

# ACDE

AUSTRALIAN COUNCIL OF  
DEANS OF EDUCATION INC.

*Education, the Foundation of a Nation*

## Australian Council of Deans of Education Inc.

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*ACDE Board Report to the 2012 Annual General Meeting*



**Australian Council of Deans of Education (ACDE)**

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

E: [office@acde.edu.au](mailto:office@acde.edu.au)

T: 02 6285 8238

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## **ACDE Activities, 1 July 2011 to 30 June 2012**

The ACDE Constitution [section 15.5 (b) (iv)], and the ACT legislation under which the ACDE is incorporated, require that a report be made to the AGM, specifying the members of the Board and the principal activities of the Board during the last financial year. More detail about specific matters is provided in other reports to the AGM.

### **Board members**

#### **President**

Professor Toni Downes

#### **President-elect**

Professor Brenda Cherednichenko (from 17 October 2011)

#### **Secretary Treasurer**

Paul Chandler (until 17 October 2011)

Professor Peter Kell (from 17 October 2011)

#### **New South Wales**

Professor Steve Wilson

Professor Peter Aubusson (from 16 July 2012)

#### **Australian Capital Territory**

Professor Geoffrey Riordan

#### **Queensland**

Professor Wendy Patton

#### **Northern Territory**

Professor Peter Kell

#### **Western Australia**

Associate Professor Judy MacCallum

#### **South Australia**

Professor Tania Aspland

#### **Victoria**

Professor Diane Mayer

Professor Kristina Love (from 19 September 2011)

#### **Tasmania**

Professor Ian Hay

#### **Appointed Member Research**

Professor Peter Goodyear

#### **Appointed Member Teaching & Learning**

Professor Diane Mayer (from 19 September 2011)

### Board meetings

The ACDE Board has held the following meetings from 1 July 2011 to 30 June 2012:

- 8 August 2011
- 26 September 2011
- 17 October 2011 (AGM)
- 2 December 2011
- 17 March 2012

Minutes, and all reports and other documents that are tabled at Board meetings, are kept on file at the ACDE Secretariat Office at 1 Geils Place Deakin ACT 2600. Minutes and some other documents are available electronically from the Secretariat office.

### Secretariat

- Executive Officer (30 hours per week): Helen Kenneally
- Project/Policy Officer (35 hours per week): Gareth Patterson
- Public Officer: Barbara Preston

### Representation, consultations and workshops July 2010 to 2011

ACDE committee membership and representatives have engaged in several important and timely discussions pursuant to Council objectives:

### ACDE Projects

#### 1. Discipline Scholar Steering Committee

Professor Brenda Cherednichenko; Professor Lorraine Ling; Associate Professor Helen Huntly; Dr Greg Heath; Ms Helen Kenneally and Ms Rhonda Jewell

#### 2. Discipline Reference Group

Professor Brenda Cherednichenko; Professor Lorraine Ling; Associate Professor Helen Huntly; Professor Bob Conway; Dr Erica Smith; Associate Professor Michelle Simons and Dr Peter Beamish

#### 3. TTF Steering Committee

Professor Toni Downes; Professor Geoff Romeo; Associate Professor Margaret Lloyd; Professor Susanne Gannon; Associate Professor Paul Newhouse; Mr Bruce White; Ms Helen Kenneally and Mr Gareth Patterson

#### 4. Progressing Graduate Teacher Standards

All Board members

#### 5. MATSITI Project

Professor Toni Downes and Professor Wendy Patton

#### 6. Higher Education Base Funding Review consultations

Professor Toni Downes, Professor Steve Wilson and Ms Helen Kenneally

*Other Governmental*

**7. Tertiary Standards Quality Assurance committee**

Professor Marie Emmitt, Professor Toni Downes and Ms Helen Kenneally

**8. National Teacher Workforce Dataset**

Professor Toni Downes, Professor Brenda Cherednichenko, Ms Barbara Preston and Ms Helen Kenneally

*AITSL*

**9. Standards 3.1 and 3.2 Project**

Professor Brenda Cherednichenko, NADLATE and Ms Helen Kenneally

**10. AITSL National Initial Teacher Education Advisory Committee (NITEAC)**

Professor Diane Mayer; Professor Rob Tierney; Professor Ian Hay; Professor Peter Kell; Associate Professor Christine Ure; Associate Professor Cheryl Sim and Professor Tania Aspland

**11. AITSL Initial Teacher Education Reference Group**

Professor Diane Mayer

**12. Promoting a National Professional Learning System**

Professor Toni Downes and Ms Helen Kenneally

**13. AITSL Focus Group for the Profession for ITE**

Mrs Kerry Aprile; Dr Josephine Lang; Ms Christine Glass; Associate Professor Wayne Sawyer; Dr Mary Mooney and Dr Graeme Lock

**14. AITSL Teacher Education Quality Assurance Committee**

Professor Marie Emmitt

**15. AITSL Stakeholder Meeting**

Professor Toni Downes, Professor Diane Mayer and Professor Marie Emmitt

**16. AITSL Teaching Qualifications Advisory Panel meeting**

Dr Josephine Lang

*International liaison*

**17. Asia Education Foundation**

Professor Bob Conway

### 2011 Annual Conference and AGM

The 2011 event was held at the Aerial Conference Centre at the University of Technology, Sydney on 17 and 18 October 2011. The conference was attended by 106 ACDE delegates including 34 NADLATE representatives and 18 ARDEN members. The conference theme of Change, Challenge and Opportunity in the Discipline of Education set the scene for a very busy agenda in 2011/12.

### Excellence in Education Journalism Awards

Each year the ACDE presents awards for Excellence in Education Journalism. ACDE appreciates the ongoing support of the Minister for Employment Education and Workplace Relations and DEEWR in making these awards possible. The 2011 the award winners were:

#### **Minister's Prize**

Joint Winners

**Justine Ferrari**, from "The Australian" published a series of four articles, commencing on 16 April 2011 that dealt with one of the most enduring public policy debates in our history -- public funding for non-government schools. The series was written to inform the general public about the complexities of the funding debate in the context of the current Gonski review of school education funding. Ferrari knows her history. She commenced the series with the Goulburn School Strike in July 1962 and covered the proceeding 50 years with a well-researched and well written investigation.

She was able to bring fresh information and insight to this issue, in particular by filling in the back story to the 2004 Howard government decision to maintain high levels of funding for non-government schools that would have been worse off under the new SES funding model - the so-called "Funding Guaranteed schools".

Quoting the then Education minister, Dr Brendan Nelson, she showed that the Howard government always intended this to be a short term measure and anticipated that this would have been resolved by 2012 with the SES model being fully applied by that stage. Non-government school funding has been a contentious issue for 50 years and Ferrari's research and detailed analysis of the issues has made a significant contribution to public understanding of this critically important education policy dilemma.

**Andrew Stevenson and Anna Patty** from *The Sydney Morning Herald* won for their two articles on the educational experiences and outcomes of Arabic students in Sydney schools.

The first article drew attention to the relatively low percentage of Arabic children attending selective public schools and also contrasted this with the academic achievements of students at Malek Fahd, a private Islamic school ranked 15th in HSC results last year.

The second article titled "Arabic students being left behind" continued the investigation of the performance of Arabic students by interviewing teachers, principals and academics about the educational attainments of Arabic children.

The articles pose serious questions about the extent to which schools understand and address the needs of Arabic children, the complexities of the interaction among culture, schools and pedagogy, and more fundamentally, the nature of Australian society and our understanding of ourselves as a modern, multicultural society.

### **ACDE Award for Excellence in Education Journalism by an Early Career Researcher**

**Eleanor Bell and Ed Giles** from the ABC won for their online news special titled "Beating the Odds". They wrote "When western Sydney schoolgirl Kiesha Abrahams was reported missing on August 1, Eleanor Bell and Ed Giles went inside one such suburb, Kiesha's community of Mount Druitt, to ask locals to reveal their daily reality and to see what's being done to help children who are at risk."

Bell and Giles produced several video stories about aspects of life in Mt Druitt, including school education. They supplemented these stories with maps, data, and twitter feeds. The judges thought this was an excellent example of the "new" journalism afforded by the convergence of new media and the work is a moving and powerful contribution to the understanding of complex social issues and education.

### **ACDE Award for Excellence in Education Journalism by a Student Journalist**

The student journalism award for 2011 goes to **Harrison Tippet and Jane Vashti Ryan** for their video story "Regional Students Missing Out" broadcast on Channel 31 on 11 May 2011. The RMIT 3rd year journalism students produced an excellent story about the problems with the Independent Youth Allowance entitlements for inner and outer regional students. They conducted interviews with National Student Association representatives, NTEU officials, and a local parliamentarian as well as residents of a small country town that straddled one these boundaries resulting in different levels of Youth Allowance entitlements depending on which side of the street that they lived on.

The story was well researched and produced and addressed a significant policy problem that is having unintended consequences on young people from regional Australia seeking to access higher education.

### **Progress on the ACDE Priorities for 2011/12 (as suggested by the Annual Conference 2011 and subsequent Board deliberations)**

#### ***More Aboriginal and Torres Strait Islander Teachers Initiative***

The MATSITI project aims to build institutional and collective commitment and capacity within and across Australia's teacher education institutions to increase the number of ATSI teaching graduates between 2013 and 2020, by improving retention, success and graduation rates of current and prospective ATSI teacher-education students.

The project is on schedule to deliver against its five core tasks:

1. a thorough audit of current context, practices and outcomes for ATSI Students in Australian teacher education institutions
2. a literature review/environmental scan/analysis of various approaches to improving retention and graduation
3. compiled report of factors relating to successful course completion and early career experiences as perceived by current students, recent graduates and those who have recently withdrawn from courses
4. institutional and sectoral networks of senior teacher-educators and other relevant institutional leaders (e.g. leaders of Indigenous Student Services, leaders of Indigenous Academic Units)

5. Sets of draft institutional plans at the teacher-education level that set out short, medium and long term strategies to improve retention, success and graduation rates.

### ***AITSL project on Standards 3.1 and 3.2***

ACDE presented a final report and Framework for achieving Program Standards 3.1 and 3.2 to AITSL on 23 June 2011. This Framework demonstrates a national approach to the assessment of Program standards 3.1 and 3.2.

The Framework is proposed as a response to the Standards and incorporates all stages of development of pre-service teachers throughout their training. It assumes and encourages achievement of the Standard 3.2 prior to graduation as effective from as early as possible in a degree program. This recognises the essential nature of these levels of literacy and numeracy achievement and also the significantly higher level of achievement outlined in AQF level standards which are required at graduation from a degree.

The final report is published on the ACDE website.

### ***Working with AITSL and Accreditation of initial Teacher Education Programs***

Professor Diane Mayer, the ACDE President, President-elect and Executive Officer have forged close working links with AITSL over the past year.

The ACDE Board was concerned at the decision to exclude ACDE representation from the AITSL Board. In a letter to Minister Garrett on 16 April 2012 the ACDE President argued that a smaller Board that only represents some of the key stakeholders and some of its work fundamentally limits the capacity of the Board to engage with and complete its work effectively. The ACDE President urged the Minister to review the overall approach to the governance of AITSL. This proposal was not accepted.

In the April letter to Minister Garrett, and in letters to all Education Ministers, the ACDE President set out ACDE's position of strong and unanimous support for the AITSL national teacher education program standard of a minimum of two year initial teacher education programs. Replies supporting this stance were received from Ministers Garrett (Federal), Langbroek (QLD), Burns (NT), Constable (WA) and Piccoli (NSW). The Board remains committed to working with local jurisdictions, employing authorities and registration boards to support orientation and induction of beginning teachers to particular teaching contexts on their first appointment.

### ***Academic Standards Project***

The Bachelor Degrees in Education Threshold Learning Outcomes project followed on from the ALTC funded and ACDE sponsored project to establish Threshold Learning Outcomes (TLOs) at Masters level (AQF level 9). The project was led by Dr Greg Heath from the Faculty of Education at La Trobe University.

The TLOs have been written, in part, with a view to graduates who meet these learning outcomes also being expected to meet the registration requirements for commencing teachers. Thus they are matched closely to, and mapped across, the Graduate Teacher Standards established by AITSL - *National Professional Standards for Teachers*. The AITSL Graduate Teacher Standards "make explicit the professional expectations of those graduating from initial teacher education programs."



These TLOs have been developed in the context of the education discipline and informed by professional practitioners and researchers. They are not Professional Standards, and do not replace or replicate Professional Standards, but specify Threshold Learning Outcomes for bachelor degrees in education.

The TLOs are also benchmarked against a number of international standards, in particular QAA Scotland, QAA England and Wales, Tuning-Europe and the NBPTS United States.

### *Building collaborations around research*

ACDE has continued to promote collaborations around educational research. The 2011 Annual Conference included a strand run by the Australian Research Directors of Education Network (ARDEN), with the Deans attending a session presented by the ERA Research Director.

Peter Goodyear is the Specialist Member for Research on the ACDE Board and provides a strong voice on research matters.

ACDE has provided funding of \$18,000 to support the important Strategic Capacity Building for Australian Educational Research initiative. This project is progressing well and is due to report in the lead up to the AARE Conference in December 2012.

### *Ways of Working/Constitution*

There has not been sufficient time to undertake a thorough review of the ACDE Constitution in 2011-12 but the past year has demonstrated a number of new ways of working. For instance, electing a President-elect at the 2011 AGM provided ACDE with a more robust leadership structure and efficient model for presidential succession. In the President-elect's report Brenda states that she intends to continue the multi-pronged leadership approach.

The success of the Teaching Teachers for the Future has also demonstrated a model of cross-institutional working on major projects to be replicated and expounded by ACDE. For smaller projects, the model used by the MATSITI project offers another template for the future.

The collaborations strengthened with NADLATE and ARDEN will continue to be important relationships for the ACDE and the sector. By adapting to a different relationship with AITSL, ACDE has shown its flexibility and viability to national bodies.

## Special Projects

### Teaching Teachers for the Future

The Teaching Teachers for the Future project was completed on 6 June with the submission of the Final Report to DEEWR.

A significant outcome of the TTF project has been its demonstration of the value-adding potential of successful collaboration between three national organisations — the Australian Council of Deans of Education (ACDE) representing all institutions responsible for educating pre-service teachers, Education Services Australia (ESA) and the Australian Institute for Teaching and School Leadership (AITSL). This national capacity building is a significant outcome in the context of national reforms in education and curriculum, and professional teaching standards.

Practical support of education reforms at the national level was realised through the project's production of a range of resources, concepts and networks for professional development that will continue to impact on future curricula for teacher education as well as the skills and knowledge of future teachers.

The 15 month-long TTF project commenced in April 2011 and all the major outcomes have been achieved, including:

- for the first time, involved all 39 Australian teacher education institutions in a national project;
- demonstrated an effective model for national organisations to work in partnership within the education sector;
- develop a suite of quality resources encompassing the Australian Curriculum, National Professional Standards for Teachers, and ICT in education (ICTE);
- fostered significant enhancement in the ICTE capacities of participating teacher educators, and;
- on a national level, increased the confidence of pre-service teachers in using ICT in the classroom, and their confidence to facilitate student use of ICT.

The President wrote to all Deans on 19 June 2011 to thank them for their support to the project and set out the next steps in its development. Institutions were given four recommendations to build and scale up the project outcomes:

1. maintain and add to on a regular basis, an easily accessible repository of resources to enable all staff (and students) to access these resources as necessary
2. develop a leadership team to help staff to use these resources in a manner that is consistent with the TPACK model
3. redesign certain key units to provide both a model of integrated ICTE strategies and a model of effective redesign processes to form the basis of a broader redesign initiative across the school/faculty
4. develop institutional processes/systems to enable sustainable improvements in curriculum, pedagogy and assessment in relation to ICTE dimensions, and graduates that can demonstrate the ICTE dimensions of the National Standards for Graduate Teachers.

## Strategic engagement

### *Teacher Quality Advisory Committee (TQAC)*

Since the change to AITSL's Board governance arrangements, the remit of the National Professional Standards for Teachers Quality Assurance Committee has been broadened to a Teacher Quality Advisory Committee (TQAC). The purpose of the Committee is to review and shape initiatives, resources and support associated with the teacher quality agenda and the promotion of the National Professional Standards for Teachers. Professor Marie Emmitt is the nominated ACDE representative to the Committee.

The terms of reference for the TQAC are that it will:

1. provide advice and direction on issues relating to the teacher quality agenda and the promotion and promulgation of the Standards;
2. ensure alignment of activities, stakeholder engagement and resourcing associated with the teacher quality agenda and the promotion and promulgation of the Standards;
3. advise on and quality assure the development of resources and materials to support teachers, and;
4. consider initiatives and issues generated by the Focus Group of the Profession.

### *Network of Associate Deans of Learning and Teaching in the Discipline of Education*

The NADLATE group was formed in October 2011 with funding from the Australian Learning and Teaching Council. Over the next two years the NADLATE will seek to build a sustainable network of Associate Deans of Teaching and Learning in the Discipline of Education to:

- Share knowledge, identify issues, and provide leadership about learning and teaching in the Discipline of Education;
- Establish and maintain an open access database of best practice in all aspects of learning and teaching;
- Build leadership capacity and develop strategies to respond in a timely manner to current and emerging issues and agendas, e.g. participation, engagement and success of Indigenous, low SES and rural/remote students;
- Build a sustainable infrastructure to provide support, mentoring and enhance professional development;
- Encourage, support and embed a culture of good learning and teaching across the Discipline of education in all faculties and schools of Education, and;
  - Build on the capacity, information and networks established during the Teaching Teachers for the Future (TTF) project and the Discipline Scholar Project and other national agendas, such as: Threshold Learning Outcomes, levels 7 and 9
  - Program Standards 3.1 and 3.2
  - Teacher Development and Performance Framework
  - Revised guide to the Accreditation process.
- In addition, NADLATE members represent ACDE on:
  - AITSL Teacher Education Advisory Panel
  - Teacher Standards Focus Group.

NADLATE members attended the 2011 ACDE Conference and have met twice nationally on subsequent occasions; in March 2012 at the TTF National Support Network Workshop, and in May 2012 to contribute to the AITSL-funded project on Standards 3.1 and 3.2.

A governance model was presented at the meeting in May and a leadership group is in place. ACDE continues to exercise a mentoring role and to provide administrative support, including in setting up a secure website to allow virtual communication such as video conferencing.

Communities of Practice are in the process of being formed in the areas of AITSL; AQF; Early Childhood Education; Learning and Teaching in Higher Education; National Accreditation; Professional Practice & Funding; Program Standards 3.1 and 3.2; TEQSA; Threshold Learning Outcomes; TTF Sustainability and VET.

### *Australian Research Directors of Education Network*

For the first time, the ARDEN group led a research-focused strand at the 2011 ACDE Conference. There were bilateral sessions with the Deans as well as engagement with the NADLATE group.

Peter Goodyear acts as the nominated ACDE Board member for research. Peter is a key driver of the initiative to build strategic education research capacity within our faculties and schools of education. Early in 2011, the Australian Association for Research in Education (AARE) and the Australian Council of Deans of Education (ACDE) established a joint working party to create a *strategic plan* for strengthening national research capacity. The plan is being developed through a consultative process involving a wide range of organisations.

Phase 1 of the process ended with the production of a *Position Paper*, which was circulated to AARE Exec, ACDE and ARDEN, 30<sup>th</sup> September 2011. The paper formed the basis of discussions at the 2011 ACDE Annual Conference where it was resolved to progress to Phase 2 of the planning process.

Phase 2 is the main phase of the work and was completed in June 2012. It saw an expansion of the core team developing the plan, the completion of a number of fact-finding tasks, wide consultation on key issues, and the production of a release draft of the plan itself. The five task groups met on 6<sup>th</sup> June and will report ahead of the 3<sup>rd</sup> December AARE Conference.

The work is being undertaken by five task groups, overseen by a steering group which reports to both AARE Exec and the Board of ACDE. Christine Halse (President of AARE), Alison Lee (AARE Exec), Peter Renshaw (ACDE nominee) and Peter Goodyear (AARE Exec and ACDE Board member) are on the steering committee – together with nominees of HERDSA and AVETRA.

Sadly, Alison Lee passed away on 11<sup>th</sup> September 2012. Despite six months of illness Alison continued to work on ARDEN matters up until her death. Her family and close friends were with her. We will miss her deeply.

### *Asia Education Foundation*

In July 2012 Bob Conway resigned from his position as ACDE representative on the AEF Advisory Board. The AEF Board is chaired by Field Rickards as the Dean of the Graduate School of Education at Melbourne University. The meetings of the Advisory Board have the consistent focus of ensuring that engaging with Asia is addressed by ensuring that the message is carried to all the stakeholders represented on the Board, including state and territory government jurisdictions, catholic and independent jurisdictions as well as parents, primary and secondary principals, Asian Studies in universities and DEEWR. The activities of the AEF including funding of teacher visits to and from Asia, resource development and government submissions are highlighted at each Board Meeting. The ACDE Board will be seeking to appoint a new representative, preferably from Victoria and with an active interest in Asia and Australia's engagement, to the AEF Board.

## Reports: President, Secretary Treasurer, Executive Officer, State & Territory Representatives

### President

#### Professor Toni Downes

This is my final report as President of ACDE and, as such, one necessarily reflects on the term of office over the past three years. The responsibility of leadership brings as many challenges as it does opportunities, but it is the support and involvement of colleagues that makes the responsibility manageable and turns the challenges into opportunities. Therefore, I thank all colleagues who have worked with me on so many agendas – with special thanks to Board colleagues both past and present who bear the additional responsibility of sound organisation governance.

My personal and professional style is one of distributive leadership that encourages shared responsibility. Through such a broad level of contribution I believe ACDE is now a stronger, more open organisation. Some of our collective achievements over the last three years include:

- Establishing a Canberra-based independent secretariat
- Building a strong Board where responsibility is shared, specialist expertise available and succession planning addressed
- Broadening the focus of ACDE's work beyond ITE into wider agendas such as workforce capacity, research partnerships, e.g. with AARE; and responding to the sector wide issues such as AQF, Higher Education Base Funding Review and Teaching and Learning Standards
- Building relationships and engagement strategies with multiple stakeholders including Ministers, Departments, AITSL, ESA, Indigenous colleagues and the ARC
- Improved media management and profiling
- Active involvement on a number of committees and processes that feed into policy agendas.

While all of these are individually and collectively important, our greatest achievement has been to find new ways of working that facilitate institutional change, national collaboration, and increase capacity to "**lift national effort in key agendas**". The TTF was our first, very ambitious foray into working within and across institutions and our approach has been repeated and enhanced in a number of other projects including:

- The MATSITI Project aimed at improving the retention and graduation rates of Aboriginal and Torres Strait Islander students in our programs
- Work with AITSL to create a framework for addressing 3.1 and 3.2 of the National Program Standards
- Using ALTC funding to developing Threshold Learning Outcomes for Level 7 and Level 9
- Working with AARE on a National Research Capacity Building project.

I hope that where opportunities come about in the future, the membership and the Board will be able to work together to leverage the substantial expertise and commitment that exists within our institutions to continue to be a key player in various national agendas.

Finally, I would like to wish Brenda Cherednichenko all the best as she takes over the responsibility of leadership and its associated challenges and opportunities. I would also like to thank and pay tribute to Helen Kenneally and Gareth Patterson, both of whom have played a pivotal role in building the professionalism and quality service of the ACDE office. Brenda and the Board are in good hands!

## President-elect

### **Professor Brenda Cherednichenko**

Last year I was nominated as President-Elect for ACDE. This privilege came rather nervously as I was also moving to take up a new role at Deakin University from Edith Cowan University. I hope I have served ACDE well in the past year and look forward to the challenges ahead but stress I will be calling on many of you to lead the many initiatives ACDE is now contributing to and leading.

Thank you to those who have worked so hard in 2012. In particular I would like to acknowledge the visionary, expansive and inclusive leadership of Toni Downes as ACDE President for the past three years. Toni's presidency is best illustrated by the changing role of ACDE in policy and action nationally through its broadening and strengthening partnerships. While the ACDE annual conference has grown from being focused on the work of Deans and Heads of Schools; the establishment of NADLATE and inclusion of ARDEN parallel sessions has given new reach and impact to ACDE within our own profession and institutions. It has been a privilege to work on Toni's outstanding wisdom and leadership and the insightful and savvy professional management of Helen Kenneally, so well supported by Gareth Patterson. I am indebted to them all.

During the past 12 months my work within ACDE has been focused on a few key projects:

- a) The delivery of the Threshold Standards for the Discipline of Education at level 9 to ALTC and the follow up project on the Threshold Standards for the Discipline of Education at Level 7 for ACDE. For this work, the hard work and leadership of our Discipline Scholar for Education, Dr Greg Heath was invaluable, as was the collective hard work and knowledge of our Advisory Group and the NADLATE team who offered the intellectual leadership on this work.
- b) Similarly, I have been pleased to be able to work alongside NADLATE and in partnership with Trevor McCandless to deliver the AITSL project which identified a Framework for Achieving National Program Standard 3.1 and 3.2.
- c) I have also been a member of several working groups including the National Workforce Planning Group established by DEEWR and attended several NITEAC meetings to represent ACDE and report on various projects.

2013 will bring new challenges and I look forward to working with you all, responding to your rich contributions and welcoming critique and ideas to inform our collective hard work to advance the profession.

## Secretary Treasurer

### **Professor Peter Kell**

The ACDE has an important year in building and consolidating its financial position and conducting a wide range of projects. In general the financial position of the ACDE has grown with income growing from \$1,317,637 in 2011 to \$4,417,703 and this is principally through projects such as the TTF, MATSITI and NADLATE. The ACDE recorded a net surplus of \$105,755 up from 26,322 in 2011 with accumulated funds at the end of the year at \$426,384 in 2012 up from \$320,629 in 2011. The ACDE moves into 2013 with a strong financial position including reserves totalling over \$250,000. The increased activity of the ACDE suggests that there is a need to provide for accounting and project management services within the ACDE staff.

## Executive Officer

### Ms Helen Kenneally

This year has seen another increase in workload for the ACDE Office as we have broadened our agenda and further developed our capacity and responsiveness. Crucial to maintaining the momentum generated from the last few years has been the input and expertise of the Deans. I deeply enjoy working closely with Board in what can only be described as a complex and diverse agenda.

I'd like to highlight one area in which ACDE has been particularly active this year: influencing national policy. At last year's Conference Professors Kim Adey and Richard Bates challenged us to be bolder in our interactions with politicians, opinion formers and the media. A glance at this year's Conference program shows the focus shift of ACDE, with sessions on mathematics and science education, Early Childhood Education Reform and Implementation of National Program Standards. Work on these agendas have started and the discussions at the Conference will be important in shaping how ACDE responds and leads on these over the next 12 months.

This year has also seen the emergence of the Network of Associate Deans of Learning and Teaching in Education (NADLATE). The leadership of this group is now firmly in place and they have been unrelenting in their commitment to establishing a sustainable governance structure. They will make a major contribution to our shared agenda in the coming years and I'm pleased they will again demonstrate their capabilities at this year's ACDE Conference.

I would like to say a particular thank you to Gareth Patterson who leaves ACDE at the end of the month. Gareth joined ACDE some 18 months ago and took carriage of multiplicity of administrative and governance arrangements associated with TTF. We quickly identified Gareth as someone who could get his head around a complex brief, organise and make sense of data, develop and maintain websites, coordinate comments and develop a substantial first draft for briefing and response purposes. Ever cheerful, polite, and patient he has become an important part of the national secretariat. We wish him well in his new position at UTS.

Thank you and congratulations to Brenda Cherednichenko who, as President-elect, has driven forward many of the initiatives that have contributed to this year of success. I look forward to working with her and the Board over the coming year,

Finally, I would like to pay tribute to the leadership of Toni Downes during her term as President. On a daily basis, I marvel at Toni's ability to manage multiple and competing matters. She brings wisdom, insights, and clarity to discussions both within ACDE and with our every growing number of external stakeholders. I think often of her ambitious vision for the TTF. At that stage, there was no Canberra Office, in fact not even a computer or a phone line, but she drove us all forward to establish the consortium partners and develop a first class submission that could just not be knocked back. As a new ACDE staff member it was a very important lesson about keeping big picture and outcome focused. Toni has never sought leadership for personal gain and she leaves ACDE in a strong place to take up the bold challenges. I am sure that the significant extra time she has available will be filled by agendas where she can contribute and value add.



## State and Territory Representatives

### New South Wales

This year ends our first year as the newly constituted NSW Council of Deans of Education. It has brought some interesting times. A new NSW Minister for Education, Adrian Piccoli, has willingly engaged with the NSW CDE in consultation while at the same time seeking to provoke different ways of thinking about education. This is perhaps most obvious in his discussion paper, *Great Teaching, Inspired Learning*, which has significant implications for teacher education. This generated much media interest and a focus on teacher education. The NSW CDE is currently preparing an extensive response to the discussion paper.

The NSWDEC/NSWDEC Committee of Cooperation has been expanded to include representation from the non-government school sectors as well as NSWIT. The committee continues to meet regularly to work on matters of mutual interest in education in NSW. The broader representation enables it to address wider issues and to ensure that developments are informed by key stakeholders.

A very successful annual conference, marking the 25 year anniversary of the NSWTEC/DEC, was hosted by University of New England. It also marked the end of Professor Steve Wilson's time as President, a role he has filled with distinction. The new executive is President - Associate Professor Peter Aubusson, Vice President Professor - Chris Davison; Secretary - Dr Peter Beamish, Treasurer – professor Steve Tobias.

### Northern Territory

Charles Darwin University (CDU) submitted seven pre-service teacher education degrees for accreditation under the new national programs standards. These were submitted as some of the first programs accredited under the standards endorsed by the Australian Institute of Teachers and School Leadership (AITSL).

In 2012 the Bachelor Institute of Indigenous Tertiary Education (BIITE) entered into a collaborative agreement with Charles Darwin University for the provision of teacher education jointly.

The Northern Territory, through partnership with BIITE, CDU and the Northern Territory Department of Education and Training, have participated in the More Aboriginal Torres Strait Islander Teachers Initiative (MATSI). In addition CDU and BIITE have been partners in the ACDE national MATSI project. CDU also participated in the ACDE Teaching for the Future project. Professor Peter Kell, Head, School of Education, Charles Darwin University from June 2012 was the Northern Territory representative and was the Secretary treasurer for the Australian Council of Deans from October 2011. Associate Professor Sue Shore was the NT delegate to ACDE ARDEN and Associate Professor Laurence Tamatea was the delegate to ACDE NADLATE.

### Queensland

The Queensland Deans of Education Forum (QDEF) meet once each month. Members meet in person or by teleconference. To date no 2012 meetings have been held with the State Department of Education. We had a change of government in 2011 and a meeting with the new Minister is scheduled for October.

An outcome of the March State election was the postponement of the introduction of the pre-registration test. It would appear to not be totally off the table. The Government released the report of the implementation taskforce into the Caldwell-Sutton Review (2010) (other direct changes from this



review were implemented directly). A number of other changes with respect to content in programs have been part of the government response. Representatives of the QDEF have been part of the panel which oversaw the development of the test and the taskforce.

The Queensland Deans of Education continue to work closely with the Queensland College of Teachers. The Chair of QDEF gave a presentation to the QCT Board in July, and we are currently working closely with the QCT to develop a project on demonstrating graduates' attainment of the standards.

### South Australia

2012 has been a busy year once again for Deans of Education in SA. The government department (DECD) has been continuing its Teacher Education Taskforce across the sectors and with all universities generating an extensive data base and a set of recommendations for providers. The recommendations for Professional Experience include:

- Pay particular attention in hard-to-staff schools in implementing the previous recommended actions of this working group, specifically the development of a new description of 'professional experience';
- a 'framework of understanding' to guide the achievement of effective and sustainable partnerships, and;
- Consider opening access for all pre-service teachers to professional experiences in hard-to-staff schools.

The SACDE have engaged in very productive conversations with the Teachers' Registration Board about the transition to the new standards and programs are being review and reaccredited as required prior to 2015. The Deans met with the Minister of Education to discuss the standards and a host of locally relevant issues. She ensured her support in working together in teacher education in SA.

We farewelled Professor Bob Conway from the post of Dean of Education at Flinders University. Professor Conway was a very successful advocate for teacher education in SA and built very strong partnerships with DECS and other sectors of education in SA due to his deep knowledge in the field and his successful communication skills. We would like to acknowledge his positive contribution to teacher education in SA and wish him well for a very active retirement and future research endeavours. The new Dean of Education at Flinders is Associate Professor David Giles who has been with Flinders for the last two years. Together our team, Dr Frank Davies, Professor Geraldine Castleton, David and myself look forward to the challenges of teacher preparation in 2012-13.

### Tasmania

The Faculty of Education at UTAS has had a busy year. The Faculty welcomed Associate Professor Karen Swabey as the Head of School and her enthusiasm and diligence in this role has been an asset to the operations of the School and Faculty. The highlight this year was the rollout of our new Bachelor of Education (Applied Learning) program which was designed for the VET sector. With respect to Professional Experience, the Faculty's programs have been modified, with the approval of the State's Teachers Registration Board, to align the number of Professional Experience days to the AITSL requirements.

The Faculty has been proactively working on establishing a positive research culture and is proud of the progress it has made in this domain. Of note was an international conference the Faculty hosted in Thailand which was organised by past RHD students of the Faculty under the guidance of Dr Thao Le. The

Faculty has also undertaken a review of its Master of Education program, and has been actively involved in progress the discussions and development of the AITSL Standards 3.1 and 3.2 which is on the National agenda.

### **Western Australia**

WA Deans have met regularly every four to six weeks to discuss national and WA specific issues, sharing the hosting on a rotational basis. National matters such as National Accreditation, the MATSITI project, Base Funding review and CGS postgraduate place funding, have been interspersed with critical issues of specific concern to Western Australian. Associate Deans have been active in NADLATE and ARDEN. We welcomed acting deans Richard Berlach (Notre Dame semester 2 2011), and Graeme Lock (ECU semester 2 2012) and farewell Christine Ure, as she takes up her new role at Deakin.

The major development in WA is the new Teacher Registration Act 2012, which provides for the establishment of a new Teacher Registration Board of WA (TRB), regulation of the teaching profession in WA and the establishment, implementation and administration of accreditation, replacing WACOT. The Deans have met with staff from the Department of Education Services, who are overseeing the writing of the associated Regulations. There are many issues to be negotiated, including the proposed fee for accreditation.

The other main issue in WA is the projected shortage in supply of teachers in specific areas such of secondary Mathematics, Physical Sciences, Design and Technology, and Special Education and Early Childhood Education, from the compounding effects of the half year cohort completing school in 2014 and the need for more secondary teachers in 2015, in the same year that the Department of Education is moving Year 7 to secondary school. This is compounded by the widespread move to 2-year graduate entry Teacher Education courses prior to 2015. We have met together with the Department on several occasions. Each University is working on providing upgrading courses for current primary teachers interested in teaching in Years 8-9.

### **Victoria**

The Victorian Council of Deans of Education has been heavily involved in a number of work streams over the past 12 months.

#### **Accreditation of Initial Teacher Education programs: Program Standard 1.3**

VCDE provided the Hon Peter Hall, MLC details of VCDE's support for Program Standard 1.3, in relation to the required two-year graduate entry professional qualification.

#### **AEU regarding Teaching Supervision Award**

VCDE members agreed to continue paying the same supervision rates and agreed that we would work together as one in negotiations with the AEU.

#### **VCDE 2012 conference**

VCDE proposed a two-day conference to share research to be held later in the year.

#### **Malaysia Teacher Practicum**

6 universities involved in a practicum experience in Malaysia. In 2013, members are planning several practicums over the year and to increase it up to 8 -10 students per university over the period.

### **More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI)**

VCDE participated in a workshop/ update by Bruce Burnett and Jo Lampert, including:

- Brief overview of MATSITI project and ACDE/QUT roles
- Update on Literature review - overview + arising issues
- Preliminary overview of scan + arising issues
- Discussion of focus group interviews and location for site visits
- Discussion of Action Plans

### **Accreditation of Initial Teacher Education programs: Program Standards 3.1 and 3.2**

VCDE participated in and contributed to the NADLATE Program Standards 3.1 and 3.2 project

### **AITSL and NITEAC**

VCDE members received regular updates from AITSL and NITEAC and contributed to the discussions in a range of issues.

### **DEECD Initial Teacher Education Forum**

VCDE members participated in the DEECD ITE Forum held on 29 May. A major focus of the forum was initiatives implemented under the *Smarter Schools – Improving Teacher Quality National Partnership*, including *School Centres for Teaching Excellence* initiatives in Victoria and other jurisdictions, which are focused on improving initial teacher education through stronger school-university partnerships. Speakers included:

- The Hon. Peter Hall, MLC, Victorian Minister for Higher Education and Skills and Minister responsible for the Teaching Profession
- Dr. Michael Day, Director for Teacher Supply and Training, Teaching Agency, United Kingdom
- Professor James Conroy, University of Glasgow, Scotland
- Professor Brenda Cherednichenko, Pro-Vice-Chancellor, Arts and Education, Deakin University, and chair-elect of the Australian Council of Deans of Education
- Professor David Hopkins, formerly Chief Adviser on School Standards at the Department for Education and Skills, United Kingdom
- Dr. Dahle Suggett, Principal Fellow, University of Melbourne

### **DEECD discussion paper**

VCDE provided a response to the DEECD discussion paper - *New directions for School Leadership and the Teaching Profession* (Discussion paper, June 2012) and met with Richard Bolt (Secretary, Department of Education and Early Childhood Development) to discuss.

### **Victorian Institute of Teaching**

VCDE provided a response to proposed fees levied by the Victorian Institute of Teaching, including concerns about the proposed fee of \$2,000 for accreditation of each teacher education course.

### **Australian Capital Territory**

Over the last year the ACT Teacher Quality Institute has come into full operation with all teachers in the Territory now registered with the institute. The two teacher education providers in the ACT have continued to work closely with the TQI and the local employers and unions. Outcomes of this collaboration have included a major joint effort in teacher professional learning in the mentoring of pre-service and early career teachers; and also the adoption by both universities of the same Guide to Practice and reports for pre-service professional experience. We anticipate further collaboration in the area of professional experience in the coming year as the focus moves on from new structural arrangements to teacher learning.

The University of Canberra has submitted its first course for accreditation by the ACT TQI and we are looking forward to this as a learning experience for all involved.

## Submissions

### Australian Teacher Performance and Development Framework

The Australian Council of Deans of Education (ACDE) responded to the consultation proposal on the draft Australian Teacher Performance and Development Framework on 18 June 2012. The ACDE has utilised the NADLATE to carry out a consultation with its members, representing 39 teacher education institutions. Representatives from the ACDE Board have endorsed this submission.

Execution of this Framework presents a powerful opportunity to leverage implementation of sophisticated learning technologies to create a truly national discourse, with supportive knowledge development and practice sharing. ACDE argued that for this Framework to succeed in improving teacher performance and student outcomes it must not be seen by teachers as an insidious mechanism with punitive undertones. It must truly enable teachers' work by harnessing the collaborative nature of the profession, and explicitly acknowledging the good practice of teachers.

ACDE and NADLATE would be pleased to continue a dialogue with AITSL over how to support implementation of the Framework's principles amongst pre-service teachers and in-service teachers enrolled in postgraduate professional development programs.

### Arrangements for Commonwealth supported postgraduate student places

ACDE consulted with its members, and received a wide range of responses to the discussion points raised by the DEEWR consultation on Postgraduate Places paper. No one option put forward in the paper garners universal support. There was, however, complete agreement that any recalibration of Commonwealth supported postgraduate places in the short to medium term must ensure Faculties and Schools of Education are in a position to:

1. Deliver the new National Program Standards endorsed by MCEECDYA in April 2011, including a critical shift from one to two year graduate programs, while maintaining the quantum of new teacher graduates to meet predicted workforce needs;
2. Exercise flexibility and judgement to adjust course profiles and load between graduate and undergraduate programs to:
  - a. meet local workforce needs within the context of national priorities;
  - b. graduate a diversity of professional entry teaching staff to build the expertise, capacity, and quality of the teacher workforce
3. Avoid perverse and unintended outcomes, particularly :
  - a. Loss of CSPs to other disciplines within an institutional decision-making process
  - b. The establishment of a two-tier system of Pre-service Teacher Education

### Developing a Framework for Teaching and Learning Standards in Australian Higher Education and the role of TEQSA

On 22 July 2011 ACDE responded to the discussion paper: *Developing a Framework for Teaching and Learning Standards in Australian Higher Education and the role of TEQSA discussion paper*.

ACDE received feedback from more than a dozen Teaching and Learning experts in the discipline of Education in Australian Universities. The recently-formed Network of Associate Deans of Learning and

Teaching in the Discipline of Education (NADLATE) drove the process which was led by Professor Brenda Cherednichenko on behalf of ACDE.

In its response to TEQSA, ACDE commended the ambition and scope of the Discussion Paper and, in particular, the respect for institutional diversity expressed therein. Nonetheless, challenges emerged from some issues raised, for instance in testing generic skills. Parts of the proposed approach also posed difficulties, such as separating teaching and learning standards.

ACDE expressed disappointment that the role of assessment of the achievement of the standards and the risk of perverse incentives in 'teaching to the test' has not been addressed. The response also stated that ACDE members would welcome a recognised enhanced role of research in the identification of standards and in understanding the way in which standards will improve learning. Similarly, we encouraged TEQSA to acknowledge the agency of learners and their distinct role in their learning. Overall, there is lingering uncertainty over TEQSA's approach to its stakeholders. ACDE urged that a comprehensive Stakeholder Management Strategy be developed for external consultation.