

ACDE

AUSTRALIAN COUNCIL OF
DEANS OF EDUCATION INC.

Education, the Foundation of a Nation

Australian Council of Deans of Education Inc

ACDE Board Report 2012-13



Australian Council of Deans of Education (ACDE)

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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.

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PRESIDENT'S REPORT

The last 12 months have seen exponential growth in the work and profile of ACDE. With a constantly shifting debate and reform agenda, ACDE has responded quickly to key stakeholder requests, providing advice and views on a wide range of issues almost every week. Thank you to all members who incorporate ACDE work into your busy schedules, representing ACDE both behind the scenes and in external forums. We cannot promote the views of our membership without your commitment. You play an important role in achieving national and collective improvements across the broad discipline of Education. You all have my sincere admiration, respect and thanks.

We are fortunate to have such a talented and committed Board and Office. The dynamic nature of changes and reforms to the policy settings places unpredictable, heavy and resource intensive demands on the Board. The Board met each and every challenge with generous spirit and seemingly boundless energy. I offer my acknowledgement, personal thanks and respect for the ACDE Office Team. Helen's strong and insightful leadership across the year has kept the ACDE voice to the fore of critical debate. Her political savvy allows me to navigate the dynamic policy framework and debate. Jane's support, knowledge and constancy are also valued.

Some of the highlights of the past 12 months include a more active media presence, responding quickly to opportunities to shape discussions in the funding round for OLT Enhancing the Training of Mathematics and Science Teachers and to participate in the Respect, Relationships and Reconciliation Project. We have worked closely with AITSL, DEEWR, Universities Australia and the Australian Primary Principals Association on many issues and in doing so increased our representation in many working groups, committees and programs.

The most recent of these, and arguably one of the most important, is the Universities Australia/AITSL Steering Committee, a working party designed to ensure strong collaboration on the Higher Standards for Teacher Training initiatives. The committee is co-chaired by Universities Australia Board Member lead Vice Chancellor on Quality and Regulation, Professor Greg Craven, and Tony Mackay, AITSL Chair. Tania Aspland, as Teacher Education Specialist on the ACDE Board, and I represent ACDE on this group.

Last year, we committed to broadening our work and action and developing more clearly defined positions to plan and guide the ACDE's work. With this in mind the ACDE Board and Office:

- focused and sharpened our advocacy on graduate exit standards;
- broadened our stakeholder engagement;
- highlighted the importance of the professional journey from graduation to the early years of teaching;
- developed the 2013 Conference with an eye to widening the scope of our work, with a lesser focus on ITE;
- are building a more purposeful network for Associate Deans and Heads of Research commencing at this Conference;
- are building a purposeful network for Academic Directors (or equivalent) of Professional Experience and expanding our stakeholder engagement; and
- planning strategic directions over the next triennium.

Please stay involved, speak up and have your say. It is an honour and a privilege to work with you all and I urge you to let me know how we can better meet your needs.



Professor Brenda Cherednichenko

SECRETARY TREASURER REPORT

Since 2010-11 ACDE Office has grown from a small part time operation to a fully established small office. During this period there has been increased value to membership through the administration of national projects, national consultation, national advocacy, significant engagement with AITSL, coordinating the effort and response to proposed government policy changes and initiatives and national dissemination of the end product.

Annual subscription fees have not kept pace with the expansion of the Office, ACDE activities and increased corporate overheads. The Office has worked hard to ensure that no member institution is precluded from participating in national activities due to financial pressures. Thank you to my Board colleagues and the ACDE Executive Staff for your support and assistance as we balance priorities and continue to respond with very limited resources to this dynamic and relentless policy and political agenda.

Professor Peter Kell

EXECUTIVE OFFICER REPORT

ACDE's true strength is within its membership and the active involvement of so many in the emerging, dynamic, and nuanced reform agenda. The organisation responds across a range of issues including but not restricted to learning and teaching, research, standards, Indigenous Education, ICT and of course Initial Teacher Education. The work of recent years in building collaboration within and across member institutions around a range of projects and issues has placed us in good stead to respond to the continuing reform agenda. Thank you to so many who respond to the urgent email, phone call or text message and contribute to the broad range of requests for representation, information, comment, and consultation – often at short notice and with minimal context.

A particular highlight for me this year has been scaling up the Respect, Relationship and Reconciliation (RRR) project in a short time frame and with limited resources. The project outcome would not have been possible without the cooperation of so many institutions that shared their programs and provided input to this important work.

I am also pleased that we have started to get a regular newsletter underway. The style, shape, content and focus of the newsletter are still a work in progress. However over time I hope the newsletter will become a valuable source of information and replace multiple emails that seem to flow out to the membership.

ACDE members are well served by your Board who keep across and respond to a myriad of issues in addition to their busy day jobs. Brenda Cherednichenko's relentless drive, energy and enthusiasm keep me and the Board busy and focussed on a range of issues and opportunities. A very special thank you to ACDE's new Project and Policy Officer Jane Trevor for the outstanding work she has done in managing our accounts, projects, the website and all the behind the scene things that keep the office ticking along.

I look forward to our annual conference and the opportunity to refocus and reenergise the commitment and contribution of the membership.

Helen Kenneally

ACDE BOARD MEMBERS

President

Professor Brenda Cherednichenko

Secretary Treasurer

Professor Peter Kell

New South Wales

Professor Peter Aubusson (from 16 July 2012)

Australian Capital Territory

Professor Geoffrey Riordan (up to December 2012)

Vacant from January to June 2013

Queensland

Professor Wendy Patton

Professor Helen Huntly (acting from February 2013 to June 2013)

Northern Territory

Professor Peter Kell

Western Australia

Associate Professor Judy MacCallum (1 July to 31 December 2012)

Professor Lina Pelliccione (from January 2013)

South Australia

Professor Tania Aspland (from 1 July 2012 to 30 April 2013)

Professor Geraldine Castleton (from 01 May 2013)

Victoria

Professor Kristina Love (1 July 2012 to 11 June 2013)

Professor Christine Ure (from 12 June 2013)

Tasmania

Professor Ian Hay (1 July to 31 December 2012)

Professor John Williamson (from 01 February 2013)

NADLATE

Dr Josephine Lang (from April 2013)

ARDEN

Professor Peter Goodyear (1 July to 30 December 2012)

Professor Roger Slee (from 1 January 2013)

Teacher Education Specialist Member

Professor Diane Mayer (until March 2013)

Professor Tania Aspland (from 1 May 2013)

2012 ANNUAL CONFERENCE AND AGM

The 2012 event was held at the Aerial Conference Centre at the University of Technology, Sydney on 24 and 25 September 2012. The conference theme of *Leadership and Action in Education* set the scene for a busy agenda in 2012-13.

ACDE PROJECTS 2012-13

More Aboriginal and Torres Strait Islanders Teacher Initiative (MATSITI PROJECT)

In 2011, ACDE formed a partnership with the MATSITI Project Team to build institutional leadership and capacity throughout Australian Schools and Faculties of Education to improve the retention and graduation of Aboriginal and Torres Strait Islander students studying initial teacher education. The project comprised a literature review and a research component that analysed enrolment and programmatic data and identified data gaps. It also conducted extensive small focus groups and interviews at a range of Australian universities that have initial teacher education programs.

The work identified the importance of reducing attrition and increasing completion rates of Aboriginal and Torres Strait Islander students in pre-service education courses. The report's findings highlight that strategic engagement with education faculties, schools of education and our Aboriginal and Torres Strait colleagues within our institutions provides capacity to improve the learning experience and outcomes for Aboriginal and Torres Strait Islander teacher education students

A one-day forum at the completion of the 2012 ACDE Conference involved Deans and Heads of Faculty and the Heads of the Indigenous Higher Education Centres working together to develop institutional action plans. The plans included memoranda of agreement and formal strategies to improve retention, success and graduation rates of Aboriginal and Torres Strait Islander teacher education students.

This work will be the foundation for the ACDE Indigenous Engagement Strategy in 2013-16 that will be discussed at the 2013 ACDE Conference. The final report is at:

www.acde.edu.au/pages/images/MATSITIfinalreportRetentionCompletion%20Report8.pdf

The Respect, Relationships and Reconciliation Project (the RRR Project)

The RRR project was scaled up very quickly through a consortium led by UNISA MATSITI team, ACDE, USQ, and Deakin. The project produced, via a **Prototype Website**, *pedagogical and cultural framework to support Faculties and Schools of Education to review, revise, refresh, and strengthen existing units of study for the graduate career stage of focus areas 1.4 and 2.4 of the Australian Professional Standards for Teachers*.

The website contains a suite of digital learning resources designed to collect, demonstrate and share exemplary practice, and enable further contributions of learning activities and assessment tasks to support the two focus areas. Many schools and faculties provided material and engaged with the project, including attendance at a one day workshop. Details of the project are online at: <http://rrr.edu.au/about/>

This work will be continued as part of the ACDE Indigenous Engagement strategy in 2013-16.

National Meeting - Enhancing the Training of Mathematics and Science Teachers

On 5 April 2013 a national meeting, Enhancing the Training of Mathematics and Science Teachers, was jointly conducted by ACDE and Australian Council of Deans of Science with generous support from the Office for Learning and Teaching (OLT). The meeting explored collaborative opportunities for Schools and Faculties of Education and Science in the context of the OLT Enhancing the Training of Mathematics and Science Teachers Initiatives.

ACDE REPRESENTATION 2012-13

The reporting period was very full of consultations and workshops initiated by highly respected external stakeholders representatives from across Australia and often leading experts in their fields were mobilised for a range of activities. The activities are summarised below:

1. **MATSITI Working Party**
Professor Toni Downes
2. **National Teacher Workforce Dataset**
Professor Brenda Cherednichenko, Barbara Preston
3. **Staff in Australia's Schools Survey – Australian Council for Educational Research**
Barbara Preston
4. **AITSL National Initial Teacher Education Advisory Committee (NITEAC)**
Professor Brenda Cherednichenko; Professor Tania Aspland; Professor Jenny Gore and Professor Helen Huntly
5. **AITSL Focus Group for the Profession for ITE**
Mrs Kerry Aprile; Dr Josephine Lang; Ms Christine Glass; Dr Mary Mooney and Dr Graeme Lock
6. **AITSL Teacher Quality Advisory Committee**
Professor Marie Emmitt and Professor Geoff Romeo
7. **AITSL Teaching Qualifications Advisory Panel meeting**
Dr Josephine Lang and Ms Helen Kenneally
8. **AITSL Improving Teaching in Aboriginal and Torres Strait Islander Education - Steering Group**
Professor Toni Downes.
9. **AITSL Graduate Assessment Forum**
Professor Brenda Cherednichenko; Professor Helen Huntly; Professor Jenny Gore; Professor Tania Aspland; Professor John Williamson; Professor Kristina Love; Professor Peter Kell Professor Lina Pelliccione; Professor Toni Downes; Professor Lori Lockyer; Professor Chris Brook; Dr Nina Maadad; Dr Mary Mooney; Professor Marie Emmitt; and Professor Christine Ure
10. **AITSL Learning Collective**
Dr Jo Lampert; Dr Bruce Burnett; Dr Nina Maadad Associate Professor Grace Oakley and Dr Janet Currie
11. **Australian Curriculum, Assessment and Reporting Authority ICT Committee**
Professor Peter Albion and Associate Professor Margaret Lloyd
12. **STEM National Workshop – Transforming STEM Capacity**
Professor Pat Drake
13. **ACER and AITSL Standards Settings Meeting**
Dr Josephine Lang; Mrs Kerry Aprile; Dr Julie Clark; Dr Graham Parr and Marilyn Petisch
14. **Asia Education Foundation**
Professor Kristina Love

SUBMISSIONS AND HEARINGS

Senate Select Committee Inquiry on Teaching and Learning

In February 2013, ACDE made a submission to the Senate Select Committee Inquiry on Teaching and Learning (maximising our investment in Australian schools). Subsequently, Professors Brenda Cherednichenko and Diane Mayer appeared as witnesses before the Committee in March 2013. The submission highlighted:

- Workforce planning;
- Casualisation of the workforce;
- Entry to study and graduation to Profession; and
- Professional experience.

The Submission is available online: www.acde.edu.au/pages/page15.asp

MEDIA ENGAGEMENT

In the second half of the reporting period, ACDE devoted considerable resources to the Media. This engagement largely related to national announcements about teacher graduate standards and entry levels. While ACDE welcomed the national approach to broad based entry requirements, improved school partnership arrangements for professional placements, and a focus on academic graduate standards for teacher education, it sought to shift the debate away from entry scores (the ATAR) to assessment at exit, practicum placements and professional development.

The ACDE representative for NSW, Professor Peter Aubusson, was extremely busy responding to a range of media requests generated from the March 2013 release of a NSW government report: *Great Teaching Inspired Learning - A Blue Print for Action*. This plan proposed limiting initial teacher intakes to applicants who achieved three HSC Band 5 results including English (Band 5 equates to 80 – 89 marks). Again ACDE's focus was to shift the debate away from entry scores (the ATAR) to assessment at exit, practicum placements and professional development.

BUILDING COLLABORATIONS AROUND RESEARCH

ACDE continued to promote collaborations around educational research. The Australian Research Directors of Education Network (ARDEN) hold a dedicated position on the ACDE Board.

The 2012 Annual Conference included a session run by the Australian Research Directors of Education Network (ARDEN), with the Deans attending a session presented by the ERA Research Director.

ACDE provided funding of \$18,000 to support the important Strategic Capacity Building for Australian Educational Research initiative. This project was finalised in December 2012 and is available online at: www.aare.edu.au/pages/page116.asp

The 2013 Conference will establish a formal ACDE Associate Deans Research network.

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

A special meeting of the NADLATE took place as part of the 2012 ACDE Conference program. During the meeting: three Communities of Practice (CoP) were established, namely: Regulation and Policy; Learning and Teaching in Higher Education; and Initial Teacher Education. Convenors for each Community of Practice were also elected, work plans were developed, the structure and membership of the National Steering Group (NSG) was confirmed and the National Steering Group (NSG) elected the inaugural NADLATE Chair.

Key developments in 2012-13 included: establishing and making an appointment to the new position on the NSG of Academic Facilitator; accepting an invitation for the NADLATE Chair to become a member of the ACDE Board and taking a more active role in the planning of NADLATE sessions forming part of the 2013 ACDE Conference program.

NADLATE members provided ACDE representation in the following government forums:

- The Standard Setting Meeting (for Literacy and Numeracy proficiency levels in Initial Teacher Education), ACER-AITSL, May 2013;
- The Reference Group for Learning and Teaching in Public Spaces Project, Office of Learning and Teaching (OLT), May 2013;
- The Learning Collective, AITSL, July 2013; and
- The Focus Group of the Profession, AITSL, February and July 2013.

ACDE VOCATIONAL EDUCATION GROUP (ACDEVEG)

ACDEVEG is a working group that represents ACDE on Vocational Education and Training (VET) matters and provides advice back to the ACDE Board. This group continues to meet regularly and has extensive engagement with stakeholders across the Vocational Education Agenda. ACDEVEG is a member of the National VET Workforce Development Managers Network, and was involved in the project reference group that developed the Vocational Education and Training Practitioners' Capability Framework. The focus of ACDEVEG over 2012-13 has been to:

- map the 'body of knowledge' in higher-education VET teacher-education courses;
- promote better quality delivery of VET teacher-education qualifications (Certificate IV and Diploma) and consistency in recognising these qualifications;
- promote better understanding of the nature of higher-education VET teacher-education courses among stakeholders;
- identify the implications of changes made to the Australian Qualifications Framework on VET teacher-education courses; and
- develop specific Threshold Learning Outcomes for VET teacher-education courses; and
- commence work on a textbook on VET teaching and learning.

Professor Erica Smith

STATE AND TERRITORY REPORTS

New South Wales

The Great Teaching Inspired Learning Blueprint (GTILBp) dominated the teacher education agenda in NSW for the last 12 months. The report presented some significant threats for teacher education as well as opportunities to collaborate with various stakeholders to improve initial teacher education and teacher professional learning. The recommendations of the GTILBP range from naively simplistic and uninformed through to thoughtful and productive. GTILBp has generated much media interest and a focus on teacher education, with a concentration on supply and demand issues. NSW CDE has worked with the Ministry, NSW Institute of Teachers, school systems, unions and media to seek a more sophisticated and better informed discussion of and response to critical issues in education.

NSW CDE has also sought to provide a stronger evidence base to inform decision-making. It has consistently promoted a shift towards viewing teacher education in terms of outputs, value adding and the achievement of graduates rather than simple, one dimensional measures of input. It has been a time where there has been much to be done to ensure the best possible outcomes for education during challenging times. Many members of the NSW CDE have contributed their expertise and time to implementing positive outcomes from GTILBp and to moderating potential negative outcomes. During this challenging period, NSW CDE has welcomed and is grateful for the support and assistance of ACDE, NSWVCs, Universities Australia, and interstate colleagues.

In a year of upheaval, a very successful annual conference was hosted by Australian Catholic University. It provided a welcome space to promote a positive agenda for education and led to the identification of some key actions for NSW CDE for the coming year.

Associate Professor Peter Aubusson

Northern Territory

In 2012 there have been considerable changes to the education portfolio as a result of a change in State government. In general, the new government debt reduction strategy has resulted in reduced teacher numbers and funding to education programs. In 2013 the government commissioned a review into Indigenous Education and it is hoped that the review supports teacher education initiatives for Indigenous teachers. Charles Darwin University continues to work in partnership with the Bachelor Institute of Indigenous Tertiary Education (BIITE) on Indigenous Teacher Education. In 2012-13, new programs were accredited by the Northern Territory Teacher Registration Board under the National Professional Standards for accreditation of initial teacher education programs.

In 2012-13, Professor Peter Kell was the Northern Territory representative on the ACDE Board and the ACDE Secretary/Treasurer, Associate Professor Sue Shore was the delegate to ACDE ARDEN and Associate Professor Laurence Tamatea was the delegate to ACDE NADLATE.

Professor Peter Kell

Queensland

The Queensland Deans of Education Forum (QDEF) meet every 6 weeks, lining up with the Queensland College of Teachers Professional Standards Committee meetings. This provides opportunities for both organisations to work in a timely manner through opportunities and issues as they arise. A joint two day workshop on graduate assessment was held late in 2012, discussions continue on graduate program accreditation timelines, and plans are in place 2014 collaborative project on graduate assessment.

During 2012-13, the QDEF met with the new State Minister and the State Department and worked intensively with the State Government in relation to the length of the Graduate Entry program. The Queensland Government recently released the Fresh Start report (stemming from the Flying Start Review of 2010-11). A focus on professional experience arrangements is likely to have particular impact on teacher education.

Representatives of QDEF continue to contribute on a number of national consultative and project committees, including NITEAC, Focus Group and the Profession, the Learning Collective, ACARA ICT committee, new work arising from Higher Standards for Teacher Training initiatives and the Joint meeting of ACDE and Deans of Science.

Changes included the farewell of Professor Judith Mulholland from ACU, Professor Nita Temmerman from USQ and Professor Lindsay Parry from JC. We welcomed Professor Carmel Diezmann, and Associate Professor Leanne Dalley joined us from JCU.

Professor Wendy Patton and Professor Helen Huntly

South Australia

The SA Council of Deans of Education (SACDE) continues to work with the State Government Teacher Education Taskforce that includes representation across the sector. Professional Experience has been a strong focus of this group and providers were recently asked to respond to a 'road map' of professional experience activities. Providers were asked to outline current practice and processes/roles and responsibilities; identify perceived issues and challenges associated with Professional Experience; and

suggest ideas for improvement. These individual responses were tabled at a recent meeting of the Taskforce and the Deans have undertaken to collaborate on a review of these documents and prepare a response for the Taskforce's November meeting.

SACDE continues to work productively with the Teachers' Registration Board on the transition to national standards and new national accreditation arrangements. Representatives from all providers have undertaken accreditation training and are participating in accreditation panels.

SACDE responded to the President's recent call to nominate as members in a number of working groups and steering committees for national projects to be managed by AITSL. Professor Geraldine Castleton will be one of three ACDE representatives on the Literacy Expert Group convened by ACER which has been tasked by AITSL with developing a national literacy and numeracy test for all initial teacher education students.

Leadership changes include the farewell of Professor Tania Aspland from her position as Head of School of Education at Adelaide University and as the SA representative on ACDE. Tania brought a great depth of knowledge and experience in teacher education to both these roles and her contribution to teacher education in SA was highly valued. We thank her most sincerely for all her work. We wish Tania every success in her new role. We have warmly welcomed Dr Jan Keightley into our team.

Professor Geraldine Castleton

Tasmania

The University of Tasmania has embarked on a significant change agenda which has included research and teaching performance criteria. The Faculty has worked closely with the broader university in assisting to shape and implement policies which are applicable to the profession. This has resulted in some re-profiling of academic staff and an efficiency review of its professional staff and administrative protocols.

The Faculty continued to build its teaching and research culture and is proud of the progress it has made. A number of recent national awards and competitive grants have reflected the valuable contributions made by staff in these areas.

Leadership changes include the farewell of Professor Ian Hay after a 5-year term as Dean and the appointment of Professor John Williamson as Dean, Faculty of Education. Professor Hay led the Faculty through a number of important changes and, in particular, made significant contributions to the research profile. His achievements were recognised by the award of the title Emeritus Professor. Emeritus Prof Hay continues to be involved with the Faculty through his several externally funded research projects and supervision of Higher Degrees Research students.

Professor John Williamson

Western Australia

The WA Deans of Education met on a regular basis to discuss local and national issues. The Deans took the opportunity to invite key Education partners, including the Department of Education, the Catholic Education Office, and the new Teacher Registration Board of WA (TRBWA) to these meetings. Discussions focused on local issues of workforce planning (given the projected shortage in supply of secondary teachers in 2015 with the movement of Department of Education year 7 students to secondary school) and professional development.

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The establishment of the TRBWA late in 2012 has also seen a number of changes to the process of teacher and course accreditation in WA which required the universities to become familiar with a new system and a reconstituted Board.

Leadership changes include the farewell of Associate Professor Judy MacCallum (Murdoch) and the appointment of Professor Christopher Brook (ECU) as head of the WA Deans of Education. Judy made a valuable contribution and her commitment, dedication and good humour will be sorely missed.

Associate Professor Lina Pelliccione

Victoria

The general business of the VCDE mirrored national developments and discussions related to AITSL, the Standards and their implementation, and the Australian Education Union Teacher Supervision Award rates.

The VCDE has representation on the Victorian Teacher Supply and Demand working group. In 2013 this group decided to modify its practice of providing an annual report on teacher/ graduating teacher numbers to produce a special report each alternate year that explores an area of special interest. For 2013 the report will focus on the availability of suitably qualified supervising teachers in schools and the qualifications of early childhood staff. The data will provide valuable information on the capacity of Victoria to support quality placements in schools and early childhood settings.

The VCDE met with Richard Bolt (Secretary, Department of Education and Early Childhood Development), Chris Wardlaw, (Deputy Secretary, Department of Education and Early Childhood Development) and other members of the offices of the Secretary and Ministers following the Department's release of a paper entitled 'New directions for School Leadership and the Teaching Profession'. It also met with the Hon, Peter Hall, MLC Minister for Higher Education and Skills and Minister responsible for the Teaching Profession, to discuss issues in the Productivity Commission report.

The VCDE is seeking to establish an annual conference to bring together Victorian Associate Deans/Heads of Teaching and Learning and Associate Deans/Head of Research and Research Training. A joint initiative for a Malaysia Teaching Practicum experience for pre-service teachers was developed in 2012.

Professor Christine Ure

ACDE AWARDS

Distinguished Service to ACDE Award

This award was presented to Ms Barbara Preston, in recognition of her outstanding contribution to Education through her dedicated service to ACDE over 20 years.

Excellence in education journalism

ACDE acknowledges the support of Australian Government Department of Education, Employment and Workplace Relations (DEEWR) for their continued support. Details of the 2012 Journalism awards are at: <http://www.acde.edu.au/pages/page17.asp>

ACDE Sponsored Award - Excellence in Education Journalism by an Early Career Researcher

ACDE sponsors the AARE Postgraduate/Early Career Researcher Poster Award. The award supports participation and inclusion of postgraduate and early career researchers in the educational research community. The 2012 award winner was Dr Matt Winslade.