Appendix 1. Terms of Reference

The Review is to consider and advise on the initial preparation and continuing development of teachers for the new millennium.

Teachers must be well equipped to meet the changing needs of students and schools, which are driven by changes in contemporary society and in the expectations of parents, the community and employers. Particular attention should be paid to teachers’ knowledge and experience of their teaching areas and classroom and student management, taking into account the development of young children, adolescents and emerging adults who are preparing for work. Teachers in their training must be given the opportunity to develop effective leadership and student support skills and to embrace new technologies relevant to education and training.

The Review will undertake extensive consultation with schools, universities, training providers, parents and employers as well as the wider community. It will take into account recommendations of previous reviews and current developments in teacher education.

The Review will take into account the changing nature of schools, the education and training needs of the wider community, and educational policy priorities and directions. It will advise on the extent to which current teacher education programs prepare teachers adequately for the likely future demands of their employment. It will focus on teacher abilities such as being:

- skilled at providing a general education, preparing people for work and for community responsibility
- expert in the art and science of teaching including the use of modern technologies relevant to teaching
- accomplished in the on-going evaluation of the achievements of their students including assessing and reporting learning outcomes
- able to manage classroom and other teaching settings in effective ways
- committed to their students and their holistic development

- aware of and able to behave in an ethical and professional way in all aspects of teaching.

In particular the Review will advise on issues and strategies for improving the quality of teachers at all stages of their careers, taking into account:

1. possible changes in the nature of teaching and the complex set of skills required to be an effective teacher.
2. a range of pathways into teaching, including consideration of:
   - alternative entry schemes available in Australia and overseas
   - systems and procedures used to prepare for and enter other professions.
3. strategies for attracting high quality candidates into teacher education while reflecting the diversity of the population teachers are to serve.
4. the range, effectiveness and quality of present strategies and processes of initial teacher preparation to produce graduates with the knowledge, skills and personal attributes to meet future needs.
5. the nature, quality and balance of the initial teacher education curriculum, taking into consideration content knowledge, pedagogy, practical skills, legal requirements and government policies and the personal development of potential teachers.
6. the relevance, effectiveness and efficiency of approaches to the practicum (practical teaching experience), and its relation to school and university settings. Consideration of more innovative practices related to ‘in-school’ and ‘on-the-job’ training, and the role of teachers, teacher educators and others in the practicum.
7. the standards required of those responsible for preparing teachers including the implications of any national standards and guidelines for preparing teachers.
8. the priorities for the use of resources currently available to universities and other organisations that undertake the preparation and training of teachers. The capacity of these resources to meet future needs for quality teachers, in the context of the relative roles and responsibilities of Commonwealth and State Governments in the preparation and training of teachers.

9. the relevance, quality and availability of post initial and continuing education programs for teachers and strategies to encourage on-going professional growth throughout their teaching careers.

10. the on-going structures and processes necessary to guarantee the quality and number of teachers required to meet likely future needs.

11. wide discussion of the Review’s proposals will be encouraged to help the Government come to decisions in the areas covered by the Review.
# Appendix 2. List of submissions

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<tr>
<td>Federation of Parents’ and Citizens’ Associations of NSW</td>
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<td>Institute of Technology Education (Newcastle Branch)</td>
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<td>KVB Institute of Technology</td>
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<td>Life Education NSW</td>
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<td>National Tertiary Education Union (NTEU) NSW Division</td>
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<td>New Focus Research Pty Ltd</td>
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<td>North Sydney Demonstration School</td>
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Burch C
Gibbons A
MacNamara D
Seaton L
Zeither J
Appendix 3. List of consultations

Universities and teacher education organisations

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Australian Council of Deans of Education
Australian Vice-Chancellors’ Committee
Charles Sturt University
Coffs Harbour Education Campus
Macquarie University
National Academies Forum
National Tertiary Education Union
NSW Teacher Education Council
NSW Vice-Chancellors’ Conference
Southern Cross University
The Australian National University - Centre for Educational Development and Academic Methods
The University of New England
The University of Newcastle
The University of New South Wales
The University of Sydney
The University of Sydney, Koori Centre
United Dental Hospital of Sydney
University of Canberra
University of Technology, Sydney
University of Western Sydney
University of Wollongong

Organisations

Aboriginal Education Consultative Group
Action for the McRae Report
Anglican Education Commission
Association of Catholic School Principals
Association of Heads of Independent Schools
Australian Education Union
Australian Teachers of English as a Second Language
Australian Technology Park
Board of Studies NSW
Business Higher Education Round Table
Canberra Grammar School
Catholic Education Commission
Council of Catholic School Parents
Department of Education Training and Youth Affairs
Design a Life
Education Queensland
Ethnic Affairs Commission NSW
Federation of Parents and Citizens Associations of NSW
Federation of School Community Organisations
Independent Education Union
Institution of Engineers, Australia
Isolated Children’s Parents’ Association
Learning Difficulties Coalition of NSW
Life Education in NSW
National Network for Earth Science and Engineering Learning
NSW Association for the Education of Gifted and Talented Children Inc.
NSW Commission for Children and Young People
NSW Department of Agriculture
NSW Department of Community Services
NSW Department of Education and Training
Bert Oldfield Public School
Blacktown District Office
District Superintendents
Duri Public School
Hebersham Public School
Matthew Pearce Public School
Oxley High School
Parramatta District Office
Principals, Tamworth District
Tamworth District Secondary Principals Council
Quirindi High School
Quirindi Public School
Tamworth District Office
Tamworth South Public School

Tamworth District Office
NSW Department of Education and Training
NSW Health
NSW Office of Information Technology, Department of Information Technology and Management
NSW Parents Council Inc.
NSW Premier’s Department
NSW Primary Principals’ Association
NSW Secondary Principals’ Council
NSW TAFE Commission Board
NSW Teachers Federation
Nurses Registration Board NSW
Open Training and Education Network (OTEN)
Professional Teachers’ Council
Student Representative Council
The Association of Independent Schools of NSW
The Cabinet Office
The Law Society of New South Wales
Appendix 4. Information relevant to quality in other professions

Table A4.1 Framework for Continuing Professional Development - Medicine

The Royal Australasian College of General Practitioners has instituted a program that combines continuing professional development with quality assurance. The “Quality Assurance and Continuing Education” program “aims to assist general practitioners in Australia maintain and improve the quality of care they give to patients and guarantee the highest possible standards of care to the community.” Each triennium general practitioners secure the satisfactory number of points in each of the following areas:

Practice assessment - which are planned activities to help practitioners review aspects of their own clinical performance with the aim of improving patient care. The Society has identified several programs in which practitioners may participate such as child injury prevention modules or diagnosis and management of depression or interpersonal skills questionnaire.

Continuing medical education (CME) - which are designed to enhance knowledge, skills, attitudes and judgement. The Society assesses programs and assigns points depending on whether the activity meets certain criteria, e.g. improving patient care, GP participation in planning and so on. Points are awarded at two levels, e.g. 2 points per hour or 3 points per hour, depending on the Society's evaluation of the relative educational value of the different CME activities.

Professional development – is identified as other activities which focus on the profession’s role in improving the health care of the community. The Society has valued a set of professional development activities which may include lecturing to peers, lecturing to others and practice management.

Source: The Law Society of New South Wales, Discussion Paper, Mandatory Continuing Legal Education, September 1999

Table A4.2 Framework for Continuing Professional Development - Law

Rules for Mandatory Continuing Legal Professional Development

42.1 A practitioner must, during each year in which the practitioner holds a practising certificate, unless exempted by Council, comply with a condition endorsed on the practitioner's practising certificate, requiring the practitioner to complete a specified course of continuing legal education, by completing a course or programme of education or study which satisfies the following requirements:

42.1.1 the course may consist of an education programme, seminar, workshop, lecture, conference or discussion group or a multimedia or website based programme, or the research and preparation of an article published in a legal publication or such other publication approved by the Council, or any combination of two or more of those events

42.1.2 the course must be of significant intellectual or practical content and must deal primarily with matters directly related to the practice of law

42.1.3 the course must be conducted by persons who are qualified by practical or academic experience in the subject covered

42.1.4 the course must be relevant to a practitioner's immediate or long term needs in relation to the practitioner's professional development and to the practice of law

42.1.5 the course (or programme) must have an aggregate value of ten (10) MCLE units.

The Principle of Continuing Professional Education (CPE)

Continuing Professional Education (CPE) is not just a response to immediate work or other needs. The benefits of work experience and other demands are recognised as being professionally very important. But these benefits are enjoyed by non-professionals as well. There are unique demands upon every professional to identify, develop, promote, maintain and improve upon knowledge and skills which constitute the dynamic expertise of the professions in a rapidly changing society. Often professional development comes not from reacting to change but by initiating it.

Becoming a member or affiliate of the Institute is but the first step in a life long process of education, training and development expected of chartered accountants.

The pace and volume of changing technology and knowledge means that every member must allow sufficient time to absorb the range and depth of new material. By engaging in CPE, members and affiliates are making a positive investment in their future.

Members and affiliates have a continuing duty to maintain their professional knowledge and skill at a level required to ensure that their clients, or their employers, receive the advantages of competent professional services based on the latest developments in practice, law and business.

The hours outlined in Regulation 1002 are the minimum that members and affiliates are required to achieve to maintain their individual competencies. It is recommended that the time investment be in excess of these minimum levels.

Source: The Institute of Chartered Accountants in Australia, http://www.icaa.org.au

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Section 4 of the NSW Nurses Act 1991 defines “professional misconduct”, and “unsatisfactory professional conduct”:

4 (1) For the purpose of this Act, “professional misconduct” in relation to the accredited nurse, means unsatisfactory professional conduct of a sufficiently serious nature to justify the removal of the nurse’s name from the Register or Roll.

(2) For the purposes of this Act, “unsatisfactory professional conduct”, in relation to an accredited nurse, includes any of the following:

(a) any conduct demonstrates a lack of adequate:
   (i) knowledge
   (ii) experience
   (iii) skill
   (iv) judgement or
   (v) care
   by the nurse in the practice of nursing

(b) the nurse’s contravening (whether by act or omission) a provision of this Act or the regulations

(c) the nurse’s failure to comply with an order or determination made or a direction given under section 48, 55 or 64 or with a condition of registration

(d) a nurse’s holding himself or herself out as having qualifications in nursing other than:
   (i) those in respect of which the nurse’s registration or enrolment was granted; or
   (ii) those recorded in the Register or the Roll in respect of the nurse; and

(e) any other improper or unethical conduct relating to the practice of nursing.

Table A4.6  Academic Legal Education

1.1 Academic Legal Education

The academic course of study leading to admission to practise must provide the intellectual foundations on which further knowledge, skills and experience can be assembled. This course of study requires an understanding and knowledge of the following areas of knowledge:

- Administrative Law
- Civil Procedure
- Company Law
- Constitutional Law (Federal and State)
- Contracts
- Criminal Law and Procedure
- Equity and Trusts
- Evidence
- Property (real and personal)
- Torts
- Professional Conduct

in the context of an overall course of study which provides:

- a well rounded education in the law
- a level of scholarship usually associated with a course leading to an undergraduate degree
- a good grounding in the analytical, communication and other skills required of a legal practitioner in modern society.

### Table A4.7 The Academic Program for Engineers

5.0 The Academic Program

The minimum requirement for the academic program is a four-year full-time program or equivalent. The following elements of the academic program are seen as critical to ensuring that the graduates acquire the generic attributes listed in Section 2:

5.1 Program Philosophy and Objectives

There must be a clear statement of the mission and the objective for each program and of the broad characteristics expected of a graduate.

5.2 Program Structure and Content

The program structure and content must be such that the graduates acquire the generic attributes listed in Section 2 and achieve the program objectives. Typically a four-year professional engineering program should have the following elements:

- mathematics, science, engineering principles, skills and tools (computing, experimentation) appropriate to the discipline of study. This element should not be less than 40% of total program content.
- engineering design and projects. This element should be about 20% of the total program content.
- an engineering discipline specialisation. This element should be about 20% of the total program content.
- integrated exposure to professional engineering practice (including management and professional ethics). This element should be about 10% of total program content.
- more of any of the above elements or other elective studies. This could be about 10% of total program content.

5.3 Program Standard

The university must employ some method of external benchmarking to ensure that the program material and standards reflect relevant best practice.


### Table A4.8 Australian Social Work Competency Standards for Entry Level Social Workers

<table>
<thead>
<tr>
<th>OVERALL COMPETENCY</th>
<th>SOCIAL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units of Competency</strong></td>
<td><strong>Units of Competency</strong></td>
</tr>
<tr>
<td>Major subdivisions of overall competency</td>
<td>e.g. Practising in accordance with established social work values</td>
</tr>
<tr>
<td>e.g. dealing with the Legal System</td>
<td></td>
</tr>
<tr>
<td><strong>Elements of Competency</strong></td>
<td><strong>Elements of Competency</strong></td>
</tr>
<tr>
<td>Further divisions of units</td>
<td>e.g. promotes Social Justice</td>
</tr>
<tr>
<td>e.g. preparing of client/family for court appearance</td>
<td></td>
</tr>
<tr>
<td><strong>Performance Criteria</strong></td>
<td><strong>Performance Criteria</strong></td>
</tr>
<tr>
<td>e.g.</td>
<td>e.g.</td>
</tr>
<tr>
<td>levels of performance for each element</td>
<td>knows and understands the concept of Social Justice</td>
</tr>
<tr>
<td>explains court report and recommendations to client</td>
<td>engages in professional practice in accordance with the principles of Social Justice</td>
</tr>
<tr>
<td>explains roles and procedures of Children’s Court to client</td>
<td>identifies when Social Justice principles are being violated in individual group and broader social, political and economic contexts</td>
</tr>
<tr>
<td>links client and family in appropriate legal representation</td>
<td>advocates for adoption of Social Justice principles within organisations, communities, other social structures and institutions</td>
</tr>
<tr>
<td>liaises with legal representatives or advocates</td>
<td></td>
</tr>
</tbody>
</table>

Table A4.9  Competency Standards for the Social Work Profession

The purpose of these competency standards is to provide a broad framework for identifying the skills and competencies required for the delivery of Social Work services. In addition to meeting national requirements for the endorsement of professional competencies, at entry level, the standards are also designed to meet the needs of the Social Work profession for the purpose of:

- describing the scope and essence of the profession
- providing a basis for self-regulation of the profession
- providing a basis for the assessment of Social Work practice
- facilitating accreditation, and
- guiding education and the provision of ongoing continuing education.

The main components of the standards are Units of Competency which describe the competencies required to pursue the function of the Social Work profession within Australian society. This is:

- to act as an agent of social change and contribute to the redistribution of power, resources and opportunities towards more disadvantaged individuals, groups and communities.

The profession does this by:

- intervening in relationships between and amongst individuals, groups, communities, organisations, societal structures and institutions
- empowering those the profession interacts with as clients, and
- contributing to the development of policies concerning human well-being and of human service organisations.

Source:  AASW, Australian Social Work Competency Standards for Entry Level Social Workers, September 1994
Table A4.10  Competencies for the Registered Nurse in Recommended Domains

<table>
<thead>
<tr>
<th>Prerequisites for Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• successfully completes an approved educational program</td>
</tr>
<tr>
<td>• fulfils the assessment requirements of the nurse registering authority</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional/Ethical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrates a satisfactory knowledge base for safe practice.</td>
</tr>
<tr>
<td>2 Functions in accordance with legislation and common law affecting nursing practice.</td>
</tr>
<tr>
<td>3 Protects the rights of individuals and groups.</td>
</tr>
<tr>
<td>4 Demonstrates accountability for nursing practice.</td>
</tr>
<tr>
<td>5 Conducts nursing practice in a way that can be ethically justified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Recognises own abilities and level of professional competence.</td>
</tr>
<tr>
<td>7 Acts to enhance the professional development of self and others.</td>
</tr>
<tr>
<td>8 Recognises the value of research in contributing to developments in nursing and improved standards of care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enabling</th>
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<tbody>
<tr>
<td>9 Maintains a physical and psychological environment which promotes safety and security and optimal health.</td>
</tr>
<tr>
<td>10 Acts to enhance the dignity and integrity of individuals and groups.</td>
</tr>
<tr>
<td>11 Assists individuals or groups to make informed decisions.</td>
</tr>
<tr>
<td>12 Communicates effectively and documents relevant information.</td>
</tr>
<tr>
<td>13 Effectively manages the nursing care of individuals or groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Framing and Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Carries out a comprehensive and accurate nursing assessment of individuals and groups in a variety of settings.</td>
</tr>
<tr>
<td>15 Formulates a plan of care in consultation with individuals/groups taking into account the therapeutic regimes of other members of the health care team.</td>
</tr>
<tr>
<td>16 Implements planned care.</td>
</tr>
<tr>
<td>17 Evaluates the progress toward expected outcomes and reviews plans in accordance with evaluation data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Collaborates with the health care team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purposes of the Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to determine the eligibility for initial registration or enrolment of persons who have undertaken nursing courses in Australia</td>
</tr>
<tr>
<td>• to determine the eligibility of nurses who have undertaken nursing courses outside Australia and who wish to practise in this country</td>
</tr>
<tr>
<td>• to provide the basis for assessing nurses who wish to re-enter the work force after a period of absence defined by the registering authority</td>
</tr>
<tr>
<td>• to assess qualified nurses who are required to show that they can demonstrate the minimum level of competence for continuing practice.</td>
</tr>
</tbody>
</table>

Source: Nurses Registration Board New South Wales, National Competencies for the Registered and Enrolled Nurse, subject to review, third edition
<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Field Placement Unit - Tertiary Institution</th>
<th>Tertiary Supervision</th>
<th>Workplace Field Education Unit</th>
<th>Payment for Workplace Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>1. $21 per day x 40 days totalling $840</td>
</tr>
<tr>
<td></td>
<td>Funding Source</td>
<td>Funding Source</td>
<td>Funding Source</td>
<td>2. $21 per day x 60 days totalling $1,260</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. $21 per day x 100 days totalling $2,100</td>
</tr>
<tr>
<td>1. BEducation</td>
<td>yes</td>
<td>university</td>
<td>shared by the university and teaching hospital</td>
<td>no</td>
</tr>
<tr>
<td>2. DipEducation</td>
<td></td>
<td></td>
<td>shared by the university, public clinics and local dental practitioners</td>
<td>support gratis provided by private practitioner, hospital dentists and junior training staff</td>
</tr>
<tr>
<td>3. MTeaching</td>
<td></td>
<td></td>
<td></td>
<td>Note: students are paid by the employer during the practicum which often takes place over the vacation period</td>
</tr>
<tr>
<td>BDental Surgery</td>
<td>all training is conducted at the United Dental Hospital or Westmead Centre for Oral Health</td>
<td>memorandum of understanding between the university and both institutions</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>BEngineering</td>
<td>yes</td>
<td>university</td>
<td>N/A</td>
<td>no</td>
</tr>
<tr>
<td>BMedicine</td>
<td>yes</td>
<td>shared by the university and teaching hospital</td>
<td>shared by the university and teaching hospital</td>
<td>no</td>
</tr>
<tr>
<td>BNursing</td>
<td>yes</td>
<td>university</td>
<td>university 8 students per facilitator at $22 per hour</td>
<td>sometimes a shared arrangement between the university and the health service</td>
</tr>
<tr>
<td>BSocial Work</td>
<td>yes</td>
<td>university</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate Medical Program</td>
<td>yes</td>
<td>joint program between the university and teaching hospital</td>
<td>joint program between the university and teaching hospital</td>
<td>hospital</td>
</tr>
<tr>
<td>Professional Legal Training following BLaw</td>
<td>no</td>
<td>N/A</td>
<td>N/A</td>
<td>consortium of law firms</td>
</tr>
</tbody>
</table>

Note: Award rate to be paid to students during 15-week placement by employer.
Table A4.12  Industrial Award for Payment of Co-operating Teacher

This award as varied to 27 March 1997 (variation V004) (Note: variation V003 cancelled) comprises pages:

5 - DEFINITIONS  [5 varied by V002, substituted by V004 from 19Mar97]

In this award, unless contrary intention is clearly shown:

"School teachers" means teachers employed in any school, college or institution provided for the eligibility rules of the **Australian Education Union** or the **Independent Education Union of Australia**, except teachers employed by the **Department of Education** in the State of Victoria and classified as **Leading Teacher** or in receipt of the allowance for temporarily performing the duties of a **Leading Teacher**.

6 - SALARIES  [6 substituted by V001 ppc 11Feb92; corrected by V001a ppc 11Feb92]

(a) Payments (per student per day) to school teachers employed by any institution respondent to this award for the supervision of practice teaching (which payments should cover work involved in the making of written evaluation and assessments):

- (i) supervision in secondary schools in one method $12.45
- (ii) supervision in secondary schools in two methods $21.20
  and supervision in primary schools

(b) Payments (per student per day) to school teachers employed by any institution respondent to this award for the co-ordination of practice teaching, (remuneration should be not more than the equivalent for ten students) $1.30

Source: Consolidated Australian Higher Education Practice Teaching Supervision Award 1990

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Table A4.13  The Dental Hospital

United Dental Hospital of Sydney

The United Dental Hospital provides:

(a) clinical and technical facilities for the instruction of dentistry students;

(b) dental treatment for patients who are holders of Health Cards or those referred for specialist care.

Westmead Centre for Oral Health

The Centre for Oral Health is part of Westmead Hospital. It provides:

(a) clinical and technical facilities for the instruction of dentistry students;

(b) dental treatment for patients who are holders of Health Cards or those referred for specialist care;

(c) facilities for the Institute of Dental Research.

United Dental Hospital and Westmead Hospital

Dentistry students spend some of their time in First and Second Years and most of Third Year at the United Dental Hospital, 2 Chalmers Street, Surry Hills, 2010; for the major part of Fourth and all of Fifth Year, students are located at the Westmead Centre for Oral Health.

Source: 1999 Students' Faculty of Dentistry Handbook, The University of Sydney

Note: In addition, final year students spend time in Public Dental Clinics in other areas. Rural placements will be mandatory in the new graduate entry dental program (The University of Sydney).
<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clerctek — proctology (1 in 4 weeks)</td>
<td>Hepatobiliary Theatre (Brancatisano)</td>
<td>Wards/Rooms</td>
<td>Radiology (all year)</td>
<td>Wards/Rooms</td>
</tr>
<tr>
<td></td>
<td>Endoscopy (Williams) (2 sessions per term)</td>
<td>Medical Grand Rounds (all year)</td>
<td>Wards/Rooms (Farrell/Brancatisano)</td>
<td>University clinic: Gastroenterology (Williams)</td>
<td>University clinic — Liver</td>
</tr>
<tr>
<td></td>
<td>Meet the Professor (all year)</td>
<td>Surgical Grand Rounds</td>
<td>Medical Grand Rounds (all year)</td>
<td>Loder (colorectal theatre) — alternate weeks</td>
<td>Loder — Colorectal Theatre (1 in 4 weeks)</td>
</tr>
<tr>
<td></td>
<td>Lectures/Seminars/PBL (all year)</td>
<td></td>
<td>University clinic — Liver</td>
<td></td>
<td>Lectures/Seminars/PBL (all year)</td>
</tr>
</tbody>
</table>

Theatre: Hollands — Hepatobiliary and general

Source: Westmead Hospital Clinical School Teaching Program — Year 3
Learning activities are organised at a large number of teaching centres. Currently, teaching occurs at:

- Royal North Shore Hospital
- Hornsby Ku-ring-gai Hospital
- Manly Hospital
- Ryde Hospital
- Mona Vale Hospital, Royal Rehabilitation Centre
- Sydney
- Gladesville-Macquarie Hospital
- Greenwich Hospital
- Neringah Hospital
- Mater Misericordiae Hospital
- Hunters Hill Private Hospital
- Northside Clinic
- Sydney Adventist Hospital
- Northside Clinic
- Sydney Adventist Hospital
- Dalcross Private Hospital
- North Shore Private Hospital

The Northern Clinical School is one of four Clinical Schools of the Faculty of Medicine of The University of Sydney.

Situated within Northern Sydney Health and catering for the needs of over 740,000 people, students attached to the Northern Clinical School are uniquely placed to take advantage of a diversity of experience in both hospital and community practice.

**Northern Sydney Health Bed Numbers**

- Gladesville Macquarie: 183
- Greenwich: 80
- Neringah: 40
- Royal Rehabilitation: 188
- Hornsby: 300
- Ryde: 226
- Manly: 225
- Mona Vale: 165

**Private**

- North Shore Private: 160
- Sydney Adventist: 324
- Mater: 187
- Hunters Hill: 70
- Dalcross: 53

**Community Health Centres**

- 741,000 people GPs (900) — 3 divisions

**TOTAL BEDS = 2681**

Source: Working Together - Northern Clinical School and The University of Sydney 1993-1998
A. Alex Bune

Appointed in 1997 as half-time Coordinator of Medical Education, Associate Professor Alex Bune has brought a wealth of teaching experience from Flinders University. She has played a major role in introducing the Graduate Medical Program at Northern and spends the other half of her time doing clinical work. Having helped with the introduction of the first two years of the Program, Alex Bune is now, in conjunction with Bruce Robinson, facilitating the organisation of the Integrated Clinical Attachments which commence in 1999.

A quiet achiever, Alex has spent a great deal of time familiarising clinicians across the Area with the concepts of the Graduate Medical Program in coordinating the Professional Development program.

Source: Working Together - Northern Clinical School and The University of Sydney 1993-1998

B. Deborah Yates

Dr Deborah Yates has now arrived, and is responsible for Resident Training and Management. Appointed as a conjoint Clinical Senior Lecturer, Deborah will spend half her time in Thoracic Medicine, and the remaining time looking after the education of young doctors during the first two years following graduation. A distinct Department has been created under her direction, and is concerned with the organisation of Residents. With the combined efforts of Dr Lilon Bandler (the coordinator of Thursday morning dedicated time for RMO Education throughout the Area), Associate Professor Margaret Schnitzler (Director of Clinical Training at Royal North Shore Hospital), and Dr Yates, it is planned that there will be an educational continuum, involving medical students and young doctors. This is an important initiative at Northern and has the full support of all staff.

Source: Working Together - Northern Clinical School and The University of Sydney 1993-1998

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Table A4.16  Case Study of a University Joint Appointment to a Hospital

<table>
<thead>
<tr>
<th>A. Alex Bune</th>
<th>B. Deborah Yates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointed in 1997 as half-time Coordinator of Medical Education, Associate Professor Alex Bune has brought a wealth of teaching experience from Flinders University. She has played a major role in introducing the Graduate Medical Program at Northern and spends the other half of her time doing clinical work. Having helped with the introduction of the first two years of the Program, Alex Bune is now, in conjunction with Bruce Robinson, facilitating the organisation of the Integrated Clinical Attachments which commence in 1999. A quiet achiever, Alex has spent a great deal of time familiarising clinicians across the Area with the concepts of the Graduate Medical Program in coordinating the Professional Development program.</td>
<td>Dr Deborah Yates has now arrived, and is responsible for Resident Training and Management. Appointed as a conjoint Clinical Senior Lecturer, Deborah will spend half her time in Thoracic Medicine, and the remaining time looking after the education of young doctors during the first two years following graduation. A distinct Department has been created under her direction, and is concerned with the organisation of Residents. With the combined efforts of Dr Lilon Bandler (the coordinator of Thursday morning dedicated time for RMO Education throughout the Area), Associate Professor Margaret Schnitzler (Director of Clinical Training at Royal North Shore Hospital), and Dr Yates, it is planned that there will be an educational continuum, involving medical students and young doctors. This is an important initiative at Northern and has the full support of all staff.</td>
</tr>
</tbody>
</table>
Typically a four-year professional engineering program should have the following elements:

- mathematics, science, engineering principles, skills and tools (computing, experimentation) appropriate to the discipline of study. This element should not be less than 40 per cent of total program content
- engineering design and projects. This element should be about 20 per cent of total program content
- an engineering discipline specialisation. This element should be about 20 per cent of total program content
- integrated exposure to professional engineering practice (including management and professional ethics). This element should be about ten per cent of total program content
- more of any of the above elements or other elective studies. This could be about ten per cent of total program content.

Source: Manual for the Accreditation of Professional Engineering Programs, The Institution of Engineers, Australia, 7 October 1999

The University of New South Wales — Faculty of Engineering

Industrial Training (IT) refers to work experience that is relevant to student undergraduate studies. All students are required by the Institution of Engineers (IEAust) to complete a minimum of sixty working days of approved industrial training which is assessable as an undergraduate subject prior to the award of Bachelor of Engineering degrees. Industrial training must be concurrent with enrolment and normally should be accumulated during the summer recesses at the end of the second and third years.

### Table A4.19 Comparative Salary Scales and Structures***

<table>
<thead>
<tr>
<th>NURSES As at April 1999</th>
<th>SOCIAL WORKERS As at 1 January 1999</th>
<th>DENTISTS As at 4 January 1999</th>
<th>MEDICAL OFFICERS** As at 1 January 1999</th>
<th>TEACHERS As at 1 January 1999</th>
<th>TEACHERS As at 3 April 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Registered Nurse</strong></td>
<td><strong>Clinical Nurse Specialist</strong></td>
<td><strong>Dental Officer</strong></td>
<td><strong>Medical Officers</strong></td>
<td><strong>Teachers</strong></td>
<td></td>
</tr>
<tr>
<td>Year 1 $31,988</td>
<td>$45,442</td>
<td>Grade 1 year 1 $41,000</td>
<td>Intern year 1 $36,484</td>
<td>Teachers year 1 $31,690</td>
<td>step 3 $32,938</td>
</tr>
<tr>
<td>Year 2 $32,793</td>
<td></td>
<td>year 2 $44,872</td>
<td>Resident year 1 $42,765</td>
<td>year 2 $33,332</td>
<td>step 4 $34,665</td>
</tr>
<tr>
<td>Year 3 $34,474</td>
<td></td>
<td>year 3 $48,046</td>
<td>year 2 $47,035</td>
<td>year 3 $36,953</td>
<td>step 5 $36,549</td>
</tr>
<tr>
<td>Year 4 $38,079</td>
<td></td>
<td>year 4 $51,218</td>
<td>year 3 $38,763</td>
<td>year 4 $38,763</td>
<td>step 6 $38,431</td>
</tr>
<tr>
<td>Year 5 $39,480</td>
<td></td>
<td>year 5 $54,387</td>
<td>year 5 $40,576</td>
<td>year 5 $40,576</td>
<td>step 7 $40,314</td>
</tr>
<tr>
<td>Year 6 $41,300</td>
<td></td>
<td>year 6 $57,834</td>
<td>year 6 $42,386</td>
<td>year 6 $42,386</td>
<td>step 8 $42,199</td>
</tr>
<tr>
<td>Year 7 $43,657</td>
<td></td>
<td>year 7 $60,734</td>
<td>year 7 $44,198</td>
<td>year 7 $44,198</td>
<td>step 9 $44,081</td>
</tr>
<tr>
<td>Year 8 $46,271</td>
<td></td>
<td>year 8 $66,808</td>
<td>year 8 $46,006</td>
<td>year 8 $46,006</td>
<td>step 10 $45,964</td>
</tr>
<tr>
<td>Year 9 $48,458</td>
<td></td>
<td>year 9 $68,187</td>
<td>year 9 $47,819</td>
<td>year 9 $47,819</td>
<td>step 11 $47,846</td>
</tr>
<tr>
<td><strong>Clinical Nurse Educator</strong></td>
<td>$45,442</td>
<td>Grade 1 year 1 $41,000</td>
<td>Executive Teacher $52,242</td>
<td>year 10 $50,175</td>
<td>step 12 $49,732</td>
</tr>
<tr>
<td><strong>Clinical Nurse Consultant</strong></td>
<td>$55,671</td>
<td>year 2 $63,115</td>
<td></td>
<td>year 11 $50,175</td>
<td>step 13 $52,182</td>
</tr>
<tr>
<td><strong>Nurse Manager</strong></td>
<td>NUM 1 <strong>$54,761</strong></td>
<td><strong>Dental Officer</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUM 2 <strong>57,375</strong></td>
<td>NUM 3 <strong>58,909</strong></td>
<td>Grade 2 year 1 63,115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nurse Manager</strong></td>
<td>Grade 1-9 <strong>$54,428 - $87,755</strong></td>
<td>year 2 65,489</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Senior Registrar</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>year 1 $75,117</td>
<td>Higher Medical Qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Specialist Dentist</strong></td>
<td>Allowance $43.16 per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>year 1 $70,248</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>year 2 72,945</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>year 3 75,642</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>year 4 78,496</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>year 5 81,352</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Deputy Principal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 1-6 <strong>$55,548 - $77,894</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Secondary Principal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 1-2 <strong>$77,894 - $81,299</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Specialist Dentist involves 6-7 years additional training.
**Considerably more is earned in the private sector.
***The majority of the professions listed have experienced an increase in salary over the previous 12 months.

Sources: The United Dental Hospital of Sydney Industrial Codes and Rates of Pay at 4 January 2000, Dental Officers; Crown Employees (Teacher and Related Employees) Salaries and Conditions Award; NSW Health Department: Public Hospital (Medical Officers) Award; (1 January 1999), NSW Public Hospital Nurses State Award; Public Hospital Social Workers Award (1 January 1999).
Appendix 5. Reports of forums organised by the universities

The universities in New South Wales made significant contributions to the Review of Teacher Education. In particular, forums were organised by them to canvass current thinking and practice in teacher education in Australia and internationally, and to generate debate on approaches to reposition teacher education in New South Wales for the new century.

At each forum, a wide range of views was available from the various stakeholders in teacher education. This contribution made by the universities strengthened the capacity of the Review to identify important issues relevant to the Terms of Reference and to make recommendations for change and improvement.

The following are summaries of viewpoints, research findings and recommendations arising from the forums which were organised during October 1999 – March 2000.

- Macquarie University: Early Childhood Teacher Education 20 October 1999 (Submission 67)
- University of New England: Rural/Regional Issues and Challenges in Teacher Education 22 October 1999
- University of Newcastle: Retraining Mature Age Workers and Behaviour Management 29 October 1999
- Southern Cross University: The Practicum 17 November 1999 (Submission 128)
- University of Sydney: Repositioning Teacher Education Symposium 27-28 January 2000 (Submission 152)
- Southern Cross University, Coffs Harbour: Creating World Class Technology Teachers K-12: Qualities for 2010 3 March 2000 (Submission 182)
- University of Western Sydney: Community Needs and Teacher Education for Greater Western Sydney 24 March 2000 (Submission 201)

Macquarie University:
Early Childhood Teacher Education

The forum was convened on 20 October 1999 by the Institute of Early Childhood, Macquarie University to address the Terms of Reference of the Review of Teacher Education from the perspective of early childhood teacher educators.

Early childhood teachers are employed in many services, including long daycare, preschool and the early years of school. The forum put forward the view that early childhood education (0-8) is different from other forms of education, requiring a specialist qualification from designated early childhood teacher education programs.

The forum considered early childhood teacher education to be conceptually different from a specialisation of primary teacher education, due to the diversity of employers and complexities of working with young children and their families. The forum observed that the shift from specialist courses for early childhood educators to a generalist K-6 primary focus has impacted on effective teaching as many university courses have very limited input to teaching in the early years in primary schools. The nature of learning in many childhood settings has become more complex due to increasing numbers of children living in poverty, children spending many hours in out-of-home care while both parents are working and children with varying levels of disability being integrated in mainstream educational institutions. A strong research base underlying early childhood teacher education is essential to support the complexity of work in the early years.

Employers at the forum observed that a consequence of the decline in the standard for student entry into many teacher education programs was the poor communication skills of some new graduates. The reluctance of some universities to fail under-performing students, due to the structure of funding arrangements, has resulted in employers having to take industrial action to remove such students from the workforce. The forum recommended raising the UAI entry into teacher education program without faculties of education being penalised for falling enrolments during the transition. Unsuitable students can be redirected to alternative studies.
There was a strong call from employers for informed long term planning to ensure there are sufficient early childhood teachers of before-school age children. The current teacher shortage has given rise to arguments against the regulatory requirement to employ teachers in children services, which threatens the provision of high quality services. The simultaneous review of Teacher Education and the Regulations of Children’s Services was noted as providing an ideal opportunity for exchange between relevant Ministers on quality and transition to school issues.

The forum identified three features critical to the success of early childhood teacher education programs: strong partnership between employers and universities to support programs, a balance of theory and practice to cater for the wide variation in characteristics of children, and integrated practicum programs with proper funding. Some employers at the forum emphasised aspects of the core curriculum which enable teachers to deal adequately with student diversity within their classrooms. These include indigenous culture, assessment of children for special or gifted education, an understanding of curriculum content and developmentally appropriate processes, and management of mixed ability classrooms. Student teachers should have practical experience in both mainstream and specialised educational contexts, and know how to work collaboratively with other adults.

Concern about the cost of providing practical experience has led to reduced involvement of university staff in the field which in turn reduces the collaboration between university staff and teachers, including opportunities for university staff to interest teachers in postgraduate study. University detachment from schools and other educational settings also reinforces perceptions that the practicum is separate from coursework.

The forum considered partnerships in the form of centres of excellence as a strategy to improve connections between universities and employers to achieve better practical experience for students. It was envisaged that a university would designate a number of children’s service centres as centres of excellence through which university staff would gain exposure to the field and broaden opportunities for quality practicum placement.

Employers at the forum expressed concerns at the quality of practicums as demonstrated in the trend towards unsupervised practicums, and students’ lack of opportunity to gain adequate skills in programming, planning and team communication. Students’ knowledge of key legislative and policy changes relevant to diverse workplaces was also considered insufficient. Employers identified the need for more funding to universities, more involvement of experienced teachers in supervision and a leadership role jointly assumed by university staff and teachers in supporting students at risk.

The early childhood sector was considered unique in the teaching profession by having a code of ethics, quality assurance system and regulations which clearly define the role of teachers. Advances on the current position for the sector can be achieved through strategies to:

- accredit teacher education programs through agreed principles for teacher preparation to assist a sector comprised of many private and community employers
- value academics’ teaching experience in addition to their research and publications
- introduce teacher registration for all Australian early childhood education graduates
- support Aboriginal and Torres Strait Islander students’ transition to cohort-specific teacher education programs
- renegotiate the industrial award between the Commonwealth Government, teacher unions and universities that require payment to teachers in schools for supervision
- identify alternative means of appropriately recognising supervising teachers’ contribution to the practicum
- extend the model of the Early Childhood Practicum Council of New South Wales
- recognise fully the complexity of the profession in university teaching
- foster continuing education and professional recognition.

The forum was chaired by Associate Professor Alma Fleet, Head, Institute of Early Childhood, Macquarie University. Participants came from the university sector: Charles Sturt University, Macquarie University, University of Newcastle, University of New England, University of Western Sydney – Macarthur and Nepean Campuses.
Representatives of key stakeholders in early childhood education also contributed: Catholic Education Office, Early Childhood Education Council, Early Intervention Association, Association of Independent Schools, KU Children's Services, Local Government Children's Services Association, New South Wales Department of Education and Training, Office of Child Care, Quality Child Care Association of New South Wales and SDN Children's Services.

The University of New England convened the forum on 22 October 1999 to consider challenges facing teacher education, including the provision of practical teaching experience in regional locations.

Regional schools and communities present students on practicum with much more diverse issues of culture, social class and gender. Rural people also experience more acutely the impacts of distance, isolation, the small sizes of community, limited services and economic downturns.

Discussion focused on the fact that for many student teachers, the practicum can be their first experience working in such a different social environment. Student teachers need to be well equipped with knowledge and skills to understand their local contexts, address issues which their students raise and avoid stereotyping. Understanding community and student backgrounds of disadvantage was emphasised for indigenous education.

Experiences in rural schools are varied. While beginning teachers are able to obtain work more readily in difficult to staff rural and regional schools, they can suffer trauma from isolation. Young teachers can develop psychological conditions which are not often recognised. In a small central school, secondary subject specialists require leadership skills as they can become the sole teachers at that school with subject expertise. On the other hand, appointments to larger regional centres potentially lead to frustration when existing teachers dismiss attempts to apply new teaching methods.

Awareness of the management of composite classes, integration of students with special needs, ESL and indigenous education was identified as important for primary teachers.

The forum discussed teacher preparation for managing behaviour of students.

Alternative models of behaviour management were explored involving a shift from regarding student behaviour as the problem, to one which recognises students’ inability to connect with the school curriculum. Current solutions, relying on punishment for displays of resistance to schooling or provision of remediation and special education, often further alienated students and reduced their exposure to the curriculum.

Teacher education courses should include either a mandatory unit or give enough content emphasis to provide a thorough understanding of behaviour management both in theory and practice. Universities must address this aspect of teacher preparation in consultation with school communities.

Concerns were expressed about funding levels for the practicum component of teacher education programs and the system of payment to teachers in schools. It was reported that at Charles Sturt University, this cost significantly exceeds allocations to the Faculty of Education from Commonwealth recurrent grants for practicum subjects. Subsidies for the practicum are made at the expense of other subjects. In addition, the system of payment to teachers participating as supervisors or mentors potentially reduces their role to that of an individual providing a basic fee for service, without shared ownership of teacher education.

It was suggested that the most satisfactory relationships between the universities and the field are likely to arise when a school negotiates to provide quality professional experiences for pre-service teachers in a manner that meets university expectations and entry criteria to professional practice. Negotiations of this nature will provide valuable insights into the professional needs of all concerned.

The forum was convened by Professor Bill Green, School of Curriculum Studies, Faculty of Education, Health and Professional Studies, University of New England. Participants came from a cross section of the education community in the regions, including university academics from Southern Cross University, Charles Sturt University and University of New England. There were representatives of the TAFE and school education sector, including the Armidale District Office of the New South Wales Department of Education and Training, school
principals, deputy principals and teachers from government and non-government schools in Armidale and surrounding regions. Views on the cost of practicum were made from the perspective of a participant from Charles Sturt University.

**University of Newcastle: Retraining Mature Age Workers and Behaviour Management**

The University of Newcastle convened the forum on 29 October 1999 to consider its collaborative teacher education initiative in preparing teachers with practical skills. As a second topic relevant to teacher education, the forum discussed behaviour management from the wider perspective of managing the whole learning environment.

The teacher education initiative involved a partnership between the University of Newcastle, BHP and the New South Wales Department of Education and Training. The program retrained workers retrenched from BHP bar and wire products division to become teachers of technological and applied studies – an area of teacher shortage in New South Wales. These workers already have trade, advanced certificate or degree qualifications. An industry entry pathway which recognises prior learning was designed for the Bachelor of Education (Design and Technology) to enable most students to graduate within approximately two years of study.

The course was delivered in many sites to facilitate the accelerated pathway and assist student teachers develop competencies of a beginning teacher. For example, schools and BHP workplace were used as workshops, classrooms became teaching laboratories and TAFE Institutes offered specific skills training. All course models integrated academic content with field experiences.

Under the program, BHP paid for studies by their workers and the New South Wales Department of Education and Training guaranteed jobs at a high school where there was a shortage of technological and applied studies teachers. BHP has extended the program to its Port Kembla plant. Port Kembla workers enrolled with University of Newcastle but completed part of their studies at the nearby University of Wollongong and gained their practical teaching experience at a local high school.

The curriculum for both the Bachelor of Education (Design and Technology) and the Diploma of Education (Secondary, Technology and Applied Studies) were developed in close consultation with the New South Wales Department of Education and Training as the employer. This ensured the requirements of both the Department and the Tertiary Qualifications Advisory Panel were met.

The initiative has received positive feedback from the government and non-government school sectors keen to employ its graduates. Initially offered to BHP workers, the program now continues with a significant intake of trades people from a variety of industries. The industry entry pathways will be broadened to other teaching areas of high demand.

In relation to the second topic, behaviour management, the forum focused on the issues of classroom and school-level management. The term management is preferred to behaviour management or discipline as it focuses on the important issue of managing the whole of the learning environment rather than just the student.

The forum considered a model representing the ecology of the classroom in which four factors interacted – teacher, students, curriculum and resources, physical setting. The interactions occur in a teaching and learning environment in that teachers and students teach and both learn from what goes on in that ecosystem. Addressing behavioural problems is about addressing, amongst other things, teacher behaviours, their teaching and management skills, what is taught and how it is taught, the students’ ability levels and interest in the content and its presentation, as well as the time of day when the learning occurs and the way the classroom is set up.

The forum discussed differing approaches and concerns in primary and secondary schools including the need for teachers to develop a broader range of teaching and management strategies and not see student misbehaviour in isolation. It was recognised that strategies for managing behaviour needed to be developed within and by the school community.

There was agreement that preparation for classroom management in teacher education courses was critically inadequate and that acquiring skills of teaching and learning required knowledge and understanding of management of both curriculum content and the learning environment.
The forum was organised by the Faculty of Education, University of Newcastle. It was attended by academics, teachers and representatives of industry and the education community, who have practical experience in special education and in implementing the partnership.

Southern Cross University convened the forum on 17 November 1999 to examine the effectiveness of the practicum and future directions for improving the quality of practical experience in teacher education.

The forum reviewed the practicum and observed that issues raised over the past two decades, through a national inquiry and a major review relevant to this aspect of teacher education, have persisted until now. In particular, the forum based much of the discussion on the conditions for an effective practicum program, put forward by the 1989 *Discipline Review of Teacher Education in Mathematics and Science*. That Review regarded the ideal conditions as:

— adequate recognition of the practicum by funding bodies
— serious commitment by the higher education institution
— genuine partnership between the higher education institution and the schools
— appropriate selection and training of supervising staff in schools
— clear definition of roles and responsibilities of teacher education staff and school supervisors
— clear program with reasonable expectations of students.

In contrast, weaknesses of the practicum have recurred, including:

— students perceiving a lack of connection between theory and practice, with the practicum being regarded as artificial
— school teachers being unclear about the overall teacher education program

university staff feeling ambivalent about the practicum, some stressing the importance of being academic over and above the need to relate to the teaching profession.

The question of funding was discussed at the forum but there were widely different opinions about the appropriate use of funds. In this context, there was a view that the development of internships in the final year of teacher education offers a major way forward. The recommended model involved an extended practicum of one school term during which a student teacher assumes the full teaching responsibility, enabling a teacher to attend professional development. The arrangement can occur as a trade off from the university for the practicum placement and requires no payment. This model operates in seven New South Wales universities.

In preparation for the forum, Southern Cross University surveyed 18 teacher education programs around Australia in early November 1999 to seek information on practicum practices in terms of funding arrangements, role of university staff and teachers, assessment and innovative practices. A summary of the responses was provided at the forum. The survey highlighted a wide variety of activities being undertaken which were experiential. The examples ranged from a trial of online supervision via e-mail, to a highly structured program over five weeks in nine schools which provided common elements in initial experience to around 260 first year students through lectures, workshops and school visits.

There was concern that no mechanism exists for exchange of ideas about the practicum, other experiences of students, or the development of programs overall. The forum suggested the establishment of a clearing house service by peak bodies such as the Australian Council of Deans of Education or the New South Wales Tertiary Education Council. As well, the forum identified the need for a register of research in teacher education to be re-established and updated regularly.

Lack of funding was often seen as the major problem in relation to the practicum but the forum identified a more important underlying issue related to the relationships between partners of the program: faculties of education, schools and school communities. It was argued that even if funding were adequate, it does not guarantee quality experience in the practicum. Quality experience is
contingent on the competence of supervising teachers, university educators, and the relationships which they established for the practicum in particular, and for the teaching profession in general. Joint ownership, involving equal partners, is critical to the success of the program as this provides the framework for maximum collaboration.

At the other end of the continuum of collaboration are examples of universities making decisions and negotiating placements with little or no input from the schools, or universities seeking advice from the schools but retaining sole control of the decision making.

Discussion took place about the extent to which pre-service teacher education should move from theory to practice, represented by the traditional approach, or vice versa. The forum considered the merit of programs which are experientially based, giving students the opportunities to learn from practice before being introduced to theory.

It was suggested that such sequence of learning would give practical teaching experience a dominant place. The change of emphasis will require all parties to collaborate at the highest level for the benefits of students.

The forum was convened by Marilyn Chaseling, Head, School of Education, Southern Cross University. There were 45 participants including school principals, deputy principals and teachers from government and non-government schools; Department of Education and Training personnel; and university academics.

In addition, a public forum was held as part of the Symposium and co-sponsored by the Australian Curriculum Studies Association. The keynote speakers and Professor Judyth Sachs, Faculty of Education, University of Sydney led the discussion on the themes of the Teacher Education Review: recruitment, preparation and mentoring, induction and professional learning, professional standards, partnerships and resourcing.

Some comment emerged from the Symposium regarding the perceived context in which any deliberations and recommendations from the Review should be considered. The context is outlined as follows and precedes discussion of the six themes of the Review.

i) Context

There was a relatively strong view expressed that any discussion of teacher education and recommendations towards its reform, should be taken within an explicit consideration of the broader contexts of the present and future learning needs and lives of students and teachers in schools and other learning sites, within an increasingly rapid movement towards a communication/information society. The quality of schooling and education is becoming an even more important activity in the development of an equitable, just and humane society and issues of access are also crucial. In addition, the roles that teachers are expected to fulfil and the sites and contexts in which they are expected to work, have, and will become, increasingly diverse and different from those of the past. There is strong evidence that there are direct relationships between level of educational achievement and levels of social pathology on a number of indicators (eg unemployment, poverty, crime, recidivism). There is also clear evidence of the direct link between student learning and achievement and the quality of teaching (eg Darling Hammond 2000). The quality of teaching depends, not only, but to a very large extent, on the quality of initial teacher preparation and the continuing quality of professional learning and development provided.

Thus, there is a direct link between the quality of teacher preparation and professional learning and the learning outcomes of students. In turn, this means that there is, arguably, an important link between the quality of teacher educators and the programs they organise and deliver and the learning achievements of students in school. While

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University of Sydney: Repositioning Teacher Education Symposium

The Symposium was organised on 27-28 January 2000 by the Faculty of Education, and hosted by The University of Sydney. Professor John Furlong, Cardiff University, Wales, previously at Bristol University, and Professor Alan Tom, University of North Carolina, Chapel Hill were invited keynote speakers. They each provided an account of recent reform in the organisation and delivery of teacher education in the UK and the USA. Professor Richard Smith, Griffith University, Queensland responded to the keynote presentations and provided insights from the Queensland perspective, particularly relating to teacher registration and accreditation.

Footnote:
participants in the Symposium suggested that these contextual factors should not become the focus for the Review, they suggested that they should provide a central reference point for any deliberations or recommendations.

**ii) Teacher recruitment**

Discussions of teacher recruitment occurred within a consensus that it was essential to ensure that teaching was seen increasingly as a valued and worthwhile profession and an attractive career. To this end, all stakeholders needed to ensure that teaching was promoted in positive ways. The fact that many young people do not see teaching as a career option was seen to be, at least in part, explained by negative media attention and public perception. There was a need to adopt concrete strategies to reverse this.

An important question related to ‘recruitment for what’?: to university?: to teaching?: to leadership in teaching?: to teacher education? It was suggested that criteria for recruitment and acceptance may differ markedly depending on the purpose of the recruitment. Thus, for example, the criteria that might be set for recruiting into a program for future teacher leaders might be very different to those for entry into a faculty in a university. Similarly, an effective classroom teacher does not necessarily make an effective teacher educator. Further, as the roles of teachers and the contexts in which they work become more diverse, the criteria for recruitment into different programs of teacher preparation need to become more differentiated.

This problem of different meanings for ‘recruitment’ was part of a wider issue expressed in several sessions of the Symposium concerning the significant difference in the meanings of the same words used in different contexts, in different Australian states and different countries (eg mentoring in the UK versus mentoring in the Master of Teaching at the University of Sydney), and that it was important that terms and concepts were carefully defined in their context.

Illustrations of the issues raised in the paragraphs above were provided by both keynote speakers. Furlong mentioned the largely unsuccessful attempts to abbreviate teacher education in the creation of ‘licensed’ and ‘articled’ teachers. Although attempting to respond to the increasing diversity of teacher roles and contexts, it seemed from Furlong’s presentation, that the criteria used for recruitment in these two cases in the UK, were inappropriate to the roles that they were expected to take as teachers. Tom discussed the seemingly largely successful programs to recruit and support in-training, teachers from cultural groups not traditionally attracted into teaching. He also presented a strategy developed at Chapel Hill for the selection of student teachers after the first year of university study. Instead of only relying on a grade point average, prospective students were required to present, and be interviewed about, a portfolio recording work with children already completed by the prospective student teacher. The experience of this strategy was that approximately 30% of prospective candidates decided not to prepare and present a portfolio.

**Recommendations**

1. The Review should recommend strategies to attract and support recruitment to teaching by member of cultural groups who have not traditionally been attracted into teaching.

2. The Review should recommend that those responsible for the delivery of teacher education and those responsible for the employment of teachers take a more active role in supply and demand medium and long term planning, offering incentives (eg HECS-loan forgiveness) where supply is short. Caps in areas of oversupply need to be applied to ensure that schools are staffed appropriately.

**iii) Teacher preparation**

Participants in the Symposium reaffirmed a number of times that there are multiple pathways both of teacher preparation and continued teacher learning and development and that the number and diversity of pathways is likely to increase. As this occurs and as more private providers possibly emerge, a university based model might be only one of many models. Increasingly, it will be necessary for universities to establish partnerships with other agencies in the effective preparation of teacher and the diversity of their roles and work site.

While it was acknowledged that there were no magic numbers of days for effective practicum and that there is always the possibility that practicum practices are not necessarily the most effective in relation to both student teacher experience and cost, it was strongly affirmed on
a number of occasions at the Symposium that an effective practicum was central to any effective teacher education program. Such a practicum should be appropriately funded, effectively organised and implemented using principles of adult learning, underpinned by a collaboratively conceived practicum curriculum that includes single/small group student contact, classroom teaching/learning and wider school/community participation. Supervision needs to be undertaken by appropriately trained and recompensed personnel. It was noted that there are some important differences in the nature of practicum experiences within the organisation of teacher education in the UK and the USA.

Currently, the framework for teacher education in the USA, as outlined in Tom’s paper and presentation, reflects a strong federal structure with multiple national and state government and professional agencies engaged in the planning, organisation, delivery and accreditation of teacher education programs. Institutions still appear to have relative freedom in the structure and delivery of their programs within the policy and legal frameworks, providing a mixture of expected outcomes and standards for beginning and continuing teachers. This has continued to support diversity, creativity and experimentation in programs of teacher preparation.

The position in the USA contrasts markedly with that of the UK since 1989, as presented by Furlong. Progressively, all aspects of teacher education (entry criteria, curriculum, outcomes, staff and evaluation) have come under the direct control of national government. This has been a political strategy of both Conservative, and now, ‘new’ Labour, governments as a means to use teacher education to achieve educational goals, particularly related to literacy and numeracy. These goals, in turn, are the basis of social reforms to raise educational standards and learning outcomes to combat inequity and social exclusion. The most radical change was the movement of 80% of time for teacher preparation into schools and out of universities, with a concomitant pro rata movement of funds. According to Furlong, this move into school-based teacher education, with little if any preparation of school staff to deliver an effective teacher preparation program, has generally not been successful. Recent reports of student teacher exit outcomes and evaluations of programs by the Office for Standards in Education (OFSTED) have shown that it is those programs which include close authentic collaboration between schools and universities that have been successful, in contrast to those that have been purely school-based.

In summarising the reforms in the UK, Furlong suggested that the following gains had been made: control by central government which had resulted in consistency and coherence; the experience of the school-based curriculum had resulted in a movement towards the development of a common culture of understandings and language between teacher educators in schools and those in universities and a better understanding of the roles, responsibilities and contributions of schools and teacher education institutions in the enterprise of training teachers. In addition, there had been a significant increase in the level of student teachers’ satisfaction with their preparation. This may be attributed as much to the very large increase in the amount of time now spent in schools by student teachers, as opposed to any other factors. This does not necessarily mean, however, that the increased time is being spent in the most effective manner, and indeed some of the evaluation data from OFSTED suggests for some programs it is not.

Strong comments were made by both Furlong and Richard Smith concerning the losses of the UK reforms. These included the loss of autonomy and related losses of creativity and experimentation. The significant result of UK central government control has been a strong movement towards compliance and thus sameness, blandness and mediocrity of programs of teacher preparation. The question here, is whether such an effect of reform will serve teacher education, teaching and student learning well, given the increasingly diverse global world and the need for flexibility to be able to respond to the increasingly diverse contexts and roles of teachers and their learning needs and the learning needs of young people. Further, there is a question that, although there may have been extensive policy reform in the UK, the basic paradigm of teacher education may not have changed.

While there was some acknowledgment of the view at the Symposium that there had not been significant change or reform in teacher education, as had occurred in NSW schools and TAFE, there were also strong views expressed that there had been a number of quite radical approaches to teacher education, including strong school/university partnerships, at the individual institutional level. However,
it was also acknowledged that there was continuing criticism of initial teacher education by both student teachers and teachers and that given a number of other factors the time may be propitious for reform. While there was some agreement that there needed to be a greater level of coherence in the various facets of teacher preparation and continuing teacher professional development, there was also a strong view that it was the mechanism by which such organisation and coherence was achieved that was important. The UK and the USA provided two quite contrasting models of such mechanisms: the former of centralised government control with severe sanctions for non compliance, the latter a more decentralised and looser framework in which members of the profession, in all its diversity, played a strong role, providing the opportunity for creative individual responses. Arguably, it was the latter mechanism that was more preferred by participants in the Symposium than the former.

Reforms, it was argued on different occasions at the Symposium, should be evidence-based on benchmarked best practice. Various opinions suggested that, for a variety of reasons, the model of teacher education based centrally in universities that periodically placed students in schools needed to be seriously evaluated. Similarly, and relatedly, the traditional roles and responsibilities of teachers and schools and academics and universities, and other professional groups also needed rethinking. As part of this, the difficulties of the institutional location of teacher education in universities and schools needed to be addressed. Such location has increasingly resulted in conflicts between policy and practice, theory and practice and conflicts for teachers and academics in their attempt to try to meet the demands of their respective institutional contexts, but at the same time have their work with student teachers in schools recognised, valued and rewarded.

In summary, there was some agreement at the Symposium that it was an appropriate time to reconsider the past and present practices in the organisation and delivery of teacher education. Such reconsideration should be based on evidence of best practice and should continue to regard a form of practicum as central. In addition, suggestion for reform should consider carefully the mechanism of that reform and should not result in uniformity and absence of space for creative experimentation but preserve multiplicity of flexible pathways. Any reforms, as Judyth Sachs outlined at the public forum, should be based on principles of inclusiveness in collaborative and collective partnerships, based on mutual trust and respect, with clear communication of aims, expectations and responsibilities of partners in a recognition of the expertise that each partner brings to the enterprise of effective teacher education.

**Recommendations**

1. The Review should recognise and affirm that there are multiple pathways to effective teacher preparation. It should identify obstacles and barriers to flexibility in these pathways and career paths (eg TAFE/schools; moving in and out of teaching to gain other experience; recognition of prior learning and experience) and suggest strategies to remove these. It should further recommend strategies to promote flexible pathways and positively recognise prior learning and life experience.

2. The Review should recognise and affirm the centrally important role to all teacher preparation and learning of a planned, developmental and articulated range of practicum/clinical/field experiences in a number of increasingly demanding contexts, organised, implemented and evaluated by skilled and experienced practitioners and appropriately funded and resourced.

3. The Review should recommend strategies (eg joint school/university appointments; school based supervisors/mentors who are appropriately skilled and rewarded with time release, positional status, money; the establishment of professional development schools) to address the growing divisions in the workplace cultures of schools and universities.

4. The Review should recommend that a regular forum for practicum should be established, involving representatives from all stakeholders, to discuss the design, implementation and evaluation of the practicum across institutions.

**iv) Mentoring, induction and professional learning**

The continuum of initial teacher preparation and ongoing professional learning and development was reaffirmed many times during the Symposium, as was an effective induction program as an essential prerequisite to beginning teaching. It was further suggested, that since teaching is a strongly practice-based profession, successful mentoring,
both in initial teacher preparation and at continuing times during a teacher’s career, is essential. It was acknowledged that while there have been some advances towards developing more effective induction of beginning teachers and mentoring skills in the state school system, these are aspects of teacher preparation and learning that require much greater attention by employers, and school and university personnel. There was some agreement that responsibility for induction and mentoring should be jointly shared by employers and their schools and universities.

It was agreed that successful induction and effective mentoring depends on the employment of sets of specific skills and understandings derived from particular orientations and commitments. These are generally not natural but learned and acquired through well structured programs. Currently, the development and employment of such mentoring skills and qualities are not recognised or rewarded. The Symposium expressed strong views that induction and mentoring be seen as roles and responsibilities central to being a teacher professional, and as such their component understandings, skills and orientations should be developed as part of an articulated set of standards for teacher professional development. As such, they should be clearly recognised and suitably rewarded within a context of professional work. The Symposium also suggested that traditional one-on-one models of mentoring may need to be expanded to “several-on-one” or “several-on-several”, similar to some of the models in the UK, which are more realistic in the world of beginning teaching in a school or other organisation.

**Recommendation**

1. The Review should affirm that the mentoring and induction of beginning teachers is a joint responsibility for the profession and teacher education institutions. As such, it should be seen as an integral part of the work and appropriately rewarded in promotion and advanced accreditation. Further, in order to facilitate the effectiveness of mentoring and induction, the Review should recommend a reduction in the face-to-face teaching load of beginning teachers to provide opportunity for them to reflect on, investigate and have conversations about their practice.

**v) Professional standards**

There was a strong view expressed by members of the Symposium that the current arrangement in New South Wales regarding teacher registration and the accreditation of teacher education programs were two areas that required significant change. While the concepts of an integrated and coherent set of professional standards from teacher preparation and registration through to the role of principal was acknowledged as worthwhile, it was the strong view of the Symposium that such standards should not be developed and imposed by a central government, as in the UK. Instead it was proposed that an autonomous body/institute including representation from all stakeholders involved in teaching and teacher education be formed in NSW. It was further suggested that such a body be responsible for the registration of all teachers employed in NSW schools, the accreditation of programs of teacher preparation and the continuing registration of teachers, all within a flexible and dynamic negotiated professional standards framework. In suggesting this strategy, members of the Symposium were not unaware of the problematics of achieving such a body and an agreed professional standards framework. Such a body should be adequately funded to achieve its work successfully, necessitating state government funding until such time as it became self funding.

It was also strongly expressed that the activity of such a body/institute should be seen as empowering the profession of teaching and raising its status and public value rather than as policing the activities of teachers and teacher education providers.

**Recommendation**

1. The Review should recommend the establishment of an autonomous accreditation agency which could take the form of a College of Teaching. It should comprise representatives from all stakeholders in teaching and teacher education in NSW. The College should focus on continuing enhancement of the teaching profession based on the articulation of a set of professional standards. These standards should be developmental in nature, and relate to the multiple and diverse roles of teachers and the broad range of sites and contexts in which they currently, and increasingly will work.
As an accreditation agency, the College should be responsible for:

i) the accreditation of teacher education programs;

ii) the continuing professional development of teachers; and,

iii) the continuing accreditation of teachers.

**vi) Resourcing**

The insufficient funding and resources for the effective planning, delivery and evaluation of teacher education both in schools, by employers and by universities was a constant theme in all sessions of the Symposium, as reflected in all sections of this report. While the complexity of the interaction of multiple sites for sources of funding for teacher education, and the complicating relationships of this funding to university budgets, was appreciated and understood, as reinforced by Richard Smith, it was also strongly affirmed that adequate funding, is one of, if not, the, most critical factors in providing successful teacher education. While the exhortation to do ‘more with less’ and ‘to work smarter’ was appreciated in the current context, there was a general consensus that it was difficult to see how any major changes in the design and delivery of teacher education could be achieved without the significant injection of additional resources. There was some discussion, that the policy in NSW of payment to individual teachers for their work with student teachers was inhibiting and that payment to schools or group of schools would provide larger sum of monies to be able to be used for student teacher preparation, continuing professional development and release of staff to be authentically engaged in partnership activities. While it was recognised that such a strategy, that has been implemented in other states and countries, was not without its problems, it was suggested that it could be a useful strategy to trial. This was particularly so, if the number of schools that an HEI worked with was minimised and seen as ‘associated’ or ‘professional development’ schools in which the numbers of student teachers were maximised.

**Recommendation**

1. The Review should recommend that NSW and other state governments pursue a new Commonwealth agreement for resources so that adequate professional development funds and incentives for teachers to continue professional learning and development can be provided.

**vii) Partnerships**

As already indicated in section iii) above dealing with teacher preparation, the idea and ideal of authentic partnerships between schools and teachers and their communities, and universities and university staff based on mutual trust and negotiation of purposes, roles and responsibilities were a constant in the discussion at the Symposium. In many respects, the development of partnerships with the resources to support them, in which both teachers and academics and others (eg professional associations; employers) could contribute collaboratively their knowledge and expertise to the development of successful young teachers, was seen as one of the most important necessary changes. It was also suggested that traditional partnerships, which in teacher education have tended to be between a university and a school/s, should be extended to include partnerships within and between HEIs, and schools and community organisations.

Furlong suggested that one of the gains of UK reform was the necessity of HEIs and schools with whom they worked to develop partnerships. He was also quick to point out, however, that while there were some authentic partnerships, in the main, partnerships were superficial, structural and bureaucratic. He suggested, as did Tom, in discussing the experience of the USA, that one of the reasons for superficial partnerships was the lack of sufficient time and resources. Both Tom and Furlong provided evidence that partnerships were expensive of time and resources and that if they were going to succeed they required adequate and continuing funding. Such evidence supports the experience of the University of Sydney with its school-based programs in the 1970s and the most recent initiatives, for example at Curl Curl North Primary School and North Sydney Demonstration School. Based on US experience, it was suggested that the processes of the development of partnerships and the requirement to rethink previous practices provided an excellent opportunity for concomitant school and HEI reform and the rethinking of personnel roles and responsibilities. To achieve such rethinking and changes in practice, however, has important funding and resource implications.
Recommendations

1. The Review should affirm the importance of partnerships in teacher education and that successful partnerships need long term consistent funding and high authentic involvement of all partners.

2. The Review should recommend the expansion of traditional partnerships in teacher education to include partnerships:
   i) within universities between faculties and departments;
   ii) between universities;
   iii) between universities and schools; and,
   iv) between schools and community organisations and industry.

The Symposium was organised by Professor Geoffrey Sherington, Dean, Faculty of Education, and hosted by the University of Sydney. Professor Ken Eltis, Acting Vice-Chancellor opened the Symposium. It was attended by over 70 invited guests representing the broadest range of interests of stakeholders in teacher education in NSW and including other participants from the Australian Capital Territory, Queensland, South Australia and Victoria.

In addition, a public forum, attended by over 100 people, held as part of the Symposium (and co-sponsored by the Australian Curriculum Studies Association) provided a further opportunity for issues to be raised.

Post Repositioning Teacher Education Symposium Meeting*

Professor Geoffrey Sherington, Dean, Faculty of Education, University of Sydney, chaired the meeting which was attended by:

Ms Dianne Butland,
Federation of Parents’ & Citizens’ Associations of NSW

Ms Wendy Currie,
NSW Teachers Federation

Mr Geoff Hogan,
NSW Secondary Principals’ Council

Ms Pamela Hunt, NSW Secondary Principals’ Council
(by phone)

Ms Glynnis Jones (representing Ms Gloria Taylor),
NSW Independent Education Union

Ms Terri Kamasz,
Professional Teachers’ Council

Dr Norm McCulla,
NSW Department of Education and Training

Professor Gordon Stanley,
President, Board of Studies NSW

Ms Barbara Stone,
Association of Heads of Independent Schools of Australia

Apologies were received from:

Professor Bob Meyenn, Chair,
New South Wales Teacher Education Council

Dr Jennifer Fraser,
Association of Principals employed in Catholic Schools.

The group had met to review the outcomes of the recent Symposium and to discuss possible strategies for meeting with Dr Gregor Ramsey on 17 February 2000. One of the central issues raised at the Symposium had been the question of the need for flexibility for recruitment to the profession but within the context of developing professional standards. The two keynote speakers at the Symposium had illuminated the problems and issues involved in centralised controls, as in the United Kingdom, and the more diverse forms of professional accreditation in the federal system in the United States. With this background, there was a particular focus on one of the recommendations from the Symposium that there be established an Institute of Education representing the profession to allow first for accreditation of teacher education programs and then possible registration of teachers.

Although there was not unanimous support for ‘teacher registration’ there was general agreement on the principle of the profession having the prime role in controlling professional standards. The group also agreed that the central concern for any teacher education review should be ‘accreditation’ rather than ‘registration’. In accord with the model in other professions such as medicine, accreditation of education programs could be considered separately from the formal registration of the profession which would require state legislation. Any accreditation agency would thus be principally concerned with specific teacher

education programs. Teacher registration may eventually follow but not necessarily under the agency of the proposed Institute.

The resulting discussion posed the question as to whether accreditation could be ‘developmental’ and leading to review which could recommend change rather than being bureaucratic in form and intent. It was important to allow for diversity and independence in teacher education programs while allowing for the certification of programs providing the necessary competencies and attributes. The question was also raised as to whether a new accreditation body would supplant such an agency as the Tertiary Qualifications Advisory Board? Would it be possible to avoid a return to the previous controls of the Higher Education Board and the cost that could be imposed on higher education institutions through over-regulation? Should accreditation become mandated for any teacher education program to receive government funding? If so, could there be ‘self-regulation’ within a regulated framework of cyclical reviews?

The concluding parts of the discussion emphasised that any accreditation body should primarily be concerned with the competent accomplished professional teacher. This would ensure a concern with teacher professional development as well as with the accomplishments of the beginning teacher. There was strong support for the view that accreditation should be an initiative of the profession but with an expectation of some government resources so providing sanction and legitimation of the process.

The recommendation and framework for any accreditation agency could thus take the following form.

An Institute of Education should be formed representing all stakeholders in teaching and teacher education in New South Wales. The prime focus of the Institute should be the promotion and enhancement of the teaching profession based on a set of professional standards which would be aimed at developing the accomplished and competent teacher. These standards should be developmental in nature, and relate to the multiple and diverse roles of teachers and the broad range of sites and contexts in which they currently, and increasingly will work.

The Institute should be initially responsible for:

— The accreditation of initial teacher education programs
— The accreditation of programs for the continuing professional development of teachers.

Postscript: The nature of accreditation still required further clarification. It could take the form of reviews of individual teacher education programs over a five-year cycle. Such reviews should be at the teacher education program level and not merely be reviews of Faculties of Education. The reviews would thus consider such matters as subject discipline content knowledge taught outside Faculties of Education as well as the field experiences of beginning teachers.

Southern Cross University: Creating World Class Technology Teachers K-12: Qualities for 2010

Southern Cross University conducted the forum on 3 March 2000 at its Coffs Harbour Education Campus to consider new requirements of technology teachers in 2010 in New South Wales schools and the shift in focus of teacher education to meet teachers’ aspirations. The majority of participants were teachers of technological and applied studies, whose interest in teacher education was on gaining both teaching perspectives and technology expertise to meet the pace and nature of change in technology.

Findings of the 1997 Report of the Australian Science, Technology and Engineering Council (ASTEC), Matching Australia’s Science and Technology Needs to 2010, provided directions for much of the discussion on the role envisioned for technology teachers. ASTEC considered it essential to integrate the role of science and technology in economic, social and environmental decision making into the 21st century. This requires a greater community understanding of the role of science and technology in society. Technacy, the technological equivalent of literacy and numeracy, is defined as competence in science and technology problem solving that integrates the human, social, environmental and technical aspects of technology issues. ASTEC recommended that governments incorporate technacy in primary and secondary school curricula and teaching practice across Australia. In aiming to raise the level of technacy among Australians and technology teachers, traditional approaches of raising student and teacher levels of technical skills were
considered insufficient. The forum also emphasised the need to include knowledge content, not adequately addressed in current teacher training, for technology learning in indigenous and cross cultural contexts.

The forum supported the view that technology teacher education faces an imperative to reach a level of research as a professional field of study far beyond the current training for technical skills certification. Understanding about teaching technology needs to develop and mature. Participants also argued that while new careers are emerging in Australia and overseas in high technology fields such as bio-molecular engineering and multimedia, the inclusion of traditional trade certification in technology teacher qualifications reduces their appeal in the higher education market.

The forum discussed the context of people entering teacher education for technology. Prospective students increasingly look for globally portable qualifications and university standards that offer promotions and options of linking to other careers. Retraining teachers are attracted to higher education in technology as they seek to gain career mobility and promotions both within the education industry and outside. There was strong support for university degrees that offer higher level of utility both in and outside the classroom. It was considered that the higher and more globally useful the qualifications, the more likely the course will bring fresh world class educators to New South Wales schools. The forum called for proper recognition and reward for attainment of academic qualifications.

Given the need for technacy education and aspiration of technology teachers towards higher qualifications, the forum supported the view that technology teacher education should provide general knowledge of the technology field and specific depth of at least one area of technology study. In this context, technical skills should be provided at sufficient levels but not as a core study. Similarly, traditional skills-based or equipment-specific learning is becoming less relevant.

A way forward in technology education is to teach technology in a more general manner than is required for a conventional specific vocational program. The focus will be on teaching ways of thinking technologically rather than content. Students of technology education programs should be equipped with capacities for abstraction, system thinking, experimentation, innovation, problem solving and leadership.

The forum reaffirmed ASTEC issues of national importance and supported the need for technology teacher education to generate in students highly developed appreciation of these issues which include creating a technologically literate society and a forward looking science and technology system.

The forum was organised by the School of Education, Southern Cross University – Coffs Harbour Education Campus. Over eighty participants attended, the majority were technology teachers from K-12.

Speakers at this forum were: Professor Richard Slaughter, Swinburne University, Melbourne; Dr Bill Lawson, Faculty of the Built Environment, University of New South Wales; and Dr Bruce Walker, Centre for Appropriate Technology, Alice Springs.

The University of Western Sydney held a community forum on 24 March 2000 to discuss challenges and directions in teacher education for western Sydney. The forum brought together key members of the education community in western Sydney who participated in the survey commissioned by the University, *Shared Vision: Community Needs and Teacher Education for Greater Western Sydney*.

The survey identified four areas for improvement in teacher education. These were improved graduates’ knowledge, skills and standards; more strategic university/school partnerships; alternative models for initial teacher education and joint programs for professional development; and differentiated teacher education provision for early childhood. While the survey focused on the University of Western Sydney’s experience, many of the issues have relevance beyond the context of western Sydney.

It was considered necessary for new graduates to have better knowledge of pedagogy, curriculum, assessment, cultural understanding, policy and programs in schools and early childhood services. Improved skills in
communication and behaviour management were also identified as essential. The establishment of teaching standards for the profession would enable effective preparation of graduates. There was a high degree of consensus that beginning teachers should receive support in the form of mentoring and reduced workloads to allow time for preparation and reflection.

The forum considered mechanisms for making partnerships between universities and schools more strategic. It was suggested that universities should select some schools and services as preferred partners for teacher education. There should be more systematic involvement of practitioners in university activities at different levels. University-wide adoption of good practice resulting from pilots and innovations in partnerships will give such practice a better chance of having a life into the future. Proper resourcing and rewards to staff would entice more authentic partnerships to be developed.

Discussion of alternative models of initial teacher education centred on the practicum and how it should be changed to better meet the needs of all partners. An improved and extended practicum, in a form of internship or sandwich model, was the single most important component of most alternative models being considered at the forum. Other desirable features involved the concept of teaching schools similar to the teaching hospital model, and the extension of multiple accelerated pathways to teaching for late entrants and people returning to teaching from other careers. There was high level of support for further trialing of internship models, particularly involving the support of the New South Wales Government and major employers to ensure the quality of student credentials.

The forum strongly supported the ideal of a continuum of teacher education, fostered through collaboration between universities and employers. Many participants considered that the transition to employment was largely unsupported by employers or universities at present. The university role in continuing teacher development was random. Development of an experienced teacher has most frequently been achieved through teachers undertaking accredited training leading to postgraduate qualifications in their own time. Suggestions for improvement included the provision of opportunities for graduates to return to university in the early teaching days, evaluation of graduates’ outcomes, and giving practicum supervisors credit towards professional development or higher education. In addition, relevant professional associations should play a more central role in teacher development. The VET sector’s recognition of previous experience in industry was seen as relevant to the examination of alternative models.

The University of Western Sydney is a major provider of both early childhood and primary teacher education. The forum supported the view that each stream has a different emphasis and produces different competencies – early childhood courses for the 0-8 age group emphasise child development and the importance of play, while primary education courses for K-6 focuses on transition to school and curriculum outcomes. Students, employers and community leaders at the forum called for differentiated course content and prerequisites for teaching in the early years of school.

In terms of community needs in western Sydney, the survey identified that some communities being served by the University of Western Sydney could be characterised by some of the following:

- highly transient populations leading to interrupted schooling
- welfare and lifestyle issues requiring attention to enable effective learning
- large and diverse populations requiring cross cultural understandings and specific teaching skills
- learning difficulties, disabilities and sometimes limited access to early intervention
- high teaching staff turnover
- schools with young and therefore inexperienced staff to support beginning teachers.

Forum participants observed that teachers trained in the west make the transition to employment in the west better than others. As well, special access pathways attracted people suited to teaching to enter the teaching profession.

The forum was convened by Associate Professor Marsha Durham, Chair, University of Western Sydney Academic Senate. It brought together educators, academics, educational managers, teachers and community members with an interest in teacher education and the role of the University of Western Sydney in providing quality
teachers for the region. Emeritus Professor Christine Deer and Professor Susan Groundwater-Smith facilitated the discussion. The survey, *Shared Vision: Community Needs and Teacher Education for Greater Western Sydney*, was conducted by Michelle Wheeler Consulting.

**University of Wollongong: Impact of New Communication Technologies on the Practice and Processes of Teacher Education**

The forum was convened by University of Wollongong on 31 March 2000 to consider the challenges facing teacher education and the training of teachers as a consequence of information and communications technologies (ICTs).

The keynote speakers reviewed the current research findings, practical experiences and future directions in the use of ICTs in education, setting the scene for the discussion sessions. Much of the group discussion focused on the importance of viewing technology as another powerful tool to support students in their learning, emphasising the prominence of pedagogy rather than technology in the overall discussion. Additionally, most groups attempted to address many of the broader issues that are influenced by ICTs, emphasising this belief that the technology will help to address broader issues in a school environment and should not be viewed in isolation.

There was a strong view that teacher preparation should emphasise the use of technology within the curriculum and that skill and knowledge development in the use of ICTs should be set in this context. Additionally, this process should be placed in a continuing education context, rather than exclusively as an initial experience. This view was extended to the professional development needs of current teachers, emphasising the limited nature of current funding and offerings for teachers.

Most groups also raised the broader issue of teacher accreditation, continuing professional development opportunities and promotion linked to further education and qualifications as a key to motivating current teachers to adopt ICTs as a part of the schooling process.

The importance of the link between schools and teacher education programs was a common theme in most discussion groups. It was generally viewed that the practicum was not only a source of best practice, but also worst practice. The issue of demonstrating best practice in the use of technology in schools was one that raised concerns not only about the level of control teacher education institutions could manage in allocating students, but also in terms of ‘unlearning’ when resources in schools were not available. This concern was also evident in discussions about shifts in pedagogy that can be supported by technology.

There was a consistent view that the slow progress of the integration of ICTs in schools was a significant issue for teacher preparation. The perceived limited source of support for teachers, both in terms of technical support at the school level, as well as professional development, was viewed as limiting the uptake of the technology at all levels. In the school setting, the imperative for change in teacher practice increasingly comes from exposure to information that students bring to the classroom as well changing requirements for assessment, evaluation and reporting which are more outcomes-focused and driven by ICT tools.

Participants supported the view that ICTs at the school level must be workable and reliable to create confidence. The use of technology within the curriculum requires that technical experts understand the issues of teaching and ideally be teachers of ICTs or experienced in pedagogical applications. While teacher education programs can provide the skills, development of a deeper understanding and greater experience in pedagogical use of technology occurs at schools over time. It was also observed that the immediate demand of teachers’ welfare role potentially competes with quality time for learning to incorporate technology.

Teacher networks, collaborative team approach and models of ICT application are seen as effective means to support continuous change in classroom practice.

The forum was convened by Associate Professor Barry Harper, Director, Digital Media Initiative, Faculty of Education, University of Wollongong.

Keynote speakers at this forum were: Associate Professor Ron Oliver, Edith Cowan University; Professor John Hedberg, Associate Dean of Graduate Studies, Faculty of Education, University of Wollongong; and David Allibon, Professional Development Coordinator, Apollo Parkway Primary School - the first Apple Classroom of Tomorrow in Australia.
Appendix 6. Research conducted for the Review

Resources and Outcomes
Dr Louise Watson
Division of Communication and Education
University of Canberra.

Leaving the Classroom-Suggestions for Change in Teacher Education in New South Wales
A Dusseldorp Skills Forum Report, incorporating qualitative research by Jan Willett.

TAFE and Vocational Teacher Education
Professor Andrew Gonczi
Dean
Faculty of Education
University of Technology, Sydney.

Two Decades of “Sound and Fury”
but What’s Changed?
Dr Paul Brock
Director of Strategic Research
New South Wales Department of Education and Training.

Applications of Educational Research
Professor Dick Johnson
Centre for Continuing Education
The Australian National University.

Audit of Graduate Outcomes for Candidates with a Bachelor of Education
Ann Whyte
Director of Learning
Morgan and Banks Limited, Sydney.

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<td>Professor J J Aucnulty Chair</td>
<td>Report of the National Inquiry into Teacher Education</td>
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<td>Dr P M Corry (Chair)</td>
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<td>Teacher education in English language and literacy: Preservice and inservice teacher education in both school and adult education contexts, in the fields of English literacy and English as a Second Language</td>
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<td>New South Wales Ministerial Advisory Council on the Quality of Teaching</td>
<td>Report on raising the standing of teachers and teaching</td>
<td>August 1997</td>
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<td>New South Wales Department of Training and Education Coordination (DTEC)</td>
<td>Teaching student teachers to teach reading: An enquiry into the extent to which teacher education institutions in New South Wales are incorporating within their inservice teacher education programs suitably rigorous courses on the teaching of reading for all prospective teachers</td>
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<td>Professor K. Adey (Chair) Australian Council of Deans of Education</td>
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<td>Identifying the challenges: Initial and continuing teacher education for the 21st century</td>
<td>June 1999</td>
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Appendix 8. Consultations with other professions

The Review is grateful for the assistance of the following people who contributed to the study of other professions:

Ms D Bain, The Law Society of New South Wales
Ms Y Brugmans, St George Hospital and Community Health Service
Ms G Cappelletto, Institute of Chartered Accountants Australia
Dr S Cleland, Graduate School of Medicine, The University of Sydney
Dr D Cockrell, Faculty of Dentistry, The University of Sydney
Ms J Dent, Nurses Registration Board of New South Wales
Mr A Dix, The New South Wales Medical Board
Associate Professor D Elliot, The University of Sydney
Dr G Hendry, The University of Sydney
Dr K Lester, Faculty of Dentistry, The University of Sydney
Mr L McCrimmon, The University of Sydney
Ms J Meppem, New South Wales Health
Ms L Napier, The University of Sydney
Ms G Pickering, St George Hospital and Community Health Service
Dr A Sefton, Faculty of Medicine, The University of Sydney
Mr T Tzannes, Nurses Registration Board of New South Wales
Dr G Yeo, Royal Australian College of General Practioners