

ACDE

AUSTRALIAN COUNCIL OF
DEANS OF EDUCATION INC.

Education, the Foundation of a Nation

Australian Council of Deans of Education Inc.

ACDE Board Report 2013-14



Australian Council of Deans of Education (ACDE)

Universities Australia Building, Unit 3, 1 Geils Court, Deakin, ACT 2600

E: office@acde.edu.au

T: 02 6162 4480

www.acde.edu.au

ABOUT ACDE

The Australian Council of Deans of Education (ACDE) is the peak association of the Deans of Faculties and Heads of Schools of Education in universities and other higher education institutions in Australia. The Council works to:

- inform national issues in education, especially teacher education and higher education;
- enhance public perception of the education profession and the preparation and professional learning of educators;
- promote the appropriate funding, recognition and conduct of research and research training in education;
- partner with national stakeholders who have interests in education to influence policy and practice in education; and
- provide a forum in which members across Australia meet to debate and develop strategies and professional learning which advances the discipline of education in higher education.

ACDE undertakes this work in a variety of ways, including:

- involvement in national projects;
- providing opportunities for consultation and participation;
- engaging with key stakeholders and the media on national issues; and
- building collaborations.

Contents

ABOUT ACDE.....	2
REPORTS	4
PRESIDENT’S REPORT	4
SECRETARY TREASURER REPORT	5
EXECUTIVE OFFICER REPORT	5
ACDE BOARD MEMBERS 1 July 2013 TO 30 June 2014	6
ACDE BOARD MEETINGS 2013 TO 2014	6
2013 ANNUAL CONFERENCE AND AGM	7
ACDE SUBMISSIONS 2013 to 2014	7
TEACHER EDUCATION MINISTERIAL ADVISORY GROUP (TEMAG)	7
ACDE PROJECTS 2013-2014.....	7
UNIVERSITIES AUSTRALIA SURVEY ON INITIAL TEACHER EDUCATION SELECTION METHODS	7
MORE ABORIGINAL AND TORRES STRAIT ISLANDER INITIATIVE (MATSITI)	8
“TEACHERS MATTER”	9
ACDE REPRESENTATION 2013-14	9
ACDE NETWORKS.....	10
NETWORK OF ASSOCIATE DEANS OF LEARNING AND TEACHING IN THE DISCIPLINE OF EDUCATION (NADLATE)	10
AUSTRALIAN COUNCIL OF DEANS OF EDUCATION VOCATIONAL EDUCATION GROUP (ACDEVEG)	10
COMMUNITY OF ASSOCIATE DIRECTORS, RESEARCH IN EDUCATION (cADRE)	11
STATE AND TERRITORY REPORTS	12
NEW SOUTH WALES COUNCIL OF DEANS OF EDUCATION (NSWCDE).....	12
NORTHERN TERRITORY.....	13
QUEENSLAND	13
SOUTH AUSTRALIA.....	14
TASMANIA	14
WESTERN AUSTRALIA	15
VICTORIA COUNCIL OF DEANS OF EDUCATION (VCDE).....	16
ACDE AWARDS.....	16
DISTINGUISHED SERVICE TO EDUCATION AWARD.....	16
EXCELLENCE IN EDUCATION JOURNALISM.....	16
ACDE SPONSORED POSTER AWARD EARLY CAREER RESEARCHER.....	16

REPORTS

PRESIDENT'S REPORT

It has been humbling, an honour, a privilege and enormous fun to serve in the role of President for the last 2 years. Building on the strong foundation established by Toni Downes in her presidency, the last two years has seen ACDE consolidate and sharpen its advocacy, expand our networks and projects, and increase our contribution to many agendas and policy settings across the broad discipline of Education.

This last year saw a change of government and a new Minister for Education with some clear priorities in schools, teacher and higher education. A necessary focus has been to establish sound working relationships with the Minister's Office and staff in the Department of Education as new administrative arrangements were enacted.

This report outlines the breadth of ACDE'S contribution across many projects and agendas. This includes significant work undertaken by our three networks: the Network of Associate Deans of Learning and Teaching in Education (NADLATE), our Community of Associate Deans Research in Education (cADRE) and the Australian Council of Deans of Education Vocational Education Group (ACDEVEG).

I particularly acknowledge the contributions of our University Australia colleagues, especially Professor Greg Craven, Professor Andrew Parfitt, Belinda Robinson, Nathan Cassidy and Robert Dalitz and the strong support of all our Vice-Chancellors. Their individual and collective contributions to important initiatives such as Selection, the ITE Data Report, the Literacy and Numeracy field trial and NITEAC have been outstanding and highly valued by ACDE.

The Teacher Education Ministerial Advisory Committee (TEMAG) provided the opportunity to identify ambitious strategic directions. The ACDE submission argued it is time to realign and repurpose current frameworks and responsibilities to support Australian Initial Teacher Education and the Profession of Teaching.

The ACDE Board has worked tirelessly in 2014. Thank you all for your energy and high spirits as we worked across some very difficult issues. I also acknowledge and sincerely thank you for the constant engagement and leadership of State and Territory Deans Councils' commitment to a national perspective and agenda.

Lastly, I acknowledge Helen and Anne who are ACDE office and the spine of the ACDE. Anne for your calm, can-do attitude in taking on any task and making it better! And especially to Helen who is the drive, the conscience, the heart and the head of ACDE. I shall miss our daily tete-a-tete as we thrash out actions, ideas, and strategy often in the most inconvenient circumstances.

To all of you, my sincere respect and thanks. I have valued, been sustained and inspired by your friendship, honesty, integrity, unwavering generosity and collegiality. We have been and will continue to be publically challenged. However your individual and collective rigor, commitment to quality and evidence-based decision making across our sector is outstanding. I wish you every success in the future and know Tania will be as fulfilled as I have been.

Professor Brenda Cherednichenko
President 2012 to 2014

SECRETARY TREASURER REPORT

ACDE remains in a sound financial situation and made a modest profit of \$10,460 in 2013/2014. With the assistance of small project funds (NADLATE, RRR and MATSITI) we have been able to establish a second position in the ACDE Office to manage projects and networks. Thank you to Board colleagues and the ACDE Secretariat Staff in making the most of the limited resources available to respond to a dynamic policy and political agenda. Details of the 2013/2014 audit and a proposed budget for 2014/2015 will be tabled at the Annual General Meeting.

Professor Geraldine Castleton
ACDE Secretary Treasurer

EXECUTIVE OFFICER REPORT

This annual report provides a welcome opportunity to look at the achievements of the Board, Networks and individuals over the last twelve months. Thank you to the many of you who give their time and contribute to requests for representation, information, comment, and consultation on so many issues. The strength of these contributions is invaluable in helping ACDE to be strategic and maintain a coherent narrative in our advocacy and public commentary.

I would particularly like to acknowledge the ACDE Board who keep across and respond to a myriad of issues in addition to their busy day jobs. Thank you also to Anne Szadura for taking on and progressing our NADLATE and cADRE networks, the RRR, Engagement and Success and Teachers Matter projects as well as providing back up support to me.

Last, but in no way least, a very special thank you to Brenda Cherednichenko. Your drive, incredible memory, enthusiasm, and “can do” attitude continues to inspire and every now and then exhaust me! Brenda, most importantly your strong personal and professional integrity and respect for your colleagues has positioned ACDE at the heart of some of the more difficult policy discussions and debates.

A very warm welcome to Tania Aspland as she takes on the role of ACDE President. The challenge and responsibility of this position can never be underestimated. I look forward to working with you and all members as we progress ACDE’s influence and contribution across many agendas.

Helen Kenneally
ACDE Executive Officer

ACDE BOARD MEMBERS 1 July 2013 TO 30 June 2014

President

Professor Brenda Cherednichenko

Secretary Treasurer

Professor Peter Kell (from 1 July to 16 September 2013)

Professor Geraldine Castleton (from 16 September 2013)

President Elect

Professor Tania Aspland (from 16 September 2013)

New South Wales

Professor Peter Aubusson

Australian Capital Territory

Vacant

Queensland

Professor Wendy Patton

Northern Territory

Professor Peter Kell

Western Australia

Associate Professor Lina Pelliccione

South Australia

Professor Geraldine Castleton (from 1 July 2013 to 1 May 2014)

Professor David Giles (from 1 May 2014)

Victoria

Professor Christine Ure

Tasmania

Professor John Williamson

Appointed Member Research

Professor Roger Slee (1 July 2013 to February 2014)

Appointed Member Teaching Education

Professor Tania Aspland

NADLATE representative

Dr Josephine Lang (1 July to 15 September 2013)

Associate Professor Mary Mooney (from 16 September 2013)

ACDE BOARD MEETINGS 2013 TO 2014

Melbourne: 3 July 2013

Teleconference: 4 September 2013

Sydney: 16 September 2013 - AGM

Teleconference: 30 October 2013

Melbourne: 28 November 2013

Melbourne: 14 March 2014

Teleconference: 13 June 2014

2013 ANNUAL CONFERENCE AND AGM

The 2013 event was held at the Aerial Conference Centre at the University of Technology, Sydney on 16 and 17 September 2013. The conference theme of Planning for the Next Triennium set the scene for a busy agenda in 2013-14.

Our keynote speakers Professor Greg Craven and Universities Australia CEO Belinda Robinson firmly challenged members to be united, strategic and build a coherent narrative. We were encouraged to broaden our thinking about stakeholders, test our messages and assumptions and send clear messages that could be summarised in *one word, one line and one paragraph*.

ACDE SUBMISSIONS 2013 to 2014

TEACHER EDUCATION MINISTERIAL ADVISORY GROUP (TEMAG)

The TEMAG provides a generational opportunity to position the Profession of Teaching into the future to respond to a rapidly globalised world, diverse learners and communities and expectations that learning outcomes for Australian students are at, or exceed, world standards.

The ACDE submission presented five priority areas for policy action:

- Reform of current regulatory and quality assurance processes;
- Establish the Australian Centre for the Teaching Profession;
- Establish a virtual Australian Teaching Research Institute to focus on quality teaching for improved student learning outcomes;
- Establish a Graduate Certificate in Professional Teaching to enhance quality teaching from graduation to proficiency; and
- Reconceptualise Professional Experience.

Professors Brenda Cherednichenko and Tania Aspland presented the ACDE submission to the TEMAG and report it was well received. It is expected that the outcomes of the TEMAG will be available in early 2015.

ACDE PROJECTS 2013-2014

UNIVERSITIES AUSTRALIA SURVEY ON INITIAL TEACHER EDUCATION SELECTION METHODS

Universities Australia was commissioned by the Australian Institute for Teaching and School Leadership (AITSL) to run a survey investigating the use by university education schools/faculties of selection methodologies beyond the basic Australian Tertiary Admission Rank (ATAR). The purpose of the study was to provide the rich description that can begin to explain and nuance the available quantitative data and give insight into the diversity and contexts of processes that higher education providers use for selection into ITE programs.

All ACDE member institutions participated in the survey which formed part of advice to the Minister of Education on Selection into Initial Teacher Education Programs.

MORE ABORIGINAL AND TORRES STRAIT ISLANDER INITIATIVE (MATSITI)

ACDE has continued its collaborative relationship with MATSITI at the University of South Australia on two projects: Respect, Relationships and Reconciliation; and Engagement and Success. While the projects have discrete individual aims, they share a common objective of sustained and targeted support to Faculties and Schools of Education to continue to focus on and engage with the goals of the MATSITI project within the recommendations of the Behrendt Report.

Respect, Relationships and Reconciliation Project (3Rs of Teaching) Project

During 2013 with the assistance of a small grant from AITSL, and under the leadership of MATSITI, ACDE participated in a project to develop a prototype website called the **3Rs of Teaching: Respect, Relationships and Reconciliation**. A series of online modules were designed to support university faculties and schools of education to address Focus Areas 1.4 and 2.4 of the Australian Professional Standards for Teachers. The website can be accessed at: <http://rrr.edu.au/>

During 2014, again under the leadership of MATSITI, twenty-six (26) member institutions and Australian Indigenous Lecturers in Teacher Education (AILiTEs) have participated in the redevelopment of the site to take it from a prototype to a quality production. This has included an audit and mapping of the current RRR site, refining current modules, writing new modules and sharing quality content, learning activities, assessment tasks and digital resources.

A particular feature of the site redevelopment has been a series of weekly teleconferences and online forums to capture feedback to improve the breadth, depth, and usefulness of the online resources. The project will continue into 2015 with plans for a writing workshop in late 2014 and trialing of the site and a workshop/forum to discuss pedagogical issues and principles planned for 2015. The final product will be an easily accessible repository of resources and learning approaches that can be shared and adapted to a variety of teacher education contexts and modes of delivery.

Engagement and Success Project

Phase Two of the Engagement and Success Project commenced in early 2014 under the leadership of Professor Toni Downes with twenty-one (21) member institutions participating. The specific aims of the project are to:

- Improve the engagement and success of Aboriginal and Torres Strait Islander Students undertaking Initial Teacher Education programs; and
- Close the gap in retention/graduation for Indigenous and non-Indigenous students.

Building on Phase One of this Project (2012), institutions have committed to review strategies and Institutional Action Plans, identify early evidence of progress against targets, and establish strong and collaborative working relationships with their Indigenous Education and/or Student Services Units.

A workshop for the project will be held in November 2014 and will include institutional representatives from schools and faculties and Indigenous Education and/or Student Services Units as well as Indigenous Teacher Education students. The workshop will showcase interesting and effective models and strategies for increasing retention and completion rates of Indigenous students. There is also a longer-term view to publishing these models and practices in a special

ACDE Board Report 2013-14

edition of the *Australian Journal of Indigenous Education* and capturing some of the information for sharing via *Class Movies*.

“TEACHERS MATTER”

Early in 2014 Social Ventures Australia (SVA) approached ACDE to partner with them to undertake a scoping project to identify current practices within Australian universities to support effective teaching and build capacity to teach in low SES contexts. SVA works in partnership with government and private organisations to invest in social change, with a specific focus on enhancing education and employment options for disadvantaged Australians. The scoping project – entitled “*Teachers Matter*” was funded by the Office of Learning and Teaching (OLT).

The Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE) had oversight of the major elements of the project:

- a comprehensive audit of current practices within Australian universities that provide initial teacher education students with strategies to effectively teach in schools in low SES communities and provide them with an opportunity to teach in these schools; and
- a literature review of recent research relating to recruitment, development, support and retention/sustainability of teachers in schools in low SES communities.

A final report has been completed and will be submitted to the OLT in the near future. The report highlights many effective practices throughout Australia and identifies opportunities for further research and collaboration, including replication and scaling of effective practices aimed at breaking the cycle of social disadvantage and improving outcomes for low SES students.

ACDE REPRESENTATION 2013-14

Over the reporting period ACDE members participated in a number of regular consultative and advisory committees:

1. **National Teacher Workforce Dataset**
Professor Brenda Cherednichenko,
2. **Staff in Australia's Schools Survey – Australian Council for Educational Research**
Professor Brenda Cherednichenko
3. **AITSL National Initial Teacher Education Advisory Committee (NITEAC)**
Professor Brenda Cherednichenko; Professor Tania Aspland; Professor Helen Huntly; Professor Jenny Gore (to November 2013) and Professor Peter Aubusson (from November 2013)
4. **AITSL Focus Group for the Profession for ITE**
Mrs Kerry Aprile; Dr Josephine Lang; Ms Christine Glass; Associate Professor Mary Mooney and Dr Graeme Lock
5. **AITSL Teacher Quality Advisory Committee**
Professor Marie Emmitt (to December 2013) and Professor Christine Ure (from March 2014)
6. **AITSL Teaching Qualifications Advisory Panel meeting**
Dr Josephine Lang and Ms Helen Kenneally
7. **AITSL Selection Working Group**
Professor Toni Downes; Professor Christine Ure; Dr Terry Barnes
8. **Professional Experience Working Group**

ACDE Board Report 2013-14

Professor Tania Aspland; Professor Helen Huntly; Professor John Williamson; Professor Nan Bahr

9. Literacy Expert Working Group

Professor Geraldine Castleton; Professor Claire Wyatt-Smith; Professor Christine Davison

10. Numeracy Expert Working Group

Professor Peter Aubusson; Professor Pat Drake; Professor Peter Sullivan; Professor Merrilyn Goos

11. Australian Curriculum, Assessment and Reporting Authority ICT Committee

Professor Peter Albion and Associate Professor Margaret Lloyd

12. Asia Education Foundation

Professor Kristina Love

ACDE NETWORKS

NETWORK OF ASSOCIATE DEANS OF LEARNING AND TEACHING IN THE DISCIPLINE OF EDUCATION (NADLATE)

Members of the NADLATE Steering Group (NSG) met for a two-day OLT funded forum on 4-5 February 2014 to establish strategies to support the work and projects of NADLATE during 2014 and beyond.

Key developments in 2013-14 include:

- An evaluation of NADLATE's operation since 2011 using the *Most Significant Change (MSC)* approach as the evaluation methodology. Key stakeholders including the NSG, wider NADLATE membership and Deans/Heads of Faculties and Schools of Education are being surveyed to collect "stories" (narratives of perception). Analysis of these "stories" to identify significant changes and writing up of the final report will take place on 1 October, with a report being submitted to the OLT shortly thereafter.
- Coordination of the "Teachers Matter" scoping project in partnership with Social Ventures Australia [discussed as a separate item under ACDE Projects 2013-14].
- Continuation of the three Communities of Practice – Regulation and Policy, Learning and Teaching in Higher Education and ITE as discussion communities on relevant topics, with the potential to undertake collaborative projects where appropriate.

Associate Professor Mary Mooney

AUSTRALIAN COUNCIL OF DEANS OF EDUCATION VOCATIONAL EDUCATION GROUP (ACDEVEG)

The ACDEVEG Working Party has continued to be very active in a number of areas over the reporting period. This includes representation on the national VET workforce development group. Other activities include:

- Six universities participated in a survey of current VET teacher-education students and recent graduates, to establish student views of quality and the benefits of studying a higher-education qualification. Findings have been disseminated to national stakeholder groups and will be presented at the AUSTAFE conference next month, and at two international conferences.
- A textbook for students has been written as a collaborative effort of members of the group and launched at the Australian College of Educators conference in Adelaide in August. Brennan Kemmis, R. & Atkins, L. (2014) *Teaching in the VET sector in Australia*, Sydney: David Barlow Publishing.

ACDE Board Report 2013-14

- A Peer-Review Working Group has been established to initiate member-to-member qualitative review/feedback on selected units/subjects or chosen aspects (e.g., the online pedagogical approach). It is expected this will lead to increased quality and to clarity about the characteristics of VET teacher education courses.
- The ACDEVEG has been in discussion with Service Skills Australia (SSA), one of 11 Industry Skills Councils. SSA has invited ACDEVEG to become a partner for its *Right Way* program of VET teacher accreditation.
- The ACDEVEG maintains a close relationship with Innovation and Business Skills Australia (IBSA), which manages Certificate IV in Training and Assessment and Diploma of VET. Revised arrangements require the new Diploma of VET qualification to teach the Certificate IV, and IBSA has offered to review all relevant courses for equivalence with the Diploma and create a web site listing equivalencies. It is anticipated that this will increase demand for university courses.
- Contributions have been provided to the 'VET reform' taskforce, an activity of the Department of Industry, and the development of VET teacher standards, an initiative of the Queensland government.

Professor Erica Smith

COMMUNITY OF ASSOCIATE DIRECTORS, RESEARCH IN EDUCATION (cADRE)

The cADRE was an initiative of the 2013 ACDE Annual Conference. As a newly established network it has been ambitious in its vision and active in a number of areas. Most importantly cADRE took responsibility for coordinating ACDE'S response to the ARC draft guidelines for the 2015 ERA and providing significant and detailed feedback to the draft ERA 2015 Journal and Conference Lists.

The inaugural meeting of cADRE was held on 2 May 2014 with representatives from 26 institutions attending. It was a highly successful meeting informed by two outstanding keynote presentations from:

- Dr Tim Cahill of the Australian Research Council outlining future plans and directions for ERA; and
- Professor Terri Seddon, Professor of Leadership Studies, ACU addressing the topography of Australian Educational Research.

The day included discussions on effective and not so effective strategies at the institutional level with a focus on how cADRE could work collaboratively in this space. A Steering Group (modelling NADLATE) was established and the following priorities agreed for the immediate future:

1. Develop policy leverage (with regards to ERA working towards longer-term influence);
2. Establish a database of research expertise and current projects;
3. Host a forum around a specific research topic;
4. Establish longer term large scale collaborative research priorities; and
5. Lead a panel/discussion at the 2014 ACDE Conference on Education Research Priorities.

Professor John Williamson and Professor Lori Lockyer

STATE AND TERRITORY REPORTS

NEW SOUTH WALES COUNCIL OF DEANS OF EDUCATION (NSWCDE)

It has been another extremely busy year for NSW with both state and federal governments taking an intense interest in initial teacher education. The most significant changes have been structural with the NSW Institute of Teachers being integrated into the new Board of Studies, Teaching and Educational Standards (BOSTES), and initial teacher education accreditation functions and staff merged with curriculum. In addition to continuing to have a substantial role on the Initial Teaching Education Committee (ITEC), NSWCDE is now represented on the two main BOSTES sub-committees, one on policy and one on research.

There has been ongoing discussion and follow up regarding the rollout of Minister Piccoli's *Great Teaching, Inspired Learning* reform agenda. This has resulted in a new professional experience framework, with consequent requirements to develop individual partnership agreements with the NSW Department of Education and Communities (DEC) and schools to guide and support the placement of student teachers in schools. There has also been an audit of a number of key areas of initial teacher education, including classroom management, special education, literacy and the delivery of teacher education courses online. BOSTES is also establishing specialist working parties to develop evaluative criteria for these areas to inform the initial teacher education program accreditation process. The first working party on classroom management has already met.

The NSW Government has introduced legislation to ensure all teachers are accredited by the end of 2017. NSWCDE members are seeking to be endorsed as a training provider with BOSTES so they can offer teachers professional learning to help them gain accreditation at the "Proficient", "Highly Accomplished" and "Lead" levels. Discussions are also underway with BOSTES regarding the rollout of the national literacy and numeracy test for all students in their final year of initial teacher education courses in 2015.

After protracted negotiations involving the NSW Vice-Chancellors' Committee, The Australian Higher Education Industrial Association (AHEIA), individual universities and the two teacher unions (the Teachers' Federation and the Independent Education Union) successfully negotiated a new 3-year agreement. This will see higher rates per days for teacher practice supervision and coordination, as well as the development of new internship agreements, opportunities for system-wide mentorship training, and the recognition of supervision as a component of teacher professional learning. We were particularly appreciative of the leadership and input of Toni Downes during this process.

Many of these developments were the focus of discussion at the NSWCDE annual Teacher Education Conference held in June at Southern Cross University. The conference also marked a change in leadership with the retirement of Peter Aubusson (UTS) as President, Steve Tobias (UNE) as Treasurer and Peter Beamish as Secretary. Chris Davison (UNSW), former Vice President, took over as President, with Ian Brown (UOW), Margaret Maher (Notre Dame) as Secretary, and Lindsay Parry (CSU) as Treasurer.

Professor Chris Davison

NORTHERN TERRITORY

This year has seen comparatively stable leadership in the Northern Territory (NT) government in education with the Minister for Education Peter Chandler occupying this portfolio for the full year. During this period, a review of Indigenous Education was commissioned by the NT government and conducted by consultant Bruce Wilson. The recommendations of this review included the concentration of secondary education and the development of boarding facilities in main centres such as Katherine and Alice Springs. The Wilson Review identified the need for an Indigenous workforce plan and this will have positive implications for the provision of teacher education, Indigenous leadership programs and assistant teacher programs.

The NT government has also moved to build connections with the Asian region and has developed a plan for Darwin and the NT to be an education hub for the region. Spending changes in education and a new staffing formula as well as industrial action by unions in 2013/14 has meant that the environment in NT schools continues to be dynamic.

Charles Darwin University saw a change in leadership with the Vice-Chancellor Professor Barney Glover leaving the university in December 2013 and Professor Simon Maddocks taking up the role. Teacher education continues to grow as a major part of the University with nine new initial teacher education programs being accredited with the NT Board of Teacher Registration since 2011. In 2014 the International Graduate Centre of Education (IGCE) commenced operation with an emphasis on promoting postgraduate programs, research and professional learning for teachers. The new IGCE operates in collaboration with the Menzies School of Health Research and the Centre for School Leadership jointly funded by the NT Department of Education.

Indigenous teacher education continues to an area of strength with the *Growing Our Own Program* in partnership with the NT Catholic Education Office continuing to successfully graduate Indigenous teachers in communities such as Wadeye and Nauiyu, Nguju and Ltyentye Apurte. Indigenous teacher education continues as a priority in the partnership of the Australian Centre for Indigenous Knowledges with Batchelor Institute of Indigenous Tertiary Education.

Professor Peter Kell

QUEENSLAND

This year has seen significant changes in the leadership of our member institutions, with two new Heads at the University of Southern Queensland, a new Head at each of Australian Catholic University and the University of Queensland, and acting Heads at James Cook University and the University of the Sunshine Coast. We also welcomed a Head from Southern Cross University as this institution has a Queensland campus.

The Queensland Deans of Education have a strong engagement with both the Queensland College of Teachers and the State Department of Education with consideration of outcomes from the *Fresh Start* Initiative and the strengthening governance of teacher education recommendation.

A particular focus has been on Standard 5.4 of the National Professional Standards for Teachers: *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice*. This has included two full day seminars to explore current activity and additional reporting requirements in relation to this standard. These reports will be reviewed by a specially convened state panel and feedback will be provided to individual HEIs.

The Deans of Education have worked closely with Departmental staff and teacher representatives to develop a Common Reporting Framework for the final professional experience placement. The framework is awaiting Ministerial endorsement. Discussions are ongoing around the development of Professional Experience Partnership Agreements, which the State Department plans to have finalised from 2015 for a two-year period.

Professor Wendy Patton and Professor Helen Huntly

SOUTH AUSTRALIA

The South Australia Council of Deans of Education (SACDE) has taken deliberate steps to prioritise the relationship between the School Deans as integral to the development of shared understandings from which to advocate for teacher education in the State. The clear focus is to advocate in unison for a South Australian perspective rather than from discrete university positions. .

SACDE continues to work with the State Government Teacher Education Taskforce that includes representation across the sector. Earlier in the year, assistance was provided in the development of a new payment system for professional experience in government schools. SACDE met with government representatives, critiqued documentation and co-constructed a strategy that was then offered back to the Department for Education and Child Development. Regrettably, the idea of partnering towards mutually beneficial ends was not reciprocated on this occasion.

SACDE continues to work productively with the Teachers' Registration Board on the transition to national standards and new national accreditation arrangements. This month we formally welcomed the new Registrar for the Teachers' Registration Board, Dr Peter Lind, and former Director of the New Zealand Teachers Council. Dr Lind was instrumental in establishing the Teachers' Council and was its Director for over 10 years. His background as a teacher educator is important to the ongoing dialogue regarding the place and voice of teacher educators in SA.

Membership of the SACDE changed with the farewell of Professor Geraldine Castleton from her position as Head of School of Education at the University of South Australia. The South Australian Deans would like to extend sincere thanks to the President of the ACDE Brenda Cherednichenko and the ACDE Board for their leadership and strategic engagement in these challenging times.

Professor David Giles

TASMANIA

The Faculty of Education has increased its involvement with its key partners in the Department of Education, the Catholic Education Office and the Independent School sectors to ensure closer alignment of initial teacher education courses and the professional needs of the sector. This has resulted in strengthened external membership of Course Advisory Committees and significant changes in the professional experience arrangements for 2015. The professional engagement has also involved continuation of the close working relationship with the Tasmanian Teacher Registration Board.

The election of a new Government has resulted in a number of new education policy initiatives. These include the appointment of designated Literacy and Numeracy staff to schools and the provision of Years 11 and 12 in a number of High Schools in addition to the existing Colleges in the larger urban areas. The

ACDE Board Report 2013-14

Faculty of Education is working with Department of Education officers to assist in the implementation of these – and other – policies.

The University of Tasmania has announced that it will work with key State agencies to improve the educational attainment levels of Tasmanian students. The Faculty of Education will provide leadership in this area through trialling and evaluating projects in specific curriculum areas, targeted policy research, and professional learning for teachers.

The Faculty has continued to enjoy success in external Awards and Grants including OLT (Dr Howells and Ms Radford) and the ARC (Professor Kim Beswick and Colleagues). Professor Beswick has also been awarded a Future Fellowship.

The Faculty has made several new professorial appointments this year including: Professor Bruce Waldrip, Curriculum Theory in Science, Maths and Technology, Professor Kim Beswick, Maths Education, and Professor Tony Townsend, Educational Leadership and School Improvement. Professor Michael Corbett, Acadia University, Canada, in the area of Rural Teacher Education, will join the Faculty in 2015.

Professor John Williamson

WESTERN AUSTRALIA

Western Australian universities have been planning for the unique financial and staffing challenges they face over the next few years due to a significant decrease in the number of school leavers eligible to enrol in 2015. In 2001 the school entry age was increased by 6 months and the eventual effect on enrolments will be significant for most universities' domestic undergraduate enrolments in 2015 and beyond as that cohort moves through undergraduate programs.

The subsequent move of Year 7 students to high schools in 2015 will also have a significant impact on WA public schools, creating potential shortages of secondary teachers in key learning areas while reducing employment prospects in the short-term for primary school graduates. A state government initiative to deal with this permanent shift in the number of secondary school versus primary school teachers required in the system was introduced this year. A \$22.4 million state government graduate teacher training program, *Switch*, commenced at Murdoch and Edith Cowan Universities in 2014. Western Australia still faces a predicted shortfall of Science and Mathematics teachers.

The process of program accreditation for WA Universities has identified a number of concerns given the process is lengthy and is not aligned with the scope of the AITSL program standards. It is suggested that a national unified approach be encouraged with a consistent minimal timeframe proposed for this process. On the issue of programs, there is still a degree of uncertainty about the status of the one year *Postgraduate Diploma* and when it will be discontinued in WA.

The literacy and numeracy requirements for initial teacher education programs are still areas of concern. Issues such as - When is the best time to give such assessments? Should such assessments be given before the student is admitted into the program or after? If a student does not pass the test what support is available? Who provides the support? What are the costs involved in providing such support if the expectation is that the University provides the support? What are the consequences for students who do not pass before completion? There has been agreement that a more proactive response from AITSL on these matters would be helpful.

VICTORIA COUNCIL OF DEANS OF EDUCATION (VCDE)

VCDE is working to ensure that it has a stronger collective memory and digital presence. In the past year VCDE has developed a website and held an inaugural annual conference. The conference focused on current research and policy developments in teacher education and higher education. Professor Diane Mayer provided a summary of the initial findings of the *Studying the Effectiveness of Teacher Education Project* (SETE) project, which pointed to the continuities and discontinuities in teacher professional learning at the transition to teaching. Professor Field Rickards spoke on the TEMAG review and Professor Brenda Cherednichenko engaged attendees in thinking about the challenges and opportunities arising from proposed changes to higher education funding and fees. Julian Fraillon from ACER provided a detailed account of the development of the literacy and numeracy test and the validation trial. An evaluation of the conference showed strong support for the VCDE to continue with its plans for an annual event.

Discussions at VCDE meetings have focused on languages education and the urgent need for more languages teachers in Victoria to respond to a state government decision for all schools to offer a language from 2015, despite the fact that many Victorian schools are currently without a language teacher. Meetings have included representation from the DEECD language education working group. VCDE also has representation on the Victorian Teacher Supply and Demand working group. The working group is currently drafting the 2013/14 report, which will focus on the availability of suitably qualified supervising teachers for placements in schools and the qualifications of early childhood staff.

Professor Christine Ure

ACDE AWARDS

DISTINGUISHED SERVICE TO EDUCATION AWARD

This award was presented to **Professor Marie Emmitt** retiring Dean of Education at ACU and **Professor Peter Renshaw** retiring Dean at the University of Queensland for their outstanding contributions to ACDE in many representational roles and also to quality teaching and teacher education over many decades.

EXCELLENCE IN EDUCATION JOURNALISM

ACDE acknowledges the support of the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) for their continued support.

- Minister's Award - \$5,000 Mandy Squires, Geelong Advertiser
- Young Journalism Award - \$2,000 Lauren Novak, The Advertiser and the Sunday Mail
- Student Journalism Award - \$1,000 Amy Rathbone

ACDE SPONSORED POSTER AWARD EARLY CAREER RESEARCHER

- Sindu George Monash University Self-Efficacy of Early Career Teachers: A longitudinal study