

MEDIA RELEASE

EMBARGOED 12.01 AM, FRIDAY FEBRUARY 13

DEANS OF EDUCATION APPLAUD NATIONAL CONSISTENCY IN TEACHING STANDARDS AND ACCREDITATION

The Australian Council of Deans of Education (ACDE) applauds Minister Pyne's adoption of a nationally consistent, collaborative approach to the continuous improvement of teaching quality, as outlined in the Government Response to the Teacher Education Ministerial Advisory Group (TEMAG) inquiry.

ACDE welcomes the acknowledgement of the need for more research to inform evidence-based teacher education and practices, and looks forward to contributing to the development of national teaching quality assessment tools. However, the ACDE is disappointed that the Report does not support the establishment of a collaborative institute to lead national educational research.

"ACDE is well-positioned to lead the educational research and practice that will underpin the Report's recommendations, which will deliver the best possible outcomes for Australian students," ACDE President Professor Tania Aspland says.

The 43 Faculty Deans and Heads of Schools of Education represented by ACDE agree strongly with the emphasis on the continuous professional development of teachers.

"ACDE looks forward to working closely with AITSL, the states and school partners to ensure there are consistently high-quality induction and mentoring opportunities," Professor Aspland says.

"Teacher education students already move seamlessly between schools and universities during their study. We must ensure that the graduates are also well supported as they transition into the crucial first two years of their teaching career and their ongoing professional life."

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.

In summary, ACDE supports the initiatives, which will guarantee that future teachers have high levels of literacy and numeracy, deep knowledge of their subject and have a range of strategies for successful student learning.

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The [ACDE submission](#) to the inquiry of the Teacher Education Ministerial Advisory Group (TEMAG) proposed a stronger focus on student outcomes, reform of regulatory and quality assurance processes, the strengthening of school and university partnerships, greater incentives and support for teachers in their early teaching years, lifelong professional development and the means to improve the breadth, depth and co-ordination of essential research to inform future policies.