

**MEDIA RELEASE  
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**FRIDAY FEBRUARY 13,**

**DEANS OF EDUCATION WELCOME THE FOCUS ON QUALITY TEACHING IN  
QUEENSLAND SCHOOLS**

The Queensland Deans of Education Forum (QDEF) welcomes Minister Pyne's adoption of a nationally consistent, approach to the continuous improvement of teaching quality, as outlined in the Government Response to the Teacher Education Ministerial Advisory Group (TEMAG) inquiry. Chairperson of QDEF, Professor Helen Huntly notes that "Queensland faculties and schools of Education already work in close partnership with our State regulatory authority, the Queensland College of Teachers (QCT), and welcome the opportunity to work in even closer collaboration with State and National authorities to develop further, our already robust process of teacher education accreditation".

Additionally, the QDEF supports strongly the relationship between theory and professional practice, in particular professional experience that is integrated into initial teacher education programs, and has close collaboration with all of the school education systems.

QDEF also acknowledges the need for further enquiry to inform evidence-based teacher education, and will continue to contribute to the research that will inform the development of the techniques designed to judge teaching quality.

Queensland Deans and Heads of Schools of Education agree strongly with an emphasis on the continuous professional development of teachers. "Teachers continue to develop their skills long after they have graduated from university, and so it is gratifying that TEMAG has acknowledged that universities and schools need to work together to ensure a seamless transition, and continued support and mentoring for our beginning teachers" Professor Huntly notes.

The proposed national framework of teaching standards and course accreditation will also give future teachers greater flexibility and portability in employment around Australia – regardless of the university or state in which they undertake their degree.

QDEF also supports the initiatives recommended by the Federal Government, which will guarantee that future teachers have high levels of literacy and numeracy, deep content knowledge, and a broad range of strategies that focus on successful student learning, however we are cautious about the capacity of a single test as a measure of graduating teachers' levels of literacy and numeracy. Accredited teacher education programs in Queensland already have a focus on capacity building and assessing the literacy and numeracy skills of our student teachers, but are open to the integration of the proposed test into our courses.

The QDEF applauds the current focus on improving the quality of the teaching and learning experience for students in Queensland schools, and believes this will assist to restore confidence in teacher education and the teaching profession.

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