

THE PROFESSIONAL EDUCATOR



THE ACE FORUM FOR POLICY, RESEARCH AND PRACTICE IN EDUCATION

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Teacher training in the spotlight

The future of teacher education:
moving forward, moving backward

Teaching in the spirit of reconciliation

Reflections of a pre-service
primary teacher

PLUS: Interview with new
ACE national chair, national
certification, Staff in Australia's
Schools, ACE news.



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Editor

Louise Reynolds
louise.reynolds@austcolled.com.au

Editorial Committee

Margaret Clark
Michaela Inglis
Fiona Mueller
Norman McCulla
Catherine Scott
John Quay

Advertising

1800 208 586
ace@austcolled.com.au

ACE Membership

ace@austcolled.com.au
www.austcolled.com.au

Australian College of Educators

PO Box 73
CARLTON, VIC, 3053
Ph (03) 9035 5473
or 1800208586
Fax (03) 8344 8612

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Pre-service teacher training in the spotlight

■ Debra Goldfinch, CEO

The quality of teaching that young people are exposed to is vital for their future as well as the future of our nation. In order to provide the best quality teachers for our children and young people we must first provide those teachers with the highest quality teacher education.

As second year education student Bethany Wilshire points out in this edition of *Professional Educator*, when she enters the teaching workforce as a new primary teacher at the end of her studies she will have 'no choice but to step into the roles of mathematician, artist, linguist, musician, scientist, actor, nurse and counsellor, just to name a few.'

Bethany and all of our other future teachers deserve and need all the knowledge, skills, practical experience and support that their training can provide. She is clearly enjoying the challenges of her course, yet there is widespread agreement among Australian educators that the current state of teacher education in our country is inadequate.

The future of teacher education is rightfully a subject of much discussion and ACE intends to play a leading role in this debate over the coming months and years.

There are many issues surrounding the preparation of new teachers as well as the retention of teachers in the workforce and their remuneration. In this our first edition of *Professional Educator* for 2012 we present just some of these issues from a range of perspectives.

In addition to Bethany Wilshire's firsthand account of her own ongoing pre-service training, Margaret Clark examines issues arising from the



Productivity Commission in relation to teacher training. Zane Ma Rhea offers advice to teachers on working with Aboriginal and Torres Strait Islander students and promoting reconciliation between Indigenous and non-Indigenous students in the light of the new National Professional Standards for Teachers. Alison Elliott argues for pay parity for our early childhood teachers.

Also in this edition, our new national chair, Professor Bob Lingard discusses his vision for the College and the issues he expects to dominate the education debate over the coming two years. He stresses the importance of listening to our membership so that issues of importance can bubble up from our members.

Since becoming CEO of ACE in 2011 I have been overwhelmed with messages of support and encouragement from members. I'm so pleased to know that

There are many issues surrounding the preparation of new teachers as well as the retention of teachers in the workforce and their remuneration. In this our first edition of *Professional Educator* for 2012 we present just some of these issues from a range of perspectives.

many of you share the national office team's excitement about the future for ACE. As we welcome Bob Lingard as new national chair I would like to acknowledge and thank outgoing chair Lyndsay Connors. Lyndsay is without question one of the most hardworking chairs I've had the pleasure to work with. Her support in the early months of my appointment was outstanding and helped me to settle quickly into the role.

I am pleased to present to you the first edition of *Professional Educator* prepared by the new national office team. I hope that you will find it both informative and useful. Most of all I hope that it gets you talking.

If you would like to let us know what you think about anything in this edition of *Professional Educator*, or what you would like to see in future editions, please drop us a line to ace@austcolled.com.au ■

The future of teacher education: moving forward, moving backward

■ Margaret Clark, MACE

Over 38 years ago I commenced teaching after a one year Graduate Diploma in Education feeling like a fraud and hoping I could bluff my way through without harming the learning of my charges. I think I did an OK job and I definitely improved over that year and into the next.

Even back in 1974 there were serious doubts about the adequacy of a one-year graduate entry program. We know a lot more now and we have, for the first time in Australian history, a national professional standards framework for teachers. The knowledge discipline of education has matured appreciably.

There has been a long history of struggle across the school education sector and by the profession (including through the work of the College) to identify and advocate for the kind of teacher education structures and levels of resourcing that would equip novice teachers to enter the classroom well prepared for the complexity of the tasks required of them. There have also been many reviews, national and state based, all noting concerns with the one-year graduate entry program, course coverage, scope and depth and, in particular, the adequacy of practicum arrangements – apparently to little effect.

Fast-forward to 2011 and the adequate education and preparation of pre-service teachers is still a hot topic of discussion. Fuelling the debate further is the endorsement by MCEECDYA in April 2011 of the Standards and Procedures

for the Accreditation of Initial Teacher Education Programs.

These standards and procedures were developed by AITSL through extensive consultation across the education community. They describe the key features expected of high quality initial teacher education, set out entry criteria and conditions, program structure and content, as well as expected graduate outcomes. They also set out a nationally consistent process for the accreditation of programs, including the establishment, composition and role of the assessment panels that will do the accrediting.

The AITSL website describes the document's importance as follows:

This document reflects the shared commitment of the teaching profession, teacher educators, employers of teachers, schools and the education community more broadly to ensuring that entrants to teaching are of the highest quality and are recognised as such. This means that graduates have the professional knowledge and skills necessary to build highly productive professional practice and that their developing professional expertise is recognised and fostered.

... The stakeholders are united in their belief that the teaching profession and the Australian community deserve nothing less. There is an expectation that those entering teaching will be a diverse group ... with a professional platform from which to develop as high quality teachers.

One of the key commitments in the document is to a mandatory two-year program for graduate entry to the profession with a minimum of 60

days of well-structured, supervised and assessed teaching practice in schools. It also details the relationship between the education provider and the schools, the components of the placement, including the planned experiences, related assessment criteria and methods, and the supervisory and professional support arrangements.

AITSL describe this decision as 'another step towards ensuring that Australian teachers entering the profession are of the highest quality'.

When viewed in the context of the long march to get commonly agreed and rigorous minimum standards for teacher education programs, this decision is more than another step. It is a watershed moment, only made possible by the role and powers allocated to AITSL, the commitments under the National Education Agreement and MCEECDYA's prior endorsement of national professional standards for teachers. In its submission to the Consultation on Post-Graduate Places, The Australian Council of Deans of Education (ACDE) describes this decision as an historic agreement that was over 20 years in the making.

Despite the decision by MCEECDYA that a move to a two year program would be necessary to meet the standards developed by AITSL, this move has not been supported by the Productivity Commission in its draft report released on the schools workforce on 17 November 2011.

This is the last of a suite of three



workforce reviews of the education sector - Early Childhood, Vocational Education and Training and Schooling - requested by the Commonwealth Department of Treasury in April 2010.

Its release in November 2011 was a low key announcement and its stance on the MCEECDYA decision on graduate entry to teaching programs is only one of a number of recommendations many of which are of interest to the profession.

Generally the media response to this Report was surprisingly minimal. Overall the commentary approved of the Commission's recommendation to defer the teacher bonus scheme; questioned its general tendency to see differentiated pay as the solution to everything from teacher performance improvement and staff shortages in selected areas to teacher quality in disadvantaged schools, criticised its rigour in weighing up the benefits of school autonomy and applauded the high priority it gave to addressing education disadvantage in the context of school workforce reform.

Stephen Matchett wrote the only media response that singles out teacher education issues. His headline 18 November article in *The Australian*, (Productivity Commission questions teacher training) notes that the Report not only recommends against mandatory two year graduate entry to teaching, but raises doubts about value for money and effectiveness in relation to the entire teacher education regime in Australia:

The Productivity Commission has questioned the effectiveness of university courses in preparing new teachers for the classroom and warns that government funding of both postgraduate courses and undergraduate degrees may not be value for money.

.... it points to studies suggesting "there is little difference in the student

outcomes of teachers with different types of certification – some of which involve quite minimal training prior to placement in the classroom."

Prior to the release of the Productivity Commission draft Report, all parties had assumed that the framework on which to build a quality teacher education program that is aligned to national standards, accountable for clear outcomes, quality assured and supported by all relevant parties was assured. In universities where courses were due for re-accreditation in 2013, work was already underway to align their revised courses with the new standards and procedures. This makes the Productivity Commission's recommendations against proceeding with the mandatory two-year year minimum for graduate entry a very significant proposal of some concern.

The case for two-year courses

The argument for a strong graduate program, is straightforward and compelling. Now that we have an agreed professional standard for graduate entry, it is clear that there is simply too much important knowledge, skills and experiential learning to cover based on the discipline knowledge of education. It is no longer possible to squeeze this into a one-year course – even an intensive one year.

The Productivity Commission argues that the evidence in support of this is not there - that there is no evidence that a stronger, longer graduate preparation program is a wise investment. My assessment is that that the submissions received by the Commission provide strong arguments in support of the MCEECDYA position.

What is the evidence?

1. The surveys of novice teachers and school principals

The Productivity Commission Report notes the consistent feedback from teacher and principal surveys that the current teacher preparation is inadequate in several ways including:

- weak links between theory and practice
- Inadequate focus on classroom management
- lack of obvious relevance of some theoretical components, and
- better ways of communicating with parents – especially difficult parents

It is interesting to note that, while many submissions to the Review quote this information in support of moving to a mandatory two-year graduate entry program, the Productivity Commission quotes this same information back as support for its view that there is no case for mandating two years. It appears that they are arguing that there is no empirical evidence that moving to two years will address these issues even though they have no other solution in mind, except better evaluation of different approaches.

The idea that it will be possible to systematically gather evidence about the relative effectiveness of different programs is questionable. It assumes that universities will differentiate their programs along measurable and significant dimensions, without increased funding, and that the student groups who pick the different options will be comparable. It also assumes that their post school placements will be trackable and comparable in terms of schools context, in-school support and ongoing

professional learning. The frequent policy and program reforms at sector, state and even regional level will mean that the post schools placement experience of novice teachers will not be able to be controlled or compared.

Student feedback on current approaches provides clear evidence that novice teachers do not feel fully prepared for their complex responsibilities as classroom teachers and professional colleagues in a school environment.

2. The work of AITSL – which can be seen as a form of research and inquiry in its own right

AITSL brought together the collective wisdom of the very extensive stakeholder groups in education – school systems, the teacher education sector, education researchers, professional associations including principals, subject associations and unions. This consultative process convinced Ministers of Education, including the Commonwealth Education Minister, to sign up to this change and announce it publicly.

In AITSL's Frequently Asked Questions about the changes it is stated that this change to a two-year program has been made because:

[t]eaching is a demanding profession, and initial teacher education is the foundation on which quality teaching is built. Extensive consultation with groups involved in teacher education has confirmed that, for people who already have a degree, it takes the equivalent of two years' worth of study to cover all the content required by new teachers, including longer placements in schools.

This is a conclusion arrived at through consultation with those who know most



about the current process and all its strengths and weaknesses. It was based on a detailed analysis by experts in the field of the professional standards for teachers, and their alignment with current course inclusions and scope. But apparently the Productivity Commission does not view this as evidence of any weight.

3. The substance of the submissions relating to the inadequacies of the current approach

Deakin University (Submission No. 24), one of only two universities that made a submission to the Review, argues that a one year post-graduate teacher education program is insufficient mainly because of the sheer limits a one-year time-frame places on the extent and range of practicum experience that can be offered, but also because, a two year program would give universities the opportunity to change the way the practicum was designed, understood by all active parties and assessed. They make it clear that this is not just about more time covering the same package.

The embedded practicum has a significant place in the education of future teachers but there is a substantial



amount of work to be done in changing the ways most mentor teachers view the practicum experience. This requires time and funding to allow teachers and academics to have meaningful conversations that address these changes in thinking. Practicum as a hurdle task assessed by knowledgeable mentor teachers is proving to be a great success in ensuring that there is a quality connection between theory and practice for our pre-service teachers.

4. The weight of evidence that a more rigorous certification process that integrates theory and practice and aligns to professional standards will improve teacher quality and student learning progress

The Australian Education Union (AEU) Submission (No 28) provides an annotated bibliography in the appendix of over 30 studies into the relationship between teacher pre-service preparation and student learning outcomes. These studies were all US based but this is probably because the US is one of the few OECD countries where uncertified and alternatively certified teachers are teaching in schools in numbers large enough for data to be gathered. The issue would not exist in Finland, nor could evidence be gathered.

Of the more than 30 studies cited, most conclude that full certification made a difference to student learning progress and five take the opposite position. There are also two studies that conclude that National Board Certified teachers make a significant difference to student outcomes.

These last two studies are arguably more relevant to this issue because what is at stake is not certification versus non-certification but the quality of the certification process itself.

The consistent finding that teachers who undertake the US National Board advanced standing certification are, as a result, better teachers, suggests that the commitment across the Australian education community to strengthen our teacher education certification process by tying it to our national standards is an evidence informed decision that should be supported.

These are just two of the 46 Submissions received by the Productivity Commission and a trawl through the others would reveal other soundly based arguments in support of the MCEECDYA decision.

However 46 submissions is a relatively low number for such an important Review, given the large school sector community. This includes only two universities, nine out of a total of 24 systems representatives and two out of eight teacher registration bodies.

If the education community had any inkling that a decision made by the Ministerial body on the basis of substantial consultation across the education community could be at risk of being undermined by the Productivity Commission there may well have been a stronger field of submissions.

5. The conclusions reached by a steady stream of enquiries into Teacher Education

While all the previous inquiries into the quality of teacher education were undertaken prior to the existence of a national standards framework for teachers, all concluded that the practicum experience was inadequate but could not be improved without more time devoted to it, more funding to more effectively build the capacity and engage mentor teachers as



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partners of the university in the process and better integration of the in-school experience and the academic studies.

Many of the reports also noted the obvious, that other fields of study, such as medicine, engineering and pharmacy have long had national standards for the admission of those seeking to enter associated professions. This is what the decision endorsed at MCEECDYA sets in train for the first time for the profession of education.

So where to next?

The Productivity Commission Report is but a draft and even if this same pessimism flows through to the final report, due in April 2012, it is still just a report for the Government's consideration. But it is raising serious doubts about the value of a rigorous teacher certification process.

To many econometrically minded decision makers in government the Productivity Commission is seen as a body of some standing, as 'the voice of economic reason and impartiality' in a world of ideologically fixed think tanks, sometimes sensationalist media and self interested advocacy groups. Its views and pronouncements should not be ignored.

Even if the MCEECDYA decision survives this undercutting by the Productivity Commission there are still hurdles and challenges. The Deakin University submission describes teacher education as an area immersed in 'an assemblage of policies which are often contradictory and competing'.

The fact that one division of the Department of Education, Employment and Work place Relations (DEEWR) can be promoting the move to a mandatory two-year graduate entry arrangement while another division is actively promoting the decision not to lift the student cap in any graduate program

attests to this. Working through this will be a major challenge for the sector, that, in some courses, could mean intakes have to be halved to meet the caps.

There are also still significant issues to work through about the status of the two year programs. Are they Masters Courses at level 9 (in terms of the AQF), or more like double degrees at level 7 or extended Graduate Diplomas at level 8?

There is a case that can be made for seeing the two-year graduate entry as a double degree. This may not be as attractive for the prospective students but it acknowledges that students completing the four-year Bachelor of Education deserve access to a course where the education component is every bit as rigorous as the graduate entry program. This is an increasingly significant issue that will need to be resolved over 2012.

It is worth remembering that those who pay the direct price for inadequate teacher preparation are the students in their first classes. This means that some of the unacknowledged costs required for these teachers, to learn what should have been learnt during a proper practicum, are transferred to the schools in which first year teachers are placed. This cost is not spread equally across all schools, but impacts unequally on schools that already have the hardest challenges.

Let us work to ensure that it doesn't take another 38 years to finally commit to a standards based rigorous pre-service certification process for all the educators of our future citizens. One thing is certain, the countries that are doing well according to international evidence are not skimping on teacher education, and we would be well advised to follow their example. ■

National Certification: Let's make sure we get it right



■ Lawrence Ingvarson, FACE

Late last year, the Minister for School Education, Early Childhood and Youth, Peter Garrett, announced a modified version of the Rewards Payments for Great Teachers initiative. Although funding for the period to 2015 has been reduced, the slowdown provides a valuable opportunity to make sure we get the assessment methods right before going to scale.

The first version, announced just prior to the election in September 2010 struggled to gain support across the education community for a variety of reasons. For one, it required 250,000 teachers to be assessed every year, of whom 10% were to be given a one-off 10% bonus, a costly expectation and unlikely to improve the quality of teaching. For another, the assessment methods recommended appeared to underestimate the work involved in developing and implementing a valid professional certification system.

The competitive nature of that one-off bonus pay scheme was also inconsistent with the original brief given to the Australian Institute for Teaching and School Leadership (AITSL) - to develop and implement a standards-based professional development and certification system. Certification, by definition is not a one-off achievement. It was intended to be a portable professional career level, akin to registration, though not compulsory.

While the revised version is now firmly grounded in teaching

standards, major challenges remain before we will have an effective certification scheme for promoting professional learning and linking pay to performance.

One is to develop valid and efficient methods for gathering evidence that together cover all three standards domains: professional knowledge; teaching practice; and professional engagement.

The scale and complexity of the research and development that will be required is formidable, particularly when it is widely recognised that methods typically used for performance management in schools are not suitable for professional certification.

New methods will be needed, for example, for assessing the standards for teacher knowledge, particularly knowledge about teaching different kinds of content. Not unexpectedly, recent research is confirming significant relationships between, for example, teachers' knowledge of research on teaching reading and student learning. The same applies to other content areas such as mathematics. The National Professional Standards for Teaching developed by AITSL properly emphasise the importance of such knowledge, but as yet we have no validated methods for assessing it.

Carefully structured guidelines will also need to be developed to assist teachers in preparing evidence of their teaching and students' learning over time for assessment purposes in

comparable ways. New technologies will need to be enlisted that teachers can use to provide samples of the quality of interaction among students in their classrooms. Student evaluations of teachers are also proving reliable in some contexts and should be evaluated for their suitability.

Developing a set of assessments that covers all the standards is only the first step. Procedures will then need to be developed for training assessors of this evidence to high levels of reliability and weighting the various forms of evidence before work on the final stage of setting the standard for certification can be attempted.

Projects in the USA with similar aims, such as the Measuring Effective Teaching Project, funded by the Gates Foundation, and the National Board for Professional Teaching Standards, give some idea of what is involved - and the considerable cost. The NBPTS spent seven years on research and development before inviting the first teachers to apply for certification. Australia will be able to learn from that knowledge and experience, but we will also need to develop approaches that work effectively in our quite different context.

The federal government's plan is to implement the scheme in 2013 at both the Highly Accomplished and Lead Teacher levels. It will provide one-off bonus payments in 2014 for 8000 teachers who have been assessed against the standards in 2013; \$7500 for Highly Accomplished and \$10,000 for Lead Teachers. (And the payments will continue in 2015 for teachers who have applied successfully in 2014.)

This will leave only 2012 for development, which is unlikely to be enough time to develop and trial assessment methods for their validity and feasibility, or to check reliability and fairness in the systems for scoring the evidence. It would be risky to go to scale with a certification system without strong evidence that its methods are feasible and that it can, for example, distinguish teachers who meet the standards from those who do not. Without rigour, certification schemes lose respect and waste money; or worse, are distorted and lead to a loss of credibility in the profession.

What I suggest is that the federal government re-frame the initial four year

period of funding from 2012 to 2015 as a period for research, development and trialling of assessment methods, and building understanding and engagement from the teaching profession, and for training assessors and setting standards for the Highly Accomplished level.

Also, it might be wise at this stage to attempt one level only – the Highly Accomplished level – and leave assessment development for the Lead Teacher level till later when benefit can be gained from lessons learned. The Lead Teacher level will require different types of assessment tasks based more on evidence of leadership than classroom practice and such methods are not even on the horizon yet in Australia, although there are some promising developments in the USA.

The proposed \$9.2 million for AITSL to develop the performance and development framework should only be considered a start up fund. The current funding level of \$221 million provides a more realistic estimate of the total funding that will be needed to support the research and development program.

To illustrate, in 2012, several assessment development teams will be needed - for each of the several kinds of assessment methods under consideration. It is to be expected that some of these will not meet the grade and will be dropped. Teachers will need to be part of these teams, working with assessment experts. Hundreds of teachers will be needed in conducting preliminary pilots of the assessment methods, revising guidelines, involved in scoring, and ensuring worthwhile reporting to ensure all teachers grow and benefit from involvement (regardless of outcome).

Field tests will then be needed. Large numbers of teacher volunteers will be needed as part of this process so that the psychometric properties of the assessments can be evaluated. The current proposal for about 8000 teachers to be funded in 2013 and again in 2014 will provide a suitable number. (It might prove more feasible for groups of teachers to trial only one or two of the pilot assessment methods.) These teachers will need time and attractive incentives to persuade them to cooperate in trialling the assessments. The possibility of gaining certification and a bonus of \$7500 seems like a sufficient incentive. If 8000 teachers participated in the trials in

2013 and 2014, the cost would be about \$120 million.

It needs to be kept in mind that only a proportion of teachers will gain certification. It might be 20%; it might be 80%. No one can know at this stage what that proportion will be because no one knows where the assessors will set the standard for each of the assessments and for the assessments as a whole. The time required to train assessors and to conduct the assessments must also be covered. From past experience, it could cost in the region of \$3000 per teacher. The total cost therefore of assessing 8000 teachers would be about \$24 million each year. These estimates indicate that the funding of \$221 million for the scheme over the period 2012- 2015 is about right.

Regardless of whether teachers in the field tests gain certification or not, it would seem fair that all should receive appropriate financial support in return for their contribution to developing and refining the assessments.

It should be expected that the field tests in 2013 will indicate the need for further work, both on the standards and the assessment methods, which will in turn lead to the need for refinements to be evaluated in 2014, before the certification system goes live in 2015.

By that time, it is to be hoped that employing authorities and the public will have been convinced that the process is rigorous and ready to go to scale - and that teachers who gain certification are worth rewarding with a longer-term salary increase and recognition of their expertise, not a one-off bonus.

The establishment of a credible professional certification system will provide a valuable service to employing authorities committed to promoting teacher quality. Development of such a system could be the biggest step forward in the professionalisation of teachers in decades. It could restore teachers' esteem in the community because of the emphasis on quality, and it could lead to attracting better people into teaching as quality will clearly be seen to matter. ■

Lawrence Ingvarson is a Principal Research Fellow at the Australian Council for Educational Research.

Early childhood educators deserve pay and industrial parity

■ Alison Elliott, FACE



The new National Quality Framework (NQF) for early childhood education and care became operational on January 1st, 2012 and heralds a raft of regulatory changes to early childhood provision and operation. The changes have been agreed so every child can have the best early learning opportunities.

The benefits of high quality early childhood education and care are well documented by research, especially for the most vulnerable children. Additionally, teacher reports tell us that quality early childhood environments improve children's wellbeing, language and social skills and 'readiness' for school. Participation in quality early childhood programs is also linked to better school achievement and school retention.

While Australia has some of the world's best early education provision, this has not been distributed evenly. As in the school sector, the association between post code and quality is strong. Importantly, we know from research on teacher effectiveness that quality teaching and children's learning are linked.

In the light of this knowledge, NQF requires a gradual increase in the qualifications required by educators working in early childhood settings. At present, too few have formal qualifications in early childhood education and development. Many centres do not have a qualified early childhood teacher- even for children in the year before school. To date only NSW has required all centres (with over 29 children) to have a qualified early childhood teacher. By 2014 child care centres across the country with over 25 children must have a qualified early childhood teacher. Increasingly, all other educators will need relevant Diploma or Certificate level qualifications.

Ensuring a sufficient supply of qualified teachers is looming as a major hurdle to improving child care quality and meeting the new regulatory requirements. Overcoming the extreme shortage of qualified early childhood educators is a major challenge for the sector.

The reasons for the shortage are multi faceted, but relate largely to low pay and often poorer working conditions in early childhood services. Generally, salaries for teachers in child care (early learning centres) and 'stand-alone' preschools/ kindergartens (not part of the school system) are considerably lower than for teachers in the school sector. Further, working conditions in child care are far less attractive. Centres operate 48 weeks a year generally from about 7am to 6pm. Educators tend to have fewer holidays (typically 4 to 6 weeks) and longer working hours than those in schools. Most work variable shifts and rosters. Often too, there are limited promotional opportunities, less professional support, uncertainty around job security and workforce casualisation. The situation is exacerbated in remote communities by isolation and lack of housing.

Addressing the severe shortage of qualified early childhood educators is both about increasing the number of graduates from early childhood education programs and ensuring that early childhood centres are desirable places to work.

Given the poorer salaries and conditions in child care it is not surprising that many early childhood teachers who are qualified to teach across the birth to 8 years age range choose to work in K to 2 classes rather than child care. With the increase in teacher education courses spanning the birth to 12 years age group, I predict this trend will increase- unless there is pay and industrial parity for early childhood teachers is achieved.

It is not acceptable that teachers' pay rates and working conditions are aligned to children's birth dates, rather than professional knowledge, learning, practice and engagement.

While higher education providers have a key role in delivering appropriate early childhood teacher education courses and we do this well (although more places are urgently needed) we have no influence over salary and working conditions in early childhood centres.

Given the poorer salaries and conditions in child care it is not surprising that many early childhood teachers who are qualified to teach across the birth to 8 years age range choose to work in K to 2 classes rather than child care.

Recent government initiatives to partially reimburse HECS-HELP debts for early childhood teachers, remove TAFE fees for diplomas and advanced diplomas in Children's Services and support Recognition of Prior Learning (RPL) assessments are valuable. That 'early childhood teacher' and 'child care manager' are both on Schedule 1 of the Skilled Occupation List for potential migrants is also helpful. Plans to upgrade

qualifications in Australian Government Budget Based Funded child care services, the majority of which are located in remote and Indigenous communities are also important. But these measures do not address the fundamental industrial issues of attracting and retaining qualified teachers in the early childhood sector.

Until teachers in early childhood centres have comparable pay, working conditions and career pathways to teachers in schools, I predict continuing shortages and serious challenges in meeting new qualification requirements to the detriment of young children's educational foundations. ■

Alison Elliott is Professor of Early Childhood Education at the University of Sydney.

For details of some of the issues flagged above see The Independent Education Union's 'teachers are teachers' campaign highlighting issues around improving early childhood teachers' salaries. (<http://teachersareteachers.org.au/campaign-events/>), and the 2011 Productivity Commission's report on early childhood workforce issues (www.pc.gov.au/projects/study/education-workforce/early-childhood-report)

Teaching in the Spirit of Reconciliation

■ Zane Ma Rhea, MACE

Being a teacher in Australia in the 21st century is being re-shaped by changing societal expectations and international professional conversations about what a teacher should be. These expectations have been codified into the AITSL National Professional Standards for Teachers. Standards 1.4 and 2.4 describe expectations associated with the education of Indigenous students and the education of non-Indigenous students about Indigenous matters.

Whether a new or existing teacher, you will be faced with myriad demands for you to demonstrate the standard of your professional expertise. Some of the expectations will be familiar to you and easy for you to demonstrate to a high professional standard. Others will be unfamiliar to you. You will be expected to demonstrate your expertise against these Standards at both graduation from university and subsequently at key promotional points in your career. While the tools that will be used in the measurement of competency have yet to be determined, you can begin to think about improving your teaching in the Indigenous domain in a proactive, progressive way rather than through a minimalist, box-ticking exercise.

This, I propose, will be best done by taking a rights-based approach. The approach is premised on the fact that before the colonisation of Australia, Indigenous peoples living on the landmass now called 'Australia' educated their children in ways that were appropriate to the needs of their time. Through colonisation, control of the education of Australia's Indigenous peoples was wrested from the traditional teachers, parents, grandparents, aunties, and uncles and attempts were made to assimilate Aboriginal and Torres Strait Islander children

through western-styled education. While the rights of the world's Indigenous Peoples to control the education of their children are now more fully recognised under international law (see, for example, discussion of ILO No.169 by Ma Rhea and Anderson, 2011), many Australian teachers and university lecturers are still consciously or unconsciously directly contributing to the assimilationist approach, something that by definition ensures the reproduction of the status quo and denies Aboriginal and Torres Strait Islander peoples their right to educate their children in culturally-appropriate ways (see for example, IHEAC, 2006; Nakata, 2011). I am not suggesting that Indigenous families do not want their children educated for the modern world. Rather, I argue, Indigenous people want the best of both worlds for their children, to modernise without westernising.

Standards 1.4 and 2.4 offer a way of navigating Indigenous-non-Indigenous engagement with education in Australia that is ethical in its recognition of Indigenous rights in its pursuit of reconciliation.

Standard 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students

There has been much discussion about 'closing the gap' in education achievement between Indigenous and non-Indigenous students and so there has been special emphasis placed in the Standards on the need for teacher professional development in this area. The first Standard that refers to Indigenous matters is Standard 1.4. It is in two parts and is concerned with developing your teaching approach in order to improve



academic outcomes for Indigenous students. It states (AITSL, 2011) that:

At the Graduate career stage, this Standard provides for new teachers to demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

At the Proficient, Highly Accomplished and Lead career stages, the Standard requires existing teachers to implement this knowledge and understanding by designing and implementing effective teaching strategies, advising and supporting colleagues and developing teaching programs, engaging with communities and parents/carers.

The first part of this Standard involves three aspects of Indigenous culture that are known to impact on the teaching of Indigenous students: culture, cultural identity, and linguistic background. Many current teachers had no school or university education that focussed on these issues, and only slowly are universities providing opportunities for their pre-service students to take Indigenous Education units or specialisms. In order for you to be able to ‘demonstrate broad knowledge and understanding’ you would benefit from finding knowledgeable Indigenous people to support you in your professional development, for example, from the Traditional Owner Groups (TOGs) whom your school serves. In addition, you will need to read extensively (see Other Resources for useful texts). There are Indigenous Studies courses and many excellent resources that you can take that will inform your professional development about Indigenous cultures.

These approaches will not deal with the second part of this Standard which, based on the first, asks you to design the

technical pedagogical strategies that will enable you to teach your Indigenous students more effectively. In this matter, my students have found the text by Harrison (2011) to be an excellent starting point. There are also many online resources now available to assist you to develop your teaching strategies.

Standard 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Standard 2.4 is also in two parts and is concerned with your role in promoting reconciliation between Indigenous and non-Indigenous Australia. This is arguably a more complicated Standard to measure and address because it is predicated in your personal understanding of, and respect for, Aboriginal and Torres Strait Islander societies and how this translates into your professional practice in promoting reconciliation. It states (AITSL, 2011) that:

At the Graduate career stage, this Standard provides for new teachers to demonstrate broad knowledge and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

At the Proficient, Highly Accomplished and Lead Teacher career stages, the Standard requires existing teachers to provide opportunities for their students to develop these understandings and respect, and to support other teachers in providing such opportunities to their own students.

The rights-based approach will guide you to some extent, as will your relationships with knowledgeable Indigenous people. It is not clear how teachers will be measured in demonstrating this Standard, so the broader questions, ‘How do you demonstrate respect for Indigenous Australian cultures

in your teaching approach?’ and ‘What would your pedagogy of reconciliation look like?’ might be useful starting points for your thinking (Ma Rhea, 2002; Muldoon, 2005).

Standards 1.4 and 2.4 are designed to support teachers to improve their teaching of Indigenous students and to be at the forefront of reconciliation efforts between Indigenous and non-Indigenous peoples of Australia. Interpreted through the lens of a rights-based, reconciliation approach, this paper suggests that by gaining expertise in Indigenous Studies, developing the technical aspects of your teaching, and engaging with knowledgeable Indigenous people, you will be well supported to develop respect for, and understanding of, Aboriginal and Torres Strait societies, and provide leadership in the ongoing reconciliation work between the peoples of Australia. ■

Dr Zane Ma Rhea is a Senior Lecturer in the Faculty of Education at Monash University

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United Nations. 2009. *Quality Education for Indigenous Peoples*, Available at: <http://www.ohchr.org/EN/NewsEvents/Pages/QualityEducationForIndigenousPeoples.aspx>. Accessed on 09/01/2012

Other Resources

Texts

Cape York Institute. 2007. *From Hand Out to Hand Up: Cape York Welfare Reform Project* Available at: <http://www.cyi.org.au>. Accessed on 09/01/2012

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Online Resources

ABC Indigenous Online: <http://www.abc.net.au/indigenous/> Accessed on 09/01/2012

AIATSIS: <http://www.aiatsis.gov.au/> Accessed on 09/01/2012

ANTAR: <http://www.antar.org.au/> Accessed on 09/01/2012

ATNS: <http://www.atns.net.au/> Accessed on 09/01/2012

FAQ about Indigenous Australians: A wealth of information can be found on the Australian Institute for Health and Welfare website at <http://www.aihw.gov.au/indigenous/> Accessed on 09/01/2012

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Indigenous Business Australia: <http://www.iba.gov.au/> Accessed on 09/01/2012

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International perspectives in Indigenous and Traditional Education: <http://www.education.monash.edu.au/Indigenous-ed> Accessed on 09/01/2012

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National Native Title Tribunal: <http://www.nntt.gov.au/Pages/default.aspx> Accessed on 09/01/2012

Racism. No Way: <http://www.racismnoway.com.au/> Accessed on 09/01/2012

The Foundation of Aboriginal and Islander Research Action: <http://www.faira.org.au/> Accessed on 09/01/2012

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ACE congratulates...

...and thanks our members who have achieved **Life Membership** and **25 Year Membership** with the college during 2011. We thank you for your ongoing commitment to Australian education and your longstanding involvement with the college.



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- Miss Mary Alexander, MACE, WA
- Mr Peter Arnold, MACE, SA
- Brother Kevin Atton, MACE, VIC
- Dr Geoff Beeson, FACE, VIC
- Mr Ronald Bridgman, MACE, VIC
- Dr Robert Broadbent, FACE, VIC
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- Professor Alison Elliott, FACE, NSW
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- Mr Alain Grossbard, MACE, VIC
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- Ms Beatrice Johnson, MACE, VIC
- Mr Malcolm Lamb, FACE, ACT
- Professor Kwong Lee Dow, FACE, VIC
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- Mrs Valerie Weekes, MACE, NSW
- Mr Russell Welch, MACE, QLD
- Dr Anthony Williams, MACE, NSW



Interview with Bob Lingard ACE National Chair

ACE's new National President and Chair of the Board, Professor Robert (Bob) Lingard, took up his post on January 1st.

Bob has been Professorial Research Fellow in the School of Education at the University of Queensland since 2008. He has previously held positions at the University of Edinburgh (2006-2008) where he held the Andrew Bell Chair of Education and the University of Sheffield (2003-2006). Prior to his roles in the UK, Bob worked in the School of Education at The University of Queensland, where he was professor and, for a period, Head of School. Bob has an international research reputation in the areas of sociology of education and education policy and is the author or editor of 15 books and some 100 journal articles and book chapters.

At the commencement of his two-year term Bob discussed his vision and hopes for the College with *Professional Educator*. He flagged a ramping up of the College's advocacy role and stressed the importance of listening to members.

PE: As you commence your two-year term as national president and chair, what is your vision for ACE?

BL: To strengthen the membership, to strengthen the voice and the advocacy role of the College in relation to the pressing policy issues in education across all sectors and to provide a forum for conversations, professional conversations, about those pressing issues. There is a need to work both in a top-down way and provide leadership and also from a bottom-up way so that issues bubble up from the membership.

PE: What are the main issues you see facing education in Australia over the coming two years?

BL: In the immediate future is the imminent release of the Gonski review of funding if we're looking at schooling. I think the College's response to that will be important. The review will be important in setting the ground, in relation to schooling at least, in providing high quality but also equitable provision of schooling for all young Australians. In relation to schooling as well is the national agenda - the national curriculum from P-10, NAPLAN and My School. The monitoring of that agenda and where that's going and where the national curriculum might or might not go in respect of the senior years of schooling will also be issues.

Staying with schooling I think two other matters will be the role and position of teachers and teacher education; capacity building and professional development for teachers linked to the roles of AITSL, for example, will also be important issues. I think there has been a bit of a stepping back by the Federal Government in relation to bonus pay for teachers. I would like to see the development of career paths for teachers where there is a senior level for classroom teachers, linked to standards set by AITSL with the profession and that any extra pay is part of a career progression.

In the other sectors: in early childhood education there will be on-going debate about how formalised curriculum should be versus a play way, as well as the issue of registration and education of teachers in early childhood education. If we're looking at the VET sector, I think the changing configurations of Federal - State relations are important and if we're looking at the university sector I think funding will be an ongoing issue as will the new TEQSA, the body which will oversee universities. For universities as well we will start to see the impact of the 'widening participation' agenda.

Equity and social justice concerns need to be a focus of all of these agendas and debates.

PE: What is the role of a Professional association like ACE and why do educators need us?

BL: I think there's an advocacy role for us in relation to policy development and professional issues and that advocacy role is being the voice for educators and educational professionals. Being a forum for the discussion of those policy developments and debates and also for issues that are coming up at levels of practice across the various sectors is also important. Across all sectors now, I think, there's a stronger federal government presence, a stronger national presence if you like, and providing a national voice across sectors and levels, is our strength.

I think often really busy educators don't have time to stop and think they've just got to keep doing. Given that situation, I hope that the college provides its members with quick access to these changing issues and also provides a forum on professional issues and also provides pertinent professional reading.

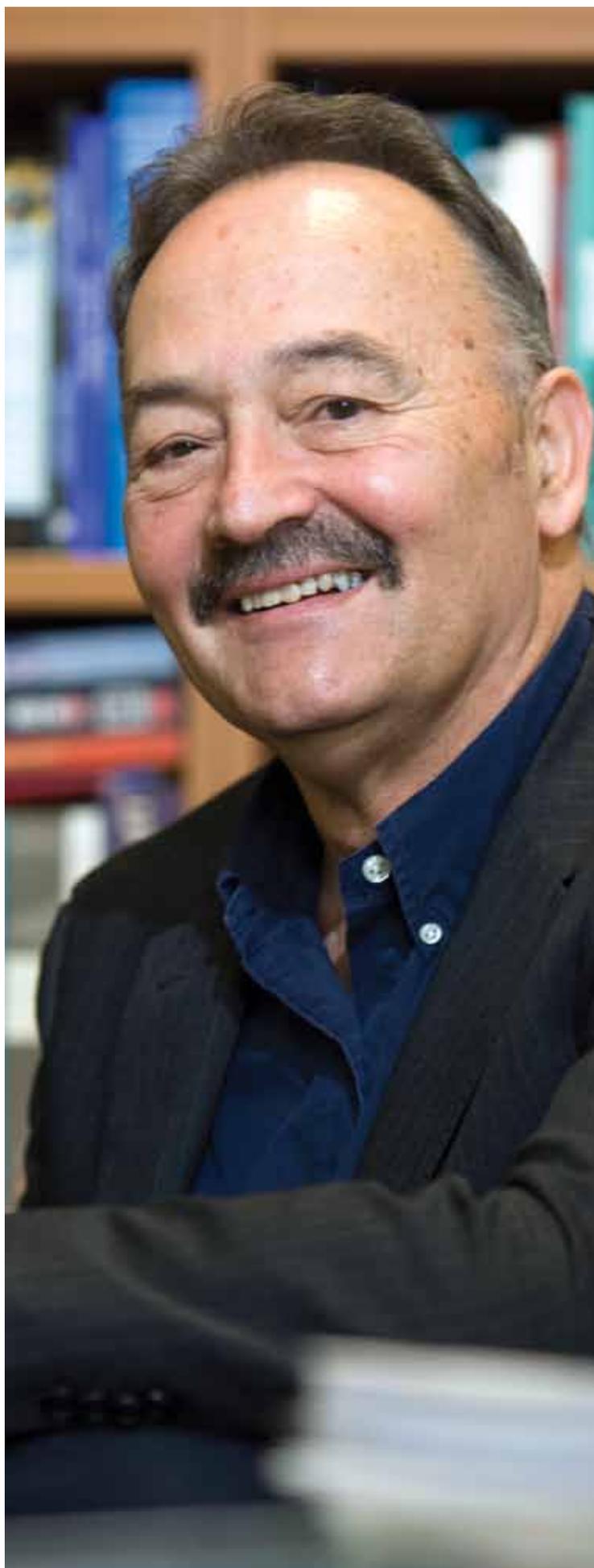
PE: What are the challenges facing a professional association such as ACE in trying to influence policy?

BL: I think our strengths are our weaknesses in a sense. We represent members across the government, non-government and Catholic sectors in respect of schools; we represent people in the early years, primary and secondary schooling, the VET sector and then higher education. However, there are disparate voices and interests across those sectors and sometimes even within a given level of education there are competing interests as well. The challenge for ACE is to find and express what unites us and then the advocacy role will stem from that. At the same time, we must recognise that disagreements and open debates can be very productive.

PE: You have had a long career in education and observed many policy debates. What's different now compared to say 10 years ago? Are we still talking about the same things?

BL: In one sense we're still on about the best provision of education for all people; ensuring that all young Australians have got the right to the best quality education and the broadest sets of opportunities related to that, including the development of young people as critical citizens both nationally and globally, for further education, to become productive contributors to the economy and to be good people in terms of their relationships and participation in civil society. I think all of those things in one sense remain the same, but of course the world keeps changing rapidly and thus affects the expression of each of those things.

If we go back 10 years, globalisation was manifesting itself and I think the whole move to a national agenda and the strengthening of the nation and its human capital, that argument has globalisation as its context. It was strong 10 years ago and is stronger now. I think there are some dangers in it. But if you look at schooling, I think the big thing now is the national agenda; the national curriculum, NAPLAN, My School, potentially national registration of teachers, the role of AITSL. I think one of the things that is different perhaps is that there's more bipartisan support for a stronger federal involvement in schooling. At the Federal level at least



the Opposition and Government both now support a national agenda. I think we need to have a debate about the accountability push and this would be an important thing for ACE to contribute to. I think all of the accountability pressures on all the sectors and levels of education now are quite reductive and this pushes us to questions of what are the purposes of education and how can we develop rich forms of accountability, which don't only work through metrics and test results, but also use narratives as well as numbers to provide accounts of the achievements of schools in respect of their broader purposes. We also need to consider how we can pull the community into those debates. We've got the Melbourne Declaration, which is quite a good statement of the broad national goals for schools, but it seems to evaporate and disappear when we look at accountability and schooling at least constructed around test results on NAPLAN and My School only.

That whole national push is there in early childhood; it's there in the VET sector and it's been there for a long time in higher education (since the Whitlam period in the 1970s in fact). In terms of schooling, we need to think more about how we can articulate accountability in a broader way, a more progressive way with the broader purposes of education in mind.

One of the other big developments over the past decade has been the push for evidence-based policy but that isn't as clear cut and as simple as it seems. It is also a world-wide phenomenon and across all public policies. More often perhaps we see policy-based evidence. I would want to see a research base in education of the broadest kind -quantitative, qualitative, critical, research for policy, research of policy, so that we've got a large knowledge base in and around schooling. At the same time, we need to acknowledge that we can only ever have evidence-informed policy, as values and professional judgement must remain central to the professional practices of all educators.

PE: What perspectives have you gained from your work overseas that you feel could be informative or useful in the Australian context?

BL: I've learned that one of the problems with looking overseas is that we often borrow policy from elsewhere rather than learn from policy elsewhere. There

are policy pressures from globalisation resulting in the economisation of education policy across the board – a whole human capital focus - and some of the broader purposes of education get washed away in that. But these things always play out if you like in vernacular ways in given nations and within state or provincial governmental levels within nations.

I think we can see the negative effects of accountability, when it is reduced simply to high stakes testing, on the width of the curriculum and respect of issues of trust of the teaching profession. We need a richer form of accountability, a richer form of giving accounts, narratives as well as numbers and so on. I think I've really learned that from the English context. Robin Alexander's study, the Cambridge Review of the impact of high stakes testing as a form of accountability in England on primary education, demonstrated the negative effects in terms of the enjoyment of schooling for young people, the width of the curriculum and so on.

I think one of the other negatives I've seen elsewhere is the centralised pressure upon teachers and so we get to a point of accountability meaning mistrust of schools and teachers. Those systems which value and invest in the capacity building of teachers are those that get where we want to go. We need to look elsewhere, we need to look outward, but we need to not simply borrow policies from elsewhere, we need to learn and always what we learn from elsewhere has to be recontextualised into our specific history, politics and so on. Sometimes as well, we should see what is happening elsewhere as a warning to us – let's not go there!

I should also say that Australia leads the way on many educational matters.

PE: Given that ACE is a professional association representing people across sectors and levels, what are some of the challenges and opportunities for us in attempting to represent the interests of all educators?

BL: The strength of ACE is that it's across sectors and across levels of education, but of course this very strength can make it more difficult to represent, advocate for and be the voice of the profession across all of those sectors and levels. So I think (the challenge) is to look at what unites us, what we stand for, our

values and also recognise that debate and disagreement, if conducted in an open, democratic way can also be productive for pushing us forward, for strengthening ACE and the profession.

PE: It can sometimes appear easier for university academics to have their voices heard because they are able to publish articles, give conference presentations and engage with the news media more so than say school teachers can do. How can we then ensure that school practitioners, early childhood educators and VET sector teachers have equal weight in getting their voices heard?

BL: Teachers need to be valued more, their voice needs to be heard more and that's why I mentioned earlier that we need the sort of bottom up 'bubbling' about what is concerning our members. We need more teachers from the government sector to be members of ACE and we need to listen and hear, as well as voicing and advocating on their behalf. Listening to those voices and trying to broaden the membership becomes very important because the point made (about university academics being more easily heard) is absolutely correct; something to do with schools happens and the newspaper rings me and asks me for my view. They don't ask the teacher down the road who's dealing with these issues on a day-to-day basis. I think it is really, really important that we represent those interests, those voices and also that we recognise and acknowledge the central importance of teachers of all kinds working with young and older people in classrooms across Australia in all that we do as a professional association. ■

To respond to Professor Lingard on his vision for ACE or any of the issues raised in this discussion please email chair@austcolled.com.au

For more on the matters raised in this interview see:

B.Lingard (2010) Policy borrowing, policy learning: testing times in Australian schooling, *Critical Studies in Education*, 51, 2, pp.129-147.

B.Lingard (2011) Policy as numbers: ac/counting for educational research, *The Australian Educational Researcher*, 38, 4, pp.355-382.

B.Lingard (2011) Changing teachers' work in Australia in N.Mockler, and J.Sachs (eds) *Rethinking Educational Practice through Reflexive Inquiry*, Dordrecht, Springer, pp.229-245.

F.Rizvi and B.Lingard (2010) *Globalizing Education Policy*, London, Routledge.

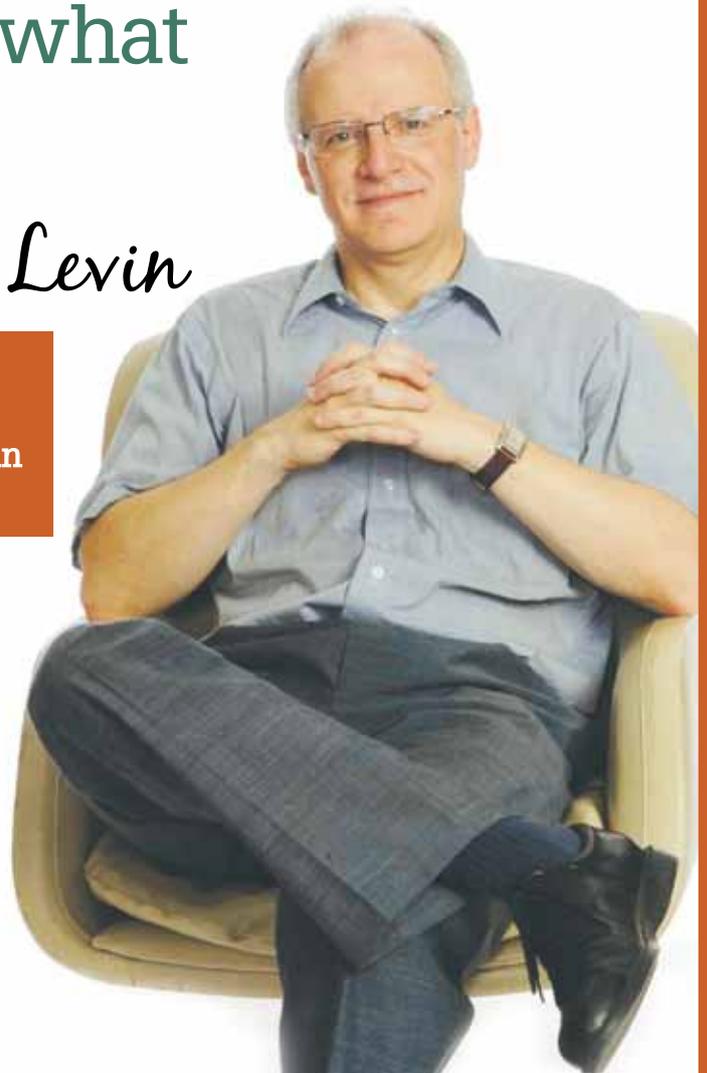
Improving our schools

What we know & what we need to do

An evening with Ben Levin

The Australian College of Educators and the Australian Education Union will be sponsoring an evening with Dr Ben Levin from the University of Toronto

Dr Ben Levin holds a Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto. He has managed to combine an extensive career as a senior civil servant in education with a strong track record as a researcher and academic. He has been a senior manager in government on several occasions, including serving as deputy minister (director general) for education in two Canadian provinces – Manitoba from 1999 to 2002 and Ontario from 2004 to 2007. During the latter period, student achievement and teacher morale both rose significantly in Ontario. As an academic, Ben Levin has directed numerous research projects and has published more than 150 articles in a wide range of publications around the world. He has also published five books, the most recent being *How To Change 5000 Schools* (2008) and has three more currently in preparation. Ben does extensive international work and his writing has been translated into Russian, Chinese and Turkish. His current research interests concern research-policy practice linkages, large-scale change, and equity and poverty issues.



- Monday 5 March 2012, 5.00 – 6.30pm
The University of Sydney
- Wednesday 7 March 2012, 5.00 – 6.30pm
The Queensland University of Technology
- Thursday 8 March 2012, 6.00 – 7.00pm
The University of Melbourne

HOW TO REGISTER

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Reflections of a Pre-service Primary Teacher

■ Bethany Wilshire

Be-coming a teacher has long been in the plan for me, but until recently I have been unable to envisage myself clearly as a graduate equipped to take on a class of expectant young primary students. As I approach the commencement of the second year of my Bachelor of Primary Education course, I find myself in a very different position. I have a newfound understanding and appreciation for the complex career I am preparing to enter. It was satisfying to be able to reach the end of my first year of training with the conviction that I had chosen the right career and I am excited at the prospect of the next three years of study ahead of me.

I know that I share these feelings with the majority of my academic cohort. Over the course of 2011 a collegiality developed that is very reassuring for us all. It has become apparent that we feel committed to this career choice because we believe, and here I quote words used by us all at various times, that ‘we can make a difference.’ Perhaps this comes in part from the fact that every student achieved the high ATAR required for entry to the BEd (Primary) course at one of Australia’s top-ranking universities – a score that in fact enabled entry to a wide range of demanding degree programs – but they chose this field of study based on a true passion for teaching.

Based on conversations with acquaintances enrolled in the same degree at other institutions, I suggest that there is a correlation between making the deliberate choice and effort to gain entry into a teaching course and achieving rewards in the longer term. The corollary is that those who enrol at a university that requires a significantly lower ATAR simply because it is one of the few choices available are less likely to have or to develop this personal commitment. Given that teacher retention is an ongoing issue, I further suggest that young teachers with

a passion for this vocation are much more likely to stay in the profession than those whose hearts were not in it from the beginning.

However, the excitement and positivity my peers and I feel right now are balanced by some trepidation surrounding the high expectations involved in this career choice.

The overwhelming element for many of us is our growing awareness of the sheer magnitude of the role we are preparing to take on. Not only must we have a sound understanding of the primary curriculum, broadly described in the National Professional Standards for Teachers as ‘[organising] content into an effective learning and teaching sequence’ (2.2), but we must also maintain ‘effective classroom communication skills’ (3.5). Furthermore, the Standards require graduate teachers to ‘set learning goals that provide achievable challenges for students of varying abilities and characteristics’ (3.1). This could be interpreted to mean that we are expected to be all things to all children. We all know parents who have such expectations and we have all had our own experiences with teachers of varying quality, so this is a daunting aspect of the journey.

We also realise that primary teachers have no choice but to step into the roles of mathematician, artist, linguist, musician, scientist, actor, nurse and counsellor, just to name a few. The enormity of this role became clearer to us throughout our first year, through various lectures, tutorials and Practical Experience sessions in schools. Inevitably, we have started to ponder the following questions: How do you know when you are meeting the expectations? When does it become easier? To what extent is it instinctive? Who makes sure that you get the professional support you need when you need it? To what extent do the unique demands of this role contribute to the poor retention



rate of early career teachers?

The Practical Experience component of our first year highlighted all these issues.

Although we students worked tirelessly to carry out extensive lesson preparation beforehand, it was the Practical Experience (Prac) that cemented the multi-faceted nature of the role. As much as I knew I had prepared good, fun lessons and I felt confident about delivering the material, it was a different reality to be faced with 30 smiling little faces staring expectantly up at me. Suddenly I found myself dealing with five little girls playing with my dress, a couple of young boys wanting to show me their Lego creations, many needing to go to the bathroom, another who had a toothache and absolutely everyone wanting to tell their own

personal stories that were only distantly relevant to the focus of the lesson. This apparently chaotic description is a much more realistic reflection of the primary classroom than any lecture could portray.

The critical component of the first Practical Experience (and, by definition, of all subsequent pre-service training) is the quality of the mentoring teacher(s). I was so fortunate to be placed in a school and under the supervision of a mentor who fully supported me in this exciting but intimidating first experience in front of a class. To return to an earlier point, I must emphasise that my mentor, a veteran of 30-plus years in various K-6 roles, has never lost her passion. She maintained a high level of enthusiasm and excitement each day and never underestimated her

students' capacity to learn. For example, she never 'dumbed down' her language when addressing individual students or the class as a whole. Instead, she used sophisticated words and expressions, clarifying meanings as she went along and expecting the students to continually extend their vocabulary. Although the students were not conscious of this strategy, I soon realised that this was a key aspect of her pedagogical style. I was already inspired by some of my own primary teachers, and this Practical Experience gave me yet another example of the kind of quality educator I aspire to become. It provided me with invaluable food for thought in terms of developing my own future pedagogical style, something I had not considered as closely before.



According to Ewing and Manuel (2005, p.3), 'Thinking you can teach, being told that you can teach and early positive experiences in teacher education and teaching are seen as powerful motivational forces in deciding to teach.' So far, all of this rings true for me. However, at the usual post-Prac debrief back at uni it became obvious that not all of my peers had had a similarly positive experience. Some of this was because of encounters with disrespectful children, working alongside unsupportive staff and a lack of appropriate mentoring. Nevertheless, the commitment of these pre-service teachers was evident in their determination to continue despite these negative experiences, many concluding that this one session was not necessarily indicative of their future teaching contexts. I feel certain that this was another reflection of their desire to make a difference.

I also believe, as Ewing and Manuel (2005, p. 3) emphasise, that 'If good teachers make the difference in students' educational experience, then we need to understand more fully the reasons why good teachers stay, and the reasons why good teachers decide to leave.' Indeed, although I was blessed with an incredibly positive first Practical Experience, I am not so naïve as to believe I will not have challenging or disappointing experiences in the classroom during my future Pracs. I only hope I will maintain the passion and perspective to recognise that it is all valuable experience that will better prepare me for the realities, with all its challenges and triumphs, of the teaching profession.

My first mentoring teacher had a profound influence on me in another way. She told her students constantly that 'You are never too old to learn. I am old and I am still learning.' Messages like these, directed at the children in a successful school, complemented the regular references to lifelong learning in our university lectures and tutorials. I feel now that I really understand that being a quality teacher who is current and student-focused depends so much on a genuine commitment to and modelling of ongoing learning.

A good example of ongoing learning in this day and age is the option to incorporate technological resources into the classroom each and every day. Using computers, portable laptops,

interactive white boards, televisions and video cameras to supplement lessons is something that has been emphasised to us over and over again throughout the course of the year. Indeed, as a member of Generation Y I am lucky to be able to appreciate the benefits of using digital media to take productive learning to a higher level, facilitating a depth of learning that was not possible in the past. I also recognise the importance of educating young students on the use of digital media given that they are entering an age in which it will be difficult, or even impossible, to secure a job without at least basic digital awareness.

During my Practical Experience with a Year 2 class I discovered just how much using the 'Smartboard', showing a YouTube clip, or giving students an opportunity to type their recounts into a Word document encouraged them to engage with the themes of the lessons on a range of levels. Being able to take their lessons beyond the paper, or complementing written work with further internet research or a TV documentary, can give students a greater appreciation for the relevance of their classwork, in many cases sparking enough curiosity to go home and search for further information and bring new facts in to share with the class the following day. Incorporating ICT resources into daily lessons seems to me a fantastic way to actively implement the Teaching Standards Professional Practice Graduate point of '[demonstrating] a range of verbal and non-verbal communication strategies to support student engagement' (3.5).

As a means of creating a supportive forum on which my cohort could ask questions about assignments and bounce ideas off each other, a colleague created a Facebook page which only members of our first year Primary Education group could access. This provided a precious resource to consult each other about aspects of our assignments and tests, as well as to debrief following our Practical Experience sessions. Furthermore, it helped us to develop a camaraderie amongst the group because it demonstrated that we were all going through our academic triumphs and challenges as a team. This firsthand appreciation for an ICT resource, as well as my understanding of the limitless opportunities for research and exploration enabled by the internet, are important

messages that I plan to pass on to my future students. These are some of the best ways to encourage curiosity and the enjoyment of learning.

As I prepare to begin the second year of the BEd degree, I am looking into the future when I will be standing in front of my own class, no doubt full of hope, excitement, anticipation and apprehension. Based on my tertiary education so far, as well as my first Practical Experience at a local primary school, I maintain the strong desire to make a difference in children's lives. Some may call this naïve, and others may see it as commendable, but at this early stage in my teaching journey, I feel empowered and excited to take on the task of educating the future generations of Australia.

As noted above, I certainly feel overwhelmed and somewhat anxious at the utter enormity of the role I am taking on in an effort to educate children not only as sound mathematicians or scientists or writers, but as 'whole beings'. I hope that over the next three years my lectures, tutorials and Practical Experiences will help me to feel somewhat more prepared for this responsibility. What I can be sure of, however, is that I plan to enter the teaching profession with a clear aim to actively help each and every student in my care to develop to his or her full potential. Treating each pupil with sensitivity, understanding, and awareness of their different family situations and backgrounds, talents and interests, I hope to encourage them to be the best they can be in every capacity. I am fully aware of how idealistic this may seem; however, I truly believe that making a concerted and genuine effort to go beyond the whiteboard and the textbooks and engage with students on a deeper level is what distinguishes a great teacher from a good teacher. ■

Bethany Wilshire is a student at the University of Sydney in the Bachelor of Education (Primary) course. If you would like to share your own firsthand experience as a student or teacher please contact the editor.

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Member Profile:

Jenny Allum FACE

Head of School, SCEGGS Darlinghurst



Education is a learned profession – it takes years of study and practice to be an excellent teacher. Education is a joyous profession – there is nothing more exciting and joyful than seeing young people blossom and develop, seeing the future with optimism and confidence. Education is an important profession, a worthwhile profession – the future of our society rests with its young people and how they are educated. Education should be one of the most important and respected professions in our society.

A strong interest in discussing broad education issues with colleagues from a range of education sectors and interest groups helped entice Jenny Allum to become a member of ACE as a young mathematics teacher.

Twenty-five years later, the well-respected Head of SCEGGS Darlinghurst remains an active member of the college and values the continued access to people who think about the broad issues of education available through her ACE networks.

“It was my principal, someone I respected, who first recommended ACE to me as something I should be part of,” Ms Allum explains.

“I also felt that a professional association of educators, spanning the breadth of curriculum areas, rather than any specific subject area, while

representing people from all sectors and people of different ages was of interest to me.”

In November 2011, Ms Allum received the College’s 25 year award in recognition of her continuous membership.

As Head of School at SCEGGS, Ms Allum oversees the education and wellbeing of more than 800 girls and provides leadership to the teaching and support staff. In 2007 Ms Allum was made a Fellow of ACE for her outstanding contribution to quality teaching and learning in New South Wales through leadership to teachers and school leaders and state and national levels.

Ms Allum hopes to see ACE continue to represent educators across all sectors and act as a unifying force in the often divisive education debates.

“So much is made of divides in education such as divides between public

and independent sectors or between primary and secondary sectors. I would like to see ACE play a role in closing some of these divisions,” Ms Allum says.

“I think sometimes our politicians don’t always listen to the voice of the profession as much as they could and there is an important role for ACE to play in providing a united and credible voice for the profession that will be recognised and respected by policy makers.”

Ms Allum began her career as a mathematics teacher at Abbotsleigh and then Pymble Ladies College before becoming Director of Studies at Central Coast Grammar. Ms Allum later became an Inspector of Mathematics and a Manager with the Curriculum branch of the New South Wales Board of Studies. She has been Head of School at SCEGGS since 1996. ■

Staff in Australia's Schools Report

A new rich source of information on the school workforce in Australia is now available following the release of the Staff in Australia's Schools (SiAS) survey results on 15th January.

The survey was intended to provide a detailed picture of the Australian teacher workforce and gather information to assist in future planning of the workforce. It was also intended to provide comparative and updated data following on from the first SiAS survey conducted in 2006-07.

The survey was commissioned by the Federal Department of Education, Employment and Workplace Relations (DEEWR) in 2010 and implemented by the Australian Council for Educational Research (ACER). The Australian College of Educators supported the implementation of the survey by raising awareness of the project through its communications with members and encouraging members to participate if invited. The College has long supported national surveys of the teaching profession as a vital resource for improving Australia's schools.

SiAS administered Australia-wide and collected information directly from school teachers and leaders about their background and qualifications, their work, their career intentions and school staffing issues. A large sample of primary and secondary schools in all sectors and states and territories were randomly selected and invited to participate in SiAS.

The survey was structured around four populations: primary teachers, secondary

teachers, primary leaders and secondary leaders. Final survey responses were received from 4599 primary teachers, 10876 secondary teachers, 741 primary leaders and 838 secondary leaders.

The voluntary online survey was conducted between August and December 2010. Respondents provided a detailed snapshot of the Australian teacher workforce including demographic information such as gender, age, qualifications and work roles as well as data about their employment intentions and career plans, and staffing issues that schools are facing. SiAS also examined reasons for becoming a teacher or school leader, job satisfaction, perceived preparedness for the current role and professional learning activities.

This was the second administration of SiAS. The survey was previously conducted in 2007. The earlier survey identified a low proportion of senior teachers interested in becoming principals, teachers being asked to teach outside of their area of expertise to cover shortages and the possible need of a large number of teachers to be recruited as retiring teachers leave the workforce. It also noted a high level of job satisfaction reported by both teachers and school leaders.

The 2010 survey collected information using similar questions to those of 2007 to allow for comparisons to be made and enable consideration of whether some of the pressures identified in SiAS 2007 had eased during the interceding three years.

In 2010 both teachers and school leaders again reported high levels of job

satisfaction with levels of satisfaction actually increasing slightly since 2007. Some 90% of teachers and leaders reported that they were satisfied or very satisfied with their current position in 2010.

The staffing position in schools seems to have improved since 2007. Fewer principals reported unfilled vacancies in 2010 than in 2007 across teaching areas except for secondary LOTE teachers with the proportion of schools reporting vacancies rising slightly between 2007 and 2010 as did the number of unfilled positions.

Primary principals are still asking teachers to teach outside their field of expertise as a strategy for coping with shortages along with combining classes across year levels or recruiting teachers on short-term contracts. These strategies are also used by secondary principals but to a higher extent.

As was the case in 2007, survey respondents expressed a degree of uncertainty about their future in the teaching workforce. This is particularly apparent among younger teachers. A high number of teachers report being unsure about how long they will teach for. While relatively few teachers aged over 50 intend to leave teaching before retirement, or are unsure of their intentions, almost half of younger teachers are unsure of their career intentions. This suggests a need to develop strategies to retain younger teachers in the profession to ward off future shortages, particularly in remote areas where teachers are more likely to indicate an intention to resign.



About 7% of primary teachers intend to leave teaching within three years as do 9% of secondary teachers; this is much the same as was the case in 2007. A higher proportion of early career teachers intend to leave teaching permanently prior to retirement (9% of primary early career teachers and 13.4% of secondary early career teachers) than do teachers as a whole. However, the proportions of early career teachers indicating their intention to leave in 2007 was 11% for primary and 15% for secondary suggesting that retention of early career teachers may be increasing.

The reasons for intending to leave the teaching profession have remained stable since the first administration of SiAS. In 2007 those teachers who were already sure they would leave the teaching profession permanently prior to retirement cited 'dissatisfaction with teaching' and 'better opportunities outside schools' as either important or very important factors. In 2010 these were again important reasons; being the second and third most commonly cited among primary teachers and third and fifth among secondary teachers. In both cases the top reason cited was 'the workload is too heavy' (57.7% of primary teachers and 50% of

secondary teachers).

A preference to stay in the classroom and concern about time demands were among the main reasons for a continued reluctance of teachers to take on leadership positions. The large majority of teachers in both primary and secondary schools do not intend to apply for a leadership position within the next 3 years. The most important factors cited were 'I want to remain working mainly in the classroom' (71% of primary and 62.2% of secondary) the 'time demands of the job are too high' (61% primary 63.5% secondary) and 'I would have difficulty maintaining a satisfactory work/life balance' (68.1% primary, 65.9% secondary). These were also the most common factors cited for not seeking a leadership position reported in 2007.

One of the issues examined in detail by SiAS is that of teacher preparedness. The survey shows that most teachers were happy with their pre-service teacher experience. Over three quarters of early career teachers (those who have been teaching for five years or less) felt that their course had been helpful or very helpful in preparing them for 'reflecting on my own teaching practices' and 'developing and teaching a unit of work'.

About two-thirds also assessed their course highly on 'working effectively with other teachers' and 'teaching the subject matter I am expected to teach.' Higher proportions of primary teachers rated their course highly on developing students' literacy (61%) and numeracy skills (65%), compared to secondary teachers (21% and 30% respectively). Overall the assessment was more positive in 2010 than in 2007.

School principals were also largely positive in their appraisal of the readiness of recent teacher graduates. Primary principals' perceptions of the preparation of recent graduates have improved somewhat since 2007. Over half of primary principals responded that recent teacher graduates were either very well prepared or well prepared in 'collaborating with teaching colleagues' (63%), 'engaging students in learning activities' (58%), 'accessing and using teaching materials and resources effectively' (57%) and 'understanding the subject matter they are expected to teach' (53%). Secondary principals rated recent graduates as better prepared in these regards (68%, 60%, 71% and 76% respectively). In contrast, primary principals rated recent graduates as least

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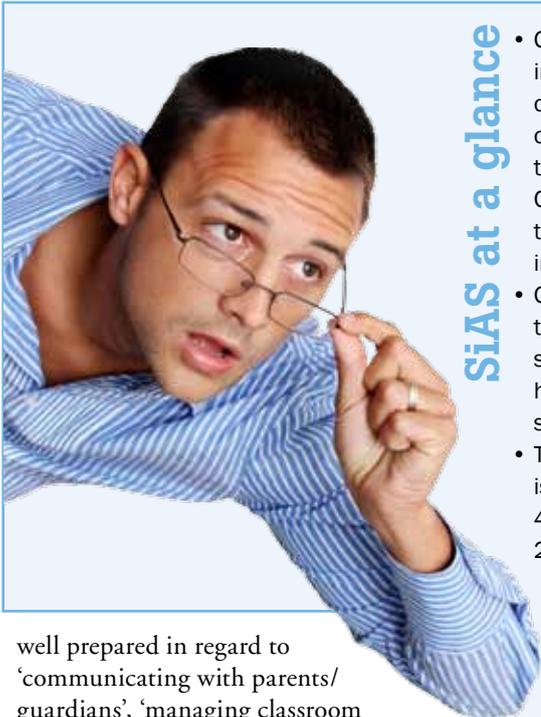
Enquiries and registrations:

Margaret Taylor T: 03 9277 5403 F: 03 9277 5544 E: taylor@acer.edu.au

www.acerinstitute.edu.au

Australian Council for Educational Research





SiAS at a glance

well prepared in regard to 'communicating with parents/guardians', 'managing classroom activities effectively', and 'providing effective feedback to students to support their learning.'

The report also noted that the provision of support for new teachers has increased since 2007 with many primary teachers benefitting from having the support of a 'designated mentor'. Secondary school teachers were most likely to be provided support through the provision of 'an orientation program designed for new teachers.' Most early career teachers rated these forms of assistance as either helpful or very helpful. Many primary and secondary teachers also had support through the 'observation of experienced teachers teaching their classes' with around three quarters of teachers rating this form of assistance highly.

In 2010 SiAS sought information about teacher appraisal processes through the leader questionnaire. This data was not collected in 2007 so comparisons in results are not possible. Responses indicate that almost all teachers are appraised at least once per year. In 95% of primary schools teachers were appraised annually or more frequently by at least one of the Principal, Deputy Principal or a Head of Department. In most cases the work of teachers is never appraised by external individuals or bodies (76.9%) or only when requested by the teacher (7.2%). ■

The full report and background information to SiAS are available from <http://www.deewr.gov.au/Schooling/Pages/Teacherworkforce.aspx>

- Overall almost 90% of primary teachers indicated that they were either satisfied or very satisfied with their job. The overall satisfaction rate for secondary teachers was a little lower at 85.6%. Compared to 2007 SiAS results, teachers' overall job satisfaction has increased.
- Overall 90% of school leaders report they are either satisfied or very satisfied with their jobs and this rating has increased slightly since the 2007 survey.
- The average age for primary teachers is 42.1 years and secondary teachers 44.5 years, hardly any change since 2007.
 - Teachers in remote schools are 2-3 years younger than in metropolitan and provincial schools.
 - An increase was noted in the number of younger primary teachers since 2007. About 23% of primary teachers are aged less than 30 years compared to 18% in 2007.
- Most early career teachers are aged under 30. However a sizeable proportion are aged over 40 (13% primary, 17% secondary) and a greater number of older early career teachers are male.
- The number of teachers over 50 remains high suggesting that large numbers of teachers will need to be recruited in the next few years to replace those who retire.
- The majority of teachers started teaching between the age of 21-25 years (56% of primary teachers and 63% of secondary teachers).
- School leaders tend to be in their late 30s and early 40s when first appointed to formal leadership positions. On average it takes around 15-20 years to first gain a leadership post.
- The teaching profession has a high proportion of females (81% of primary teachers, 57% of secondary teachers) and this has increased very slightly (by about 1%) since 2007.
- A Bachelor degree is the most common qualification held by teachers and primary leaders, with 61% of primary teachers holding either a Bachelor degree or a Bachelor honours degree in Education as their highest qualification. This was also the case for 45% of secondary teachers, 48% of primary leaders and 35% of secondary leaders.
- Most teachers are employed on an on-going/permanent basis, with a higher proportion of primary teachers on contracts of one year or less (14%) than secondary teachers (9%).
- Most teachers decided to become teachers when studying at either secondary school (45% of primary and 23% of secondary) or during tertiary education (31% and 57% respectively).
- 'Personal fulfilment' and the 'desire to work with young people' were the most common reasons cited in deciding to become a teacher.
- In primary schools 24.8% of teachers have been teaching for five years or less. In secondary schools 20.1% of teachers were in this category.
- Schools in low SES areas tend to have a higher percentage of early career teachers than schools in more affluent areas.
- On average primary teachers intend to continue working in schools for another 14 years, and secondary teachers for another 12 years. However, 58% of primary teachers and 52% of secondary teachers are unsure how much longer they intend to continue working in schools.
- Almost 60% of teachers who intend to leave teaching in the next 3 years plan to retire from active employment up from about 50% in 2007 suggesting that there are more teachers of older age than previously.
- In 2010 the most common pay range for a teacher was \$71,000-80,000 (32% of primary and 30% of secondary teachers).
- Movement between school sectors appears to have slowed since 2007 with 81% of primary teachers and 67% of secondary teachers currently working in the same sector as their first school.
- The most common pathway to a leadership position was promotion (74% for primary leaders and 80% for secondary) rather than movement from a similar position at the same level.
- Just under 8% of primary school principals indicated that they had at least one unfilled vacancy for a General classroom teacher at the beginning of 2010. This figure declined to 2% at the end of the year.

Source: Phillip McKenzie, Glenn Rowley, Paul Weldon & Martin Murphy (2011) Staff in Australia's Schools 2010: Main Report on the Survey, Australian Council for Educational Research.

ACE news

Changes to ACE board membership

At its meeting on 25 November 2011, the ACE board appointed two new members; David Kronenberg (Tasmania) and Annette Rome (Victoria). The board farewelled Greg O'Mullane (Northern Territory) and Carl Stevens (Victoria) who have completed their term as board members.

David Kronenberg is currently the Deputy Head, School of Accounting and Corporate Governance, in the Faculty of Business at the University of Tasmania. Previously he held the position of Senior Education Officer with the Catholic Education Office and worked for over 30 years in schools in Victoria and overseas in Zimbabwe. He is also ACE Tasmania state president.

Annette Rome is the Director of Staff Learning at Methodist Ladies' College, Melbourne. Her prior roles include

Director of the Wesley College Institute for Innovation in Education and a range of leadership positions in schools across Melbourne. She has written a number of science and education resources and presents frequently at conferences nationally and internationally. Annette was admitted as a Fellow of ACE in 2011 and completed her term as ACE Victoria state president at the end of 2011.

On 1 January this year Professor Robert Lingard succeeded Lyndsay Connors as national president and chair of the board. Professor Stephen Dinham also joined the Board as national chair-elect.

ACE welcomes teacher pay announcement

ACE has welcomed the announcement of a staged implementation of the reward payment scheme linked to the

first national Professional Standards for teachers. Under the Reward and Payments for Great Teachers initiative announced in late November 2011 by Federal Minister for School Education, Early Childhood and Youth, Peter Garrett, teachers accredited to the highest level of the Standards will be rewarded with \$7500 for Highly Accomplished teachers and \$10,000 for teachers who achieve the Lead Teacher level.

The then ACE National President and Chair, Ms Lyndsay Connors, said the new scheme was a vast improvement on the Government's previous policy of awarding one-off bonuses to a pre-determined proportion of classroom teachers, up to around one in every ten.

"As much as we need to see greater public investment in education, we don't want to see money spent inappropriately", Ms Connors said.

"We need a mature career and pay structure that captures the complexities and varieties of a teacher's career path. This would not have been achieved under the previous unworkable bonus payments model.

"Minister Garrett should be congratulated for adopting a much improved policy, in line with advice from the profession.

"The approach now being taken by Minister Garrett is in line with international evidence that one-off bonus schemes do not work; and with the advice in the Productivity Commission's recent draft research report on the schools workforce that the bonus scheme for teachers should be deferred.

"There is widespread agreement among educators that what is needed

Upcoming ACE events

9 February	Ballarat	25th annual Ballarat Region awards
15 February	Adelaide	Education on the Square: The Breadth of Leadership Development
1 March	North Harbour and Ku-ring-gai, NSW	Welcome to the Profession presented by Cathie Thomas, Kim Jackson and Vicki Treble
2 March	Summer Hill, NSW	NSW 2012 Fellows Dinner
5 March	Sydney	An evening with Ben Levin
7 March	Brisbane	An evening with Ben Levin
8 March	Melbourne	An evening with Ben Levin
9 March	Adelaide	The Australian Curriculum and Effective Assessment by Peter Hill
19 March	The Hills/Parramatta, NSW	From NSW IT to AITSL presented by Patrick Lee
21 March	Adelaide	Education on the Square
16 May	Adelaide	Education on the square

For further information about these and any other ACE events please visit www.austcolled.com.au

are national salary and career structures aligned to agreed national teaching standards that can attract and retain teachers and drive teacher quality," Ms Connors said.

Great ACE debate

During 2012 ACE will conduct a series of debates around the question 'what is an educator?' The events will be held in most capital cities between April and June and via video link to other cities. Further information will be posted to the ACE website as it becomes available.

Regional merger

Two of ACE's New South Wales regional groups - North Harbour and Kui-ring-gai - have been merged. The merger of these two relatively small regions will create a bigger and more efficient region for members. The first event of the North Harbour and Kui-ring-gai Region will be on the 1st March 2012 at the St Pauls Anglican Church Hall in Chatswood where new members can find out more about ACE and network with likeminded professionals. More information on the event is available at www.austcolled.com.au

Inaugural Hedley Beare Oration

The Northern Territory branch of ACE hosted the inaugural Hedley Beare oration in Darwin on 7 November. The oration, delivered by Professor Alan Reid from the University of South Australia, addressed the issue of equity in education.

The pursuit of equity in and through education is a proclaimed goal of the Australian government's national education agenda for schooling. In his oration, Professor Reid critically analysed that agenda, assessing it against its equity aspirations, and proposed alternative approaches designed to achieve more equitable educational outcomes.

This event was established in honour of Professor Emeritus Hedley Beare, who shaped schools, education systems, national education policy and management as well as the profession of teaching in his 55 year education career.

Natalie Craig awarded the 2011 ACE Victorian Media Award.

The ACE Victoria 2011 Media Award was presented to Natalie Craig of the *Sunday Age* at the state Annual General

Meeting on 10 November, 2011. Ms Craig was named the award winner in September for a series of stories on the Teach for Australia program.

Ms Craig was also guest speaker at the AGM where she described her experiences writing about the early days of the Teach for Australia program in 2009.

She researched her 'fly on the wall' style story by shadowing a young Teach for Australia Associate, Sean Isbister, who had completed six weeks of intensive training at university and was then 'parachuted' into his class at a disadvantaged Melbourne school.

New ACE Archival Brief

A new Archival Brief entitled, *Debating Competencies: Vocational Education and Training and the Competencies Debate of the Early 1990s*, by Dr Robin Ryan FACE, is now available.

The ACE Archival Briefs are designed to show some of the richness of our College archives, as well as providing useful resources for College members and other researchers. The Archival Briefs are written by several Adelaide-based College Fellows. Twelve Archival Briefs have been published since June 2007. They are available from the ACE website under 'About Us'.

Lingard becomes Fellow of Academy of Social Sciences

ACE's national president and chair, Professor Bob Lingard, has been elected as a Fellow of the Academy of Social Sciences in Australia. In 2011, 26 new fellows were elected and installed at the Academy's Annual Symposium and General Meeting on November 7-9, 2011. The Fellowship of the Academy consists of 528 of Australia's leading experts in the social sciences.

ACE Fellow new SATAC head

ACE Fellow Ms Wendy Teasdale-Smith has been appointed as Director of the South Australian Tertiary Admissions Centre. SATAC is a cooperative venture of the three SA public universities and TAFE SA.

To suggest a news item for inclusion in the March 2012 edition of the *Professional Educator* please contact the editor via ace@austcolled.com.au

In memoriam

Shirley Jones, the wife of one of the College founders Dr AW (Alby) Jones, passed away in Adelaide on 15 October. Mrs Jones attended the ACE Founders' Convention in Geelong in 1959 with her husband. A member of the SA Branch Committee for an amazing 43 years, Dr Alby Jones died in 2003. Mrs Jones was a Companion of the College and very active in the life of the College during her husband's service and is fondly remembered by many College Fellows and members around Australia.

One of the three remaining founder members of the Australian College of Educators, **Dr Anna Hogg**, died in October at the age of 101. Dr Hogg was one of the few women invited to participate in the Founders Convention of the then Australian College of Education at Geelong Grammar School in May 1959. Her long career and many contributions to Australian education were the subject of an Australian College of Educators Archival Brief by James G. Dwyer, published in November 2010.

Emeritus Professor Phillip Hughes AO FACE (12 March 1926 - 12 October 2011) died in October following a short illness. Professor Hughes was an active and invaluable member of ACE for over 51 years, serving as the National President in the early years of its relocation to Canberra. Professor Hughes was esteemed for his commitment to the teaching profession and his ability to work, support and develop principals and teachers through his consultancy work and was widely respected for his passion and contribution to those least well served by education.

ACE

directory



Australian College of Educators

ACE is dedicated to providing an independent voice for educators and advancing the education profession. ACE provides the forum in which educators can inform themselves; discuss and debate issues; and seek to find shared solutions to current educational questions.

Contact Details

Freecall 1800 208 586
Phone 03 9035 5473
Fax 03 8344 8612
Email ace@austcolled.com.au
Web www.austcolled.com.au
Postal address PO Box 73, Carlton VIC 3053
Street address Level 3, 234 Queensberry Street
Carlton VIC 3053

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Membership

Provides you with an opportunity to connect with a diverse and vibrant community of education practice with a goal to ensure the profession is respected and valued.

Membership is open to teachers, researchers, principals, leaders, administrators and others with appropriate qualifications and experience.

ACE represents educators working in early learning, primary, secondary, tertiary and higher education as well as VET across all sectors of Australian education.

Value of membership

Have a say in policy and procedures that impact on your profession by joining the only Australian professional association representing educators across all sectors and levels of education.

- Contribute to the sector's primary advocacy body for the profession of teaching.
- Attend our events and conference and converse with cutting edge presenters.
- Have access to the ACE website for news and articles relevant to the profession.
- Receive our professional journal, "Professional Educator", eight times per year.
- Receive a free copy of "Education Review" eight times per year.
- Gain the right to use the letters MACE as a recognised, professional post-nominal
- Be eligible to receive regional, state/territory ACE awards as well as the highly valued Fellowship award.

Full details and online application form www.austcolled.com.au