TEMAG Forum 2018 summary report

1. Overview

On 26 June 2018 AITSL convened the second TEMAG Forum in Canberra, bringing together leaders across the ITE sector to:

- celebrate successes and come to a shared understanding of implementation progress on TEMAG reform and school-university partnerships
- explore common critical implementation issues and agree practical solutions to shape our collective effort to develop stronger partnerships

Overall 82 people attended from 12 different stakeholder groups (see **Attachment 2** for attendee list). This included teacher regulatory authorities, providers, professional associations, government departments, Catholic and independent school sectors, as well as pre-service and supervising/mentor teachers.

1.1. Structure of the day

In the morning, Professor John Hattie (AITSL Chair) and AITSL CEO Lisa Rodgers highlighted the progress of the TEMAG reforms, with an address by Assistant Minister for Vocational Education and Skills, the Hon Karen Andrews MP. Dean Emeritus Field Rickards (a member of TEMAG) provided a keynote address on university-school partnerships from his perspective.

A dialogue session was then held, with five panellists (Dennis Yarrington (APPA), Beth Blackwood (AHISA), Professor Tania Aspland (ACDE), Professor Christine Ure (Deakin University) and Leigh Pickering from Queensland DoE) sharing their views on successes and challenges.

After lunch, participants heard from pre-service teachers (Isaak Stewart, Sobia Zahid and Thomas Hansen) and supervising/mentor teachers (Marilyn Morris, Jenny Vuillemot and Maria O'Donnell) about their experiences. Participants were then asked to identify key challenges in school-university partnerships and the causes of these. Participants generated ideas to address these challenges and identified actions each stakeholder group could take to operationalise their ideas. (For the forum agenda, see **Attachment 3**)

1.2. Overarching themes from the day

Five key themes were identified as recurring in discussions throughout the course of the forum. These themes were in line with several of the key themes highlighted in the stimulus paper (see **Attachment 4**) prepared for the TEMAG forum.

Reconceptualising models of professional experience
Reconceptualising the models and language of professional experience to establish and maintain genuine partnerships was widely supported. A range of professional experience models are used by ITE providers across Australia. Detailed information on the effectiveness of these models is not always available and thus it is difficult for other ITE providers and schools to apply aspects of these models in the reconceptualisation of their own models and approaches.

Teaching performance assessments (TPA)
A lack of common understanding of the TPA requirements was raised, including a lack of agreement of how valuable the TPA is and what difference it will make.

Elements of good professional experience

Discussions indicated the limited shared understanding and commitment to what makes good professional experience, including roles and responsibilities of all partners.

Mentoring as a professional responsibility

Schools' and individual teachers' hesitance to host pre-service teachers, because they don't see the value and therefore the difficulty in sourcing appropriate supervising/mentor teachers. A lack of clarity around the return on investment for schools, and the priority of ITE in relation to the many demands placed upon schools was highlighted.

Data collection/building an evidence base

A lack of understanding about what data could be collected to demonstrate student outcomes and the difficulty in collecting evidence after graduation raises the question of how to best collect evidence of impact.

Forum participants hear from keynote speakers in the morning about the challenges and opportunities in relation to school-university partnerships

Early childhood and rural/remote issues were raised by some participants as important issues in school-university partnerships. In relation to early childhood in particular, particpants acknowledged that these contexts were under-represented at the forum, and m nore discussion would be needed to progress these issues. A further summary of discussion from the dialogue session and the panel of pre-service teachers and supervising/mentor teachers is provided at **Attachment 1**. **Tables 1 and 2** provide a summary of the small group discussions around challenges, causes and actions plans.

Statement of shared commitments

Participants at the TEMAG 2018 Forum each wrote a commitment that they could take back to their organisation to progress work to further strengthen school-university partnerships. Below are the common themes.

❖ Work within their organisation/team to make sure the ideas from the forum are considered as they continue to oversee the implementation of TEMAG reforms.

❖ Give attention to finding ways to identify and share new professional experience models that work and are sustainable and scalable.

❖ Continue to find ways to better build provider connections with schools and teachers to ensure better processes and policies.

❖ Providers create opportunities to clarify and share information about teaching performance assessments (TPAs) with schools.

❖ Participate and collaborate in developing rigorous and sustainable school-university partnerships for teacher education.

❖ Continue to identify ways to raise the professional status of teachers.

❖ Continue to identify ways to further support the role of mentoring pre-service teachers as well as ensuring the value of it is made more visible.

❖ Examine ways to operationalise specific actions that were identified at the forum that relate to their organisation/sector.

AITSL supports key stakeholders across all ITE sectors to sustain and/or progress actions that emerged from the forum - see possible actions below. To do this, AITSL will:

• Investigate the need to convene smaller forums that target these collective actions further.

• Work closely with stakeholders to identify, analyse and share effective emerging models of, and practices within, school-university partnerships that have potential to be scaled up.

• Make national teacher workforce planning data available via the introduction of the Australian Teacher Workforce Data Strategy (ATWD), which will be rolled out in stages from 2019.

Attachment 1: Summary of discussions

1. Morning session
Successes and challenges: perspectives from the dialogue session

Panellists who participated in the dialogue session brought different perspectives to the successes of school-university partnerships, depending on their organisation/sector (professional associations, the Australian Council of Deans of Education, an education department and an ITE provider).

Questions posed to the panel:

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?

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?

The following successes were highlighted.

- ITE providers, practising teachers, and other stakeholders coming together to strengthen school-university partnerships.
- The review of professional experience in initial teacher education, conducted by the Network of Academic Directors of Professional Experience (ACDE Network).
- Authentic relationships between stakeholders, before and following reforms.
- Recognition of supervising teacher's expertise
- Expectation that schools take on pre-service teachers.

The challenges identified by the panel were more consistent across the various organisations/sectors represented. These included the following.

- No centralised system, including for better understanding of workforce supply and demand data.
- Unrealistic expectation that professional experience will prepare pre-service teachers for everything, when in fact, some Graduate Teacher Standards won't necessarily be covered and need to come through more strongly in the rest of the ITE program.
- The need to reconceptualise professional experience so that teacher formation is seen as a learning progression, rather than language focusing on professional experience placements.
- Tension between providing pre-service teachers with a variety of professional experiences versus immersing them into a school/education setting.
- Resources required to establish and maintain effective school-university partnerships, including selecting and releasing appropriate staff for supervising/mentoring.
- The variability in experiences for pre-service teachers.

2. Afternoon session
Successes and challenges: perspectives from supervising/mentor teachers and pre-service teachers

Supervising/mentor teachers and pre-service teachers were also asked to bring their perspectives on school-university partnerships.

Questions posed:
Why should schools be involved in ITE?
What makes a good professional experience placement?
What are the qualities of an effective supervising/mentor teacher?

Some of the points highlighted by supervising/mentor teachers were:

- Pre-service teachers often come through with excellent content knowledge, knowledge of the Australian Curriculum, and are enthusiastic and motivated.
- The most important skill for a pre-service teacher to learn is being a reflective practitioner.
- Supervising/mentor teachers need to know how to ask the right questions.
- Supervising/mentor teachers need to want to take on the role.

Pre-service teachers highlighted the following:

- Supervising/mentor teachers should allow pre-service teachers to express their strengths and take control of the teaching and learning, but also correct them when necessary.
- Supervising/mentor teachers should be invested in the development of the pre-service teacher, including providing constructive and critical feedback, developing goals together and making them feel comfortable.
- Genuine deep engagement in the school community is beneficial in terms of getting the most from the professional experience placement.
- It is useful for the school to have a dedicated role for working with pre-service teachers, including inducting them into the school and reflecting on their experience.

Table 1: Morning session: documentation of implementation challenges and root causes

Table groups identified some of the root causes for their chosen implementation challenges. These have been summarised below.

Implementation challenges	Root causes
Reconceptualise models into genuine partnerships that impact quality and quantity within the current constraints	- Clarity needed around the return on investment for participating schools - Competing demands on schools, principals, teachers and universities - School leaders find it hard to prioritise professional experience - More sustainable partnership models needed
How to engage all parties in new models of partnerships	- New possible models are not well understood - Schools and the profession not sufficiently included in co-designing professional experience
Defining a good professional ITE experience	- More communication is needed for and between all stakeholders that clarifies roles and responsibilities; that goes to the hearts and minds, culture needs to change. - Better understanding needed of what makes a good professional experience
Need to acknowledge the TEMAG 'buy in' across the profession - stop talking it down!	- Schools/Early childhood services not sure what their role is, communication strategies vary across the sectors - Disproportionate focus on the TPA requirement
Teaching performance assessments (TPA)	- Deeper knowledge needed about what a TPA is and how it fits into a program and impacts existing practice - Strategic communication needed about the requirement and alignment of thinking between schools and providers
Collecting evidence of impact	- Further consensus on and understanding needed of the purpose of the data collection, what data should be collected, what counts as impact - Infrastructure isn't fit for purpose in its current form. Current data collections are disconnected or lack accessibility

Table 2: Afternoon session: Documentation of bright ideas and possible actions

Table groups then selected an implementation challenge to generate bright ideas for solving the challenge. Participants were then asked to operationalise these bright ideas by developing action plans for progressing the work.

Implementation challenges	Bright ideas	Possible responses/actions
Teaching performance assessments	• Use the TPA as a vehicle to guide alignment of school-university partnerships – develop common language, define expectations and foster collaboration with supervisor/mentor teachers. Supervisors/mentors deeply involved in the TPA to support renewal of school and profession. • Share communication tools (eg. QCT video/poster on TPAs shared with other regulators). Samples of good TPAs/the stories. • Develop a communication strategy led by AITSL.	**AITSL** • Promulgate communications about TPA success to Minister/bring stakeholders together for discussions/resources with feedback from expert panel observations on models. **TRAs** • TRAs could lead the strategy. Scale up the collaborative model used by QLD. Collaborate/share strategies that work via a federated model. **Providers** • Could collaborate to deliver strategies, share the good stories. **School systems** • Need to endorse the strategy, communications developed with TRAs and provided back into schools. Share good stories. **Others (unions, associations)** . • Collaborative committee to feed into strategy and take messages back to stakeholders. **School/teachers/PST** • Share issues and problem solve. Social media to share practice and discussion.
Elements of good professional experience	• Develop a framework that defines what constitutes the elements of working in collaborative partnerships between ITE providers and educational settings. • Reallocate current funding for ITE student to cover time release for supervising/mentor teachers.	**Providers** • Review accreditation guidelines and strengthen their evidence of, or intention to, consult and engage with the profession as part of accreditation requirements • Develop communication protocols that are built into professional experience frameworks. Timely and consistent information to schools would benefit schools.

Implementation challenges	Bright ideas	Possible responses/actions
	• Rural clinical school model for doctors replicated for teachers.	**Schools** • Put ITE into school strategic action plans to help make engaging with pre-service teachers (pre-service teachers a priority). • Identify someone in the school to drive and own it (not necessarily the principal who is too busy). **TRAs** • Credit hours of supervising/mentoring towards professional development. This should be agreed across all TRAs and standardised to reduce burden on teachers. **School systems** • Establish and implement frameworks that help clarify roles and responsibilities for pre-service teachers in each school, eg. NESA, Framework for High-Quality Professional Experience in NSW Schools.
Mentoring as a professional responsibility	• Make the value of supervising/mentoring pre-service teachers more visible in our community. • Consistency in principles and expected outcomes - a dedicated role in ITE providers to support supervisor/mentor teachers' understanding of the TPA. • Raise the status of teaching. • Communicate benefits of diverse workforce in a school and a coordinated supervising/mentoring program.	**School systems** • Reward supervisors/mentors financially and with progression in career. • Analyse the current situation, publish supply/demand data and quantify the problem. • Prioritise the issue. **AITSL** • Develop resources such as Illustrations of Practice, online mentoring. **TRAs** • Jurisdictional scans. **Highly Accomplished and Lead Teachers (HALTs)** • Utilise this network to gather information from ITE providers about supervising/mentoring that is working well. Share. **Providers/schools** • Put into partnership agreements. Access of supervisors/mentors does not need to be 1:1, but can also use networks.

Implementation challenges	Bright ideas	Possible responses/actions
Collecting evidence of impact	• Use evidence to determine and change the narrative on successful student outcomes (student wellbeing, community outcomes). • Use measures of collaborative accountability rather than individual teachers.	**AITSL** • Promote the suggested approach to government. **All** stakeholders to work out which measures to use and how to measure them.
Reconceptualising the models and language of professional experience to establish and maintain genuine partnerships	• Identify shared value propositions between schools and universities through building relationships and sharing information. • Have clear criteria for each placement; mutually negotiated, with shared understanding of teacher education.	**Teacher regulatory authorities (TRAs)** • Facilitate conversations with all stakeholders to define the professional experience issues that impact workload, cost and quality, with the aim of finding joint solutions that consider different perspectives. • Hold forum/undertake an environmental scan **Systems** • Briefing up, advice to schools, communication channel to teachers and schools **Unions** • At the table, genuine consultation, communication to teachers.

3. Afternoon session
Individual participant commitments from the day

Each participant wrote a commitment of how they would progress the work to strengthen and embed school-university partnerships. The commitments reflected the ideas highlighted at the forum, which could be taken back to respective sector/organisation for further discussion and collaboration to operationalise. Some of the commitments include:

" I will collaborate with all other ITE providers and schools to benchmark our TPA and gather evidence of quality practice."

"I will work within ACDE Deans [to promote] participation and collaboration in developing rigorous and sustainable university – school partnerships for teacher education and in raising the professional status of teachers."

- ITE Provider(s)

"I will work towards improving my teaching practice by making communications better within the school and the community. I will also make sure that I am making a positive difference in my students learning lives."

- Supervisor/Mentor teacher

"I will build national consistency with regulators and other key stakeholders on accrediting ITE programs through benchmarking and moderation."

-Anonymous

Table groups working on bright ideas for their implementation challenges.

Attachment 2: Attendee list

#	Representing	Name	Role
1	ACECQA	Chris Mason	A/General Manager, Strategy Communications & Consistency
2		Gabrielle Sinclair	CEO
3	ACT Education Directorate	Kate McMahon	Learning and Teaching
4	ACT Teacher Quality Institute	Anne Ellis	Chief Executive Officer
5	AITSL	Laureate Professor John Hattie	AITSL Director
6		Rob Nairn	AITSL Director
7	Association of Heads of Independent Schools of Australia	Beth Blackwood	Chief Executive Officer
8	Association of Independent Schools ACT	Andrew Wrigley	Executive Director
9	Association of Independent Schools SA	Carolyn Grantskalns	Chief Executive Officer
10	Australian Association of Christian Schools	Annette Pereira	Executive Officer (Research and Communication)
11	Australian Catholic University	Isaak Stewart	Pre Service Teacher
12	Australian Council of Deans of Education	Associate Professor Josephine Lang	ACDE Specialist, Teaching & Learning
13		Professor Greg Shaw	ACDE Northern Territory
14		Associate Professor Joanna Barbousas	ACDE Victoria
15		Associate Professor Karen Swabey	ACDE Tasmania
16		David Templeman	Executive Director
17		Professor Tania Aspland	President
18		Professor Nan Bahr	Pro Vice Chancellor (Students), Southern Cross University
19		Professor Barry Down	Murdoch University
20		Professor Bill Blayney	Dean School of Educ & The Arts, CQU
21		Professor Christine Ure	ACDE Specialist Member NADPE
22		Professor Donna Pendergast	ACDE QLD
23		Professor Helen Wildy	ACDE WA
24		Professor John Loughran	Executive Dean, Monash University
25		Professor John Williamson	ACDE Deputy President
26		Professor Mary Ryan	Head, Department of Educational Studies
27		Professor Michele Simons	ACDE NSW
28		Professor Nola Alloway	Dean, Arts, Society and Education, James Cook University
29		Professor Peter Buckskin	ACDE Director
30		Professor Stephen Dobson	ACDE Treasurer & SA rep
31	Australian Council of State School Organisations	Phillip Spratt	President
32	Australian Primary Principals' Association	Dennis Yarrington	President
33	Australian Secondary Principals' Association	Andrew Pierpoint	President
34	Australian Special Education Principals' Association	Dr Fiona Forbes	Chair
35	Canberra Girls' Grammar School	Jenny Vuillemot	Mentor Teacher
36	Catholic Education Archdiocese of Canberra and Goulburn	Angus Tulley	Deputy Director
37	Catholic Education Commission	Ray Collins	Acting Executive Director
38	Catholic Education NT	Bernadette Morriss	Principal Consultant CEONT
39	Catholic Education SA	Michael Kenny	Assistant Director – People and Culture

#	Representing	Name	Role
40	Catholic Education WA	Dr Tony Curry	Director School Improvement
41	Catholic Schools NSW	Ian Baker	Director
42	Catholic Secondary Principals Australia	Dr Andrew Watson	President
43	Department of Education and Child Development, South Australia	Laura Schonfeldt	Executive Director, People and Culture
44	Department of Education and Training	Carolyn Shrives	Acting Business Manager Teaching & School Leadership
45		Deborah Fleming	Acting General Director ITE Team
46		Dr Scott Prasser	Advisor to the Minister of Education & Training
47		Lisa Cox	Initial Teacher Education Team
48		Liz Dowd	Acting Group Manager for Improving Student Outcomes
49		Penny Searson	Initial Teacher Education Team
50		Sarah Ryan	Initial Teacher Education Team
51		The Hon. Karen Andrews MP	Assistant Minister for Vocational Education and Skills
52		Gene Reardon	Executive Director of Professional Practice Leadership, Regional Services Group
53	Department of Education and Training, Northern Territory	Katrina Railton	Assistant Director Workforce Performance and Engagement
54	Department of Education and Training, Queensland	Leigh Pickering	Assistant Director-General, Human Resources
55	Department of Education, Western Australia	Damian Stewart	Executive Director, Workforce
56	EdCapital	Ricky Campbell-Allen	Facilitator
57	Independent Education Union	Chris Watt	Federal Secretary
58		Mark Northam	Assistant Secretary NSW/ACT IEUA
59	Independent Schools Council of Australia	Andrew Long	Assistant Director Policy and Research
60		Steven Bowers	Chair
61	Independent Schools Queensland	Josephine Wise	Director (Education Services)
62	Independent Schools Victoria	Anyur Simsirel	Principal Advisor, School Improvement
63	Monash Primary School	Marilyn Morris	Mentor Teacher
64	NSW Education Standards Authority	John Healey	Director, Initial Teacher Education
65	NSW Education Standards Authority	Paul Martin	Executive Director, Quality Teaching
66	NSW Secondary Principals' Council	Andrew Turvey	Deputy President
67	PTR Consulting	Graeme Jane	Consultant
68	Queensland Catholic Education Commission	Mandy Anderson	Director – Education
69	Queensland College of Teachers	Deanne Fishburn	Acting Director
70	St Mary Mackillop College	Maria O'Donnell	Mentor Teacher / Deputy Principal
71	Teacher Registration Board of the Northern Territory	Sue Fisher	Acting Director
72	Teacher Registration Board of Western Australia	Richard Miles	Director
73	Teachers Registration Board of South Australia	Dr Peter Lind	Registrar
74	Teachers Registration Board Tasmania	Lee Rayner	Registrar
75	TEESC Member, MATSITI	Dr Kaye Price	Research Associate
76	University of Canberra	Sobia Zahid	Pre Service Teacher
77		Thomas Hansen	Pre Service Teacher
78	University of Melbourne	Dean Emeritus Field Rickards	Speaker
79	VASSP	Sue Bell	President
80	Victorian Institute of Teaching	Fran Cosgrove	Director – Standards and Strategy
81		Peter Corcoran	Chief Executive Officer
82	Western Australia Primary Principals' Association	Jo Stephens	Vice President

Attachment 3: TEMAG Forum 2018 Agenda

Members Dining Room 2, Old Parliament House, Canberra

26 June 2018 | 10:00am–3:30pm

Facilitator: Ricky Campbell-Allen

9:30am	**Registration (morning tea on arrival)**
10:00am	Welcome to Country –*Paul House, Ngambri-Ngunnawal custodian* Forum opening – *Laureate Professor John Hattie, Chair, AITSL Board*
10:20am	TEMAG: Progress on implementation – *Lisa Rodgers, AITSL CEO*
10:30am	University-School partnerships and TEMAG – *Dean Emeritus Field Rickards*
10:45am	Address by Senator the Hon Simon Birmingham – *Minister for Education and Training, Australian Government*
11:00am	Dialogue – Perspectives on partnerships and implementation • *Dennis Yarrington* – President, 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* – Head of School of Education, Deakin University • *Leigh Pickering* – Assistant Director-General, Human Resources, Department of Education, Queensland
12:15pm	**Lunch**
1:00pm	Meeting implementation challenges • *Group work exploring the root causes and generating solutions to shared implementation challenges*
2:15pm	Looking forward – how do we operationalise? • *Group work developing shared action plans*
3:00pm	Summary and wrap up
3:30pm	**Close**

Biographies

Rob Nairn

Rob Nairn is a Board Member at the Australian Institute of Teaching and School Leadership (AITSL) and Associate Professor at Edith Cowan University. He has extensive experience in metropolitan and regional senior high schools in Western Australia particularly in low socio-economic areas and is passionate about ensuring that high-quality secondary education is provided to every young person no matter what their geographic, social or personal circumstances. Rob is a Director on the Board of Principals Australia Institute and Executive member International Confederation of Principals.

Laureate Professor John Hattie

Laureate Professor John Hattie was first appointed to the AITSL Board and as its Chair on 1 July 2014, and was reappointed on 10 April 2017. John is Laureate Professor, Director of the Melbourne Educational Research Institute, and Deputy Dean at the University of Melbourne. His areas of interest are measurement models and their applications to educational problems, and models of teaching and learning. He is past-President of the International Test Commission, and associate editor of the British Journal of Educational Psychology and Nature: Science of Learning.

Lisa Rodgers

Lisa Rodgers is the CEO of AITSL, and is a powerful voice and respected advocate in the education sector. Lisa is an experienced executive, having provided exemplary service for the profession, governments and the public in various jurisdictions including the UK, New Zealand and Australia.

Professor Field Rickards

Field Rickards was appointed Dean of the Faculty of Education at the University of Melbourne in August 2004. Prior to this appointment he was President of the Academic Board and Pro Vice-Chancellor. As Dean, he guided the transformation of the Faculty of Education to the Melbourne Graduate School of Education, and the reform of the professional education of teachers with the introduction of the new Master of Teaching program.

Dennis Yarrington

Dennis Yarrington has been involved in education for over 30 years, in the positions of teacher, executive teacher, consultant and principal of a small country school, a large regional school, a special school and a large metropolitan P–10 school. His experience includes both Catholic and government primary and high schools in NSW, NT and the ACT. Dennis was an executive member and past Co-President of the ACT Principal's Association and past Vice-President of the Australian Government Primary Principals Association. Dennis is President of the Australian Primary Principals Association.

Beth Blackwood

Beth Blackwood is CEO of the Association for Heads of Independent Schools of Australia (AHISA). She was Principal of Presbyterian Ladies College for 18 years until December 2015. Beth brings a depth of experience in school leadership at the national level and in the independent sector. She has also served as President and Executive Board member of the Alliance of Girls' Schools Australasia, as a member of the federal government reference group for Indigenous youth leadership scholarships and as a member of many committees and working parties for the Association of Independent Schools of Western Australia.

Professor Tania Aspland

Tania Aspland is a professor in teacher education at the Australian Catholic University in Sydney and Dean, Education Policy and Strategy. She provides high-level advice on teacher education, governance and policy. Tania is President of the Australian Council of Deans of Education (ACDE) and sits on a number of boards for the Australian government, including AITSL. She also works closely with directors and leaders of school education in government, Catholic and the independent sectors. Tania's research focuses on educational policy, leadership and reform, higher education curriculum and teacher education.

Professor Christine Ure

Christine Ure is Head of School of Education at Deakin University, a board member of the Australian Council of Deans of Education (ACDE) and chair of the national Network of Academic Directors of Professional Experience (NADPE). She is a member of the Victorian Government Teacher Supply and Demand Reference Group and the Minister's Expert Panel for Schools.

Leigh Pickering

Leigh Pickering has been in the Queensland public sector for around 15 years and prior to that, spent her initial working years with the Australian Government. She was appointed to the role of Assistant Director-General Human Resources in the Department of Education and Training in January 2017.

Ricky Campbell-Allen

Ricky Campbell-Allen is CEO of EdCapital, an education consultancy. She has significant leadership experience in education reform, working across schools, education systems and in the not-for-profit sector in Australia, Canada, USA and Asia. Ricky has held system leadership positions in US school districts, was Founding Director of the Centre for New Public Education and spent seven years as a teacher and school leader. Ricky is a Menzies Scholar; a graduate of Harvard, and is currently undertaking research on how system leaders help principals improve student learning outcomes.

Attachment 4:

Stimulus paper for TEMAG Forum 2018

This paper highlights some of the key emerging and existing challenges and opportunities for strong school-university partnerships that underpin high quality initial teacher education (ITE). These form the basis for discussion and ideas for collective action at the upcoming TEMAG Forum on 26 June 2018.

The Teacher Education Ministerial Advisory Group (TEMAG) in 2014 provided comprehensive advice on how pre-service teachers can be prepared with the right mix of theoretical knowledge and practical skills to be successful teachers in Australian schools. Central to implementing the reforms are the *Accreditation of initial teacher education programs in Australia: Standards and Procedures 2015* (Standards and Procedures) that include enhanced requirements for high quality professional experience, including the need for providers to have partnership agreements in place with schools, improved communication channels and professional learning opportunities for supervising teachers.

Initial teacher education data snapshot

- In 2016, 29,961 students commenced an Australian ITE course.
- 7,461 students commenced via online study
- 20,591 students commenced via an undergraduate pathway / 9,370 commenced via a postgraduate pathway
- 63% of commencing students in the 2011 cohort completed their course (over a six year reporting period)
- Almost a third of off campus ITE students live in a different state/territory to their ITE provider*

The rise of online initial teacher education: what do we know? AITSL, 2018

Partnerships between schools and universities

In September 2017, education sector leaders met for the first TEMAG Forum in Canberra to discuss the reforms underway to initial teacher education. At the forum there was also a strong consensus that relationships between schools and ITE providers are an important area for further work. This included greater cooperation in the delivery of high quality, authentic professional experience placements that give pre-service teachers opportunities to demonstrate their skills and knowledge against the Graduate Teacher Standards, and also partnerships around induction and ongoing professional learning for teachers.

The Forum highlighted that participants remain committed to the TEMAG reform agenda. However, achieving consistency across jurisdictions, the need for clear communication of expectations and resourcing were raised as important implementation issues.

In early 2018, AITSL commissioned a deep-dive (soon to be published) into the issues surrounding school-university partnerships, based on a sample of qualitative interviews conducted across the ITE and school sectors. The findings confirm there is a shared commitment to improvement and that stakeholders see the challenges lying in the implementation and change management strategies for

embedding partnerships in ITE, not further policy development. Some critical challenges have been identified as an outcome of these consultations and are offered below.

School-university partnerships in ITE are also impacted by recent significant policy initiatives that seek to improve the quality of education in Australia. These include the *Independent Review into Regional, Rural and Remote Education - final report* (January 2018), which highlights the need for better selection and preparation of pre-service teachers for rural, regional and remote areas. The recently released *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools* (March 2018) emphasises the need for creating, supporting and valuing a profession of expert educators and includes a focus on collaboration, mentoring, professional learning, career pathways, and workforce planning. The Australian Council of Deans of Education Network of Associate Deans of Professional Experience *Professional experience in initial teacher education: A review of current practices in Australian ITE* (2018) report also provides insight through current developments in ITE, their impact on the delivery and quality of professional experience, and issues that need to be addressed to support further improvements.

Critical challenges to implementation

Overriding challenge

Managing scale

Questions of scale are central to many of the identified challenges. An overriding tension in partnerships is the need for providers to place significant numbers of ITE students versus the goal to have more substantive partnership agreements that demand more engagement.

Emerging challenges

Improving provider and school engagement with teaching performance assessments

The TEMAG reforms aim for teacher graduates from any provider being equally ready to enter classrooms to make a positive difference to student learning. The introduction of a final year teaching performance assessment (TPA), which is the responsibility of the provider to conduct prior to graduation, is a key component in ensuring the quality of all graduates.

Schools and departments are seeking to better understand the respective roles and responsibilities of schools and providers in a TPA. A related question is about the interface between a TPA and the assessment of professional experience in the final placement.

Building data collections

Demonstrating outcomes for student performance, graduate outcomes and program impact requires comprehensive assessments, access to relevant data sources, aggregating data and arranging longitudinal data collection with departments and schools. Consensus is that clarity and agreements around this challenge is not yet evident.

Longer-standing systemic challenges

Communicating the enhanced role of schools in ITE

It is now imperative to improve communications to schools about the significantly changed expectations of their role in ITE, including in relation to mentoring, forms of placements, greater pre-service teacher numbers, liaising with providers and assisting in assessment.

Supporting the improvement of supervisor/mentor capability

A constant theme is how to develop, support and encourage high quality supervising/mentor teachers in their key role with ITE students. There are excellent support materials and professional learning courses but the consensus is that much more could be done.

Enhancing partnerships with interstate/online providers

The growth of online programs is expanding and some see an urgent need to clarify how interstate providers of those programs meet the requirements for partnership agreements and high quality school-university partnerships in professional experience.

Clarifying costs

Stakeholders vary in their view of costs and the allocation of funds. An important first step is understanding costs in different contexts, the various ways that funds are allocated and where funds are needed.

Looking ahead, with a more active role for all stakeholders and changed models of ITE, some suggest that existing funds could be redirected both at the university and at the school level.