



TEMAG Forum

School-university partnerships

26 June 2018

Welcome to Country

Paul House

Laureate Professor John Hattie

Chair AITSL

Aims

- Celebrate successes of TEMAG implementation
- Come to a shared understanding of TEMAG implementation progress
- Explore critical implementation issues
- Agree practical solutions to shape our collective action

Lisa Rodgers
CEO AITSL

ITE – Further embedding the reforms

Education Council agreed that the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* be amended to require:

- a. all jurisdictions to contribute to and participate in a standard setting process, led by AITSL, to establish sound national agreement on what it means to meet the accreditation standards.
- b. all jurisdictions to collaborate with AITSL in ongoing national quality assurance activities to strengthen consistency and rigour of the national accreditation system and identify priorities for enhancing judgements.
- c. AITSL's expert advisory group to provide advice to all teacher regulatory authorities (Authorities) on whether all teaching performance assessments used by ITE providers align with the requirements of Program Standard 1.2.

ITE – Further embedding the reforms

(continued)

- d. AITSL to lead benchmarking in cooperation with all jurisdictional authorities of the passing standard between different teaching performance assessments to confirm these assessments are assessing pre-service teachers' competence against the Graduate Teacher Standards consistently.
- e. all jurisdictions to provide the data and information collected on the impact of ITE programs (as per Program Standard 6.3 and 6.4) to AITSL for national analysis.
- f. all jurisdictions to publish a summary of each accreditation decision.
- g. AITSL to report to Education Council on the outcomes of recommendations a) to f), including the national level of consistency and areas where further work is needed to ensure consistency.

Dean Emeritus Field Rickards

University of Melbourne



Six key directions

- National program accreditation
- Rigorous program accreditation
- Transparent selection for entry
- An integrated system (HE providers, school systems, schools)
- Evidence of classroom readiness (particularly evidence of impact)
- Teacher pre-registration

38 Recommendations

- #19: Higher education providers deliver integrated and structured professional experience throughout initial teacher education programs through formalised partnership agreements with schools.
- #24 School leaders actively lead the integration of pre-service teachers in the activities and culture of the school
- #28: Higher education providers and schools work together to assist pre-service teachers to develop and collect sophisticated evidence of their teaching ability and impact on student learning.

Multiple points of connection

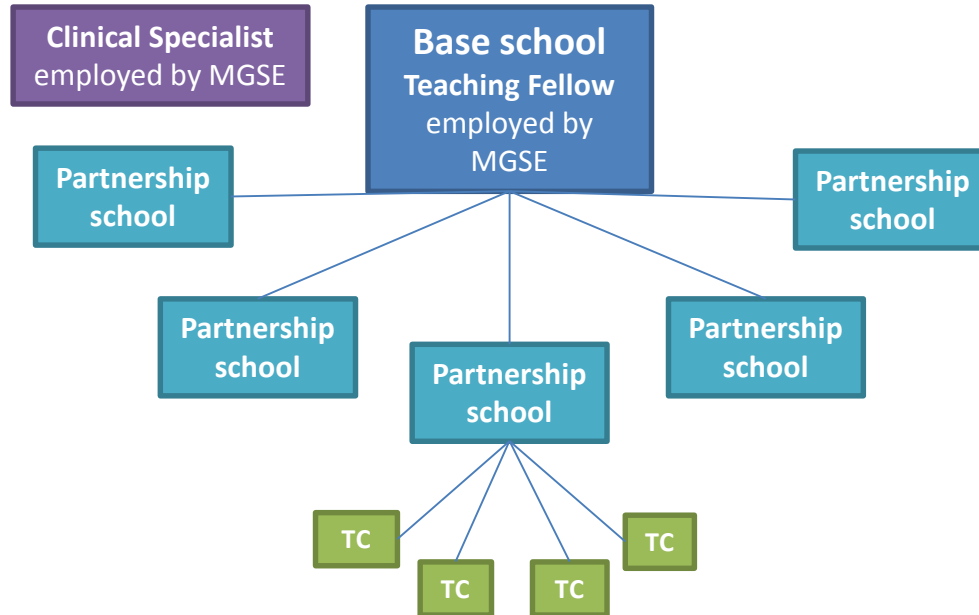
- Mentors (supervisors), in-service and leadership
- Situated learning, communities of practice
- Authentic connections between theory and practice
- Shared assessments (e.g. TPA, clinical praxis exam)
- Shared understanding of the Graduate Standards

Challenges

- The ‘grammar of schooling’ – it’s the way we do it
- Developing respectful relationships
- Evolving a shared knowledge base, evidence-based teaching strategies,
- Recognition for the academic teaching specialist
- Scalability

Partnership School Group (PSG) (X 42)

(Each school group hosts a cohort of 25 teacher candidates each semester)



Impact of a 10 year partnership

University Clinical Specialist: *Clinical Specialists use a particular lens to observe, remark upon, interrogate and influence a Candidate's development during practicum. Links to the academic content of the course and to evidence and research, enables deep questioning and solution building.*

School based Teaching Fellow: *The close partnership between the Clinical Specialist and Teaching Fellow is a strength of the Program. They jointly set clear roles and expectations, use common language, use evidence to support practice and are the link between the university and the school. They become reflective practitioners with the skills needed to be an impactful teacher.*

The biggest change for staff has been a striving for continual improvement, understanding that good teaching is an ongoing cycle of planning, practicing and reflecting...the result of delivering the MTeach model, was to open the door to classrooms, where team teaching, observations and visiting neighbouring classrooms and indeed neighbouring school classrooms is now commonplace.

School Principal: *Since the inception of the Master of Teaching clinical practice approach to pre-service teacher training in 2008, we have hosted approximately 200 students with a further 360 hosted in our partnering schools... There is no doubt that this program has delivered improved student outcomes at our school. The data around student relationships, wellbeing and teaching and learning shows this. The collaborative attitude of staff from the University, our Secondary College and the partnership schools has resulted in better graduate teachers and improved student outcomes.*

The Hon Karen Andrews

Assistant Minister for Vocational Education and Skills

Introduced by Laureate Professor John Hattie





Dialogue - Perspectives on partnerships and implementation

Panellists

- **Rob Nairn (Session Chair)** | AITSL Board
- **Dennis Yarrington** | Head of Australian Primary Principals Association (APPA)
- **Beth Blackwood** | CEO, Association of Heads of Independent Schools of Australia (AHISA)
- **Professor Tania Aspland** | President, Australian Council of Deans of Education (ACDE)
- **Professor Christine Ure** | Dean of Education, Deakin University - The Network of Academic Directors of Professional Experience (NADPE)
- **Leigh Pickering** | Assistant Director-General, Human Resources - Department of Education, Queensland

Round 1: Success

- What do you think we are getting right when it comes to school-university partnerships?
- What role does your sector play in enabling that success?



A puzzle is best put together with the picture in view to guide. At this point we have some schools and ITE providers with a clear picture of the partnership. They have agreements that set out roles and expectations. The principal can plan ahead and ensure they have the best people working with ITE students. They can also manage the workload for supervising teachers and balance the school projects with when students are in the school. The feedback loop works because the principal can have direct contact with the ITE provider coordinator.

However, this is not consistent across Australia. We hear of many late calls seeking placements, inconsistent expectations and poor communication. This haphazard approach will result in the wrong picture being completed.

The idea of cords coming together to be stronger as one, is probably better to pursue. Each brings strengths to the partnership and when shared and identified, results in a clear strong bond that builds a better partnership for all.

The challenge is to know how many placements possible, not what schools need to provide. We need to have better workforce data that identifies the shortages and gaps. We want people coming to schools for a practicum who want to be a teacher. Supervising teachers will lose faith in the system if they are just seen as a part of a process line.

Innovative thinking on partnerships.

A partnership with primary schools, employer and ITE provider. A primary school would become the host site for a person wishing to become a teacher. The school could provide the ongoing link to practice and a, with the access to online support from an ITE provider. There could be a tendering process for ITE providers, in collaboration with schools to provide the program. This would be attractive to people wishing to stay in current location due to work, family or other commitments, especially in regional and rural areas.

STRENGTHS

- Many schools and universities have established solid partnerships, offering diverse models of success
- Key elements of successful partnerships have been identified
- There is the opportunity to retain diversity within an accountability framework of shared goals and expectations

A WAY FORWARD

- A federally funded national mentoring program to provide training for teachers as mentors of ITE students, graduate teachers and experienced teachers
- Mentor-teachers could also be key in addressing induction issues
- Mentor-teachers could support alternate pathways into teaching, such as internships

Celebrating the TPA

- **Graduating students speak out** about their achievements and rationalise their planning, teaching, and assessing cycle. They also show how they use evidence of student learning during their final-year professional experience placement.
- **Practising teachers** together with ITE providers for the first time in Australia are recognised for their expert knowledge in jointly assessing and moderating final year students in rigorous and consistent ways, strengthening public confidence in the quality of teacher education.
- **Regulators, employers, unions, tertiary supervisors** have consulted and agreed upon a culminating task that is rigorous and valid but at the same time universities have scope to retain their unique qualities as a provider of Innovative ITE programs.

TEMAG - PROGRESS 2018

❖ Assured Quality of Courses

Australia wide accreditation of ITE courses – in line with National Program Standards

❖ Coherent Courses

NADPE report confirms providers have:

- Mapped course content against standards and aligned professional experience requirements
- Planned TPAs
- Planned for evidence of impact

❖ Collective Action

Overall a greater appreciation of complexity of ITE and need for a collective approach to achieve full implementation of recommendations, rather than more regulation.

School-University Partnership

- Authentic Relationships
- Genuine Commitment and Buy-In
- Embrace partnership opportunities beyond the traditional
- Partnerships foster teacher autonomy and responsibility



Round 2: Challenges

- From your perspective, what is the biggest implementation challenge your sector is facing?
- What has worked so far to overcome it?
- What do you think we need to do next, together to make progress?



Responding to implementation challenges and opportunities

Speed Interview: Why should schools be involved in ITE?

Pre-service teachers

Isaak Stewart | Australian Catholic University

Sobia Zahid | University of Canberra

Thomas Hansen | University of Canberra

Supervising teachers

Marilyn Morris | Monash Primary School

Maria O'Donnell | St Mary Mackillop College

Jenny Vuillemot | Canberra Girls' Grammar School



Meeting the implementation challenges

Overview of implementation challenge

1. As a table, select an implementation challenge to work on
2. Root cause discussion – explore why we are not making enough progress yet
3. Each table generates 3 potential responses
4. Gallery walk and feedback on ideas



Implementation challenge:



Root causes of why we are not making progress on this challenge:

- 1.
- 2.
- 3.

Select a challenge

Select one implementation challenge from the following list:

- Improve provider and school engagement with teaching performance assessment (TPA)
- Build data collections for formative and impact assessments

or

A key implementation challenge from the dialogue session:

- Reconceptualise models into partnerships that impact quality and quantity within current constraints
- Managing the need to give all pre-service teachers professional experience
- Support the flexibility and diversity of models.



Looking forward – how do we operationalise?

Action plan

1. As a table group, share ideas from the Gallery Walk
2. Identify which idea you want to operationalise through an action plan.
3. Identify what actions need to be taken, when and by whom.



Action Plan

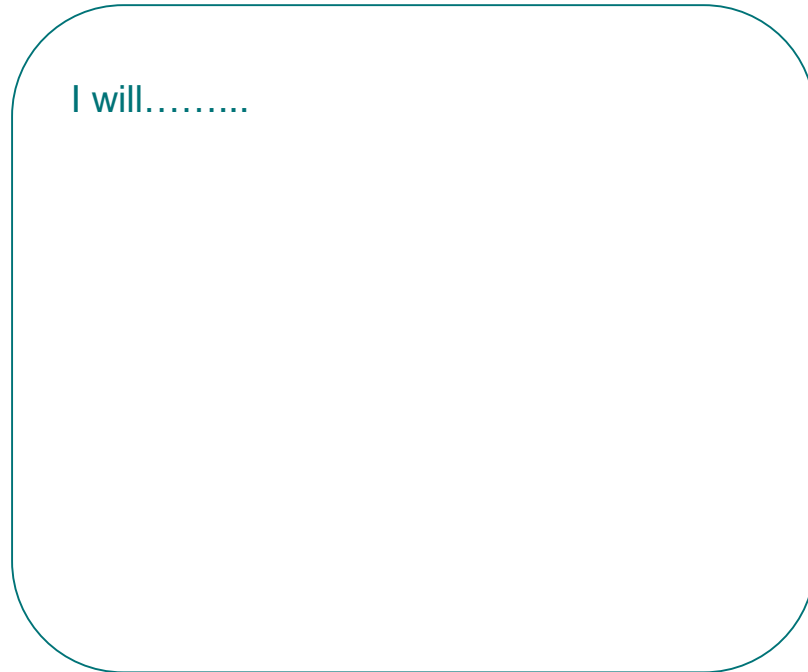
Implementation challenge:



Who	Jun – Dec 2018	Jan 2019 – Jun 2019	Jul 2019 – Jan 2020	2020 and Beyond
National Organisations				
State / Territory Authorities				
ITE Providers				
Departments or School Systems				
Others (e.g. Associations)				

Commitment card and collective action

I will.....



Thank you

Connect with us



aitsl.edu.au



twitter.com/aitsl



facebook.com/aitsl



linkedin.com/company/aitsleduau

Join 160,000+ eNews subscribers



aitsl.edu.au/enews