Review of
teacher education and school induction

Second report — Full report
29 October 2010

Acknowledgments

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Second report at a glance

The First Report of the Review of Teacher Education and School Induction was submitted to the Minister for Education on 28 August. A major purpose of that report was to make recommendations that would help shape the White Paper on *A Flying Start for Queensland Children*. The First Report was presented in two parts: a Summary Report (21 pages) and a Full Report (130 pages). The Second Report deals with issues of implementation, and provides a focus on six aspects of teacher education and school induction that warranted more detailed attention within the broader framework of recommendations in the First Report (behaviour management, students with special educational needs, Indigenous education, early childhood education, middle schooling and parental engagement). In addition, special attention is given to the role of professional teaching standards and the implementation of Recommendation 21: 'That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon free and capable of evidence-based assessment'.

Methodology

An important part of the methodology for the Second Report was the formation of an 'expert panel' for each of the issues listed above. Except for Recommendation 21, members of the Reference Group were invited to nominate participants. Others were identified by the review leaders, who sought to constitute panels whose members were representative of the different jurisdictions and sectors in Queensland education. The determining factors were the relevant experience and expertise that each panellist brought to the conversation. A two-hour meeting was conducted with the review leaders and project manager. Transcripts of discussions were prepared and these were analysed to identify the key themes. In some instances, separate discussions were conducted with experts who were unable to attend their panel's meeting.

For matters related to the implementation of Recommendation 21, a special expert panel, representative of key stakeholders, was established. Members were from the Forum of Deans of Education (2), QCT (2), AITSL (1) and senior levels of a university (1).

Recommendations

The following recommendations should be understood as being implemented within the framework of recommendations in the First Report.

Behaviour management

1. That a broad, rather than narrow, view should be taken of behaviour management to ensure that related knowledge, understanding and skill in relation to assessment and support of all preservice teachers are addressed, including those preservice teachers with special educational needs.

2. That universities should offer substantial, compulsory units or subjects that deal with behaviour management, spaced logically for the duration of the preservice program.

3. That explicit instruction and practice in an accepted approach to clinical observation should be compulsory in the preservice program. (An example of this is 'classroom profiling', which is a detailed, recorded snapshot of what happens in a classroom, followed by a reflection session between the teacher and profiler. The aim is to help the teacher increase his/her repertoire of classroom management skills.)

4. That an outcome of explicit teaching of behaviour management skills should be the formation of a personal framework that the preservice teacher develops at the university, puts into practice during each practicum, reflects on during subsequent field experience and lectures and tutorials, and develops further in an induction program.

5. That one or more professional standards should be developed that explicitly refer to capacity in behaviour management.

6. That a requirement for accreditation of preservice programs should be the capacity of the university to furnish evidence that preservice teachers who pass related subjects and field experiences will have demonstrated their capacity to achieve professional standards.

7. That existing behaviour management packages and resources should be made available to all schools, along with professional development on their use.

8. That further research should be undertaken to determine the efficacy of different packages currently on offer or subsequently developed.

Students with special educational needs

1. That universities should develop strategies to share resources and course offerings so that there can continue to be training for teachers in low incidence and other specialised areas of special needs.

2. That all preservice teachers experience one practicum focusing on students with special needs.

3. Given the specialised nature of the practicum, that explicit instruction and practice should take place in teaching preservice teachers the skills of reflective observation and differentiating the curriculum to cater for children with special needs.

4. That opportunities should be developed in the practicum to assist preservice teachers in identification of children with special needs and adjustments they would propose.

5. That systemic acceptance of the range of special needs and the necessity to fund these should be encouraged.

Indigenous education

1. 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.

2. 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.

3. That employing authorities should continue to offer comprehensive induction programs for beginning teachers located in Indigenous communities.

4. That induction should be supported as a continuing program, not a one-off engagement.

5. 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.

6. That beginning teachers should be assisted, through the induction process, to understand the sensitivities in developing positive parental engagement with the Indigenous community.

Early childhood education

1. That an OP score at the appropriate level should be mandatory for entry into an early childhood course.

2. That selection processes should include an interview to assess the applicants' mastery of oral communication.

3. That music and performance should continue to be explicitly taught as a mandatory part of an early childhood course.

4. 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.

5. That induction at university should cater specifically for those who might become directors of multidisciplinary centres.

6. 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.

7. That explicit instruction should be provided at university, and during the practicum, in developing behaviour management strategies that are specifically appropriate to young children.

8. That unsatisfactory performance should be managed appropriately as soon as possible during the course or the practicum.

Middle schooling

1. That, in the interests of avoiding confusion or 'opt-out', employing authorities should give a firm policy direction as to the place and future of middle schooling in their jurisdictions.

2. That schools should more specifically address middle schooling during the practicum to support the theoretical knowledge preservice teachers are gaining at university.

3. That, as team building, group work and associated skills are essential elements of successful middle school teaching, preservice teachers who undertake courses or subjects in middle schooling should be given specific instruction in these topics.

4. That universities should be encouraged to develop partnerships with schools that have a demonstrated commitment to the middle schooling philosophy.

Parental engagement

1. That the practicum should provide opportunities for preservice teachers to develop strategies relevant to positive parental engagement.

2. That part of the practicum should involve opportunities for preservice teachers to observe or experience a range of examples of engagement with parents and caregivers.

3. 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.

4. 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.

5. That preservice education and school induction should include specific instruction on cultural awareness and cultural sensitivities.

6. That preservice education and school induction should include specific instruction on the nature, structure and powers of different parent organisations that operate in schools.

7. That universities should engage more school personnel to provide advice and insights to preservice teachers on positive parental engagement.

8. That preservice teachers should be provided with specific information on the diversity of schools and parental engagement with schools that they will encounter during their careers.

Professional standards at the graduate level

1. That the portfolio approach yielding evidence of preservice teachers having the capacity to practise in a manner consistent with each of the 10 professional standards is endorsed, and should be extended and moderated across all universities and courses.

2. That QCT should establish accreditation panels in different phases of the accreditation cycle.

3. That accreditation panels should examine portfolios of a sample of low and high performing preservice teachers to confirm assessments by universities.

4. That evidence in portfolios of a sample of preservice teachers should be augmented by real-life demonstrations of the capacities that have been claimed.

5. That accreditation panels should include at least one member from a professional field other than teacher education who has experience in the panel approach to accreditation.

Conclusion

The capacities described in the Second Report are captured to a large extent in the professional teaching standards for Queensland. The challenge is for universities and the QCT to work in new and different ways to determine how preservice teachers and beginning teachers can best demonstrate that they have in fact acquired the requisite skills, beyond having desirable knowledge and understanding of what needs to be done.

There is no doubt that new and higher levels of professional skill will be required in the years ahead. This is no reflection on what the profession has achieved in the past. It is recognition of what we now know about how students learn, the barriers to learning for many, and the high expectations that are now held for ensuring that levels of achievement can be raised for all students. This is a common theme in all of the current major reviews of teacher education and school induction around the world. It is a common theme in the rationale for making teaching a graduate profession.

Introduction

The First Report of the Review of Teacher Education and School Induction was submitted to the Minister for Education on 28 August. A major purpose of that report was to make recommendations that would help shape the White Paper on *A Flying Start for Queensland Children*. The First Report was presented in two parts: a Summary Report (21 pages) and a Full Report (130 pages). The Second Report deals with issues of implementation, and provides a focus on six aspects of teacher education and school induction that warranted more detailed attention within the broader framework of recommendations in the First Report. In addition, special attention is given to the role of professional teaching standards. The starting point is the Terms of Reference for the review as set out below.

Terms of Reference

According to its Terms of Reference, the review is to provide:

1. an overview of the Queensland context for teacher preparation and induction

2. an analysis of highly effective teacher preparation practices and review of related research, literature and reviews that critically appraise teacher education, both internationally and across Australia

3. a scan of the various attributes of Queensland preservice teacher preparation, including:
   - content, duration, level and entry requirements of teacher education programs
   - the development of knowledge and skills to support effective professional practice, including core skills of: developing, implementing and using assessment; teaching literacy and numeracy; teaching students with disabilities; early childhood teaching; and parent, caregiver and community communication
   - practicum arrangements and characteristics of partnerships developed between tertiary institutions, schools and school systems

4. an analysis of the effectiveness of current Queensland teacher preparation practices including:
   - education program outcomes and the 'work-readiness' of graduates, including core skills
   - issues in the induction of beginning teachers and early career experiences

5. drafting and publication of a review report including:
   - analysis of findings
   - formulation of recommendations.

The project team was requested in early June to give particular attention to early childhood education (excluding pre-school) and behaviour management.

The Second Report addresses aspects of implementation of the 21 recommendations in the First Report as they concern early childhood education, behaviour management, Indigenous education, students with disabilities and parental engagement, and special features associated with different stages of schooling such as middle schooling. We have included 'students with disabilities' in a broader view of 'students with special educational needs'. In addition, particular attention is given to the implementation of Recommendation 21: 'That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon free and capable of evidence-based assessment'.

Methodology in Phase 2

An important part of the methodology for the Second Report was the formation of an 'expert panel' for each of the issues listed above. Except for Recommendation 21, members of the Reference Group were invited to nominate participants. Others were identified by the review leaders, who sought to constitute panels whose members were representative of the different jurisdictions and sectors in Queensland education. The determining factors were the relevant experience and expertise that each panellist brought to the conversation. A two-hour meeting was conducted with the review leaders and project manager. Transcripts of discussions were prepared and these were analysed to identify the key themes. In some instances, separate discussions were conducted with experts who were unable to attend their panel's meeting.

For matters related to the implementation of Recommendation 21, a special expert panel representative of key stakeholders was established. Members were from the Forum of Deans of Education (2), QCT (2), AITSL (1) and senior levels of a university (1).

It is worthwhile to set this approach in the context of the different methodologies for the review as a whole. As explained in the First Report, the review team was provided with responses to the Green Paper on matters related to the Terms of Reference set out above. A total of 385 individuals and 18 organisations/institutions provided responses, which were analysed and classified by the review leaders. Invitations were extended to members of the Reference Group and key stakeholders to make submissions to the Review of Teacher Education and School Induction, with 14 received by the closing date of 30 June. Interviews were scheduled with individual and organisational/ institutional stakeholders, and those who indicated in submissions that they wished to meet with the review leaders. A total of 34 interviews were conducted. The information provided in the foregoing was analysed and summarised in the First Report in Chapter 3 (Issues), Chapter 5 (Current practice) and Chapter 6 (Proposals for change).

A key part of the methodology for the First Report was a comprehensive review of research, policy and practice in the international domain, and in Australia, in states and territories other than Queensland. Reports of recent or current reviews of teacher education in several countries, as well as Australia, were examined, often more than once, since a few of these were already in progress, for example, Ireland, Scotland and the United States. Benchmarks were established on the basis of these reviews to guide an assessment of current practice and proposals for change in Queensland. The review and benchmarks are contained in Chapter 4 of the First Report.

The expert panel approach in Phase 2 was adopted because of the highly focused nature of matters for report, and a wide net was cast to secure nominations in the manner described above. The majority of members of each panel were those who worked at the 'front line', either in schools, in school systems providing support to schools, or in universities.

Draft recommendations were included in a Progress Report considered by the Reference Group at its fourth meeting on 30 September.

Organisation of the Second Report

The Second Report contains a short update of national and international developments since the submission of the First Report, and summaries for each of the six issues and for the implementation of Recommendation 21. Each consists of related benchmark assessments of current and proposed practice in Queensland, recommendations from the First Report, and a summary of themes that emerged in discussions of the expert panels. In the case of middle

schooling and parental engagement, we provide a short review of research, policy and practice, as these issues were not addressed in detail in the comprehensive review in Chapter 4 of the First Report. Recommendations are presented for each issue and for the implementation of Recommendation 21.

Each of the recommendations should be understood as being implemented in the broad framework of recommendations in the First Report that deal with preservice education, entry requirements, clinical partnerships and mentoring:

1. That from a date to be determined teaching be recognised as a graduate profession and that registration for beginning teachers be conditional on completion of a five-year program of preservice education and two years of a formal induction program.

2. That five-year programs for preservice teacher education generally be of two kinds, either (1) a bachelor's degree followed by two years of a master of teaching or equivalent degree or (2) a double degree that combines studies in particular disciplines and studies in education leading to a bachelor's and master's degree.

3. That the number of degrees currently offered by universities in Queensland be reduced so that, as far as possible, there is a single degree in teaching with particular strands of study in specific fields such as early childhood education, primary, middle schooling, secondary and special education.

4. That direct entry to a bachelor of education degree or double/combined degree on the basis of an OP score require a score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential, including interviews and in some instances performance (in music, for example).

5. That every university that offers preservice teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals.

6. That partnerships between universities and schools extend to research and professional development.

7. That staff in partner schools be exemplary teachers who receive special training for their roles.

8. That university staff who work in partnerships be engaged in 'clinical practice' in an educational counterpart to the way some academics in the field of medicine are engaged in private practice including research in some instances

9. That teachers entering the profession have a reduced teaching load of no more than 0.8 for at least the first year of their employment.

10. That teachers entering the profession have at least one trained mentor for the first year of their employment. Mentors should have a reduced class allocation to enable them to work with those they are mentoring.

11. That mentors be exemplary teachers who receive special certificated training for their roles.

12. That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon free and capable of evidence-based assessment.

Before turning to the summaries for each issue, it is worthwhile to place the Review of Teacher Education and School Induction in Queensland in the context of related national and international developments that have taken place since the First Report, as well as progress that has been made by the AITSL in developing a national system for the accreditation of preservice teacher education programs.

Developments since the first report

This section of the Second Report provides a brief update on developments, nationally and internationally. Members of the Reference Group were most helpful in keeping members of the review team informed of recent literature in their fields, with many sources reinforcing recommendations made thus far. Feedback from some members raised questions or concerns, or took a counter-position to aspects of several recommendations. Brief responses have been included in the pages that follow. Much of the literature recommended by members of the Reference Group refers to the manner in which recommendations should be addressed during implementation, often highlighting good practice in Queensland and elsewhere.

Related reviews in other countries

The review team continues to monitor reports of similar reviews of preservice teacher education. One is nearing completion in Scotland, which is generally regarded as already having an excellent system for preparing its teachers. Key themes to emerge by October include two that are relevant to the Queensland review:

- making sure the various education programmes which teachers will touch, from induction, through CPD (continuing professional development) to headship, flow together and support one another
- developing the relationship between universities and schools to further enhance the induction scheme (Lambie 2010, p. 13).

In addition to the importance of university–school partnerships, these themes make it clear that induction should be seen as part of a continuum. It was recommended in the First Report that induction should begin at the start of a preservice program and continue for one and even two years after taking up appointment.

Lambie also cites Scotland's review leader, Graham Donaldson, who, in commenting on capacity to teach literacy and numeracy, states that 'we do have a duty to ensure that teachers in the classroom have a competence that allows them to deliver to the high standards we should expect' (Lambie 2010, p. 13). This view is consistent with Recommendation 21 in the First Report, developed further in this Second Report.

Announcements are imminent in the United States on plans for clinical preparation and school partnerships in preservice teacher education. The National Council for the Accreditation of Teacher Education (NCATE) established a 'blue ribbon panel' to prepare recommendations, and progress was summarised in the First Report. NCATE is the largest preservice accreditation body in the US. NCATE will release the final report of the panel in Washington on 16 November. Recommendations in the First Report of the Queensland review are consistent with what is almost certain to emerge from NCATE as far as clinical preparation and university–school partnerships are concerned.

Preparation for teaching mathematics and science continues to attract attention around the world. One of the most significant reports was that of the Royal Society in England, which prepared a 'state of the nation' report on science and mathematics education for students aged 5 to 14 years (Royal Society 2010). Martin Rees, President of the Royal Society, had this to say about a child's early experience:

> … recent evidence has highlighted how children's initial experiences of education can have profound implications for their future success and well-being. Children are innately curious about the natural world. But, year after year, large proportions are 'turned off' science and mathematics by the time they reach secondary school, with little prospect of that interest being rekindled. Inevitably, those who are most likely to suffer are the under-privileged' (Rees, cited in Royal Society 2010, p. vii).

Two recommendations in the Royal Society report are pertinent to the review of teacher education in Queensland, with Recommendation 13 below also having implications for parent engagement.

> Recommendation 12: Knowledge of the factors that promote pupils' cognitive developments in science and mathematics should be incorporated within high quality training and continuing professional development for teachers and teaching assistants, coordinated by the National Science Learning Centre and the National Centre for Excellence in Teaching of Mathematics.

> Recommendation 13: The Economic and Social Research Council and other education research funders should encourage more investigations into the long-term benefits of informal learning in science and mathematics and parent participation within it, as well as the development of opportunities in mathematics that complement those in science in the use of museums, travelling resources and Web-based resources (Royal Society 2010, p. 70).

These views and the recommendations of the Royal Society have been echoed in different nations; for example, in the recent report of the Committee on the Study of Teacher Preparation Programs in the United States (2010). The report explicitly referred to the lack of preparation of teachers of mathematics. Writing generally, it noted the need for more research on how teachers are prepared in the United States. Recommendation 6 in the First Report of the Queensland review highlighted the importance of research in the context of university–school partnerships: 'That partnerships between universities and schools extend to research and professional development'. While the terms of reference for the Queensland review do not extend to research and professional development, the importance of expanding the research agenda is endorsed.

There is no reason to question the general relevance to Australia of findings and recommendations in these reports. The Australian Council for Educational Research (ACER) confirmed the importance of the matter with respect to the teaching of mathematics with its annual research conference held shortly before the submission of the First Report being on the theme *Teaching mathematics? Making it count* (ACER 2010).

Comments and feedback on First Report

Following the submission of the First Report, the Department of Education and Training (DET) held discussions with key stakeholders on the implementation of Recommendation 17: 'That all students will have successfully completed in their studies for the Queensland Certificate of Education at least one subject in each of English, mathematics and science, with an exception for science in the case of those who plan to teach non-science subjects at the secondary level'. The question arose in the course of these discussions about the number of school students who currently meet this criterion. Information from the Queensland Studies Authority indicated that 99.4 per cent of students complete at least one semester of mathematics and 88.7 per cent complete at least four semesters. For science, the comparable percentages are 72.3 per cent and 63.9 per cent, respectively.

A related issue is the overall achievement levels of students who enter preservice teacher education programs. The review team has monitored recent media comment on the issue as it pertains to Recommendation 4 in the First Report: 'That direct entry to a bachelor of education degree or double/combined degree on the basis of an OP score require a score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential, including interviews and, in some instances, performance (in music, for example)'. Comment in the media canvassed essentially the same range of views on the issue of prior achievement that have been presented over many years. The review leaders reaffirm the recommendation, which reflects the unprecedented levels of knowledge and skill that are required in the 21st century, when there is an expectation that success will be secured for all students in all settings. The experience of Finland, which now accepts as few as 10 per cent of applicants in teacher education, is salutary, especially in the context that all require a masters degree (it is now a graduate profession) and the gap between high and low performing students on international tests is one of the smallest in the world.

Some feedback on the First Report raised the question as to whether those who teach in the early years should also be expected to have achievements in mathematics and science to the levels indicated in Recommendation 17. The review leaders reaffirm the recommendation for all levels of teaching, because teaching to a high standard in mathematics and science is expected at all levels. A powerful case can be made that it is not simply a matter of content, but understanding the discipline itself. Howard Gardner makes this point well for all professions in *Five minds for the future* (Gardner 2006, p. 154). One of these five 'minds' is 'the disciplined mind' which he explains in these terms: 'Employing the ways of thinking associated with major scholarly disciplines (history, math, science, art, etc.) …'

Recent McKinsey Report on preservice teacher education

McKinsey & Company published to wide acclaim a report on *How the world's best-performing school systems come out on top* (Barber & Mourshed 2007). Its headline finding was that 'the quality of an education system cannot exceed the quality of its teachers'. It released another report in September 2010 shortly after the submission of the First Report of the Queensland review — *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching* (Auguste, Kihn & Miller 2010). This report noted the several pathways to a career in teaching, but cited some important information about entrants to preservice teacher education in three countries which perform at the top in international tests of student achievement, and where the gaps between high and low performing students are narrow.

In Finland, all teachers are recruited from the top 20 per cent of the high school cohort; in South Korea, primary teachers are recruited from the top 5 per cent; and in Singapore, all teachers are recruited from the top 30 per cent. These benchmarks raise a high bar for preservice teacher education in Queensland, providing support for Recommendation 1 in the First Report that called for the achievement over time of teaching becoming a graduate profession, as in Finland, or OP levels of the kind proposed in Recommendation 4.

A national system of accreditation

The First Report concluded that 'Queensland can make a major contribution to, if not lead the way in, current efforts by the Australian Institute for Teaching and School Leadership to build a new framework for teacher education in Australia'.

On 6 September, AITSL released a Discussion Paper on a national system for the accreditation of preservice programs. Forums were conducted around the nation in September. Leaders of the Queensland review were invited to attend these (David Sutton in Brisbane on 8 September; Brian Caldwell in Melbourne on 9 September) in their capacity as leaders of a related project. We were not in a position to share the recommendations of the Queensland review, but there was commonality on a number of matters that ensured a contribution could be made. There has been some informal sharing in recent months, including drafts of work in progress in Queensland, given that AITSL nominated an observer to attend meetings of the Reference Group, and discussions have been held with the authors of the Discussion Paper.

It is beyond the purpose of the Second Report to compare systematically the framework canvassed in the AITSL Discussion Paper with current or proposed approaches in Queensland. However, it is important to note that the AITSL project does not arise from a review of teacher education and does not address the issue of school induction. Its purpose is to develop a national framework of accreditation that will be implemented through state and territory agencies (for example, QCT). The framework in the Discussion Paper suggests a number of elements that are also addressed in the Queensland review, including minimum specifications for the practicum, prerequisite studies and length of graduate entry programs. AITSL will train members of accreditation panels. It is likely that Queensland will exceed the minimum specifications, and recommendations in the First Report of the Queensland review will take this state even further.

There is one matter in the AITSL initiative that is particularly relevant to the Queensland review, namely, that the accreditation process should be standards driven. The Discussion Paper contains proposed program standards for the national accreditation system, which are driven in turn by graduate teaching standards. An issue in forum discussions was how judgments would be made on how these standards had been achieved. It is in this respect that Recommendation 21 in the First Report of the Queensland review is relevant: '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'. We address the matter of 'evidence-based assessment' in the final section of this Second Report.

Behaviour management

Expert panel

The expert panel was a mix of people who were school-based (5), employed by DET (2) and Catholic Education Commission (1) to provide support to schools, a private consultant (1), and a staff member from a university who lectured on the topic (1) (a school-based panellist also serves as a part-time lecturer). Three participated in subsequent meetings.

Mr Paul Leitch	South East Coast Region Behaviour Advisory Team Leader (DET)
Ms Vicky Booth	South East Coast Region Behaviour Advisory Team (DET)
Mr David Holgate	Deputy Principal Kingston College
Dr Christine Richmond	Richmond Educational Consultants
Mr John Percy	Executive Officer - Education Queensland Catholic Education Commission
Mr Paul Brown	Head of Department Student Welfare Pine Rivers State High School and Part Time Lecturer The University of Queensland School of Education
Ms Beth Petersen Ms Tracey Slingsby (subsequent meeting)	Principal Deputy Principal Durack State School
Dr Peter Boman (subsequent meeting)	Senior Lecturer School of Learning & Professional Studies Faculty of Education QUT
Mr Bill Schneid (subsequent meeting by telephone)	Senior Teacher and Advanced Profiler, Pine Rivers State High School

Benchmarks

In developing the First Report, 18 benchmarks were established to guide an assessment of current programs and proposals for change in interviews and submissions to the review. Five of these are related to behaviour management, reflecting the broad view of the issue. Table 1 lists these benchmarks and the summary assessment of current and proposed practice, as set out in the First Report.

Table 1: Assessment of current and proposed practice in behaviour management against national and international benchmarks

Benchmark	Extent to which benchmark is currently met in Queensland	Extent to which proposals are consistent with benchmark
5. All preservice teachers undertake at least one subject that builds capacity to work with students who have special educational needs or who, for whatever reason, fall behind and need special support to catch up.	While this may be a topic in one or more subjects in some universities, it is not clear from the evidence presented in the course of this review that a comprehensive approach has been embedded in preservice programs across the state.	Some proposals are consistent with this benchmark.
6. All preservice teachers undertake at least one subject that builds 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.	While this may be a topic in one or more subjects in some universities, it is not clear from the evidence presented in the course of this review that a comprehensive approach has been embedded in preservice programs across the state.	Some proposals are consistent with this benchmark.
7. Every university that offers preservice teacher education has a clinical partnership with one or more schools that are the education equivalent of teaching hospitals. There is common understanding of what constitutes highly effective practice in universities and schools in these different settings, and there is a seamless integration of the work of staff in the two settings.	Most universities have strong partnerships with particular schools, but there are many instances where the links are tenuous, especially where the relationship is limited to placement of a preservice teacher for a practicum. The education equivalent of a teaching hospital and the 'seamless integration' of the work of staff in university and school are not broadly evident.	Where preferences have been expressed, there is a pattern among proposals to move toward this benchmark.
11. All preservice teachers have experience in partner schools that enable them to gain skill in dealing with a range of behavioural issues, including classroom management and support for those with learning difficulties.	There is little evidence of a systematic approach, although encounters with behavioural issues are inevitable. A limited view of behaviour management, largely interpreted as classroom management or discipline, appears to be more common, with practicum experience in a narrow range of settings.	Where preferences have been expressed, there is a pattern among proposals to move toward this benchmark.

Benchmark	Extent to which benchmark is currently met in Queensland	Extent to which proposals are consistent with benchmark
18. Professional teaching standards are expressed in parsimonious lists of statements that are jargon free and capable of reliable evidence-based assessment.	Queensland has led the way in specifying professional standards that provide a framework for accrediting preservice programs. It is likely that this benchmark is met, although a further searching examination should be conducted to ensure that evidence more than assertion is provided about what preservice teachers can actually do.	This benchmark has not been addressed in proposals, although the importance of professional standards and current approaches is endorsed.

Recommendations in the First Report

Six of the recommendations in the First Report are pertinent to the issue of behaviour management. These deal with partnerships between schools and universities, preservice teacher experience in partner schools, studies that focus on an assessment of preservice teacher needs, building capacity to support preservice teachers, and evidence-based assessment of the extent to which professional standards are met.

- *Recommendation 5:* That every university that offers preservice teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals.
- *Recommendation 9*: That all preservice teachers have experience in partner schools that enable them to gain skill in dealing with a range of behavioural issues.
- *Recommendation 14:* That preservice programs for all preservice teachers include a subject or part of a subject that reflects the ESL dimension of work in settings where there are Indigenous students (those who are preparing to teach in settings where most students are Indigenous should complete a strand of studies that includes such a dimension).
- *Recommendation 15:* That all preservice teachers 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.
- *Recommendation 16:* That all preservice teachers 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 preservice teachers preparing to teach in the field generally known as special education will undertake a strand of related studies as part of their degrees.
- *Recommendation 21:* 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.

Views of expert panel

Themes in the two-hour discussion and subsequent interviews are summarised in Table 2.

There was agreement with the view that behaviour management should be considered broadly, or preferably renamed. While a public perception may be that it is concerned with the control and discipline of students or the circumstances under which students can be suspended or expelled, the broader view reported in the review of research and accounts of best practice, including national and international benchmarks, is affirmed. An implication here is that policy responses or elements of preservice programs that are limited to the narrow view will not, of themselves, contribute to outstanding teaching, significantly improved learning outcomes and world-class schools.

The assessments in the First Report, as summarised in Table 1, were affirmed. There was a general view among members of the expert panel that universities are not dealing with the issue in a systematic fashion, although it may be addressed in parts of some studies. One or more substantial units, or possibly whole subjects, should be included in successive years in a scaffolded approach. The rapidly expanding knowledge base in neuroscience, for example, should be included. Experiences in behaviour management, broadly defined, must be included in the practicum and induction, with preservice teachers and beginning teachers working with skilled mentors in a manner consistent with associated recommendations in the First Report.

It was apparent in discussions that participants were either involved in or familiar with a range of models or structured approaches to behaviour management. There appears to be a need for research on their efficacy, and this suggests a research agenda in Queensland to augment that reported in the review of related national and international studies.

It was evident that there is a strong connection between behaviour management and the manner in which special educational needs are addressed, including the needs of Indigenous students. For example, Table 2 refers to the practice of 'classroom profiling' of teacher behaviour in the classroom. This approach is similar to the techniques in what has been traditionally known as 'clinical supervision'. There is persuasive evidence that this approach works particularly well in the development of teachers of Indigenous students.

An implication of the foregoing is that studies and experiences in behaviour management should be much more explicit than is currently the case. Students in preservice programs must be able to demonstrate the necessary skills, not just know and understand the topic. This raises the larger issue of how professional standards are addressed and demonstrated in preservice programs, a matter which is taken up in the final section of the Second Report.

Table 2: Themes in discussions with expert panel on behaviour management

Area of interest	Themes
Definition/ conceptualisation	• Behaviour management is about managing the environment and introducing teacher practices that increase the probability of achieving the desired behavioural outcome. • Behaviour management is often about training teachers, not children.
Preservice teacher education	• There needs to be a focus on self-management so that the preservice teacher does not always look for external causes when something goes wrong. • There is a view that universities don't teach essential skills of behaviour management, or a framework for behaviour management, because they don't believe in it and don't have the skills.

Area of interest	Themes
	• The view is that this culture doesn't exist in the university, nor does the body of knowledge.
	• What university knowledge there is revolves around special needs.
	• There is a view in universities that this material can be safely left to the practicum.
	• Preservice teachers do not have a practice that is grounded in any theory or model.
	• No-one teaches them the skills of practical classroom management that schools can build on.
	• Some universities offer subjects in behaviour management, but they are electives, and often not well subscribed.
	• Preservice teachers who attend explicit behaviour management seminars regularly say that they have learned more in three hours than they learned in the previous 12 months.
	• Panellists report that many universities commit to one short unit of only a few hours on behaviour management in the entire course. There is no evidence that the timing of this unit is linked to practicum.
	• It is not unusual for this sole unit to be delivered before preservice teachers go on their first practicum, so its usefulness is severely compromised.
	• Preservice teachers are not attending lectures or tutorials, but are hoping to acquire all the skills in the practicum.
	• The university has to understand that it is not possible to learn to teach well and learn to manage groups of students through the internet.
	• Tutorials are not being facilitated by someone with a depth of knowledge.
	• School behaviour management specialists are being invited to talk with masters' students, when they should be talking to preservice teachers.
	• At the moment there is a perception that the universities don't have credibility in this area.
	• As universities have become more research intensive, topics like behaviour management, that are seen as 'vocational', are de-emphasised.
	• Many university staff are of the view that explicitly teaching behaviour management is not important because, if you have well-planned lessons and had a good relationship with the pupils, there would not be behaviour problems.
	• There is a view that there exists a mismatch between the priority the universities assign to explicit teaching of behaviour management and the priority the schools assign to the topic.

Area of interest	Themes
Practicum	• The practicum should include a focus on relationship building. It is the basis for much teaching dialogue, but is not the complete story in behaviour management. • Learning to observe and to unpack good practice are of critical importance. • Too many preservice teachers do not know why they are doing what they are doing. • Either the university or the supervising teacher needs to teach preservice teachers to observe properly – some form of clinical observation.
	• The managed experience and reflective conversations with mentors and supervising teachers are very important. • Behaviour management skills come as part of the deconstruction of teaching. • Part of the practicum should be to develop a behaviour management plan that can be discussed and analysed against the theory when preservice teachers return from their practicum to university. • It is important for preservice teachers to experience a range of classrooms in different settings. • Just because schools have a responsible behaviour plan doesn't mean that it is necessarily followed. Often these policies exist more to protect the school.
Mentoring	• Many of the essential skills or micro-skills are not new, but they are not taught explicitly any more. It's no use relying on beginning teachers and preservice teachers 'just picking up' these skills, as they will have resigned before they do. That's a huge waste of money. • At the moment, being able to access a good mentor is the only way preservice teachers are acquiring these skills. • 'Classroom profiling' captures many of the relevant skills required for a preservice teacher. • The emphasis with teachers is on learning conversations, not managing conversations. That's where the behaviour management skills are discussed.
Induction	• The induction process is the natural place to develop essential skills of behaviour management. • At the moment, induction is too hit and miss. • One school staff member needs to take the responsibility for successful induction. • Essential Skills for Classroom Management is a positive reinforcement behaviour management strategy. Its data suggests that it is worth further investigation and introduction into schools.

Area of interest	Themes
Beginning teachers	• Too much of their practice is marked by 'unconscious incompetence'. • When beginning teachers find themselves in a situation where their strategies are not working, too often they look outside themselves for an external reason and point of blame rather than looking within themselves • There is a danger for the beginning teacher in using systems such as School Wide Positive Behaviour Support to do the management and provide the feedback to students. Too many teachers are too quick to make it someone else's problem. • Learning to be a reflective practitioner is essential in developing good behaviour management skills. • Often mature age graduates have enormous expectations put on them because they are older, but they flounder just like everyone else. • Beginning teachers could profit from strategies such as non-violent crisis intervention training. • Too many beginning teachers rely on relationship building rather than a working understanding of the essential skills. • Given the increased complexity of teaching and the increased performance demands, it is not possible for beginning teachers to master all these and then have time to engage in reflective discussion on their behaviour management framework, even if they have one. They need more non-contact time. • Beginning teachers need a framework. Some excellent frameworks have been in EQ since 1996. • Some smaller schools may not have a master teacher who can unpack their own practice as well as the practice of the person they are observing.
Employing authorities	• Hearsay links attrition rates for beginning teachers to behaviour problems in their classrooms. It is important to try to access Queensland data to validate or reject this assumption, as it is very damaging. • Overseas research does demonstrate that the common denominator in teachers leaving the profession after two or three years is that they can't manage students' behaviour. • There is the perception that a gap exists between what the universities tell QCT they are teaching and what they are actually teaching. • Education Queensland has produced a number of very good resources that no one knows about. • Some school PD funds have to be steered in the direction of behaviour management skilling, especially in places where the staff may not have the capacity or capability.

Recommendations

Eight recommendations are offered in relation to the achievement of standards in behaviour management in teacher education and school induction. These reflect the findings in the review of research, policy and practice, along with benchmarks that were subsequently derived, and shaped further by discussions in the expert panel.

1. That a broad, rather than narrow, view should be taken of behaviour management to ensure that related knowledge, understanding and skill in relation to assessment and support of all preservice teachers are addressed, including those preservice teachers with special educational needs.

2. That universities should offer substantial, compulsory units or subjects that deal with behaviour management, spaced logically for the duration of the preservice program.

3. That explicit instruction and practice in an accepted approach to clinical observation should be compulsory in the preservice program. (An example of this is 'classroom profiling', which is a detailed, recorded snapshot of what happens in a classroom, followed by a reflection session between the teacher and profiler. The aim is to help the teacher increase his/her repertoire of classroom management skills.)

4. That an outcome of explicit teaching of behaviour management skills should be the formation of a personal framework that the preservice teacher develops at the university, puts into practice during each practicum, reflects on during subsequent field experience and lectures and tutorials, and develops further in an induction program.

5. That one or more professional standards should be developed that explicitly refer to capacity in behaviour management.

6. That a requirement for accreditation of preservice programs should be the capacity of the university to furnish evidence that preservice teachers who pass related subjects and field experiences will have demonstrated their capacity to achieve professional standards.

7. That existing behaviour management packages and resources should be made available to all schools, along with professional development on their use.

8. That further research should be undertaken to determine the efficacy of different packages currently on offer or subsequently developed.

Students with special educational needs

It was decided to broaden one of the issues for more detailed consideration in the Second Report so that 'students with disabilities' are included in the much broader framework of 'students with special educational needs'. This section of the report therefore encompasses areas traditionally known as 'special educational needs', 'gifted and talented' and 'students with disabilities'. There seems to be growing awareness that relatively large numbers of students in the general student population are included in this view. Some might contend that all students have special educational needs; hence the current interest in personalising learning, but this is broader topic that takes the review beyond the areas specified in its brief.

Expert panel

The expert panel was a mix of people who were school-based (4), employed by DET to provide support to schools (1), and a staff member from a university who lectured on the topic (1).

Dr Wendi Beamish	Faculty of Education, Griffith University
Mr Peter Blatch	Executive Director, School Improvement, DET
Ms Dianne McRoberts	Head of Department, Learning Support, St James College
Ms Nerida Higgins	Learning Enhancement Coordinator, Primary, John Paul College
Ms Jenny Wilson	Kuraby Special School
Ms Vicki Hunter	Head of Department, Pine Rivers State High School

Benchmarks and recommendations in the First Report

The benchmarked assessment of current practice and proposed change is the same as that set out in the previous section which took a broad view of behaviour management. The same recommendations also apply to 'students with special educational needs'.

Views of expert panel

Themes in the two-hour discussion are summarised in Table 3.

In general, it seems that there is a rather fragmented approach to preparing teachers to work with students with special educational needs. Some universities deal comprehensively with the topic for all preservice teachers, as well as offering particular strands of study for those who wish to specialise. There are named degrees in 'special education', although the numbers of preservice teachers are dropping (examples were cited of the extent of this decline).

Given the relatively large number of students with special educational needs in the general student population (up to 30 per cent), there is a view that university programs should not be accredited unless their preservice teachers can demonstrate a capacity to work effectively in these settings. It is therefore important that university–school partnerships provide an opportunity for all preservice teachers to gain related experience.

Expressed another way, discussions contrasted the kinds of classrooms preservice teachers will find themselves in compared to the situation several decades ago. Some will find students who:
- are from broken homes
- are Indigenous

- are from families from many backgrounds where English is not spoken at home
- have a range of conditions across the spectrum of special educational needs, or
- are 'gifted and talented'.

This may describe the majority of students in the majority of classrooms across the state. The traditional approach of preparing a set-piece lesson with a 'one size suits all' pedagogy has no place in such a classroom. It is a highly complex and very demanding setting for contemporary teachers. It requires a high level of professional skill to make 'adjustments' or to 'differentiate', and building a capacity to do so should be a purpose in each year of teacher education and in the practicum. The notion of a 'spiral' curriculum in teacher education was invoked. Summarising the situation, it may be time to drop the various labels of students who constitute classrooms, such as those described above, and refer generally to the importance of every teacher dealing with a 'diversity of needs'.

While many 'packages' have been developed that can be used by teachers in related work, there is a view that there is not wide knowledge of their existence. Attention was drawn to practice in one school that has a well-developed set of policies and procedures in the areas covered in this section of the Second Report and, at first sight, the approach is exemplary. Building capacity in each school should be part of the 'vision'. There are particular difficulties in this regard for small or remote schools, and the need to provide systemic support using state-of-the-art technologies was acknowledged. This calls for a special kind of university–system–school partnership to ensure that such support is delivered.

It was acknowledged that there are high costs associated with effective programs in universities and schools, and there was a view that there is a current imbalance in favour of autism (the importance of meeting needs in autism was accepted). (At about the time the expert panel met, the position of Professor of Autism at Griffith University was advertised, and two feature articles were subsequently published in *The Australian* describing the apparently high incidence of the condition in Queensland and the reasons why Griffith was seeking to appoint a professor.) In general, there is concern at the apparent loss of focus in preservice programs and in systemic support, and this is a resource issue.

Table 3: Themes in discussions with expert panel on students with special educational needs

Area of interest	Themes
Preservice	• Many mainstream beginning teachers don't have a foundation understanding of special needs. • The numbers taking such courses are dropping alarmingly. • The gender imbalance among such teachers is a cause for concern. • Some universities are offering strands as part of general preparation. • Some universities are offering courses in managing pupils with high support needs. • Special needs training has to start in year one of preservice training. • Besides preparing mainstream teachers, universities must offer specialised courses for those who want to become specialists in the area. • It is absolutely critical that universities work in partnership with schools and clusters of schools. • Adjustment and behaviour are two critical themes of university preparation.

Area of interest	Themes
	• Mainstream preservice teachers need a placement in a special school or class, given that this target group occupies 20–30 per cent of the overall school population. • Preservice courses should only be accredited if adjustment for special needs is embedded in every curriculum and pedagogical learning experience. • There is a very real fear that there will soon be no courses preparing teachers to support special needs pupils, especially those in low incidence areas.
Practicum	• Finding enough experienced teachers and schools is very difficult. • The nature of the practicum is very specialised, and preservice teachers can miss a lot if they don't have informed observation. • There are many resources in existence that are just sitting on shelves somewhere.
Mentoring	• Being linked to a mentor is extremely important for transmission of skills. • Classroom teachers need training in this respect. • Supervising teachers need to be mentored by specialists in the fields before they take on preservice teachers.
Internship	• As part of their internship, teachers need to be tested through hypothetical simulations about identification of special needs and adjustments they would propose.
Beginning teachers	• Catering for diversity needs to be part of each school's developing performance framework. • Teachers need the skills to work with adults, as this will occupy a significant proportion of their time.
Employing authorities	• There is a view that EQ does not see the broad area of 'special educational needs' as a priority. Most of the funding goes into autism. • Programs in terms of visually and hearing impaired have largely disappeared because of no support from EQ. • Panel members were of the view that QCT did not want to acknowledge special needs as a teaching area.

Recommendations

1. That universities should develop strategies to share resources and course offerings so that there can continue to be training for teachers in low incidence and other specialised areas of special needs.

2. That all preservice teachers experience one practicum focusing on students with special needs.

3. Given the specialised nature of the practicum, that explicit instruction and practice should take place in teaching preservice teachers the skills of reflective observation and differentiating the curriculum to cater for children with special needs.

4. That opportunities should be developed in the practicum to assist preservice teachers in identification of children with special needs and adjustments they would propose.

5. That systemic acceptance of the range of special needs and the necessity to fund these should be encouraged.

Indigenous education

Expert panel

The expert panel was a mix of people who were school-based (1), employed by DET (1) and Catholic Education Commission (1) to provide support to schools, a private consultant (1), and a staff member from a university who lectured on the topic (1).

Dr Janelle Young	School of Education, Australian Catholic University
Mr Ken Schaumberg	Director, Far North Queensland Indigenous Schooling Support Unit, DET
Mr Des Crump	Dhinawun Consultancy
Ms Vicki Hunter	Head of Department, Pine Rivers State High School
Ms Jane Ceolin	Executive Officer, Indigenous Education, Queensland Catholic Education Commission

Benchmarks

The First Report contained a review of research, policy and practice on teacher education and school induction for those who plan to work in, or are assigned to work in, schools with significant numbers of Indigenous students. This review was part of a comprehensive survey of what is occurring in other countries, and states other than Queensland (Chapter 4). The purpose of the review was to establish benchmarks against which current and proposed approaches in Queensland could be assessed (as was reported above for behaviour management and students with special educational needs).

It was concluded that there were no suitable benchmarks that could be derived from practice in other jurisdictions, and the way forward was to look closely at current and proposed practice in Queensland and make recommendations without reference to benchmarks. A single recommendation was made in the First Report on the basis of information gleaned in interviews, as well as current and proposed approaches, including an account of the RATEP initiative at James Cook University.

Recommendation in the First Report

- *Recommendation 14:* That preservice programs for all preservice teachers include a subject or part of a subject that reflects the ESL dimension of work in settings where there are Indigenous students (those who are preparing to teach in settings where most students are Indigenous should complete a strand of studies that includes such a dimension).

Views of expert panel

It was clear in discussions with the expert panel that the teaching of Indigenous students is far more complex than is generally understood. While a deep understanding of culture is important, the issue of language appears to be pre-eminent in many respects, with English often the second or even third language of many students. This appears to be the 'new paradigm' in Indigenous education. It was noted that there are up to five dialects of the Wik language. Moreover, there are profound differences between Indigenous students in urban and rural or remote settings (most of Queensland's Indigenous students are in urban schools, where there is a high level of transiency of the Indigenous population).

It was generally felt that some universities do an outstandingly good job preparing teachers for the task, and this was reaffirming given the judgment of the review leaders that benchmarks for best practice are as much, if not more, likely to be found in Queensland than elsewhere in Australia or other countries. Despite this, there was also a view that too many preservice teachers left their universities without the necessary knowledge and skills. Much of the discussion with expert panels on behaviour management and students with special educational needs applies also to the preparation of teachers who will work with Indigenous students.

The induction experience is particularly important, because the local Indigenous community has an important role to play. For the beginning teacher, it is not so much the next phase of training, but an opportunity, indeed a need, to construct a new reality about community. Where feasible, it is important that teachers visit the homes of their Indigenous students. It is not surprising that the parents and other extended family members of Indigenous students are reluctant to visit the school. Relationships must be honest, open, frank and transparent.

Members of the panel felt that many beginning teachers still tended to have incorrect stereotypes, including stereotypes of Indigenous teacher aides, who in many instances operate virtually as 'co-teachers'. They invariably have deep roots within the local community and may have long periods of service at the school.

Overall, and of special significance in the context of this review and its background of the Masters Report and Queensland's performance on NAPLAN, is the fact that there is fragmented, if not inadequate, attention paid to the language issue. Knowledge and understanding of this issue alone warrants serious attention for its inclusion as a core study for all preservice teachers (not just those preparing to teach Indigenous students). Most Indigenous students and their families don't have a 'print tradition'. NAPLAN results may improve if tests were administered in the first language of students, or at least if the instructions were given in this language. This is unlikely to happen, but improvement is almost certain to occur if the language perspective highlighted in panel discussions is embraced.

Table 4: Themes in discussions with expert panel on Indigenous education

Area of interest	Theme
Preservice	• ESL teaching methodology is a major part of teacher preparation in this respect. • Cultural awareness and cultural sensitivity are of critical importance and have to be addressed in a comprehensive manner. • The differences between pupils in remote communities and those in urban situations need to be recognised, and the needs of all groups addressed as part of preservice education. • Some universities are doing outstanding work in preparing preservice teachers to teach in Indigenous communities. • Good teacher preparation helps build resilience and encourages reflective practices.
	• Preservice teachers are not graduating with tools they need, specifically knowledge and skills around differentiation and behaviour support. • Preservice education needs to address explicit strategies to support the large number of children who come from an environment where they are not familiar with print communication.
Mentoring	• A minimum of two hours per week should be with an assigned mentor. • The current arrangements are too ad hoc and benefit neither the mentor nor the beginning teacher.

Area of interest	Theme
Induction	• Communities are seeking a role in the induction of beginning teachers. • They want a community-based induction around protocols, living in the area, local values. • Induction should also address the issue of developing positive working relationships with people, then the community. • The concentrated induction held for those teaching in communities is valued. • Induction for teaching Indigenous pupils is not so much about teacher training, but about other constructions of reality and how to understand them. • Induction in this context also involves pulling beginning teachers out of the communities and holding a refresher course once they have had firsthand experience. • The time spent on induction for these teachers is far too short, given the complexity of the environment.
Beginning teachers	• Beginning teachers make incorrect assumptions about Indigenous students' capacity to learn. • Beginning teachers should avoid the trap of stereotyping these students. • It is important for beginning teachers to develop the skills of reflective practice. • All teachers should be aware that an Indigenous young person is not necessarily a Standard Australian English speaker. • The lack of appropriate systemic support for recently graduated teachers is leading to an unacceptable attrition rate. • Beginning teachers need to be shown the enormous contribution that Indigenous teacher aides can make to their professional practice. • Beginning teachers need to avoid stereotyping these assistants. • Parental engagement takes on an entirely different meaning, which beginning teachers need to be aware of and respect. • The school–community relationship is more important to Indigenous people than it is to the more mainstream environments. • Many Indigenous children come from an environment where they have very limited familiarity with print.
Indigenous teacher aides	• They are usually completely under-valued in terms of the contributions they can make. • They are the 'ongoing longevity' in many schools. • They are the links to the community that are essential if there is to be any relationship growth. • They are often assigned menial jobs, because no-one has explained to the beginning teacher their value. • They need to be seen as co-teachers, not menials.
Employing authorities	• In many schools, the depth of experience just doesn't exist, given the turnover rate of principals and teachers. • This turnover has a significant negative impact on the communities as well. • There is a view that a significant part of Indigenous students' low performance in tests like NAPLAN is based on poor or non-existent explicit ESL teaching methodology.

Recommendations

1. 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.

2. 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.

3. That employing authorities should continue to offer comprehensive induction programs for beginning teachers located in Indigenous communities.

4. That induction should be supported as a continuing program, not a one-off engagement.

5. 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.

6. That beginning teachers should be assisted, through the induction process, to understand the sensitivities in developing positive parental engagement with the Indigenous community.

Early childhood education

The review leaders were requested in early June to give particular attention to early childhood education as delivered in schools (early childhood education in pre-school settings was excluded from the brief).

Expert panel

The expert panel was a mix of people who were school-based (2), employed by the Catholic Education Commission to provide support to schools (1), and a staff member from a university who lectured on the topic (1).

Professor Ann Farrell	Head of School, School of Early Childhood, QUT
Ms Vaunessa Parker	Prep Teacher, Kelvin Grove State College
Ms Sophie Dent	Year 1 Teacher, Kelvin Grove State College
Ms Jane Slattery	Executive Officer, Education Programs, Queensland Catholic Education Commission

Benchmarks

The First Report contained a review of research, policy and practice in teacher education and school induction in early childhood (Chapter 4). The early years of learning were included in a single benchmark that included all levels of schooling, as set out in Table 5, which provides an assessment against this benchmark of current and proposed practice.

Table 5: Assessment of current and proposed practice in early childhood education against national and international benchmarks

Benchmark	Extent to which benchmark is currently met	Extent to which proposals achieve benchmark
A minimum of five years of preservice education at university level is a requirement for entry to the profession. There are different strands for the preparation of early years, primary and secondary teaching.	A small number of five-year programs have been introduced, being two-year masters following successful completion of a three-year bachelor degree. Double or combined degrees are normally of four years duration. Most preservice teachers complete a four-year bachelor of education or a one-year graduate diploma. Most degrees are specialist with a focus on particular levels of schooling.	There is a trend in some universities to five-year preservice, mainly by extending the one-year graduate diploma to two years, with re-design to make a masters degree appropriate. There are different views on the extent to which the benchmark should apply for those who plan to teach in the early years.

Views of expert panel

Table 6 summarises themes in discussions with the expert panel on early childhood education.

There was agreement in discussions of the expert panel that 'early childhood' encompasses the years from 0 to 8, and that emerging priorities in policy and practice are well-founded. Research has consistently shown that investment in early childhood yields extraordinary dividends for the wellbeing of society. Despite the fact that this review is concerned with the years of formal schooling, it is important for those preparing to teach in the early years to have a sound knowledge of child development from birth.

An important theme in these discussions and in other expert panels, notably Indigenous education, was that of language development. Those who work in early childhood must deal with large numbers of students for whom English is a second language.

Some different perspectives on the practicum and school experience were offered. Apart from a preference for a practicum in the first year, the desirability of short, relatively frequent visits to different schools was mentioned. In some instances, these may be follow-up visits to an earlier practicum so that preservice teachers could see the impact of their work. Induction was conceived as commencing from the start of the preservice program, consistent with the view presented in the First Report. Meetings of beginning teachers with those in their second or third years of preservice education have value. Internships and mentoring are valued. Employing authorities should make strong commitments to ensure that adequate attention is given to induction and mentoring.

Members of the expert panel were concerned at the impact of formal grading in reports in the early years, pointing to pressures to reduce the amount of play-based learning (for which there is robust evidence to support its efficacy).

It was acknowledged that there are several pathways for those who plan to teach at this level, but it was stressed that high standards of entry should be set and maintained. This is consistent with recommendations in the First Report with respect to OP levels. Responding to this will be a particular challenge given a projected shortage of teachers to work in the early years.

Table 6: Themes in discussions with expert panel on early childhood education

Area of interest	Theme
Definition/ conceptualisation	• Early childhood covers the years from birth to 8. • Teacher education in this field covers education for those teaching in schools, long day care, Prep, kindergarten, family day care, C&K, community centres. • There exists a persuasive body of evidence that demonstrates that an investment in early childhood education delivers economic advantages to the community, besides providing children with an educational advantage.
Preservice	• Even though there are a number of pathways to articulate into an early childhood course, it is important that entry standards are maintained. • An OP of an appropriate level is considered mandatory for enrolment into an early childhood course. • Beginning teachers report that there are a high numbers of ESL children in their classes and they are uncertain how to assist them. • It is considered essential that all preservice teachers gain explicit instruction in knowledge and understanding of ESL. • Panellists report that there is a need for enhanced literacy education for early childhood preservice teachers. • Given the developmental range of the early childhood years, it is suggested that early childhood literacy training should be broken down even more.
	• Preservice teachers want to know how to create a plan that caters for the different needs of children. • Oral language and oral communication must be an explicit part of undergraduate programs in this area. • Learning skills in relationship development are considered to be exceedingly important. • Music and performance must remain as part of the university program for early childhood teachers given the extent to which young children learn and engage through music and movement.
Practicum	• More short, regular visits to schools would be valued. Currently there is no opportunity for preservice teachers to see the outcomes of the work they have undertaken. • Preservice teachers advocate a practicum in the first year. Such a practicum would have the added benefit of discovering who was committed to early childhood teaching. • In some early childhood subjects, field work, as opposed to practicum, provides the opportunity for the preservice teachers to be out in the field with greater frequency.
Mentoring	• Mentoring is highly valued. • Beginning teachers advocate training for mentors. • Beginning teachers would like to experience mentoring in a number of types of schools.

Area of interest	Theme
Induction	• Induction of beginning teachers is enhanced for these teachers when second and third year teachers are included in the induction program. • A broad induction commenced at university is particularly important given that graduates might be directors of multidisciplinary centres, with little time or opportunity to learn the necessary leadership and management skills.
Internships	• Internships are valued by preservice and beginning teachers.
Beginning teachers	• Beginning teachers value the idea of cluster new grad meetings, where the induction is enhanced by the opportunity to share with other beginning teachers.
Employing authorities	• Rather than mandate that universities are responsible for induction, it is important to ensure that all systems commit to formal mentoring and the acquisition of related skills. • With the change in legislation, it is predicted that there will be a shortfall in the numbers of early childhood graduates. A shortage of 700 teachers by 2014 was mentioned. • There is universal disapproval of the idea of grading children this young on an A–E scale in a report. Assessment is considered to be really important in making reasonable judgments about teaching and learning. • There is a concern that the play-based curriculum is coming under increased pressure to be phased out, irrespective of the fact that there is international evidence to support it as an appropriate concept.

Recommendations

1. That an OP score at the appropriate level should be mandatory for entry into an early childhood course.

2. That selection processes should include an interview to assess the applicants' mastery of oral communication.

3. That music and performance should continue to be explicitly taught as a mandatory part of an early childhood course.

4. 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.

5. That induction at university should cater specifically for those who might become directors of multidisciplinary centres.

6. 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.

7. That explicit instruction should be provided at university, and during the practicum, in developing behaviour management strategies that are specifically appropriate to young children.

8. That unsatisfactory performance should be managed appropriately as soon as possible during the course or the practicum.

Middle schooling

Each level of schooling is important, and this Second Report gives attention to two of these. The first (early childhood education) was added to the brief in June, and the previous section provided a summary and recommendations. Middle schooling was mentioned in interviews in the first phase of the project, and some universities are giving particular attention to it, including a named degree in one instance. Middle schooling is contentious for one reason or another, so the review leaders decided to gather the views of an expert panel.

Related literature

No benchmarks for middle schooling in preservice teacher education were established in the first phase of the project, so there was no review of research, policy and practice in the First Report. As noted above, the research team included this issue in the second phase in response to matters raised in interviews during the first phase. There is a substantial body of literature on the topic, and in our view, one of the best has been substantially authored by scholars in Queensland: *Teaching middle years: Rethinking curriculum, pedagogy and assessment*, edited by Donna Pendergast (Griffith University) and Nan Bahr (Queensland University of Technology) (2010). Scholars from other universities in Queensland also contributed, along with leaders in the field elsewhere in Australia and other countries. Professor Bahr was a member of the expert panel on middle schooling. The following draws on other sources to highlight some important aspects of the topic.

It is important to distinguish between three concepts that are often either misunderstood or used interchangeably: middle years, middle school and middle schooling. The middle years refer to a period of personal development, normally those when a person approaches and then enters adolescence. Because of the different rates of personal development, there can be no precise delineation of the age or grade span of the middle years. The middle school normally refers to a level of the school, being distinct from what is usually designated a junior school or a senior school. There is no 'right' age or grade range for a middle school. The middle school may typically span Grades 5 to 8 or Grades 6 to 10. There is usually a physical separation of the different 'schools' within a school, so the 'middle school' may refer to both a physical structure as well as a particular span of grade levels. The key concept, however, is middle schooling, which is not bound by or defined in terms of age, grade levels or structures. It more usually refers to particular beliefs and practices about curriculum, learning and teaching that are appropriate to the middle years. It is evident that the three concepts can, indeed should, cohere, but middle schooling is closer to the concept of the middle years to the extent that a separate structure is not necessarily a part of delivery, although it usually is. Chadbourne observed that 'whereas middle schooling refers more to a particular type of pedagogy and curriculum than to a particular type of school structure … setting up middle schools does not guarantee that middle schooling will take place' (Chadbourne 2001).

In their comprehensive review of research, policy and practice, Dinham and Rowe described the pedagogy of middle schooling in the following terms:
- Classroom pedagogy must respond to the diverse needs and abilities of middle year students. To respond effectively, pedagogy must be flexible, reflecting creative uses of time, space and other resources as well as group and individual needs. It must also be learner-centred, with an emphasis on self-directed and co-constructed learning. Flexible classrooms provide every learner with tasks that are engaging and that develop understanding and skills (Dinham & Rowe 2008).

Reflection on this description may lead one to the view that, with the possible exception of the reference to 'an emphasis on self-directed and co-constructed learning', this account may apply in precisely the same terms to every level or stage of schooling. In this respect, there needs to be the same careful attention to design and delivery at every point as a student progresses through the school. This attention has been given to early childhood education in this Second Report.

If there are unique features of the curriculum, teaching and learning in middle schooling, it is important for those who work in earlier or later stages to be not only cognisant of, but also actively engaged in, design and delivery for their own stage in a manner that takes account of what occurs in middle schooling. The same applies to those involved in the design and delivery of middle schooling, who must also take account of what precedes and follows. It is why this work is a whole-of-school endeavour. It is important for these reasons for universities to include studies and experiences in middle schooling in their preservice teacher education programs.

Expert panel

The expert panel was a mix of people who were school-based (4), employed by the Middle Years of Schooling Association (1) and Catholic Education Commission (1) to provide support to schools, and a staff member from a university who lectured on the topic (1).

Professor Nan Bahr	Assistant Dean, Teaching & Learning, QUT
Ms Susan Hearfield	Executive Officer, Middle Years of Schooling Association
Ms Jess McLean	Middle School Teacher, Somerville House
Ms Jane Slattery	Executive Officer, Education Programs, Queensland Catholic Education Commission
Ms Sue Daly	Head, Middle School, All Saints Anglican School
Ms Carrie Allwood	Head, Middle School, Trinity Lutheran College
Ms Jane Harvey	Deputy Principal, Talara Primary College

Views of expert panel

Table 7 summarises themes in discussions with the expert panel.

The conceptualisation of middle schooling is important. It does not refer to a structure or stage of schooling. The essence of middle schooling is the philosophy or approach to learning and teaching that is developmentally appropriate to a particular age range of students, normally seen as between about 10 and 15.

Members of the panel believe that approaches to middle schooling in preservice programs in Australia are among the best in the world. (It may be that benchmarks should be determined on the basis of best practice in Australia.)

It is important for preservice teachers to gain experience in schools that have a well-developed approach to middle schooling, but the limited number of days for a practicum experience in the early years of their courses often precludes this possibility. Panellists would welcome more and stronger partnerships between universities and schools that specialise in middle schooling.

There is concern that, in a variety of ways, the importance of middle schooling is not recognised as widely as it should be. Beginning teachers who have specialised in this area in their preservice programs should be placed in schools that have well-developed middle school programs or wish to have them. It is understood that many principals do not believe in middle schooling.

There are particular approaches to teaching and learning that are stressed in middle schooling, for example, teachers and preservice teachers working in teams for some of their work. There are good resources available to guide such practice.

Table 7: Themes in discussions with expert panel on middle schooling

Area of interest	Theme
Definitions	• Middle schooling is a philosophy that drives different age appropriate and developmentally appropriate ways of engaging with students. • Middle schooling tends to focus on students between the ages of 10 to 15.
Preservice	• Panellists reported that, in some teacher preparation courses, there was a total of 15 days practicum for the first three years. • The universities cover the theoretical aspects well, but preservice teachers feel a need for the universities to address practical aspects more. • Australian universities are internationally recognised for the quality of their middle schooling teacher preparation. • Universities would like to set up robust partnerships with schools that are committed to middle schooling. • We need to look at the pedagogy of how we actually teach the preservice teachers.
Practicum	• The focus in middle schooling located in secondary schools must be on teaching a class, and not a subject. • Schools that have a commitment to middle schooling and practise it should be identified and selected for specific placements. • Practicum is an opportunity for trainee teachers to engage in enquiry-based learning that they will teach themselves. • Practicum should reflect real-life situations in terms of tasks given to preservice teachers, e.g. authentic assessment tasks. • *Lutheran education signposts for middle schooling* is a very clear road map of the nature of middle schooling, the characteristics of the pupils and the expectations on a trainee teacher.
Beginning teachers	• It is important that beginning teachers trained in middle schooling are placed in a supportive environment that values this specific phase of education. • Beginning teachers need to be knowledgeable about working in teams and being involved in cross-disciplinary experiences.
Employing authorities	• There are still too many influential people, including principals, who say that middle schooling is rubbish and has no place in their school. • If the system is serious about middle schooling, there needs to be a placement in schools where someone is responsible for managing the practicum program, from a teaching, not an administrative, point of view. Middle schooling has unique characteristics that are being lost in the practicum.

Recommendations

1. That, in the interests of avoiding confusion or 'opt-out', employing authorities should give a firm policy direction as to the place and future of middle schooling in their jurisdictions.

2. That schools should more specifically address middle schooling during the practicum to support the theoretical knowledge preservice teachers are gaining at university.

3. That, as team building, group work and associated skills are essential elements of successful middle school teaching, preservice teachers who undertake courses or subjects in middle schooling should be given specific instruction in these topics.

4. That universities should be encouraged to develop partnerships with schools that have a demonstrated commitment to the middle schooling philosophy.

Parental engagement

Parental engagement was included in the Terms of Reference for the review. The First Report provided a benchmark and a recommendation on the issue but more detailed attention is given to it in the Second Report. This section of the Second Report includes the benchmark and recommendation from the First Report and a summary of a project on parental engagement commissioned by the Queensland Department of Education, Training and the Arts (DETA). The views of the expert panel are summarised and recommendations are presented.

Expert panel

The expert panel was a mix of people who were school-based (2), representatives of parent organisations (2), a visiting teacher who provided support to schools (1), and the head of school at a university (1).

Mr Daryl Hanly	Principal, Nudgee College
Ms Carmel Nash	Acting Executive Officer, Federation of Parents & Friends Associations of Catholic Schools in Queensland
Ms Sue Hegarty	Teacher Education, Isolated Children's Parents' Association
Ms Sandy Bach	Advisory Visiting Teacher – Inclusion, Moreton East (DET)
Mr Sean Hortz	Year 12 Coordinator, Kingston College
Associate Professor Helen Huntly (email communication)	Dean, School of Education, Faculty of Arts, Business, Informatics and Education, Central Queensland University (CQU)

Report of related research in Queensland

There is a substantial body of literature on theory, policy and practice in relation to parental engagement in schools. DETA commissioned Educational Transformations to undertake a review of this literature and conduct case studies of schools in Queensland, with a report in July 2007 (Educational Transformations, 2007). Co-leader in this review of teacher education and school induction, Brian Caldwell, was the chief investigator in the project. There was strong evidence to suggest that 'different types of parental involvement have an influence on levels of student motivation, engagement, retention, behaviour and learning in specific subject areas'. Teachers have an important role to play, thus warranting attention to the matter in preservice programs. The following information is drawn from the report.

The purpose of the project was to gain a stronger understanding of the available research on the impact of parental engagement on student learning and outcomes, and to identify strategies which were in place at the time in Queensland state schools to enhance the involvement of parents (including parents, guardians and all those who provide care to school-aged students). The first phase of the project examined research to determine if there are practical methods or innovations that enhance the relationships between parents and schools and which will provide benefits for students in Queensland state schools. The term 'student outcomes' was used to describe all forms of outcomes, including, but not limited to, students' academic achievement.

The findings were organised according to Epstein's (1995) model of parental involvement. Epstein's model is the most frequently used in studies in this area. The model offers categories for the complex and diverse range of activities, behaviours and attitudes that can be defined as parental involvement (engagement) as set out in Table 8.

Table 8: Categories of parental engagement (based on Epstein 1995) (Educational Transformations 2007)

Category	Description
Parenting	This category is used to refer to some forms of parental involvement in children's education in the home, including parents' attitudes towards education and executing their choice of a school for their child.
Communicating	All forms of communication between parents and the school are included in this category of activities. Two subcategories of communication have been added in this project to describe forms of communication that are structured by schools, and less formal communication activities that can be initiated by either parents or the school.
Volunteering	This category refers to parents acting as volunteers for the school, which may be directly related to classroom activities or to general school activities.
Learning at home	The activities described by this category include all types of parents' support and involvement with school-initiated activities in the home, such as homework or other educational activities to be completed outside of the school.
Decision-making	The decision-making category refers to all parental involvement in school governance, which may be through the Parents and Citizens Association or the school council.
Collaborating with the community	There are many forms of school–community collaborations including parenting programs, which may be initiated by the school or outside organisations.

The second phase of the study included case studies of 10 Queensland state schools to provide exemplars of current parental engagement policies and practices. The researchers visited each school and conducted interviews or group discussions with key stakeholders in the school community, including school leaders, school staff, parents and students. Implications for policy and practice in relation to parental engagement in Queensland are set out in Table 9.

Table 9: Implications for policy and practice on parental engagement in Queensland schools (drawn from report by Educational Transformations 2007)

Theme	Implication
Contextual differences between schools	Schools are not homogenous organisations, and practices that are successful for enhancing parental engagement in one context may not work in another. The context of individual schools and school communities needs to be acknowledged in the development of practices to enhance parent engagement. We recommend the networking of ideas between schools in order to share involvement strategies and develop best practice for enhancing parental engagement in the diverse range of school contexts.
Variables in parental engagement	The levels of parental engagement in school-based activities are higher at the primary level than the secondary level of schooling. Parents' home-based involvement in their children's education, however, is maintained at all levels of the school. High levels of public recognition and praise for all types of parental engagement at all levels, especially for the support of children in secondary schools, may encourage greater involvement.
School choice	Recent Australian research suggests that when parents are active in selecting a school for their child, they are more likely to be involved in school activities. It is recommended that DET maintains the provision for parental choice of school. Processes should also be implemented to make it easier for parents to gain access to valid information to guide their choice of schools.

Theme	Implication
Invitations to participate	Schools in the case studies reported their success in raising levels of parental engagement by inviting and encouraging individuals to be involved in school activities. Public acknowledgment of the importance of welcoming parents to schools and the use of every means, including appropriate media, can be used to enhance the involvement of parents.
School atmosphere	A welcoming school atmosphere has been found to encourage parental involvement in school activities. Schools should be informed of effective strategies which create a welcoming and friendly school environment, including the incorporation of relevant features in building design and professional development.
Effective home–school communication	Effective communication is recognised as the most important and valuable form of parental engagement. Many school staff, however, are not trained to communicate effectively with members of a community who may come from diverse backgrounds. All educational staff should recognise the importance of effective home–school communication and implement systems to create and maintain the skills of staff to communicate effectively with members of the school community.
Barriers to effective home–school communication	There are a range of barriers to effective communication between schools and parents, including parents not being comfortable at the school site or having limited literacy skills. Many of these barriers can be overcome through the further enhancement of the range of technologies available to schools to ensure that parents receive all relevant information about their children's learning. The use of email communication and posting of information on school websites may assist some schools to communicate effectively with their school community. Where members of the community do not have access to internet technology, schools may be required to use other approaches.
Parenting programs	All research, including case studies conducted during the project, provided endorsement of literacy and numeracy programs that include parents. Sustained support is recommended for programs that secure the engagement of parents in literacy and numeracy programs. Engaging parents in the community setting for Indigenous students is affirmed.
Decision-making	No evidence has identified a relationship between parental engagement in school decision-making processes and improved student outcomes. There is evidence, however, that parents' involvement in school governance contains benefits for both parents and the school. Public acknowledgment of the benefits of participation in Parents and Citizens Associations and school councils, where the latter exist, could enhance parents' involvement in school decision-making processes. No change to governance arrangements are indicated in research on parent engagement.
Queensland context	There is limited research on parental engagement in Queensland state schools. Further research is recommended to gain a better insight into barriers and gateways to parental engagement in the Queensland context.
Community engagement officers	Community liaison officers are employed in some Queensland state schools to facilitate relationships between schools and the community, particularly in areas with a large Indigenous population. There is, however, very little research on the efficacy of this role in enhancing parent engagement. Further empirical research is required to gain a greater understanding of the efficacy of the community liaison role, with a particular focus on the role of community liaison officers in Indigenous communities.

The project reported above demonstrated that there is substantial literature on research, policy and practice related to parental engagement. Studies in preservice teacher education programs have much to draw on. The 10 schools that provided the case studies indicated that there is a range of good practice in Queensland that augurs well for replication and an expansion of related practicum experience in the years ahead.

Benchmarks

Table 10 includes the benchmark on parental engagement and an assessment of current and proposed practice, as set out in the First Report.

Table 10: Assessment of current and proposed practice in parental engagement

Benchmark	Extent to which benchmark is currently met	Extent to which proposals achieve benchmark
All preservice teachers have experience, including experience in partner schools, of highly effective practice in reporting to and otherwise engaging with parents, caregivers and the wider community.	There is little evidence of this benchmark being met.	Where preferences have been expressed, there is a pattern among proposals to move toward this benchmark.

Recommendation in the First Report

Recommendation 10: That all preservice teachers have experience, including experience in partner schools, of highly effective practice in reporting to and otherwise engaging with parents, caregivers and the wider community.

Views of expert panel

Table 11 summarises themes in discussions with the expert panel.

The shortcomings of current practice in Queensland were confirmed in discussions with the expert panel, that is, there is only cursory attention paid to parental engagement in preservice and the practicum. Examples were provided of how the topic was dealt with in as few as two hours by a visiting expert or representative of a parent organisation. Preservice teacher interest suggests that far more time is warranted. There are exceptions to this limited approach, but the general pattern is of concern.

Much of a preservice teacher's interest in parental engagement ought to be kindled in a well-planned practicum, and this can be done in the context of cultural and language differences. This must be a purposeful and carefully planned experience. However, there are other ways to approach the issue, including reporting to parents and caregivers, and the medium of communication (many schools now use relatively advanced technology for this purpose).

It is in the induction phase following graduation and leading to full registration that particular attention should be given to parental engagement, and the role of the mentor is critically important. As in the practicum, the support must be explicit, purposeful and guided.

It is striking that parental engagement is embedded in one of 10 professional standards for Queensland teachers (Standard 8: 'Foster positive and productive relationships with families and

the community'), but on the basis of evidence in discussions with the expert panel, whether or not and to what extent the standard is achieved appears to be very much a hit-or-miss affair. This is taken up in the next section of the Second Report in the context of how evidence is gathered, and how preservice teachers demonstrate that they have related knowledge, understanding and skill prior to graduation and registration.

Table 11: Themes in discussions with expert panel on parental engagement

Area of interest	Theme
Preservice	• Reports indicate that universities do not specifically address the issue of parental engagement, or the component skills required. • Details were provided of an expert giving a two-hour talk at university and then being detained by the preservice teachers for the major part of the reminder of the day dealing with the preservice teachers' concerns and questions on the topic. There is a great gap in teacher education in this area. • Preparation of teachers should include legislative topics, differences between the parent bodies in different sectors, explicit teaching of relationship building, conflict resolution, cultural sensitivities and other components that form part of parent and caregiver engagement. • These theoretical learnings are developed and practised in the practicum environment. • ICPA advocates for special rural courses in universities to address the needs of those who will teach in the many rural and remote locations in Queensland. • Parental engagement strategies need to be revisited as preservice teachers develop from the Year 12 perspective in first year to a more mature attitude as the preservice education continues. • CQU's Bachelor of Learning Management has been spoken of highly by panel members.
Practicum	• The relationship between university and school develops from a research-based relationship to the practicum which is connected to the reality of the school. The school supplies the context. • Practicum should include developing cultural sensitivity since it applies to engagement with children, parents and caregivers. • Practicum also involves the preservice teacher's sitting with a supervising teacher and learning how to manage and experience conversations with parents and caregivers. • Practicum includes topics on technology relevant to establishing and maintaining engagement with parents and caregivers, e.g. email, SMS. • Practicum provides an opportunity to learn about OneSchool and the information to be found there about the students.
Mentoring	• It is critically important that appropriate mentoring strategies are established to assist enthusiastic yet inexperienced teachers develop the necessary skills for positively engaging with parents and caregivers. • Mentoring is needed to skill Distance Ed teachers in supporting the unique situation in which their parents and caregivers operate. • Mentoring for teachers in small schools and rural schools covers issues beyond the classroom, including difficulties that can arise from friendships developed in such communities. • Mentoring skills need to be specifically developed in schools as they are extremely important.

Area of interest	Theme
Beginning teachers	• Beginning teachers need to be shown why engagement with parents and caregivers is important, what they engage with parents and caregivers about, and how to engage with parents and caregivers. • Beginning teachers have concerns with what is appropriate engagement with parents and caregivers, especially in terms of subject matter. • Teachers need to understand that some parents or caregivers don't have skills to engage and understand how their children are progressing at school. They need to respect this situation and develop 'work-around' strategies. • Isolated parents and caregivers rely heavily on support from relatively inexperienced beginning teachers because they often don't have anywhere else to go. • Beginning teachers need skills in becoming part of a small community. • Teachers need to be aware of the cultural makeup of the school to which they are posted.

Recommendations

1. That the practicum should provide opportunities for preservice teachers to develop strategies relevant to positive parental engagement.

2. That part of the practicum should involve opportunities for preservice teachers to observe or experience a range of examples of engagement with parents and caregivers.

3. 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.

4. 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.

5. That preservice education and school induction should include specific instruction on cultural awareness and cultural sensitivities.

6. That preservice education and school induction should include specific instruction on the nature, structure and powers of different parent organisations that operate in schools.

7. That universities should engage more school personnel to provide advice and insights to preservice teachers on positive parental engagement.

8. That preservice teachers should be provided with specific information on the diversity of schools and parental engagement with schools that they will encounter during their careers.

Professional standards at the graduate level

Recommendation in the First Report

- *Recommendation 21:* 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.

This recommendation was consistent with one of the benchmarks in the First Report, each of which was derived from a review of research, policy and practices in other countries, and in states other than Queensland (the wording of Recommendation 21 is the same as the benchmark). The review team then examined current practice in Queensland in the light of the benchmark and concluded that 'Queensland has led the way in specifying professional standards that provide a framework for accrediting preservice programs. It is likely that this benchmark is met, although a further searching examination should be conducted to ensure that evidence more than assertion is provided about what students (preservice teachers) can actually do'. Submissions to the review and information shared in interviews were examined to assess the extent to which proposals for change were consistent with the benchmark. It was concluded that 'This benchmark has not been addressed in proposals, although the importance of professional standards and current approaches is endorsed'. This part of the Second Report provides the outcomes of the 'searching examination' that was signalled in the First Report.

Expert panel

Particular attention is given in this 'searching examination' to how professional teaching standards are currently used in preservice teacher education and how improvements can be made in implementation. An expert panel was convened to provide assistance in these matters. Members were representative of key stakeholders. Professor Brian Caldwell and Ros Capeness attended as review co-leader and project manager, respectively.

Queensland College of Teachers	John Ryan	Director
	Jill Manitzky	Acting Assistant Director – Professional Standards
Universities	Professor Debbie Terry	Deputy Vice-Chancellor, University of Queensland
Forum of Deans of Education	Associate Professor Helen Huntly (by teleconference)	Dean, School of Education, Faculty of Arts, Business, Informatics and Education, Central Queensland University (CQU)
	Professor Wendy Patton	Executive Dean, Faculty of Education, Queensland University of Technology (QUT)
Australian Institute of Teaching and School Leadership (AITSL)	Dr Graeme Hall	Leading the development of AITSL proposal for accreditation of preservice teacher education programs

Professional Standards for Queensland Teachers

The purposes of professional standards are set out in the introduction to the guide for use with preservice teachers:

> The *Professional Standards for Queensland Teachers* underpin all stages of teachers' professional learning throughout their career and apply at a number of stages of registration. The level of expectation varies according to the particular stage – provisional registration; full registration; and ongoing renewal of registration. For example, the expectations of a graduate are not at the same level as for a teacher moving to full registration following one–two years of teaching (QCT 2009, p. 1).

The 10 standards are:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually challenging learning experiences.
4. Design and implement learning experiences that value diversity.
5. Assess and report constructively on student learning.
6. Support personal development and participation in society.
7. Create and maintain safe and supportive learning environments.
8. Foster positive and productive relationships with families and the community.
9. Contribute effectively to professional teams.
10. Commit to reflective practice and ongoing professional renewal.

It is evident that these standards require further specification and illustration and this is provided in the various guides. Each standard has a short title and statement of scope, followed by lists grouped under the headings of practice, knowledge and values. According to the QCT, these lists are not standards in their own right, but are examples, sample indicators or descriptors of each standard. There are 195 items in these lists, ranging from 14 to 23 per standard (several items appear in more than one list).

These may be considered to constitute a 'parsimonious' list (see Recommendation 21 above), providing the list does not include the 195 illustrative items.

Illustrating with Standard 4

Consider, for example, Standard 4, which is relevant to several of the issues addressed in the Second Report. The following is drawn from the general guide (QCT 2006, p.10).

Title: Design and implement learning experiences that value diversity.

Scope: Teachers value, acknowledge and build on student and community diversity, know the diverse characteristics of the students they teach, and plan and implement learning experiences that are inclusive.

Practice: Teachers apply professional knowledge and understanding of learners, the curriculum, and teaching and learning to:
*   develop understandings about the diverse characteristics and backgrounds of the students they teach, including their families, communities, culture, home language skills, interests, learning strengths and weaknesses, individual learning needs, and prior learning and achievement

- design, implement and review individual and group learning experiences that reflect knowledge of students, their families and communities, build on student's strengths, cater to diverse learning styles and take into account relevant issues and research on teaching and learning
- create learning environments in which individual and group differences are valued and respected and all students have equitable access to learning
- assess, select and use a range of individual and group teaching, learning, assessment and reporting strategies and resources that support learning for all students, including those with particular needs such as disabilities, learning difficulties and gifted students
- use pedagogical approaches that result in high levels of expectation and achievement by all students across all learning areas
- apply ICT to empower students with diverse backgrounds, characteristics and abilities and enable their learning
- work and communicate regularly with parents, caregivers and support personnel to support individual learning
- review critically their strategies for responding to diversity and, where necessary, improve this aspect of professional practice.

Graduate level

The following is drawn from the guide for the graduate level of the Professional Standards as they concern Standard 4 (QCT 2009, p. 6). There is no statement of scope in this guide.

Title: Design and implement learning experiences that value diversity.

Practice: At a minimum, graduates of approved preservice teacher education programs will be able to:
- identify and develop understanding of the diverse backgrounds and characteristics of the students they teach
- plan and implement individual and group learning activities that take account of the backgrounds, characteristics and learning styles of students
- establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
- identify individual learning needs and know how to apply strategies for teaching students with particular learning needs including students with disabilities and learning difficulties, and gifted students
- identify and use strategies that result in high levels of expectations and achievement of all students across all learning areas
- apply ICT to empower students with diverse backgrounds, characteristics and abilities and enable their learning
- identify and know how to apply strategies for working and communicating with parents and caregivers to support individual student learning
- review their personal skills in responding to diversity and identify ways of developing this aspect of their professional practice.

The above list of eight examples and sample indicators differs from, but is consistent with, that in the general guide that applies across a teacher's entire career, as set out above.

The way in which the guide for the graduate level is to be used is as follows:

> This guide is intended to orient the standards to the level of preservice teacher education, which is reflected in the wording of the stem used for both 'knowledge' and 'practice' as well as the included components. As well as being the defining framework for the design of preservice teacher education programs, the guide provides an important reference point and powerful resource for teachers undertaking supervision of preservice teachers (QCT 2009, p. 1).

There is ambiguity in the term 'included components' in this statement. If this means that there are eight subsidiary standards in relation to practice to be addressed for Standard 4, it is appropriate to ask if it is reasonable to expect the preservice teacher to provide evidence that each has been achieved. However, as noted above, information provided by the QCT confirmed that there is only one standard for Standard 4, and the lists are simply examples, sample indicators or descriptors.

Application of the standards

Three conditions follow from statements in the guide: (1) preservice courses are designed around standards; (2) supervising teachers confirm that preservice teachers are achieving the standards, as evidenced by practice suggested in the examples, sample indicators and descriptors; and (3) universities provide evidence that preservice teachers possess the knowledge and can indeed practise according to the standards.

On the evidence before it, especially that provided by the expert panels on each of the issues examined in this Second Report, the review team concludes that these conditions are not consistently satisfied across the state. There are instances of good practice, as illustrated below, but it is apparent that more needs to be done. Several of the recommendations in the First Report are intended to improve the situation, notably those concerned with partnerships between universities and schools.

A high priority should be placed on satisfying these three conditions, and there are important implications for universities, university–school partnerships and the QCT, which is required to accredit and re-accredit preservice programs.

Illustration of evidence-based attainment of standards

The review team requested an example of an 'instance of good practice'. An example was provided on condition of anonymity of the university and preservice teacher (student). It was presented in web-based form as a comprehensive portfolio that addressed each of the 10 standards in the context of several practicums. The student provided a range of artefacts to illustrate what had been achieved, including examples of school students' work, lesson plans, photographs and explanations of how practice was consistent with each of the standards. It was an impressive and persuasive portfolio. The comments of supervising teachers were included, and these tended to be short, generally worded warm affirmations of the student's personal characteristics and accomplishments.

All students at this university are expected to prepare such a portfolio. Different formats may be adopted, but all must explicitly address the 10 standards. The portfolio is built up over four years and so is very much a 'capstone' report. The example examined was web-based, but some students will prepare their portfolios in a way that enables them to include physical artefacts.

Information provided by the QCT confirmed that portfolios such as this are typical of university expectations for students to demonstrate achievement of the professional standards. Usually the portfolio draws together items of assessment and practicum reports across the program, and is assessed as a coherent and culminating piece of work, sometimes in conjunction with internship evaluation. Most universities require some form of portfolio, and QCT requests samples (from low and high achievers) during Phase Two Reviews in the accreditation cycle. Increasingly, they are presented in digital form. In some instances, students also make a presentation.

 The QCT reported that there have been important developments over time, from frequently unlinked collections of items, with little evidence of deeper reflection, to the more coherent and comprehensive portfolios of the kind examined in the review. It seems that universities are providing more guidance on the process of portfolio preparation, including how to make links between activities in the practicum and knowledge acquired on campus in the various units of study.

One area where some capacity is required before graduation, but will be developed much further during induction, is concerned with parental engagement. Among professional standards in Queensland this is Standard 8: 'Foster positive and productive relationships with families and the community'. Consistent with the idea that standards set out what people should know and be able to do, the first example or sample indicator for the graduate teacher is that he or she will be able to 'establish respectful, productive and cooperative relationships with caregivers and other community members to support student learning and wellbeing' (QCT 2009, p. 10). Several universities state that they already provide a knowledge base for parental engagement in some of their studies, but the issue is the quality of the opportunity provided by schools for preservice teachers to gain experience in the practicum or internship and, especially, to gain experience during the period of induction leading to formal registration. It is acknowledged in this review that opportunities for the former may be limited, but ought to be significant in the latter. The sample portfolio made available to the review team described above gave several illustrations of how the preservice teacher had addressed the standard, but it was evident that opportunities to do so were limited.

There is clearly scope for the development of the portfolio approach, including more detailed and standards-focused comments by supervising teachers and staff from the university in the context of the kinds of university–school partnerships recommended in the First Report (see Recommendations 7 to 11). Supervising teachers also provide reports on each practicum, so care will need to be taken that there is no overload for them. It may be that links can be made in the portfolio to the comments of supervising teachers. These further developments are necessary given evidence of uneven implementation of the portfolio approach, the views of members of expert panels in the specific areas under consideration in the Second Report, and the current virtually universal pass-rate in preservice programs.

Accreditation panels

As noted earlier, three conditions are implied in a standards-based approach in preservice teacher education: (1) preservice courses are designed around standards; (2) supervising teachers confirm that preservice teachers are achieving the standards, as evidenced by practice suggested in the examples, sample indicators and descriptors; and (3) universities provide evidence that preservice teachers possess the knowledge and can indeed practise according to the standards. The first is more or less in place across Queensland. There is scope in the second for more standards-focused assessments by school-based supervising teachers. There is a need for further development with respect to the third of these conditions, especially in the context of formal accreditation and re-accreditation of preservice teacher education programs.

This review goes beyond what has been suggested in recent literature. For example, Ingvarson and his colleagues provided a descriptive account of approaches to accreditation throughout Australia and many other nations, and noted the findings of an OECD (2005) report that described the shift from processes to outcomes. They suggested that how this can be done 'is better left to teacher education programs and other programs for teacher preparation':

> Accreditation criteria should focus more on the outcomes of teacher education programs than on inputs, curriculum and processes. A focus on the latter elements runs the risk of consolidating conventional wisdom about how best to prepare teachers, thereby leading to greater uniformity of programs and reducing the scope for innovation. In any event it is what trainee teachers learn and can do that should be the policy focus. How they get to that point is better left to the teacher education programs and other programs for teacher preparation (OECD 2005, p.1130, cited by Ingvarson et al. 2006, p. 30).

While universities are indeed best placed to determine the 'how', it is a conclusion of the review that independent external mechanisms should be established to confirm the judgment of universities. Our confidence that this next step can be taken arises from the progress that has already been made. The need arises from recognition in this state and other jurisdictions that all the powers of independent agencies such as the QCT should be invoked in accreditation and re-accreditation.

One approach is for accreditation panels to be established to gather evidence on the extent to which the three conditions set out above are satisfied with respect to both 'knowledge' and 'practice' for each of the 10 standards. Such a strategy is new to preservice teacher education, but is common in other professional degrees, and likely to be more so if recent reports of intentions in Go8 universities are a guide. It is not sufficient to claim that assessing the quality of programs is part of the general quality assurance process for universities. This review of teacher education is concerned with professional standards and the responsibilities of the QCT, as set out in legislation. The use of accreditation panels extends, and is indeed more demanding than, processes it has undertaken to date.

Discussions with the expert panel suggested that these further developments are both desirable and feasible. Progress has been made in the standards-based portfolio approach, so the next stage of the journey calls for more evidence that the preservice teacher can indeed practise what is claimed. This is not a shift from an inputs-based approach to an outcomes-based approach; it is a call for a better balance between the two. Accreditation panels will continue to examine the details of courses and subjects, and will wish to examine samples of written work by low and high performing students. They will wish to examine portfolios of samples of students, but will wish also to see those students actually teach in authentic settings. Appropriate mechanisms will be required to moderate across different institutions.

Related work by AITSL for a national scheme of accreditation

The AITSL is making good progress in establishing a national system for the accreditation of preservice teacher education. Responses to its discussion paper (AITSL 2010) are now being formulated, and an outcome can be expected in the near future. Dr Graeme Hall briefed other members of the expert panel on progress, and shared an updated list of standards on a confidential basis. Arrangements for Queensland in the future will need to be aligned with the national framework once it has been approved.

AITSL will need to deal with the same issues as this review with respect to professional standards. As constructed by AITSL, thus far there are seven standards, and each has a number of components. It appears that these components are to be understood as part of the standards; they are not simply examples or sample indicators as is the case for the 195 items that accompany the 10 standards in Queensland. Trained accreditation panels are proposed in the AITSL Discussion Paper. In general, the work in this Queensland review may be helpful in the further developmental work to be undertaken by AITSL, and the spirit of cooperation over the last few months indicates that this is likely to be the case. The Appendix contains a letter to the Queensland review from Margery Evans, Chief Executive Officer of AITSL, which notes the cooperation thus far and sets out the common ground on the implementation of evidence-based professional standards in preservice teacher education. Ms Evans states that 'we are interested in exploring ways we might work with you and others to develop our capacity to undertake such assessment efficiently, validly and transparently'. The recommendations set out below should be understood or implemented in the context of the national framework.

Recommendations

1. That the portfolio approach yielding evidence of preservice teachers having the capacity to practise in a manner consistent with each of the 10 professional standards is endorsed, and should be extended and moderated across all universities and courses.

2. That QCT should establish accreditation panels in different phases of the accreditation cycle.

3. That accreditation panels should examine portfolios of a sample of low and high performing preservice teachers to confirm assessments by universities.

4. That evidence in portfolios of a sample of preservice teachers should be augmented by real-life demonstrations of the capacities that have been claimed.

5. That accreditation panels should include at least one member from a professional field other than teacher education that has experience in the panel approach to accreditation.

Conclusion

It is apparent from the reports of discussions with the expert panels and the recommendations that there is a high degree of interdependence or alignment among the major themes that should be evident in a world-class system of teacher education and school induction. This was also apparent in the review of research, policy and practice that provided the foundation for the benchmarks contained in the First Report. Expressed simply in terms of the six areas that were the focus of this Second Report, there are common elements in preparing the best teachers for working with students with special educational needs, including students with disabilities; achieving the best for students in the different stages of schooling, including early childhood and the middle years; addressing successfully the challenges and complexities, especially with respect to language, to achieve the best for Indigenous students; managing behaviour well in the broadest and best sense of related practice; and engaging with parents and caregivers in a variety of ways.

The idea of 'personalising learning' came up on many occasions, and this may well be the most appropriate way to describe the common elements. In terms of preservice programs and the practicum, it is a far cry from preparing set-piece lessons with a 'one size suits all' pedagogy, with external support for a few students only. Another idea that came up was that of 'every teacher is now an ESL teacher'. Practices such as 'making adjustments' or being able to 'differentiate' instruction' go part of the way, but 'personalising learning' is a more comprehensive term to describe what needs to be achieved.

These conclusions are not new for teacher educators, and it became clear in the course of the review that universities are adapting and developing their courses along these lines. What is needed now is a consistent and coherent framework within which further development can occur. The recommendations in the First Report described how it can be done in the years ahead, and the Second Report provides insights on what must be achieved in particular areas.

The capacities described in the Second Report are captured to a large extent in the professional teaching standards for Queensland. As the previous section of this Second Report stresses, the challenge is for universities and the QCT to work in new and different ways to determine how preservice teachers and beginning teachers can best demonstrate that they have in fact acquired the requisite skills, beyond having desirable knowledge and understanding of what needs to be done.

There is no doubt that new and higher levels of professional skill will be required in the years ahead. This is no reflection on what the profession has achieved in the past. It is recognition of what we now know about how students learn, and the barriers to learning for many, and the high expectations that are now held for ensuring that levels of achievement can be raised for all students. This is a common theme in all of the current major reviews of teacher education and school induction around the world. It is a common theme in the rationale for making teaching a graduate profession.

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Appendix

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AUSTRALIAN
INSTITUTE FOR
TEACHING
AND SCHOOL
LEADERSHIP

Professor Brian Caldwell
Reviewer
Review of Teacher Education and School Induction
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Dear Professor Caldwell

Response to Phase 2 Progress Report, Queensland Review of Teacher Education and School Induction

I appreciate your invitation for the Australian Institute for Teaching and School Leadership (AITSL) to participate in the Reference Group and to provide comment on the Phase 2 Progress Report. As you know and as the Progress report states, AITSL is working towards finalising a national system for accrediting initial teacher education programs. We released a consultation paper in early September and consulted widely throughout Australia during that month.

The outcomes of the consultation have been analysed and have been considered by our Board. The submissions received will soon be posted on our website (www.aitsl.edu.au) along with a report of the consultation. The accreditation proposal is being revised, taking into account the feedback received, and a proposal for a national system will be provided to Ministers for their consideration in December.

We note that your Progress Report provides an account of the outcomes of meetings of Expert Panels convened to consider specific issues identified in your first report. We note that much of the discussion by the panels is reported in terms of what newly graduated teachers and beginning teachers should be able to do, while many of their recommendations propose content for teacher education programs. One strong theme in responses to our own consultation was that we should focus on ensuring that the Professional Standards for Teachers state strongly and clearly what teachers at the beginning of their careers should know and be able to do, and that the system should gradually decrease its reliance on specifying input measures such as required course content. Initial teacher education programs should be judged by how well they prepare students to meet the Graduate Standards.

We see important future work being undertaken, by all key stakeholders, in further elaborating the Professional Standards for Teachers so that there is increasing clarity about the skills, knowledge and attributes of successful teachers, including at the Graduate and Proficient levels.

Hand in hand with this, we have a shared interest in the section of the Progress Report about 'Evidence-based Assessment of Professional Standards'. The outcomes based approach to accreditation referred to above requires that we have effective assessment of whether the graduates of programs have in fact gained the skills, knowledge and attributes the Professional Standards require. This needs to occur not only at the point of program accreditation, but as a means of on-going quality assurance throughout a program's shelf life.

We note that you have recently canvassed with providers and other stakeholders some possible options in this direction, and we were pleased to be able to participate in that discussion. We are very interested in developments in this area, nationally as well as in Queensland. We are interested in exploring ways we might work with you and others to develop our capacity to undertake such assessment efficiently, validly and transparently.

I hope these comments are useful to you in finalising this part of your work, and we look forward to continuing to ensure that the national system of accreditation provides a consistent high standard of teacher education provision, in Queensland and across Australia.

Yours sincerely
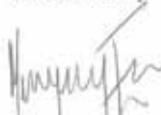
Margery Evans
Chief Executive Officer
27 October 2010