional Universities Network

Rogers, Jo

Ronksley-Pavia, Dr Michelle

Ross, Dr Marty

Rowe & Rowe Thinkmap Pty Ltd

Ryan, Margaret

Sankey, Dr Derek

Schinckel, Matthem

Scholefield, Emma

School of Education, University of Adelaide

Schools Plus

Science and Technology Australia

Sheedy, Bernadette

Sjoquist AM, Peter – Teachers TV Foundation

Smith, Kyle

Smith, Nicola

Somasundaram, Jay and Rasul, Mohammad G.

Southern Cross University

St Philip's Teaching School

Stagg, Maxine

Stevenson, Bradley

Student Advisory Group for Education (SAGE), Southern Cross University

Swinburne University of Technology

Tasmanian Association for the Gifted

Teach For Australia

Teach Us Consent and the Foundation for Young Australians

Teaching Schools Alliance Sydney

The Australian Academy of Science

The Australian Council of TESOL Associations

The Isolated Children's Parents' Association of Australia, ICPA (Aust)

The University of Newcastle School of Education

The University of Queensland

Tomolowicz, R

Treeby, Dr David

Turner, Kristina (et al.)

Universities Australia

University of Canberra

University of New South Wales School of Education

University of Southern Queensland

University of Tasmania and Department of Education Tasmania

University of Technology Sydney School of International Studies and Education

University of Wollongong

Varadharajan, Dr Meera

Victorian Council of Deans of Education

Victorian Council of Social Service

Victorian Department of Education and Training (DET)

Wadey, Jessica

Weir, Allan

Williamson-Kefu PhD, Majon – Australians Together

Wilson, Assoc. Prof. Rachel

Wyatt-Smith, Professor Claire – Institute for Learning Sciences and Teacher Education, Australian Catholic University

Zarzour, Elianor

*Where an individual or organisation has made more than one submission they are only listed once.

APPENDIX C: Stakeholder Meetings

The Expert Panel held meetings with 83 stakeholders listed below.

ACT Education Directorate

ACT Teacher Quality Institute

AITSL Board

Alphacrucis College

Asia Education Foundation

Association of Heads of Independent Schools of Australia

Australian Association of Mathematics Teachers

Australian Catholic Primary Principals Association

Australian Council of Deans of Education

Australian Council of State School Organisations

Australian Curriculum, Assessment and Reporting Authority

Australian Education Union

Australian Educational Research Organisation

Australian Institute for Teaching and School Leadership

Australian Institute of Aboriginal and Torres Strait Islander Studies

Australian Parents Council

Australian Primary Principals Association

Australian Science Teachers Association

Australian Secondary Principals Association

Australian Special Education Principals Association

Australian Teacher Education Association

Behavioural Economics Team of the Australian Government (BETA)

Catholic School Parents Australia

Catholic Secondary Principals Australia

Centre for Program Evaluation, University of Melbourne

Children's Ground

Deloitte Access Economics

Department for Education, South Australia

Department of Education and Training Victoria

Department of Education Northern Territory

Department of Education, Tasmania

Department of Education, Western Australia

The Hon Dr Andrew Leigh MP

Dr Jennifer Buckingham

Dr Leanne Holt

Education Services Australia

Highly Accomplished and Lead Teachers Network

Independent Education Union

Independent Primary School Heads of Australia

Independent Schools Australia

Institute for Learning, Sciences and Teacher Education (Australian Catholic University)

Institute of Education, University College London (United Kingdom)

Isolated Children's Parents' Association

La Trobe University

Laureate Professor Jenny Gore

Lutheran Education Australia

Mr David Gonski AC

Mr Leon Epong

Mr Mark Scott AO

Ms Chanel Contos

National Aboriginal and Torres Strait Islander Principals Association

National Catholic Education Commission

National Skills Commission

NSW Department of Education

NSW Educational Standards Authority

Paul Ramsay Foundation (Roundtable)

Productivity Commission

Professor Field Rickards

Professor James Tognolini

Professor Janet Clinton

Professor Mark Rose

Professor Peter Anderson

Professor Phil Riley

Professor Ruth Wallace

Professor Tania Aspland

Professor Zane Diamond

Queensland College of Teachers

Queensland Department of Education

Regional Universities Network

Schools Plus

Senator the Hon Bridget McKenzie

Sheffield Institute of Education (United Kingdom)

Teach For Australia

Teacher Registration Board of the Northern Territory

Teacher Registration Board of Western Australia

Teachers Registration Board of South Australia

Teachers Registration Board of Tasmania

The Hon Adrian Piccoli

The Hon Dr Brendan Nelson AO

The Hon Ken Wyatt AM, MP

Universities Australia

University of Tasmania

Victorian Institute of Teaching

APPENDIX D: Consultation and Engagement and Summary

Stakeholder mapping identified three broad stakeholder categories:

Education sector stakeholders	State and territory education departments and Teacher Regulatory Authorities, independent and Catholic school sectors, higher education providers, education peak bodies and associations, professional associations, unions.
System users	Teachers and principals, Initial Teacher Education (ITE) students, ITE student pipeline (senior secondary students and mid-career professionals), school students and their parents.
Experts and insights	Academics and researchers, data specialists, non-government organisations, Aboriginal and Torres Strait Islander education experts and other stakeholders from a variety of relevant fields.

Public consultation was structured around two key objectives:

1. Information gathering and defining the issues
2. Problem solving and developing solutions.

Submission Process

Following the release of the Discussion Paper, the submissions process ran from 19 June to 18 July 2021. 242 written submissions were received from organisations and individuals. The submissions process sought to explore and understand the experiences and perspectives of a wide range of stakeholders in response to questions identified in the Discussion Paper.

Public consultation activities

In addition to the submission process, the Expert Panel engaged in a number of public consultation activities from May to August 2021 to ensure the views of teachers and principals, ITE students, people considering making a change to a career in teaching and other interested parties were represented.

Webinars

Two live webinars were conducted via Zoom using the interactive engagement tool Mentimeter to allow participants to comment on the Review's key focus areas.

In response to audience feedback from the first webinar, the second webinar included the opportunity for participants to ask questions via the Zoom Q&A function to be answered by the Expert Panel.

Focus Groups

Small focus groups were conducted to facilitate targeted discussion with key audiences. Focus groups explored issues such as barriers and motivators to becoming a teacher and what a highly effective ITE experience might look like.

Surveys

Online surveys were conducted to capture insights from senior secondary students (survey 1) and key audience groups including graduates of ITE, teachers and school leaders, teacher educators and people considering pursuing a career as a teacher (survey 2).

Surveys addressed a range of topics, including incentives to attract high-achieving young people and mid career professionals, ITE course content and delivery and support for early career teachers.

Workshop

A collaborative workshop was held to consult with teachers and ITE students on common system-level issues and generate ideas for how these barriers could be overcome. Participants discussed how to raise the status of the teaching profession, optimal models of ITE course delivery and effective ITE course content.

Consultation outcomes

The consultation process was promoted through a variety of channels including social media, the Review Engagement Hub and the Department of Education, Skills and Employment's website, media release and direct emails to key stakeholders.

Consultation activities are detailed in the table below.

Activity	Date	Audience	Participants
Webinar	13 July 2021	Education sector stakeholders, teachers and principals, ITE students and other interested parties.	68*
Webinar	21 July 2021	Education sector stakeholders, teachers and principals, ITE students and other interested parties.	98*
Survey	15 July–15 August 2021	Senior secondary students.	161
Survey	15 July–15 August 2021	Teachers and principals, ITE students, people considering a career in teaching and interested members of the public.	339
Focus Group	22 July 2021	ITE students.	8
Focus Group	22 July 2021	Teachers and principals.	5
Focus Group	22 July 2021	Mid-career changers.	3
Interview**	22 July 2021	Early career teacher.	1
Workshop	21 August 2021	ITE students, teachers and principals and people considering a career as a teacher.	21

* The total number of participants who logged into the two webinars was 112 and 150; however, 68 and 98 refers to the number who actively participated in the Mentimeter surveys. **Due to low attendance rates, an interview with an early career teacher was conducted in lieu of a focus group.

Who we consulted

Over 800 people participated in the Review's consultation activities. Participants were asked to self-select their role in the education sector and/or interest in the Review. Please note, some participants may have selected more than one role.

Category	%
Current ITE student	12.9
Current principal/teacher	22.7
Former teacher/principal	9.4
University educator	10.9
Work for peak body/association	4.1
Mid-career professional	4
Senior secondary school student	17.4
Other	18.6

Stakeholder meetings

The Expert Panel also met virtually with 83 education stakeholders and organisations during this phase of the Review, who are listed at Attachment C. These meetings helped the Expert Panel to understand the key issues in ITE and propose effective solutions.

Research

In addition to research undertaken by the Secretariat, the Expert Panel also commissioned two research projects:

- The Behavioural Economics Team of the Australian Government (BETA) was engaged to analyse which incentives might be most effective at attracting young high achievers and mid-career professionals to teaching. To do this, BETA surveyed 501 young high achievers (aged 18–25 with an ATAR or equivalent over 80) and 1432 mid-career professionals (aged 26–60 with an undergraduate degree or higher) using a discrete choice experiment, in which survey responders were presented with different packages of incentives (such as scholarship, salary or employment based incentives). This allowed BETA to quantify the relative importance of teaching-related incentives.

- Deloitte Access Economics was engaged to undertake scoping work in the area of teacher supply and demand. Deloitte Access Economics consulted with various state and territory education departments and representatives of the Catholic and independent school sectors to consider how to ensure the supply of high-quality graduate teachers sufficiently meets employer's workforce demands.

Secretariat

The Australian Government Department of Education, Skills and Employment provided a secretariat to support the Expert Panel to conduct the Review.

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