

Annual Report



2020 - 2021

ACDE

Australian Council of Deans of Education

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About the ACDE

Our Business

The Australian Council of Deans of Education (ACDE) is the peak body representing Australian universities and several of the private colleges that offer initial teacher education degrees.

Our Aspirations

ACDE works to ensure that Australia produces teacher graduates of the highest quality; has a strong teaching profession; and an inclusive and innovative education system that enhances learning and teaching.

Our Modus Operandi

ACDE works through:

- Involvement in national projects
- Providing opportunities for consultation and participation
- Engaging with key stakeholders and the media on educational issues of national significance
- Building strategic collaborations

What the ACDE does

- Provides members with a forum to debate, develop strategies and share professional learning
- Supports the funding, recognition and conduct of research in education and the training of researchers
- Encourages national conversations that enhance the public standing of the education profession and promote the importance of evidence-based practices and policies in teacher education
- Undertakes internationally recognised research and scholarship to support policy development partners with national organisations to influence education policy and practice.

President's Report

Michele Simons



An Acknowledgement of Country is where other people acknowledge and show respect for the traditional Custodians of the lands upon which we gather. In that spirit of respect, I would like to acknowledge the traditional Custodians of the lands on which we meet. In doing so, I pay my respects to Aboriginal and Torres Strait Islander people as the first educators on these lands. I thank them for what we can learn from them about creating learning communities of purpose, safety and meaning.

My first six months as President of ACDE has been an eventful one. It commenced at a very rapid pace with a wonderfully supportive hand over from our former President Tania Aspland, the finalisation of the Council's new Strategic Plan and the adoption of a revised constitution. Under the leadership of Tania, the Council was able to deliver the second of our contracted projects for DESE on the teaching of reading. I remain deeply indebted to the support that Tania has provided during this transition period.

It was not long into 2021 before we were subject to a renewed impact of COVID-19 on many facets of our working and personal lives. Most state and territory systems across Australia continue to be affected, with the closure of schools, early childhood education and care services, universities, and colleagues being one of many challenges we have had to face. Many of us have witnessed the departure of colleagues from our places of work as Higher Education Providers seek ways to adjust to the 'new normal' of reduced numbers of international students and the impact of the Jobs Ready Graduate Reforms which have hit Schools/Departments and Faculties of Education particularly hard. One of the key learnings from all of this experience is the resiliency of all those engaged in education as they stepped up and kept learning going – particularly for our children and young people. We need to celebrate and learn from this experience. We also need to look closely at the inequities in our education systems that are more apparent than ever – and the limitations we face in systems where overwork and under-resourcing stretch capacities to near breaking point.

It was also not long into the new year when ACDE was cast into the centre of yet another review of Initial Teacher Education. The Council has been able to take a proactive and constructive approach to engagement in the review and many members of the Council from across Australia have been afforded opportunities to engage with the members of the Review Panel on matters that are local as well as national importance. As the Review has progressed,

ACDE have continued to argue a number of key themes:

- The quality of the teaching workforce is an issue of national significance; however, paying attention to the graduate component of the workforce is, in and of itself, not sufficient. A career-wide focus on the development of all engaged in the work of Education is needed
- Continuity is particularly important in terms of sustaining and building on the outcomes of TEMAG which remain in the early stages of adoption. Any new initiatives that arise from this Review need to be carefully calibrated against the need to understand the full impact of the TEMAG reforms
- The Review needs to create a contemporary understanding of the teaching workforce, its operation and its needs
- The Review needs to address the pressing issue of attracting more diverse cohorts into teaching and school leadership roles.

ACDE has a priority to see growth and stability in our critical First Australians teacher education workforce, something which is on an ever-declining slope. ACDE raised this issue with the panel oversight of the ITE review and we trust this matter will receive the highest level of consideration. In this context, I am deeply appreciative of the additional contributions provided to the review by two Board members, Professors Mark Rose and Ruth Wallace who provide careful and measured advice on all matters affecting our First Nations Peoples and I thank them on behalf of the ACDE Board and the broader education communities.

The work of the Council in stakeholder engagement has continued despite lockdowns and limitations on face-to-face meetings. With the support of Donna (Vice President) and Elizabeth Labone (Sectary/Treasurer until her new appointment Executive Dean, Faculty of Arts, Sciences, Law and Business) we have established fortnightly meetings with representatives from Department of Education, Skills and Employment (DESE) and the Australian Institute for Teaching and School Leadership (AITSL); monthly joint meetings with DESE and AISTL, regular engagement with Universities Australia (UA) and the development of relationships with the Australian Education Research Organisation (AERO). ACDE has been afforded opportunities to have input into national consultations relating to early childhood education and vocational education and training via the activities of its networks. Steps have been taken to revitalize ACDE connection with other key national bodies such as ATEA and AARE with greater attention being planned for the second half of 2021 and into 2022.

Members of the Council in each state and territory have been kept very busy during the year consulting, advising and engaging with their partners particularly in matters relating to system-wide responses to COVID disruptions to schooling. However, not all work has been reactive – members continue to be instrumental in leading debates about education within their jurisdictions and playing key roles in the development of initiatives to address significant matters, such as the shortages of teachers being experienced across the country. I would like to thank every member of the Council for their work on these matters. I know that I have

personally learned a lot from engaging with colleagues and I feel very confident of our capacity to continue to lead and shape the debates that matter in Education.

The year has seen our Networks continue their important work under sometimes challenging circumstances. Plans to bring the activities of our Networks to the forefront of the Council's activities have not been advanced as much as I would have liked during the 20-21 year, and this remains a task for use to tackle in the 21-22 year. We have also seen some changes to the leadership of one of our Networks. Professor Barry Down relinquished the leadership of CaDRE after a long and distinguished term leading debates and activities in support of research in Education. I would personally like to thank Barry for his support of CaDRE over a number of years and wish him all the best for his new endeavours. Leadership of CaDRE has now passed to Professor Catherine Manathunga (University of Sunshine Coast) and Professor Elke Stracke (University of Canberra).

As we look to the 2021-22 year, a number of the findings from the 2019 survey of ACDE services remain outstanding. It is clear that the Council continues to face some significant financial challenges and in order to address these matters, members have signalled the need for changes in how ACDE addresses its priorities and supports the needs and interests of its constituent organisations. To that end, a review of the business services to support the operations of the Council will be a feature of the work of the Board during 21-22. It will expressly address the urgent matter of ensuring that the business of the Council can be conducted within its annual budget. A range of options will be brought forward for members to consider early in 2022. The end goal is to find sustainable ways which will allow the Council to direct our resources so that their use matches our priority to be a strong voice for Education.

I would like to close by acknowledging the wonderful contributions of David Templeman and Tracey Langron, who continue to support the work of ACDE with dedication. Amid all the busyness I have been immensely privileged to have the support of members of the Board and the wider Council. I am confident that we have all benefited from the expertise, leadership, and generosity that all members of ACDE and that this generosity and commitment will continue to be a hallmark of the Council's work into the future.

Chief Executive Officer's Report

David Templeman



It's no secret that this past year has been very difficult, financially, for all elements of the teacher education profession and ACDE. I

highlighted this situation in last year's annual report and at the 2020 AGM. This high priority issue has also been referred to current and former ACDE Board members, and many of ACDE's working partners are familiar with this situation.

COVID 19 inflicted significant impacts on ACDE through reduced subscription and funding support, this has affected ACDE's capability to adequately represent and advocate for and on behalf of initial teacher education, including a reduced focus on some core priorities. Fortuitously, ACDE has maintained solid partnerships and effective relationships across the many facets of ACDE's representation/advocacy on the profession of teacher education. A good example of this leadership has been ACDE's role in working with the Federal Government's announced (Mar 2021) of the Quality Review into Initial Teacher Education (QRITE).

Higher Education Providers and Deans of Education were afforded the opportunity to contribute to this QRITE to bring to the table critical matters of interest affecting the future, calibre, and availability of teachers in uncertain times and greater demands. Additionally, COVID 19 has placed a higher emphasis on the teaching profession and its role in enhancing community resilience whether this be around school management, vaccination access plus delivering effective and ongoing capacity in very difficult circumstances.

Priorities on how to attract, retain, and recognise the best in ITE will become key drivers for the profession's competitiveness once Australia moves to a post COVID and high population vaccination rate. ACDE also anticipates additional workflow arising from the QRITE with the embedding of the Teaching Performance Assessment tool and enhancing the standing of the profession along with serious engagement of First Australian's interests and priorities across the many domains of teacher education. To achieve all this in a national context and timely outcomes will require ACDE's capacity being reassessed or re-engineered while supporting all Deans and their respective institutional priorities/expectations. And to achieve this, will necessitate additional resource capability for ACDE.

ACDE is not alone in its assessment of current and future fiscal circumstance (as are many representative NGOs within and outside the sector) all relying on the strong support and resourcing from members, principally Heads of Schools and Deans of Education together with their significant voluntary contributions through countless hours of personal and in-kind

dedication to the profession. And, sadly, due to institutional restraint, a few ACDE members were unable to make a financial contribution this year and retain their ACDE membership in 2020, as noted by the ACDE Auditor in the financial statements for 2020/21.

One matter mentioned in last year's report was the Federal Government's request to ACDE to undertake a specific project with key areas of interest related to curriculum, mapping, trauma informed learning (TiL) and the teaching of reading/phonics (ToR). Reports in respect of TiL and ToR have been finalised and final completion of this project has been hampered by COVID but will be addressed in 2021/22.

An important aspect associated with this project grant involved a total allocation of \$220K inclusive of GST from DESE to ACDE, ACDE received the offer of a once off ad hoc grant from DESE in April 2020.

The reports requested under the funding agreement are designed to assist DESE to:

- Understand the diversity and content of Australian ITE programs; and
- Provide informed, evidence-based advice around the extent and breadth of the skills and topics taught in ITE, strengths, potential gaps and opportunities, and areas for further analysis.

In noting this CEO ACDE report, I ask the 2021 ACDE AGM to appreciate ACDE's current financial circumstance and sustainable future under its reduced level of staff, resource capability and focus.

I want to thank the ACDE Board for its leadership through former President, Professor Tania Aspland and her successor from Oct 2020, Professor Michele Simons.

Tracey and I are privileged to have worked in support of ACDE since 2015 and look forward to a change in ACDE's fortunes in 2021/22.

Thank you

ACDE BOARD 2020-2021

President

Professor Tania Aspland
Until 23 October 2020

Professor Michele Simons
From 23 October 2020

Deputy President

Professor Donna Pendergast
From 23 October 2020

Secretary/Treasurer

Professor Greg Shaw
Until 23 October 2020

Elizabeth Labone
*From 23 October 2020 to
19 February 2021*

Australian Capital Territory

Professor Barney Dalgarno

New South Wales

Professor John Fischetti
Until 24 August 2020

Professor Mary Ryan
From 24 August 2020

Northern Territory

Professor Greg Shaw
Until 19 February 2021

Professor Ruth Wallace
From 19 February 2021

Queensland

Professor Donna Pendergast

South Australia

Professor Faye McCallum

Tasmania

Professor Victoria Carrington

Victoria

Professor Joanna Barbousas
Until 20 November 2020

Professor Claire McLachlan
From 20 November 2020

Western Australia

Professor Susan Ledger
Until 1 January 2021

*New representative appointed after 30 June
2021 - Professor Caroline Mansfield*

Aboriginal and Torres Strait Islander Peoples' Representative

Professor Mark Rose
From 11 September 2020

cADRE Representative

Professor Barry Down
Until 19 February 2021

*New representative appointed after 30 June
2021 - Professor Catherine Manathunga*

NADLATE Representative

Dr Susan Simon

NADPE Representative

Professor Susan Ledger

Comings and Goings

Thank you to Board members who have left the Board in the past year.

Going:

- Greg Shaw (Charles Darwin)
- Elizabeth Labone (Notre Dame)
- Faye McCallum (Adelaide)
- Joanna Barbousas (La Trobe)
- Barry Down (Murdoch)

Board Meetings

10 July 2020 – Video Conference

11 September 2020 – Video Conference

20 November 2020 – Video Conference

19 February 2021 – Video Conference

7 May 2021 – Video Conference and Special General Meeting

WEBINAR

Friday, 4 June 2021

Topic: Review of ITE as announced by the Federal Minister for Education, The Hon Allan Tudge MP on 11 March 2021

Deans had the opportunity to engage with the Quality ITE Review Panel, including a Q&A session with Ms Lisa Paul AO PSM and two other Panel members attending, Professor Bill Lowden AM and Mr Derek Scott.

The webinar was facilitated by ACDE President, Professor Michele Simons and ACDE Deputy President, Professor Donna Pendergast.

There was a good representation of ITE providers with 44 attendees.

Feedback on the webinar was positive from both Deans and the Review Panel who requested a copy of the chat from the webinar.

ACDE ACTIVITIES

Examples of ACDE activities during FY 2020-2021:

Media Releases:

27 October 2020 – Education Deans Election Results

11 March 2021 - Deans of Education will work with Minister Tudge on proposed reforms for Initial Teacher Education (ITE)

15 April 2021 - Education Deans Concerned about Initial Teacher Education Review Focus

22 June 2021 - Deans of Education working with Minister for Education and Youth on Review into Initial Teacher Education

How to Raise the Status of Teachers using Digitally Mediated Social Innovation Project

A joint project of the Swinburne Research Institute Centre for Social Innovation, The Ruffin Falkiner Foundation, and the Australian Council of Deans of Education.

Teachers are critical to achieving sustainable economic prosperity through their role in disseminating knowledge and moulding future generations of critical and creative thinkers. Yet in Australia, teaching as a career path is waning in both its attractiveness and status; early career teacher numbers are in critical decline; and the teaching profession is regularly portrayed in the media as a profession in crisis. Arresting if not reversing this trend is a complex problem. Without a solution, the quality of education available in Australia will be significantly impacted and our economic future imperilled.

This project is seeking to explore how open innovation could improve the status of the teaching profession. All education providers were invited to participate in this project. The report was completed in December 2020 and came before the ACDE Board in July 2021.

Department of Education Skills and Employment (DESE) one off Ad Hoc Grant

The deliverables for this grant were comprised of two parts:

- A 'Mapping' of ITE curricula (three reports)
- Understanding Stakeholders perspective

The 'Mapping' of the ITE curricula had three research projects:

All three reports under the funding agreement are designed to assist DESE to:

- Understand the diversity and content of Australian ITE programs; and
- Provide informed, evidence-based advice around the extent and breadth of the skills and topics taught in ITE, strengths, potential gaps and opportunities, and areas for further analysis.

Research Project 1: This mapping project includes a specific focus on investigating the inclusion of Trauma Informed Learning (TiL) as part of Initial Teacher Education courses in line with the Government's supporting families affected by bushfires announcement of 17 January 2020. All higher education providers were invited to contribute to this survey. – **Submitted to DESE in October 2020.**

Research Project 2: The second mapping exercise examines Teaching of Reading (including the place of phonics) in early childhood teacher preparation through to primary and secondary teacher preparation to identify strengths, gaps, and opportunities. All higher education providers were invited to contribute to this survey. Deans who participated in the study could opt to be identified or remain anonymous. Consent will be provided in one of two forms:

- i. through the return of the non-identifiable survey indicating consent to participate; or
- ii. for those who consented to participate AND be identified, by checking the appropriate box in each of the surveys.

In giving their consent, Deans are agreeing to be identified in the confidential final report that will be made available to Minister Tehan, and Senior Executive of DESE and ACDE. Further, in agreeing to participate Deans are also agreeing to be contacted for the release of your identification in any further dissemination of the findings by the Minister or his Departmental Executive staff member. You will be made aware and consulted about the purpose and avenues of the dissemination of the report or any parts of the report. – **Submitted to DESE on 2 June 2020.**

Research Project 3: The third mapping exercise is to encompass teacher preparation across all levels of schooling and will examine the continuity and sequencing of what is taught in early childhood teacher preparation through to primary and secondary teacher preparation in order to identify gaps and opportunities. Differences and similarities in ITE curricula across institutions. This third exercise is currently being negotiated in the light of the QITE Review.

Understanding Stakeholders perspective: This part of the project is ongoing with the aim to ensure there is consultation with ACDE member institutions to be documented in a final report.

Other activities:

ACDE called for comment or provided an update on the following issues:

- Indigenous Cultural Competency in the Australian Teaching Workforce Discussion Paper (from AITSL)
- Education and Employment Legislation Committee (EELC) Invitation to Submit - Comments on Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill
- The Education Council Meeting of 4th September 2020
- Education and Employment Legislation Committee: Invitation to Submit--Proposed Amendments to Tertiary Education Quality and Standards Agency Act 2011 New National Early Childhood Education and Care Workforce Strategy and Action Plan-- Update for Deans
- Building a high quality, sustainable 'VET in Schools' workforce - Consultation Paper – November 2020
- Foreign Interests and dealings by jurisdictional governments and universities-- Announcement of Federal Parliamentary Inquiry
- Revision of the Accreditation Guidelines
- Automatic Mutual Recognition (AMR) Prime Minister and Cabinet (PM&C), DESE and representatives from the Australian Council of Deans of Education
- Minister Tehan Media Release 15th Dec re LANTITE--Update for Deans – LANTITE as an entry requirement.
- Disability Standards for Education 2005 - 2020 Review
- Forecast Consultation on Early Entry LANTITE and Minor Change to Resit/Reset Policy plus LANTITE Summary 2020
- eSafety Commissioner - Offer of Free Online Safety Pre-Service Teacher Program

The ACDE Board considered or had representations from

- Ms Jess Mohr, Assistant Secretary, Teaching Policy and Standards Branch, Department of Education, Skills and Employment (DESE)
- Ms Alex Gordon, Deputy Secretary (Schools) - DESE

ACDE AWARD FOR OUTSTANDING SERVICE TO EDUCATION 2020

The Award for Outstanding Service to Education and the ACDE is awarded annually. The award recognises outstanding service to the discipline of Education and service to the ACDE. Nominations are considered and decided by the ACDE Board. The awardees for 2020 were:

Professor Carol Nicoll, Queensland University of Technology

The Queensland Council of Deans (QCDE) nominated Professor Nicoll for her engagement in national agencies and bringing extensive experience, policy insight and leadership ability to address concerns within education. Her extensive career in education and policy is to be commended.

Professor Pendergast, Chair of QCDE presented the award to Professor Nicoll late in 2020.

Professor Nicoll responded that she was absolutely honoured and want to thank QCDE who have been a wonderful collegial group for the nomination.

Professor Tania Aspland, ACDE President

To acknowledge Professor Aspland's impact on teacher education policy and quality over the past six years, particularly as President of ACDE.

Past Presidents and Board members acknowledged and thanked Tania for her leadership and strong advocacy especially through your intelligent, respectful, and collaborative approach to addressing the many reforms that improve teacher preparation and the status of the profession.

Many of your peers, former Deans, former Presidents of ACDE, Government agencies, Universities Australia, and sector representatives wanted to wish you well and say thank you but more importantly to acknowledge your counsel and see your magnificent contribution recognised.

Finally, Minister Dan Tehan has sent a letter of thanks to you.



Professor Carol Nicholl



Professor Tania Aspland

Australian Capital Territory



Barney Dalgarno

While acknowledging the hardships faced by all jurisdictions, the ACT was privileged to find itself in the relatively fortunate position of avoiding lockdowns and consequential teaching disruption for the 12-month period to July 2021. A favourable local context has enabled considerable progress toward removing residual challenges from 2020 including addressing a substantial backlog of placements. Stakeholders have worked together to minimise the impact of the August/September 2021 lockdown on pre-service teacher education and on research.

Both the UC and the ACU remain vigilant and responsive to changing local and national context and acknowledge the invaluable support of jurisdictional partners and schools through the exemplary leadership exhibited across our local schools and school systems during this time. Of importance also has been the ongoing contributions of teachers, students and families who have demonstrated remarkable resilience, commitment, and creative endeavour to ensure all involved in the educative process are able to benefit from the generosity to assist, guide and deliver effective quality learning experiences for all.

In full appreciation of the importance of continued strong local networks and constructive collaborations, the UC and the ACU are pleased to announce the establishment of the Capital Region Schools Network (CRSN) covering the ACT and local region. The CRSN, launched in July 2021 at the ACU campus, unites education stakeholders from across Government, Catholic, Independent and Tertiary sectors and is characterised by a synergy that rises above traditional sector boundaries.

The Network was first envisioned in August 2020, when the UC, recognising the mutual benefits to be obtained from partnerships encompassing research, postgraduate teacher education, professional learning, and pre-service teacher placement, identified the potential value of networking within and beyond the ACT borders. The vision of the UC in proposing the CRSN was to team with stakeholders across all sectors to collaboratively develop an education ecosystem of the highest possible quality - mutually beneficial and highly networked. The CRSN member organisations are the ACT Education Directorate; Association of Independent Schools of the ACT; Australian Catholic University; Catholic Education – Archdiocese of Canberra & Goulburn; NSW Department of Education; Teacher Quality Institute, and the University of Canberra.

A primary aspiration for the CRSN is a collaborative network that facilitates purposeful links between teacher training institutes, the teaching profession, the two ACT universities and all school sectors, together encapsulating a diverse yet combined educational voice for the ACT and Capital Region. Celebrating achievements of teachers and collaborative research possibilities for the purpose of quality teaching and education practice are core outcomes.

A Respectful Relationships Roundtable was hosted in July by the Faculty of Education at UC. The Roundtable was held in the context of important national conversations about relationships, cultural behaviours and change within our institutions and organisations, further expressing Capital Region values of conversation, collaboration and mutual outcomes. The Education Directorate and representatives from public, Catholic and independent education providers met for the purpose of moving toward develop a deeper understanding of the key issues underpinning respectful relationships in the teaching space and in their practice of teaching respectful relationships and consent education in the region's schools.

In final news, 2021 marks the 50th anniversary of teacher education in the ACT with UC's predecessor, the College of Advanced Education (CCAЕ) first enrolling students in 1971. An evening event will be held on 29th October 2021 (Covid permitting), the day also marking Australia's celebration of World Teachers Day. Members are invited to save the date and contact Education-FacultyOffice@canberra.edu.au for more information.

New South Wales



Mary Ryan

The NSW Council of Deans of Education (NSWCDE) has 17 members represented by our Executive team:

President: Prof Mary Ryan (MQU)

Vice President: Prof Sue Bennett (UoW)

Secretary: Prof Sue Gregory (UNE)

Treasurer: Prof Michele Simons (WSU)

2020/2021 has been a challenging year but has also afforded new opportunities for NSWCDE. We maintain a focus on the sustainability of the Council itself as well as key areas of contribution to the education landscape. In terms of the Council, we have revised our constitution and processes for life membership. Externally, our key areas of focus have been both responsive and proactive:

1. Responding to sector reviews and policy proposals

- Response to AITSL's discussion paper about Indigenous cultural competency in the teaching workforce.
- Response to the Quality Initial Teacher Education Review with eight key recommendations: evidence-based and solutions-focused.
- Working with NSW Department of Education (DoE) on the NSW Minister for Education's announced for fast, flexible programs of Initial Teacher Education (ITE) in NSW to solve workforce shortages in schools and EC services.

2. Engaging with stakeholders

- We have initiated and/or are engaged in many working groups as advocates for the profession, initial teacher education and educational research.
- NSW CDE working group on Innovative Approaches to Initial Teacher Education (NESA, DoE, Australian Independent Schools (AIS) NSW, Catholic Schools (CS) NSW, Principals Associations, Early Childhood network)
- NSW CDE working group on PEX agreement (NSW DoE):
- NSW CDE working group on PEX Agreement conditions (Teachers' Federation; Independent Education Union)
- NSW CDE working group on early childhood (NSW DoE)
- NSW CDE Math entry requirement working group (NESA)

We have also completed a commissioned project for NSW DoE: 'Examining the Role of the School Professional Experience Coordinator in the NSW Department of Education's Professional Experience Hub School Program'. This project has led to a full report and an edited book with contributions from teams of academics and teachers. It has also contributed to a review of the Hub Schools Program in NSW.

3. Advocating for the profession through the media

The Council has maintained our subscription with MCERA (Media Centre for Educational Research in Australia) and our members have generated 24 media items with a reach of over 250,000 on topics such as: The status of teachers in the wake of COVID-19; the future of grading after COVID; Quality Initial Teacher Education Review; federal election; Australian Education Research Organisation (AERO); changes underway with the NSW Curriculum Review reforms; impacts of not opening borders on the tertiary sector; the Minister for Education's speech foreshadowing the review into teaching quality.

4. Proposing a grassroots research agenda for education

The Council is proactively establishing a grassroots research agenda with initiatives to lead conversations about important issues in education rather than reacting to familiar discourses of blame. We have started organising roundtables of diverse stakeholders to discuss and debate provocations in education. We will add graphic representations of these outcomes to our website.

Overall, it has been a big year of challenges and opportunities. We look forward to continuing our productive and supportive relationships across all NSW CDE members, along with our colleagues from other jurisdictions.

Northern Territory

Ruth Wallace



The Northern Territory education system has worked through a number of changes over 2020-21. The theme for our work has been a positive partnership; through a commitment to working together to achieve high outcomes for the students across the learning spectrum: in early childhood, schools and university.

Effective partnership is underpinned by strong leaders, focusing on relationships built on respect and excellence and the genuine engagement of the people that we work and learn with. In the Northern Territory important stakeholders are Aboriginal people, people from a wide range of backgrounds, people in regional and remote areas within an environment that is continually changing. The recent lockdowns of remote communities were a time to focus on what could be and we worked to ensure Aboriginal people could work from their home and teach from country. This enhanced students' learning and teachers' time with their families in a safe environment.

The College of Indigenous Futures, Education and the Arts was established in January, 2021 at Charles Darwin University and brought together academic leadership in Aboriginal studies, education, the arts, tertiary pathways, research and humanitarian studies in higher and vocational education. Over the year the academic team has reviewed and redeveloped all education degrees aligned with major changes in the profession, improved linages and pathways across vocational and higher education and research. One of our major challenges has been shifting our placement program to focus on work integrated learning through engaged relationships. Schools and teachers have been incredibly supportive, are working with students and the new professional experience leaders. Together we have improved the quality of students' experience and helped many students to graduate ready to join the teaching profession.

The development of the Department of Education of the Northern Territory Government's Education Strategy 2022-2031 was an important partnership with universities, schools, communities and families. The Department of Education has worked to achieve their goal of most improving jurisdiction and invest in Indigenous education outcomes.

The Remote Aboriginal Teacher Education program has commenced with 21 participants across 4 communities supported by a partnership between Batchelor Institute of Tertiary Education, the NT Department of Education and Charles Darwin University. The first group of students have explored their practice, built skills in online learning and utilising passport Plus, an ePortfolio developed to support students' learning.

I particularly appreciate the support and partnership of the Deans of Education nationally. These very important people have been working through responses to the ITE review and developing TPA arrangements that will support students' learning. Our region is committed to working with the TPA model to support diversity in successful teacher graduates. This has helped development of a comprehensive diagnostic and support program to assist students prepare for undertaking the LANTITE assessment and engaging with school communities. There has been a recognisable growth in students' confidence and skills that is being translated to the classroom.

The future holds challenges and ongoing change. We are committed to ensuring every child, every learner is supported by excellence in teacher education and improving the number of Aboriginal educators who are engaged and leading in our schools and universities, people who help us all understand education as a complex innovative relationship now and in the long term.

Queensland



Donna Pendergast

Members of the Queensland Council of Deans of Education (QCDE) meet monthly to collaborate on a range of matters relevant to HEIs across the state. The group also meet four times a year with a broad-based key stakeholder group hosted by the Queensland Department of Education that includes employers, union representatives, and the Queensland College of Teachers. These collaborations have led to strong partnerships and efficiencies and the opportunity to be involved in a range of representative roles. 2021 was a celebratory year as the Queensland College of Teachers celebrated 50 years of service. The Chair of the QCDE is Professor Donna Pendergast and Professor Bill Blayney is Deputy Chair and treasurer.

Pandemic Context

The disruptive forces of the COVID pandemic have led to many stories of pivoting and rethinking. We continue to be suspended in a liminal space - no longer completely familiar and lacking predictability; but not yet reconstituted to the new normal, indeed not knowing when and what that might be. One of the key actions in Queensland in the education sector has been the establishment of the Education Stakeholder Committee, chaired Minister Grace and/or Director General Mr Tony Cook, with QCDE one of the stakeholder groups. These daily meetings were held for 56 consecutive workdays in 2020 and as needed since then for as many consecutive days as the impact of the pandemic calls for. This has been an incredible insight into the leadership, collaboration and innovation across the education sector. There is no doubt the ability to pivot, collaborate, be agile and resilient has been a feature of these daily meetings by the 20+ key education leaders in Queensland who represent their various

organisations and schooling sectors. Key information has been shared with all QCDE members following each meeting. This has kept all informed and aware, as well as providing the place to have voice. This has been especially powerful with respect to professional experience and more recently vaccinations processes. These meetings continue.

NARTE

In 2017, all ten HEIs delivering ITE in Queensland and being members of QCDE collaborated with the Queensland Tertiary Admissions Centre (QTAC) to develop an instrument as partial requirement for selection to meet national standards for program entry. The instrument is known as the NARTE (Non-Academic Requirement for Teacher Education). The QCDE conducted research via an online survey to investigate aspiring teachers' perceptions of the NARTE. Data were collected over three years of intakes, 2018-2020. The study yielded a total of 950 responses comprising 335 in 2018; 258 in 2019; and 357 in 2020. Of the 950 respondents, 75% identified as female and 25% identified as male. Among the findings, respondents indicated the NARTE:

- Enabled them to reflect on why they wanted to be a teacher (93.7%)
- Enabled them to reflect on who/or what inspired them to become a teacher (93.3%)
- Enabled them to think about why they feel that teaching is a good career choice (92.8%)
- Enabled them to consider the skills and abilities they have that will make them a good teacher (92.3%)
- Provided helpful supporting information (90.4%)
- Was a positive step in raising the profile of teaching as a career choice (87.4%)

This report is being presented as a paper at the AARE conference. Further information is available at:

Pendergast, D., Reynolds, J., Anderson, T., Dole, S., Blayney, W., Morrell, P., Dalley-Trim, L., Murison, C. (2021). NARTE: Perceptions of the NARTE for selection into initial teacher education in Queensland, 2018-2020. Queensland Council of Deans of Education, Brisbane.

<https://research-repository.griffith.edu.au/handle/10072/405818>

PEPA

In 2021 a major activity of the QCDE has been renegotiating the Professional Experience Partnership Agreement (PEPA). This sits across all sectors and unions. The Agreement references the nationally agreed frameworks as authored by Australian Institute of Teaching and School Leadership (AITSL) and recognises the role and functions of the Queensland College of Teachers (QCT) in the accreditation and oversight of ITE Programs. The national frameworks acknowledge the layers of partnership that support Professional Experiences and forms an overarching strategic frame. The PEPA confirms the mutual benefits Professional Experiences provide. The Agreement enables processes for the enhancement of Professional Experience where parties discuss matters of mutual interest, identify issues and challenges and develop strategies in response. It is acknowledged that these discussions occur through the Queensland Council of Deans of Education-DoE Partnership Forum meetings.

Importantly, the Agreement characterises the genuine partnership and collaboration of Queensland's education sector to deliver great outcomes for graduate teachers and ultimately students in our schools.

Examples of QCDE representation on Committees/Boards

- Queensland College of Teachers (QCT), Professional Standards Committee (PSC) - Professors Shelley Dole, Patricia Morrell and Craig Murison.
- Board of Queensland College of Teachers - Professor Bill Blayney
- STEM Cross-sector Reference group – Professor Patricia Morrell
- Queensland College of Teachers 50 Years Planning Taskforce – Professor Donna Pendergast
- Education Stakeholder Committee – Professor Donna Pendergast

Photographs - Photograph of QCT 50-year celebration



Queensland Council of Deans of Education Chair Professor Donna Pendergast with QCT Board Chair Emeritus Professor Wendy Patton
QCT 50th Anniversary Ministerial Event — Parliament House



Queensland Deans of Education stakeholders and guests
QCT 50th Anniversary Stakeholder Dinner — Brisbane City Hall

South Australia



Debra Bateman

As we all adapt to life in the new normal, the South Australian Council of Deans of Education have developed a wonderfully warm and strong collaboration. Just as in Schools and across the Educational Sector more broadly, we acknowledge the importance of relationships and collective agency in achieving great outcomes for our staff, students and key stakeholders. The changing political landscape associated with Education keeps us all on our toes and draws upon the extensive experience and knowledge of our research informed praxis.

We sincerely thank Professor Faye McCallum (University of Adelaide) for her sustained and passionate leadership of this group and representation of SA on the Australian Council of Deans of Education over the past years. We look forward to her continuing participation in the group as she returns from her Research Leave and wish her well in her publications. In her absence, we have welcomed Associate Professor Mathew White. The strong collaboration between Professor Shane Dawson and Associate Professor Victoria Whittington (UniSA), Dr Tracey Price (Tabor), Associate Professor Kerry Bissaker and myself continue as we continue to evolve. It is significant to thank Dr Brendan Bentley (NAPDE), Associate Professor Victoria Whittington (NADLATE) and Associate Professor Edward Palmer (CADRE) in leading our SA Communities of Practice.

Over the past twelve months, we have invested significantly in the relationship building with our core stakeholders. We have been grateful for the participation in meetings by SA Teacher Registrar Dr Leonie Paulson, SA Department for Education and Sector Heads. We thank Associate Professor Julie Clark for her representation of the Higher Education Institutions on the SA Teacher Registration Board and come to grips with the disappointment that this representation is no longer mandated in the Board's Constitution. We are pleased that all SA Teacher Education Institutions have achieved successful Teaching Performance Assessments or have joined other Consortia. Moreover, we are mutually grateful for the staff participation in cross institutional moderation, feedback and ongoing support.

We have dedicated significant time understanding the barriers that our preservice teachers have faced in fulfilling the requirements of their study, placements and aspirations during COVID times. LANTITE and its provision has provided specific challenges to particular cohorts that we are committed to pursue further. We have continued to advocate for the diversity of the profession and how we can most effectively service our rural, remote and indigenous students and the communities more broadly. We are heartened by the strength of our partnerships with schools, teachers and leaders across the State and beyond.

We look forward to our continued development of a SA Education Consortium which allows us to contribute more wholly to the job readiness of our graduates to serve their communities. We relish the opportunity to contribute to the many Educational Reviews underway and in continuing to provide outstanding preservice and professional education for the communities and professions that we serve.

Tasmania



Victoria Carrington

Tasmania has remained covid free across 2021, however the financial impact of the pandemic has been a constant companion for this University as it has for the sector.

The course architecture transformation project that was planned and approved in 2020 has begun to roll out across the University in 2021. The restructuring of our courses has allowed us to make efficiencies across our programs but has also enabled us to reimagine some of our courses in terms of structure, content and pedagogies. As an example, we have been able to embed a Post Graduate Certificate of Early Years Education into the final year of the Bachelor of Education (Primary). Students will graduate with both qualifications in the timeframe of the BEd(Primary). Complementing this approach to enhancing the qualifications of early years educators, we have put in place an early years specialist pathway into our fast-growing Associate Degree in Education Support. We have also been able to create a new vertical double structure that allows students to complete an UG degree and a Master of Teaching within the same course. Enrolments across all of these courses is healthy and growing. Our graduate employability is sitting at 90+% within six months. To ensure the ongoing professional development of our graduates and their retention, we have begun a collaboration with the Department of Education – a major employer of our ITE graduates – on a multi-year induction and support program.

We have been active in our partnership space, working with the DoE to respond to the Quality Review of Initial Teacher Education to ensure strategic alignment. We continue to work directly and strategically with the Australian Education Union, (AEU) the Tasmanian Teacher Registration (TRB), the Tasmanian Principals Association and the Department of Education to plan for workforce change in a range of areas. We are working with Catholic Education, Tasmania to develop longer term strategic alignment and planning around research, ITE and graduate employment.

Over the last two years, all of our six ITE courses have been submitted for Stage 2 Accreditation. At the same time, in 2021, we have embarked on a curriculum renewal process that aims to value-add place-based and distinctively Tasmanian components to our courses.

We have just invested in 7 new roles in the School of Education as we move towards enacting our strategic vision around research, ITE, partnerships and impact in the state and nationally. This year has also seen us move staff in two of our three campuses into new office and teaching buildings. These new buildings have provided opportunities for enhanced interdisciplinary engagement for our staff as well as state-of-the-art teaching and learning spaces that encourage new pedagogies and collaborations. The third of our campus sites will move to a new building and campus in 2023.

Victoria

Claire McLachlan



Last year, the former President of VCDE, Professor Joanna Barbousas, wrote that 2020 had been a year like no other. Unfortunately for Victoria, 2021 has been of the same ilk. The Deans or nominees of the providers of initial teacher education have continued to meet regularly to share the challenges of navigating our way through the ongoing challenges of the pandemic.

Transforming the Teaching Profession Taskforce

The Transforming the Teaching Profession Taskforce, established in 2020, has continued to meet this year. The taskforce, involving members of national and state governments, Victorian Universities, national and state regulators, and national and state systems, has continued to examine how a system level approach to the teaching profession can be established. One significant outcome for this collaborative work this year is the signed agreement of the Memorandum of Understanding between the Department of Education and Training (DET) and all providers of initial teacher education in Victoria. The memorandum was signed by all Vice Chancellors and CEOs and lays out the principles and practices for placements in state schools. This memorandum involves an agreed approach to arranging placements for pre-service teachers, as well as a common assessment template that will be used by all providers and schools.

There is now further collaborative work underway to establish an MOU for the sharing of data between ITE providers and DET and VIT and an MOU on mentoring of pre-service teachers. These are important further components of our commitment to working collaboratively with all stakeholders to ensure both work force supply and high-quality graduates.

VCDE webinar

One highlight of the year was a webinar that VCDE ran in preparation for our response to the Quality in Initial Teacher Education Review commissioned by the Minister Tudge. The webinar, held on 12 July 2021, was entitled “Interrogating Quality Teacher Education in Australia, Drawing on Expertise and Evidence from Singapore, Finland and New Zealand”. Our panel of experts included:

- Associate Professor Liu Woon Chia, Dean for Teacher Education, National Institute of Education, Singapore
- Vice director and Professor Heidi Harju-Luukkainen from University of Jyväskylä, Finland
- Professor Letitia Hochstrasser Fickel, Pro Vice Chancellor, College of Health, Education and Human Development, University of Canterbury, New Zealand
- The webinar was well attended and raised some important matters about the need for a system level approach to initial teacher education to sustain the profession.

The road map out of lockdown

Victoria has experienced significant lockdowns over the last two years, with Melbourne now owning the title of most locked down city in the world. This has been challenging for all concerned but has presented particular challenges for the teaching profession in Victoria. VCDE have negotiated reductions in the number of days of placement required for final year students again in 2021 and have liaised with the Victorian Institute of Teaching (VIT) and ACECQA on the scale of the issues in arranging placements for final year students and trying to clear the backlog of students in other years of their degree. Some students have been able to complete online/remote placements, but with varying degrees of success or satisfaction from all parties. We have been very grateful for the support of VIT in problem solving how to ensure students complete their degrees under very problematic conditions.

The most recent challenge concerns the recent Victorian Government mandate that preservice teachers are vaccinated in order to go on placement in all Victorian schools and centres. How this decision will be implemented is yet to be determined, but most providers have a small group of students who do not wish to be vaccinated and are challenging the government ruling. We anticipate that Victorian universities will similarly mandate vaccination for staff and students in due course, following the lead of four Victorian universities (Melbourne, Monash, La Trobe, and Deakin). Hopefully all of these roadmap changes will lead to a return to on campus teaching in 2022 and the end of the most challenging issues for education in Victoria.

Thanks to Professor Joanna Barbousas

Finally, I want to thank Professor Joanna Barbousas for her sterling work as the President of VCDE. I appreciated her mentorship as she handed over the role to me and her continuing contributions to VCDE, the Taskforce and the strategy group work. Her service and her willingness to contribute is greatly valued.

Western Australia



Caroline Mansfield

The WA Deans of Education have worked closely with the Department of Education, Catholic Education WA and Association of Independent Schools WA on a range of initiatives in 2021. At the forefront has been workforce planning, professional experience and research in schools.

Universities have supported the Department of Education with a pilot program providing a transition pathway from ITE into the profession for secondary pre-service teachers and will continue to support this in 2022.

This year has seen an increase in students choosing rural and remote professional experience, and this has also been supported by the Department of Education and Catholic Education WA. Universities within WA have increased their Indigenous education focus and 8 ways of learning and/or 'both ways' learning have been embedded in many of the ITE courses. One WA university has introduced a new 'On Country' program to support Aboriginal education assistants through a blended learning approach to become fully qualified teachers, whilst remaining fully employed.

Collectively the WA Deans/Heads of School have worked with sectors to actively seek to promote teaching as a career across the state, culminating in a World Teachers' Day event on the 27th of October.

ACDE Network Reports

ACDEVEG



Erica Smith

ACDEVEG held a successful on-line conference in December 2020 with the theme 'VET teacher development around the world'. We took advantage of the necessity to move on-line by inviting three international speakers: Dr Gary Husband, Professor Frank Bünning, and Dr Harry Stolte, who spoke about VET teacher-education in the U.K, Germany, and South-East Asia respectively. The event took place over two early evenings to allow for the time differences. 70 people attended, and the evaluations were very favourable.

As in previous years ACDEVEG has engaged, as a group, with national and international bodies. We have:

- worked closely with the Department of Education, Skills and Employment (DESE) on its VET workforce initiative, part of a broader national Skills Reform strategy, meeting with DESE staff on several occasions. DESE's draft VET Workforce Quality Strategy, released in September 2021, recommends that TAFE Institutes and other providers of VET should, encourage VET teachers and trainers to acquire higher level qualifications, and we look forward to involvement in the refinement of the draft and the rollout of the strategy, in due course.
- worked throughout 2020 to assist the OECD in its 'Teachers and Leaders in Vocational Education and Training' project. The final report was published in March 2021, with four references to ACDEVEG input
<https://www.oecd.org/publications/teachers-and-leaders-in-vocational-education-and-training-59d4fbb1-en.htm>.
- provided advice for a DESE consultancy on VET in Schools (or 'VET Delivered to Secondary Schools' as it is increasingly known) carried out by PwC on behalf of DESE. The meeting with PwC also involved DESE staff.
- provided a great deal of advice to AITSL on its work on VET in Schools teachers during 2020-21. The final report was 'Building a high quality and sustainable dual qualified VET workforce'. Despite our hard work, a number of inaccuracies continued to appear in the successive versions of the report.

ACDEVEG members have been carrying out a research project on changes to VET teachers' work in 2020 due to COVID; particularly, but not confined to, the move to on-line teaching. We surveyed students in our own VET teacher-education courses (at three universities) who are already working as VET teachers. The 80 responses to the on-line survey have provided a

broad and deep insight into the changes to VET teachers' work which will contribute nationally and add to the international body of work on the topic.

This year's ACDEVEG conference will again be on-line, on December 8th, and the theme is 'People, place and time: developing the adaptive VET teacher'. The keynote speaker is Professor Joy Papier, Director of the Institute for Post-School Studies, University of the Western Cape, Cape Town, South Africa. Professor Papier will be talking about the evolution in status of VET and VET teachers in South Africa. The 2021 conference will be hosted by the VET Development Centre, a well-respected provider of VET professional development funded by the Victorian government.

AECTEN



Marianne Fennech

Members of the Australian Early Childhood Teacher Education Network (AECTEN) have taken advantage of numerous opportunities this year to advocate for quality initial early childhood teacher education programs and the early childhood teaching profession.

Ten-year early childhood workforce strategy

Professor Sue Irvine (QUT) and I represented AECTEN on the ACECQA-led development of a ten-year early childhood workforce strategy. The Strategy is of significance to early childhood teacher education, given conservative estimates of the need for an additional 23,000 early childhood teachers by 2023 to meet demand, and declining enrolments in early childhood teacher education programs. Through a series of roundtable meetings and stakeholder discussion forums, AECTEN provided input into the development of strategies intended to build a sustainable, high-quality children's education and care workforce. AECTEN provided ongoing input into six focus areas: professional recognition, attraction and retention, leadership and capability, qualifications and career pathways, wellbeing, and data and evidence. A workforce strategy report is due to be released by the end of October. From 2022, AECTEN will be actively involved in the implementation of strategies pertinent to the supply and quality of early childhood teachers.

National Quality Framework (NQF) review

The NQF is a national system of regulation, quality assurance and quality improvement for early childhood education and care (ECEC) services. AECTEN's input into this latest review of the NQF focused on Section 7 Workforce, in particular, a proposal that an early childhood teacher could be replaced by a diploma-qualified educator or any other 'suitably qualified person' for 60 or 80 days. AECTEN opposed this proposal and called for teacher regulatory requirements to be maintained, drawing on research to showcase the value-added difference early childhood teachers make to ECEC quality.

Quality Initial Teacher Education review

AECTEN advocated for early childhood teachers employed in both school and non-school settings to be considered in the scope of this review. Our submission also drew the expert panel's attention to both early childhood teacher shortages and the decline in enrolments into early childhood initial teacher education programs since 2012. Recommendations included: pay parity for early childhood teachers employed in non-school settings; the introduction of a nationally consistent system of teacher registration with revised professional teaching standards that were inclusive of the work early childhood teachers do, and access to professional development and mentoring; making early child teachers more distinct from, and with separate responsibilities to, vocationally qualified educators in the NQF; and flexible pathways for diploma-qualified educators to attain an early childhood teaching degree, without compromising graduate quality. While supportive of policy initiatives intended to increase the supply of early childhood teachers, AECTEN also noted the need to ensure that graduate quality is not compromised. Recommendations included: a review of the efficacy of birth-twelve ITE programs; a review of minimum requirements for birth-2 and 3-5 years' professional experience placements; the introduction of a nationally consistent approach to the approving of credits for diploma qualifications following a quality assurance review of RTOs; and a review English-language entry requirements for international students, and the administering of these requirements.

Teaching Performance Assessments

Currently, TPAs are not used to assess the quality of preservice teachers enrolled in a birth-five teaching degree, and there is variability in how TPAs are used in member institutions to assess the preparedness of early childhood teacher graduates of birth-8 and birth-12 years programs. AECTEN is scoping the use of TPAs for graduate teachers working with children aged birth – two, three – five, and the early years of school, to inform the design and use of TPAs going forward.

Other matters

Leaders of initial teacher education programs from AECTEN's 43 member institutions continue to work collaboratively at a national level and within their respective branches (ACT/NSW; QLD; VIC; SA/TAS; WA/NT). Members continue to provide each other with support and advice, and we welcome opportunities to discuss and promote matters specific to early childhood initial teacher education with the ACDE.



Shirley Gilbert

Activities

- AILiTEA provided a response to:
 - Quality Initial Teacher Education Review (the Review) launched on 15 April by DESE
 - Indigenous Cultural Competency in the Australian Teaching Workforce – Discussion Paper by AITSL.
- AILiTEA is represented at NADPE and TEESC meetings, covering issues such as practicums COVID restrictions, vaccination mandates and teacher workforce shortfalls in both Higher Education (HE) and schools, all very concerning issues for AILiTEA. AILiTEA again press the urgency to the sector to address full time lecturer employment in Schools of Education.
- Victoria's multi-disciplinary group of academics, teachers, principals, and members of VAEAI (Victorian Aboriginal Education Association Incorporated) have been working to create documents to support the reform of the *Aboriginal and Torres Strait Islander Cross-Curriculum Priority* and create/compile resources that teachers can engage with to support teaching First Nations contexts in the classroom.
- An executive member of AILiTEA commenced work for the Teaching Learning Network and has been providing First Nations Professional Development for teachers across the country.
- An AILiTEA member from the Northern Territory is working on the pilot program; Remote Aboriginal Teacher Education (RATE) to provide teacher education to remote communities. This involves:
 - Evaluation of the pilot RATE program in conjunction with Batchelor Institute of Indigenous Tertiary Education (BIITE).
 - Analysis of data collected about educational engagement
 - The writing of an interim reflections paper to support strategic planning.
- There are many activities that state and territory members are undertaking individually and collectively however, our workforce continues to dwindle within the university sector as work conditions, excessive workload pressures and cultural safety continue as ongoing issues in the HE teaching profession.
- COVID-19 - AILiTEA representatives reported that most teaching activities have continued online although not the most conducive environment for our mob most students [and staff] are coping with this form of teaching better than they did last year.

Challenges:

- The need to recruit more First Nations' peoples into lecturing, marking and tutoring roles remains the rhetoric in Higher education strategies but there have been very few positions advertised in higher education that are specifically in the field education.
- In NSW, there is now a mandated unit of study on First Nations education but unfortunately there is no additional funding to recruit for delivery, marking and tutoring.
- Many of the concerns in regard to First Peoples teacher workforce and ITE competency training in rural and remote settings have seen little funding or directional foci from institutions and government.
- COVID-19 impacts:
 - Teachers state they are 'cooked' and additional engagement with teaching and professional development is a struggle.
 - Challenges around professional experience due to COVID-19, particularly for this year's final year students. These issues include mandated COVID-19 vaccinations perhaps preventing students from completing their degrees, especially considering students will have to catchup on practicums to meet employment and scholarship requirements.
 - Land Based Education (LBE) experiences are having to change offerings and assessment items impacting the student experience and how they see themselves as future teacher educators.
 - The requirement to be fully vaccinated before going out to engage with rural and remote communities in the NT is proving challenging as there is less access to vaccines available in these areas.
- School leadership – There is a need for the provision of time and budget for staff working in Aboriginal Education to engage with professional development. A recent report by Korff (2021), reminded the profession that in a recent survey about the key needs of teachers working in Aboriginal Education that only 23.9% had received more than one day of training in the last three years.
- ITE Student numbers are lower than this time last year as communities battle to stay safe. KPI's are requested from each institution regarding Indigenous retention.

Future Activities:

One AILiTEA member is in the process of applying for an Australian Research Council (ARC) Grant, we are hopeful of announcing some exciting news regarding ITE research next report. AILiTEA members are continuing to work in the research space as a priority.

ATTEN



Matt Bower

2020 - 2021 has been another successful year for the Australian Technologies Teacher Educators Network (ATTEN).

Website

Throughout the year we have continued to grow the ATTEN website, available at <http://atten.net.au>. The website includes information about:

- ATTEN and its Terms of Reference
- An overview of ATTEN Symposium activities and outputs
- ATTEN membership
- The project areas (Technologies Research, Technologies Teacher Education, Events, Communications, and Funding and Finances) as well as members of each task force
- The ATTEN Teacher Education Resources Database
- How to contact ATTEN.

The site has had over 1600 page views since June last year.

Annual ATTEN Symposium

Our major annual symposium was held online on 2nd of December 2020, with 31 attendees across the day (from a membership of 79). There were several sessions throughout the day, including sessions on:

- Positioning ATTEN (Matt Bower)
- Structure of Digital Technologies in Australian Pre-Service Teacher Programs (Jo Blannin)
- eSafety and Digital Citizenship in the Pre-service Teacher Education Curriculum (Leanne Cameron & Petrea Redmond)
- AR/VR/XR in Education – What are the applications and pedagogical opportunities (Dave Ellis & Amber McLeod)
- Digital and Educational Technologies Literature Review for Pre-service Teacher Programs (Matt Bower)

Response to the Australian Curriculum: Technologies Review

Dr Jo Blannin from Monash University led a joint response from ATTEN members to the Australian Curriculum: Technologies review. Fifteen members of ATTEN met to discuss the review and made active contributions to the ATTEN submission document. The ATTEN response document was lodged with ACARA in early July.

ATTEN seminars

In addition to the annual symposium, three ATTEN seminars were held throughout the year:

- Megan Townes, Microsoft Australia, Microsoft technologies update (15th July 2020)
- Julie King, ACARA, Australian Curriculum and ICT General Capability review (29th September 2020)
- Sarah Howard & Jo Tondeur, Improving pre-service teachers' digital competence: Scenarios for a blended future (29th April 2021)

There were over one-hundred attendees across the three sessions combined.

Other activities

Clusters of members within ATTEN continue to collaborate on research and development in areas such as the way in which initial teacher education providers address Digital Technologies, eSafety, and mixed reality within their programs. Throughout the year there has been ongoing network-wide communication via our Microsoft Teams portal and through email. With the support of the ACDE, ATTEN has also established a bank account so that we can have financial autonomy for activities.

In the coming year we intend to raise awareness of ATTEN, grow our membership, maintain our symposia and seminar series, continue our research and resource provision, and source funding for activities.

cADRE



Catherine Manathunga

The Community of Associate Deans in Research (cADRE) is a network of Associate Deans of Research or equivalent in the university sector. Its role is to provide advice to the ACDE Board on policies and matters relating to educational research. cADRE also extends the links and enhances collaboration between educational researchers, policy makers and the wider community to advance Educational Research. Importantly, it provides an informal and collegial network to foster discussion, debate and strategies to enhance research excellence, including the role of Associate Deans (Research) or equivalent.

In September 2021, Professor Catherine Manathunga (USC) and Associate Professor Elke Stracke (Canberra) became the new Chair and Deputy Chair of cADRE. As incoming Chairs, Catherine and Elke would like to thank Professor Barry Down and the members of the previous Steering Group (Associate Professor Louise Paatsch (Deakin); Associate Professor Christine Howitt (UWA); Dr Elke Stracke (Canberra); Dr Birut Zemits (Charles Darwin); Professor Lexi Lasczik (SCU); Professor Monica Cuskelly (UTas) and Professor Sue Gregory (UNE)) for their

excellent leadership of education research over the last few years. We would also like to thank Ms Tracey Langron for her wonderful administrative support of cADRE.

During the period July 2020 to June 2021, cADRE conducted meetings that focused on the following cADRE priorities:

- Linking with other key education research stakeholder groups like AARE and ATEA
- Responding to the AARE Working Party Report “The growing urgency of attending to the state of education research in Australian higher education”
- Developing a set of education research principles that would be strongly supported by stakeholders and researchers. The work on these principles is ongoing.

The continuation of the COVID-19 pandemic has had a significant effect on education research in Australia with many suffering from demoralisation and exhaustion during rolling lockdowns and job losses across 2020 and 2021. The pandemic appears to have exacerbated the severe lack of grant funding for education research in Australia and to have further reduced the amount of time education researchers have to invest in conducting research.

The new cADRE Chairs and Steering Group are delighted to take up these challenges in education research in late 2021 and beyond and to raise the awareness of the importance of education research within universities and across the wider community and the political spectrum as we head into another Federal election.

NADLATE

Sue Simon

The Steering Group



Dr Sue Simon (USC) has continued in the role of Chair of NADLATE for the third year, with the support of Deputy Chair, Associate Professor Judith Dinham (Curtin) (appointed 2020). The following are the additional current State Representatives, forming the remainder of the Steering Group: ACT: Kim Simoncini (Canberra) NSW: Associate Professor Jessica Mantei (Wollongong) NT: Dr Lindsay Parry (CDU) QLD: Professor Beryl Exley (Griffith) SA: Associate Professor Victoria Whittington (UniSA) TAS: Dr Greg Oates (UTAS) VIC: Associate Professor Amanda Mooney (Deakin) WA: Associate Professor Paula Mildenhall (ECU). The Steering Group has again been most ably supported by Tracey Langron.

Meetings

The NADLATE Steering Group (NSG) held regular Zoom meetings (four) during 2021. These meetings were well-attended by representative members who contributed ideas to the national teaching and learning debates, whilst reporting on relevant issues in their own states.

Key priorities of NADLATE

The NSG's commitment to, and emphasis on, increasing collegial support and opportunity for networking and professional support for its members through the network's activities, remained especially important in 2021, during a time when many roles, institutional operations and personal lives continued to be significantly impacted by COVID-19. From feedback we had received during 2020, opportunities for our members to network and to provide collegial support in the sometimes complex and isolating program development, accreditation and implementation work remained high priorities.

Actions

The findings of a wellbeing survey, conducted during 2020 and designed to capture the impact of the pandemic on the mental health of staff as well as the students in our programs, remained important to address. From NSG discussions in early 2021, there were further indications that the collegiality and support that NADLATE can give at such times is crucial for its members. Therefore, a series of webinars was planned for our times of restricted interstate travel and limited funding options. One was facilitated, another was planned but has now been deferred until 2022, due to concerns of Zoom overload and ennui. State-based meetings by Zoom – or face-to-face when appropriate – are opportunities for networking with local colleagues and will assist in determining members' topics of interest for future webinars. A program of the webinars and details of keynote speakers and panellists will be promoted early in the New Year.

The NSG looks forward to another year of collegial support for NADLATE members and having the opportunity to regularly debate matters of high importance with the wide membership of NADLATE through the webinar initiative. The results of such discussions will also be of benefit to ACDE in furthering understanding of current issues.

After three years of holding the position of Chair of NADLATE, I have tendered my resignation as from the last meeting of 2021, due to my changed work responsibilities at USC. A new Chair will be elected at this last meeting of the year. I thank all concerned for this exceptional opportunity to contribute to important Learning and Teaching debates with NADLATE and the ACDE Board.

NADPE



Susan Ledger

The Network of Associate Deans of Professional Experience (NADPE) is a national forum for ITE providers to discuss professional experience issues and provide recommendations to ACDE. NADPE was developed in 2016 in response to being one of TEMAGs identified five key areas for reform in ITE. NADPE has met regularly this year with at least one NADPE member attending from each state.

The executive team for this ACDE steering committee has expanded to include Susan Ledger (Chair), Chad Morrison & Brendan Bentley. Our current task is to build on the work of Christine Ure the inaugural Chair of NADPE who developed, led and advocated for Professional Experience which resulted in a DET funded grant that explored the status, design and delivery of Australian Professional Experience in ITE. See the full report here.

JURISDICTIONAL REPORTS

Each meeting involves a report from all states. Over the last year, each state has contributed 500–800-word reports on their response to Covid 2020 and 2021. These will be combined at the end of the year as a NADPE report and recommendations to be tabled at ACDE.

As a collective we thought it timely to address significant points of combined nation-wide interest and develop these as projects through establishment of subgroups within the team. NADPE has identified state groups and interested parties across the nation to generate grants, research and opportunities to help scale up each of these initiatives.

1. Mentoring Teacher Participation [facts and figures].
2. Rural Placements.
3. TEMAG impact: To be separated into the following or kept as a whole
 - Onentry screening
 - LANTITE
 - Impact of TPAs
4. COVID responses. Combined 2020-2021 data will be used to report on all elements of profex impact including placements, vaccinations, alternative practicums, progressions etc.
5. New approaches to Practicum prep e.g. Simulation. NSW are well placed with this as we are looking at a State-wide initiative with a range of past, present and future options.
6. Increase the number of indigenous teachers in ITE. (NT to lead with inclusion of Shirley Gilbert from ADLITE).

We are excited about the above endeavours and hope that they go some way into documenting current practices to inform future initiatives.

Finally, I would like to thank the wonderful NADPE steering committee for their inspiring work, collegial approach and desire to solve problems in a collective and united manner. The learning that takes place within this group has helped inform a national response to COVID and strengthened our collegial endeavours.

Sue Ledger (Uni Newcastle [Chair]

State Representatives:

ACT: Chris Morrissey (Canberra)

NSW: Debra Talbot (Sydney)

Iain Hay (Macquarie)

NT: Claire Bartlett (CDU)

Nicolas Gromik (CDU)

QLD: Tania Leach (USQ)

Jen Clifton (QUT)

SA: Brendan Bentley (Adelaide)

TAS: Christopher Rayner (UTAS)

VIC: Dianne Toe (Deakin)

WA: Chad Morrison (Murdoch)

NSW: Matthew Winslade (CSU)

By Invitation:

AILITEA Representatives:

Shirley Gilbert (Western Sydney),

Marnee Shay (Queensland)

Judith Page (AITSL)

Susan Wardleworth (DESE)