

REVIEW OF TEACHER EDUCATION AND SCHOOL INDUCTION

Recommendations for immediate implementation

Recommendation	Government Response	Identified Actions for Implementation
Focus Area: Indigenous Education (IE)		
IE1. That preservice programs for all students include a subject or part of a subject that reflects the ESL dimension of work in settings where there are Indigenous students.	The government understands that Standard Australian English may not be the first language of many Indigenous students. The government agrees with the review finding that teaching Indigenous students is as much a challenge of student language learning needs as it is of culture and socio-economic background. Queensland teachers must have access to appropriate programs and support so that they can develop the knowledge and skills needed to teach Indigenous ESL or English as a second dialect learners.	IE1.1 Preservice programs modified where necessary to include ESL dimension. IE1.2 Amend QCT <i>Program Approval Guidelines</i>
IE2. That all preservice teachers should have a comprehensive understanding of strategies around identification of and support for students for whom English is a second language.		IE2.1 Preservice programs modified to include strategies around identification of, and support for, students for whom English is a second language. IE2.2 Amend QCT <i>Program Approval Guidelines</i>
IE3. That schools, during the practicum, should explicitly assist preservice teachers in developing a comprehensive understanding of cultural awareness and cultural sensitivity, with the assistance of the local Indigenous community.	The government notes the review findings that benchmarks for best practice in preparing teachers for educating Indigenous students are as much, if not more, likely to be found in Queensland than elsewhere in Australia or other countries. However, more needs to be done, particularly to address incorrect stereotypes and improve cultural awareness and cultural sensitivity. Local Indigenous communities present an opportunity for preservice teachers to develop a deep understanding of local Indigenous culture, and this opportunity should be maximised.	IE3.1 The Department provides access to in-service cultural awareness training for all teachers in state schools. IE3.2 Such training to be extended to preservice teachers undertaking a practicum in non- state schools as soon as practicable. IE3.3 Amend QCT <i>Program Approval Guidelines</i> to ensure preservice teachers develop comprehensive cultural awareness and cultural sensitivity.
IE4. That employing authorities should continue to offer comprehensive induction programs for beginning teachers located in Indigenous communities.	The importance of effective teacher-parent engagement for positive student outcomes is well known and the government acknowledges the review findings that there are particular sensitivities in engaging with the Indigenous community. Schools are key social centres for many communities. These recommendations acknowledge that there is much positive work already undertaken in the induction of beginning teachers located in Indigenous communities.	IE4/5/6.1 Attention to and appropriate reform of induction procedures in both state and non-state sectors
IE5. That induction should be supported as a continuing program, not a one-off engagement.		IE4/5/6.2 Departmental liaison with Non-State sector
IE6. That beginning teachers should be assisted, through the induction process, to understand the sensitivities in developing positive parental engagement with the Indigenous community.		

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<p>IE7. That principals, universities and employing authorities should make explicit the value afforded to beginning teachers by Indigenous teacher aides, especially in terms of their facilitative capacities in promoting links with the community.</p>	<p>The government acknowledges the important role Indigenous education workers such as Indigenous teacher aides play in schools and the local community. In many instances, Indigenous education workers provide essential links to the community which enable supportive relationships to grow.</p>	<p>IE7.1 The Department will work with principals in state schools to ensure that beginning teachers are supported to understand the role and value of Indigenous education workers</p>

Focus Area: Special Needs Education (SN)

<p>SN1. That all students undertake at least two subjects that build capacity to assess well and act on the basis of assessments to diagnose learning needs, determine appropriate levels of student support, and in a variety of ways ensure learning is personalised for all students.</p>	<p>The government notes and supports the definition of special needs encompassing areas traditionally known as 'special educational needs', 'gifted and talented' and 'students with disabilities'. There is a relatively large number of students with special educational needs in the general student population (up to 30 per cent), and preservice teachers need to demonstrate a capacity to work effectively with students with a diverse range of needs.</p> <p>The government acknowledges that a 'one size suits all' approach to teaching and learning is not suitable, given the diversity of the student population. Teacher education, including the practicum, must build the capacity of beginning teachers to make adjustments and differentiate.</p>	<p>SN1.1 Modify current programs to strengthen where required. SN1.2 Amend QCT <i>Program Approval Guidelines</i>. SN1.3 Review practicum arrangements in both state and non-state settings for exposure to students with special needs</p>
<p>SN2. That all preservice students undertake at least two subjects that build capacity to work with students who have special educational needs or who, for whatever reason, fall behind and need special support to catch up. It is understood that those students preparing to teach in the field generally known as special education will undertake a strand of related studies as part of their degrees.</p>		<p>SN2.1 Modify current programs to strengthen where required. SN2.2 Amend QCT <i>Program Approval Guidelines</i>. SN2.3 Review practicum arrangements in both state and non-state settings for exposure to students with special needs</p>
<p>SN3. That opportunities should be developed in the practicum to assist preservice teachers in identification of children with special needs and adjustments they would propose.</p>		<p>SN3.1 Modify current programs to strengthen where required. SN3.2 Amend QCT <i>Program Approval Guidelines</i>. SN3.3 Review practicum arrangements in both state and non-state settings for exposure to students with special needs.</p>

Focus Area: Behaviour Management (BM)

Recommendation	Government Response	Identified Actions for Implementation
BM1. That one or more professional standards should be developed that explicitly refer to capacity in behaviour management.	The government is committed to effective behaviour management practices in Queensland schools, and recognises that teachers and school leaders must be equipped through their training, induction and professional development to implement these practices. It is noted that the standards for teachers developed by the Australian Institute for Teaching and School Leadership have been adopted for national implementation.	BM1.1 Implement AITSL standards in professional standards. Standard 4.3 in particular deals with managing challenging behaviour.
BM2. That existing behaviour management packages and resources should be made available to all schools, along with professional development on their use.	The Department has produced a number of very good resources on behaviour management but these resources need to be used in every school community. The government supports evidence-based research that can inform public policy and improve service delivery.	BM2.1 Communication strategy and distribution of resources to all schools, including non-state schools by the Department.
BM3. That further research should be undertaken to determine the efficacy of different packages currently on offer or subsequently developed.		BM3.1 The Department (OR) to liaise with Implementation Taskforce to consider a research project into efficacy of the resources

Focus Area: Early Childhood Education (EC)

EC1. That, given the importance of reading in early childhood teaching, specific measures should be implemented to ensure that preservice teachers have the appropriate skills in this respect	The government acknowledges the vital importance of reading in the early childhood years. Teachers must have the appropriate skills to teach reading, and the comments in the report about the preparedness of beginning teachers for the challenges they will face are also acknowledged.	EC1.1 Modify programs to strengthen where required. EC1.2 Amend QCT <i>Program Approval Guidelines</i> .
EC2. That the play-based curriculum should be given a priority in preservice courses and the practicum to ensure that all beginning teachers can demonstrate an understanding and application of it, given the body of evidence in support of it as an appropriate strategy.	The government supports play-based curriculum in the early years, and notes the review's conclusion, supported by international evidence, that a play-based curriculum is appropriate for early childhood education.	EC2.1 Modify programs to strengthen where required. EC2.2 Amend QCT <i>Program Approval Guidelines</i> . EC2.3 Review practicum arrangements in both state and non-state settings for exposure to play – based curriculum
EC3. That explicit instruction should be provided at university, and during the practicum, in developing behaviour management strategies that are specifically appropriate to young children.	New national standards for teachers will drive an increased focus on behaviour management in teacher education programs, and an emphasis on graduates' capacity to manage challenging behaviours.	EC3.1 Modify programs to strengthen where required. EC3.2 Amend QCT <i>Program Approval Guidelines</i> . EC3.3 Review practicum arrangements in both state and non-state settings for exposure to developing behaviour management strategies that are specifically appropriate to young children.

Focus Area: Parental Engagement (PE)

Recommendation	Government Response	Identified Actions for Implementation
<p>PE1. That the practicum should provide opportunities for preservice teachers to develop strategies relevant to positive parental engagement.</p>	<p>Teachers must be able to foster positive relationships with parents and support parents to become, and remain, engaged in their children's education.</p>	<p>PE1.1 Modify programs to strengthen where required. PE1.2 Amend QCT <i>Program Approval Guidelines</i>. PE1.3 Review practicum arrangements in both state and non-state settings for opportunities to engage positively with parents and caregivers.</p>
<p>PE2. That preservice education, both at university and during the practicum, should include specific instruction in relevant strategies such as relationship building, conflict resolution, non-violent crisis intervention, pastoral care, and communication strategies.</p>		<p>PE2.1 Modify programs to strengthen where required. PE2.2 Review practicum arrangements in both state and non-state settings for exposure to relevant strategies such as relationship building, conflict resolution, non-violent crisis intervention, pastoral care, and communication strategies. PE2.3 Amend QCT <i>Program Approval Guidelines</i>.</p>
<p>PE3. That the particular issues surrounding positive engagement with, and support for, parents and caregivers in small communities or in a distance education environment should be given specific attention in preservice education courses and school induction.</p>	<p>The government acknowledges that beginning teachers need skills to become part of the school community to which they are posted, and respond to its cultural makeup.</p>	<p>PE3.1 Modify programs to strengthen where required. PE3.2 Amend QCT <i>Program Approval Guidelines</i>. PE3.3 Review induction arrangements in both state and non-state settings for exposure to positive parent engagement</p>
<p>PE4. That preservice education and school induction should include specific instruction on cultural awareness and cultural sensitivities.</p>		<p>PE4.1 Modify programs to strengthen where required. PE4.2 Amend QCT <i>Program Approval Guidelines</i>. PE4.3 Review induction arrangements in both state and non-state settings for exposure to cultural awareness and cultural sensitivities</p>
<p>PE5. That preservice education and school induction should include specific instruction on the nature, structure and powers of different parent organisations that operate in schools.</p>	<p>The government believes that formal mechanisms for parental involvement in the life of a school, or in the operation of education systems, are vital to the health of individual schools and to student outcomes. In support of strong parent and community engagement, the government agrees that the preparation of teachers should include legislative topics, differences between the parent bodies in different sectors, explicit teaching of relationship building and other components of parent and caregiver engagement.</p>	<p>PE5.1 Modify programs to strengthen where required. PE5.2 Amend QCT <i>Program Approval Guidelines</i>. PE5.3 Review induction arrangements in both state and non-state settings for exposure to parental organisations</p>
<p>Focus Area: Professional Standards (PS)</p>		
<p>PS1. That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon-free and capable of reliable evidence-based assessment.</p>	<p>The government notes that this recommendation is addressed through the national professional teacher standards which will be implemented in this state by the Queensland College of Teachers</p>	<p>PS1.1 Implement AITSL national standards</p>

Recommendation	Government Response	Identified Actions for Implementation
<p>PS2. That a requirement for accreditation of preservice programs should be the capacity of the teacher education institutions to furnish evidence that preservice teachers who pass related subjects and field experiences will have demonstrated capacity to achieve professional standards.</p>	<p>The review identifies that teacher education institutions need to provide evidence that preservice teachers can practise according to the professional standards. The government sees evidence of student progress and graduate outcomes as critical to the maintenance and improvement of teaching standards.</p>	<p>PS2.1 Amend QCT <i>Program Approval Guidelines</i>. PS2.2 Review mechanisms to identify and address unsatisfactory performance of preservice teachers.</p>
<p>PS3. That unsatisfactory performance should be managed appropriately as soon as possible during the course or the practicum.</p>		<p>PS3.1 Review mechanisms to identify and address unsatisfactory performance of preservice teachers.</p>