COLLABORATING TO IMPROVE THE STATUS OF TEACHERS FORUM

29 MARCH 2019

9.25AM – 4PM
MELBOURNE CRICKET GROUND

ACDE
Australian Council of Deans of Education

CONTENTS

Welcome from the Host	3
Discussion Points	4
Agenda	6
Speaker profiles	8

Keep the conversation going on social media using **#Teachers2019** and follow us on Twitter **@EducationDeans**

ABOUT THE ACDE

The Australian Council of Deans of Education (ACDE) informs policies, strategies, conversations and research in higher education, particularly teacher education.

ACDE works to ensure that Australia produces teacher graduates of the highest quality who are well equipped to work in a wide range of education-related workplaces and occupations.

ACDE was established in 1991 as the peak association of Faculty Deans and Heads of Schools of Education in Australian universities and other higher education institutions.

WELCOME

This forum is the start of what we hope will be an ongoing, collaborative, national effort to improve the status of teachers.

During the day we will draw on the expertise of representatives of the political parties, media, governments, unions, peak education bodies, school leaders, teacher education students, teachers, youth advocates, think tank researchers as well as branding, social and behaviour change experts – a cross-disciplinary combination essential to bringing fresh thinking to this complex issue.

Many of us are greatly concerned by the continuing drop in teacher education applications while primary school student numbers are rising and many in the aging teacher workforce approach retirement.

We know how important it is to attract the best possible candidates to teach the students, who are our nation's future, and also avoid a shortage of teachers.

However, we know that there is no silver bullet or quick-fix solution. We need a long-term, national strategy that works on many levels.

The status of teachers will only be improved if we tackle it on several fronts that include:

- Ways to inspire secondary students to become teachers
- Improving support for potential teachers from educators, parents, partners and peers
- Understanding current promotion of the teaching profession and how it can be improved
- Political, media and public framing of the profession
- Pathways into the profession
- Pay and working conditions compared to other prestigious careers
- Trajectories for career advancement
- Teacher wellbeing

Changing negative perceptions of the teaching profession will not happen overnight so it is critical that we, as a collaboration, get to work as soon as possible.

We hope you leave here today inspired and energised for the work ahead.

Professor Tania Aspland
President, Australian Council of Deans of Education

DISCUSSION POINTS

Should we be taking a more holistic view of the issue?
Education is a vast, complex system comprised of many smaller systems within it. As each action has ripple effects throughout the entire system, how important is it to take a holistic view?

What are the key points of intervention?
Do we need to look at potential changes strategically and identify the points of intervention that may provide the strongest possible levers to effect change? Are there too many unconnected moves that may satisfy a need for short-term wins but ultimately fail to impact the wider issue?

How important is it to articulate how actions taken to improve the status of teachers are connected and fit within the wider context?
It can be argued that it's not enough, for example, to announce a slew of teaching scholarships without an accompanying plan to attract applicants and then support those awarded scholarships through their studies and into their early careers as teachers.

Several potential, but by no means all-encompassing, areas for change could include:

- **Unpicking and finding ways to address the disconnect between how people view individual teachers (positively) but put down the profession** – a situation that may partly explain why stories about great individual teachers may fail to shift community attitudes towards the wider profession.

- **Determine who is, or should be, responsible for actively re-framing teaching as an intellectually challenging, demanding, ultimately life-changing profession.**

- **Consider who is actually promoting teaching now.** There are many education organisations – ACDE included – that incidentally promote teaching but are really primarily (and understandably) concerned with their part of the system – so, for example, universities may focus on promoting specific courses and programs, unions may be most concerned about pay and conditions etc.

- **Consider if we need collaboration between stakeholders so there are strong underlying, positive messages about teaching at the heart of public communications.**

- **Ascertain whether criticism of media reporting of education is warranted or largely a case of shooting the messenger.** Should we instead be addressing the content of messages conveyed to the media by public figures?

- **Bring in more cross-disciplinary, fresh thinking.** If this is deemed useful, what are the best mechanisms to ensure it can happen in a highly responsive, dynamic, agile way?

- **Can we improve the view that many secondary students and their key influencers (peers, parents, teachers) have of teaching as a career?** What is happening between the time that primary students

DISCUSSION POINTS

name teaching as a prefered career (second only to wanting to become a sports star) and Year 12, when they have largely gone off the idea of teaching as a career? Why do less than half of Australians, but 84% of Germans, make the choice to go into teacher education while still in secondary school? Do we need to work out how to counter the negativity that often becomes apparent when a student expresses a desire to become a teacher?

- **Devise practical actions to attract, and support, disadvantaged and marginalised cohorts so they are adequately represented in the teaching profession.** For example, how might we use existing research that identified potential walking points and provide for targeted support at key times for Aboriginal and Torres Strait Islander teacher education students and those from other marginalised or disadvantaged groups? Attracting diverse cohorts into teaching is one challenge but the fact that only one-third of Aboriginal and Torres Strait Islander peoples complete their teaching degrees points to an area in need of improvement.

- **Improve the experience of early career teachers.** How can we ensure they are inducted properly into the profession and then, during the critical first two years, are well mentored, not forced to teach out-of-field and not sent to the most challenging, often remote schools, where they are currently over-represented?

- **Improve the career paths of teachers and provide adequate resourcing for ongoing professional development.** Teachers must stay abreast of relevant research, best practice, technology and new forms of thinking. In a rapidly changing world, it is not realistic to think that knowledge and experience gained in a teacher education degree (or any degree for that matter) will all remain relevant throughout a career. Accessible lifelong learning is essential.

- **Improve the pay structure and scale of classroom teachers so their pay does not plateau seven years after graduation if they choose to stay in the classroom.** If we want teaching to be seen to be as prestigious as other professions, like medicine and law, then does that desire need to be supported by improved working conditions and pay?

- **Trust teachers to do their job with adequate levels of autonomy.** What is the impact of more standardised tests in an already over-crowded curriculum? We support accountability and measuring to ensure standards are being met, but when will we be measuring enough?

- **Reduce the administrative burden on teachers** or provide greater support provided to cover administration so teachers can get on with what they do best – teach.

- **Ensure there is adequate time for mutual learning, collaboration and the analysis of relevant data** in schools so there is genuinely evidence-based teaching.

The ACDE Submission into the House of Representatives Status of Teachers Inquiry can be viewed **here.**

AGENDA

9:25am **Welcome to Forum and Acknowledgement of Traditional Owners**

Professor Tania Aspland, ACDE President

9:30am **Political Perspectives**

Speakers:

- Andrew Giles, Shadow Assistant Minister for Schools
- Janet Rice, Greens Senator for Victoria
- Dan Tehan, Federal Education Minister
- *CHAIR: Professor Tania Aspland, ACDE President*

10:20am **Don't Shoot the Messenger**

Journalists' perspectives on media coverage of teaching and teachers

Speakers:

- Henrietta Cook, Education Editor, *The Age*
- Misha Ketchell, Editor, *The Conversation*
- *CHAIR: Ian Henderson, Senior Journalist and former ABC Newsreader*

11:00am **MORNING TEA**

11:30am **In Your Face**

Teacher education students, teachers and prospective students on choosing teaching as a career and their experience of views expressed by parents, peers and others

Speakers:

- Ana Langi, first-year teacher at Lansvale Public School, Western Sydney
- Ashley Melenhorst – BSc student, Monash University, considering teaching as a career
- Meaghan O'Grady, BEd (Primary) student, University of NSW
- James Sapio, BEd (Primary and Middle), University of South Australia
- Melissa Sparks, recent MTeach graduate now teaching at Dandenong High School
- Shantelle Thompson, BArts and BEd (Secondary), Deakin University
- *CHAIR: Professor Helen Huntly, CQ University Provost*

AGENDA

12:30pm **LUNCH**

1:15pm **Thinking Outside the (School) Square**

Cross-disciplinary panel on ways to improve public perceptions of teachers and teaching

Speakers:

- Adam Ferrier, Founder, *Thinkerbell*
- Simon Goff, Managing Director, Europe and Asia-Pacific, *Purpose*
- Jan Owen, CEO, *Foundation for Young Australians*
- Liam Smith, Director, *BehaviourWorks*
- *CHAIR: Leslie Falkiner-Rose, ACDE Strategy and Communications*

2:15pm **Where to From Here?**

Key actions proposed by representatives of the following education organisations:

- Tony Cook, Director-General, *Department of Education, Queensland*
- Peter Goss, School Education Program Director, *Grattan Institute*
- Correna Haythorpe, Federal President, *Australian Education Union*
- Keith Heggart, Organiser, Independent Education Union of Australia (IEUA) – NSW/ACT Branch
- Donna Pendergast, Chair, *Queensland Deans of Education*
- Mike Teece, Policy Director (Academic), Universities Australia
- *CHAIR: Professor Tania Aspland, ACDE President*

3:15pm **Next Steps: Determining Priorities and Future Practical Actions**

Whole-group discussion facilitated by Professor Tania Aspland, ACDE President

4:00pm **CLOSE**

SPEAKERS

MODERATOR

Ian Henderson, Senior Journalist and former ABC News Presenter

Ian is a highly respected journalist of more than 40 years' standing. He has reported for the ABC on events here and overseas including the fall of the Berlin Wall, and the release of Nelson Mandela. Until recently, Ian was the presenter of ABC TV News Victoria, a position he held for more than 27 years.

HOST

Tania Aspland, President, Australian Council of Deans of Education

Professor Tania Aspland is also Dean, Education Policy and Strategy at the Australian Catholic University where she provides high-level advice on teacher education, governance and policy. She sits on a number of boards for the Australian Government and works closely with directors and leaders of school education in the government, Catholic and independent sectors. Tania began her career as a primary school teacher.

SPEAKERS

SESSION 1: POLITICAL PERSPECTIVES

Andrew Giles, Shadow Assistant Minister for Schools

Andrew was elected to the Australian Parliament as Member for Scullin on 7 September 2013 and has served as Shadow Assistant Minister for Schools since 2016. In this role he has focused on Labor's policies for students with disability, rural and regional schools and vocational education in secondary schools. In addition to education, Andrew's policy interests include cities, the future of work, climate change, immigration and social policy.

Janet Rice, Greens Senator for Victoria

Senator Janet Rice is an Australian Greens senator for Victoria, and is the party spokesperson for LGBTIQ+ issues, transport and infrastructure, agriculture and rural affairs, and forests. She is also Chair of the Senate Environment & Communications Committee and is a member of the Senate Regional and Rural Affairs and Transport committee.

Dan Tehan, Federal Education Minister

The Hon Dan Tehan MP is the Member for Wannon in Victoria. He has been Minister for Education since August 2018. Prior to this, he has served as Minister for Social Services, Minister for Veterans' Affairs, Minister for Defence Personnel, Minister Assisting the Prime Minister for Cyber Security and Minister Assisting the Prime Minister for the Centenary of Anzac. Mr Tehan was elected to Federal Parliament in 2010 and has chaired several parliamentary committees and panels across varied areas, including Intelligence and Security, Economics and Finance, Cancer Causes and Youth Mental Health. Prior to entering Parliament, Mr Tehan worked in agriculture in Australia and overseas and in several senior levels of the Australian Government.

SPEAKERS

SESSION 2: DON'T SHOOT THE MESSENGER

Henrietta Cook, Education Editor, The Age

Henrietta Cook, *The Age's* education editor, has reported on education for four years and loves the round's focus on people, politics and policy. Henrietta joined *The Age* as a trainee in 2011 and was a state political reporter during the Napthine government. She was awarded Melbourne Press Club Young Journalist of the Year in 2010 and has also won the Transport Quill Award and two Australian College of Educators Media Awards. She previously worked at *The Canberra Times* and *Fairfax Community Network* publications.

Misha Ketchell, Editor, The Conversation

Misha Ketchell is Editor of *The Conversation*. He has been a journalist for more than 20 years and in previous roles he was founding editor of *The Big Issue Australia* and editor of *Crikey*, *The Reader* and *The Melbourne Weekly*. He worked for The Age as a reporter and feature writer and spent several years at the ABC where he was a TV producer on *Media Watch* and *The 7:30 Report* and an editor on *The Drum*.

SPEAKERS

SESSION 3: IN YOUR FACE

CHAIR: Professor Helen Huntly, Provost, Central Queensland University

Professor Helen Huntly OAM is Central Queensland University's Provost. She was the former Deputy Vice-Chancellor (VET), Dean of the School of Education and the Arts, a senior manager in Higher Education, and prior to that, a teacher in the vocational and secondary education sectors. Today, her responsibilities include leading and driving the University's academic strategic and operational agendas.

Ana Langi, First-Year Teacher at Lansvale Public School, Western Sydney

Ana Langi is a first-year teacher at Lansvale Public School, Western Sydney. She attained her Master of Teaching Primary and Bachelor of Applied Communications degree from Western Sydney University. Prior to teaching she worked for over 13 years as a Project Manager in various business sectors. In providing tutoring support to her niece who had learning challenges, she discovered her passion for educating youth and made the decision to join the teaching profession. Her early years were spent in Tonga and her first years of education were in Australia where she learned English as a second language. She is strongly connected to her Pacific Islander community and is dedicated to equity and closing the achievement gap. These experiences drive her commitment to student success in learning with a belief that her students overcome barriers that impact their learning through meaningful relationships, the most important being their connection with their teacher.

SPEAKERS

Ashley Melenhorst, Science Undergraduate, Monash University

Since he was a secondary student at a private school, teaching has been on Ash's radar. After scoring a very healthy Australian Tertiary Admission Ranking, Ash began studying Science at Monash University. But, as he continues his undergraduate studies, Ash is still weighing up the pros and cons of going onto a postgraduate teaching degree and a career in the classroom.

Meaghan O'Grady, Year 4 Initial Teacher Education Student, University of New South Wales

Meaghan O'Grady is currently completing her final year of study in a Bachelor of Education/Bachelor of Arts at UNSW. Majoring in English Literature and Sociology, Meaghan is eager to jump into the classroom and begin teaching. As a student Meaghan attended seven schools primarily across Victoria, NSW and the ACT. Quite the bookworm herself, Meaghan's passions for reading and exploring perspectives have always been a constant for her and can now be seen in her growing and already very full, bookshelves. She finds the best place to mark is on the couch, snuggled up to her two beagles and with many cups of tea, although you'll find her there even when she isn't marking.

James Sapio, BEd (Primary and Middle), University of South Australia

James is studying a Bachelor of Education Primary and Middle at the University of South Australia. He is a proud Arrente man based in Adelaide with family from Alice Springs and Italy. He is in his fourth year of study and once finished hopes to teach in remote Aboriginal communities.

SPEAKERS

Melissa Sparks, Science and Mathematics Teacher, Dandenong High School

Melissa's journey to becoming a teacher was a meandering one with a surprising source of inspiration. She completed her Bachelor of Biomedical Science and undertook an Honours research project in Pharmacology in 2012. However, it wasn't until 2017 that Melissa returned to Monash University and completed a Master of Teaching (Accelerated). This year Melissa secured a position as a Science and Mathematics teacher.

Shantelle Thompson, BArts and BEd (Secondary), Deakin University

Shantelle Thompson undertook her teacher education as a mature-age student, mother of three and an aspiring world Jui-Jitsu champion. Since completing her degree, the so-called 'Barkindji Warrior' has won three world Jui-Jitsu titles and has combined the knowledge gained in in her teaching degree with storytelling, yarning circles, trauma-informed practice, Dadirri and cultural knowledge to develop and deliver the programs in schools, sporting clubs, youth justice and youth programs.

SESSION 4: THINKING OUTSIDE THE (SCHOOL) SQUARE

CHAIR: Leslie Falkiner-Rose, ACDE Strategy and Communications

Leslie Falkiner-Rose, ACDE Strategy and Communications advisor, is a former print, radio and television journalist who worked for The Age, the ABC and many other media organisations. Leslie holds a Master in Philanthropy and Social Investment, is Acting Chair of the Public Interest Journalism Initiative, Trustee of the Ruffin Falkiner Foundation, on the Advisory Board of the Master of Social Impact at Swinburne University and a member of Philanthropy Australia's Storytelling Steering Group.

SPEAKERS

Adam Ferrier, Founder, Thinkerbell

Adam is a multi-award-winning advertising creative strategist and founder of the agency, *Thinkerbell*. He is also a leading Australian consumer psychologist and author of *The Advertising Effect: How to Change Behaviour* (2014) published by *Oxford University Press*. Adam is a regular media commentator who has a weekly segment, #mastersofspin, on *Sunrise* (Seven Network). He is a frequent guest on the ABC's *Gruen* series and appears on shows like *The Project* (Ten Network) and *Sky News*.

Simon Goff, Managing Director, Europe and Asia-Pacific, Purpose

Simon has deep experience working on some of the world's most complex problems, crafting new ways to channel the power of culture toward positive social change. In 2018, he moved to Australia to establish the Sydney office of Purpose, an organisation that addresses global challenges by creating new movements, brands and organisations from the ground up. Purpose, which was established in New York by GetUp co-founder Jeremy Heimans, is responsible for building movements involving hundreds of millions of people. Prior to Purpose, Simon worked in London on MTV's social responsibility initiatives. He later co-founded, and became Chief Executive of, the non-profit MTV EXIT Foundation that is committed to ending human trafficking and exploitation.

SPEAKERS

Jan Owen, CEO, Foundation for Young Australians (FYA)

Jan Owen AM is a highly regarded social entrepreneur, innovator, commentator and author who has spent the past 25 years growing the youth, social enterprise and innovation sectors. Using FYA research, Jan has been a strong advocate of the need to prepare young people for the rapidly changing future of work. In 2012, she was named Australia's inaugural *Australian Financial Review and Westpac Woman of Influence*. Jan has honorary degrees (honoris causa) from the University of Sydney (DLitt), Murdoch University (DLitt) and Western Australia (DUniv); an Order of Australia; and is the author of *Every Childhood Lasts a Lifetime* (1996) and *The Future Chasers* (2014).

Liam Smith, Director of BehaviourWorks Australia, Monash University

Associate Professor Liam Smith is the Director of BehaviourWorks Australia at Monash University, a unit he established at Monash's Sustainable Development Institute in 2011. Under Liam's Directorship, BehaviourWorks has grown to 30 staff and 20 PhD students who work in partnership with government and the private sector to design and deliver research and evidence-informed behaviour change programs to address a raft of health, environmental and social issues. Liam currently holds positions on VicHealth's Leading Thinker Taskforce, Zoos Victoria's Scientific Advisory Committee, South East Water's Customer Engagement Committee, Monash Sustainable Development Institute's Executive and is a Director on the Board of Inclusive Australia.

SPEAKERS

SESSION 5: WHERE TO FROM HERE?

Tony Cook, Director-General, Department of Education, Queensland

Tony Cook PSM is the Director-General of the Queensland Department of Education. Before joining the department in April 2018, Tony worked for six years as the Associate Secretary for Schools and Youth within the Federal Department of Education and Training. Earlier roles included senior posts in the Victorian public service. Tony, who began his career as a primary teacher, is an Honorary Fellow of the Australian Council for Education Leaders. In January 2014, he was awarded a Public Service Medal for outstanding public service, especially in driving schools' policy and funding reform in Australia.

Peter Goss, School Education Program Director, Grattan Institute

Dr Peter Goss joined Grattan in 2014 and has focused on how education systems and data can help schools and teachers adapt and improve their practice. Prior to joining Grattan, he spent more than ten years as a strategy consultant, most recently with the Boston Consulting Group, and worked with Noel Pearson to improve education outcomes for Cape York primary school students. Peter trained as a biologist, with a focus on understanding complex systems.

Correna Haythorpe, Federal President, Australian Education Union

Correna Haythorpe has spent 17 years teaching in public primary schools predominantly in low-income areas of northern Adelaide and Port Pirie, in regional South Australia. She has also taught in the UK and Japan. As Federal President, she leads the union in endeavouring to secure a strong, fully funded public education system via the Fair Funding Now! Stop TAFE Cuts! and Pre-school Funding Now! campaigns.

SPEAKERS

Keith Heggart, Organiser, Independent Education Union of Australia (IEUA) – NSW/ ACT Branch

Dr Keith Heggart has been an Organiser with the IEUA NSW/ACT Branch for the last five years. Prior to this, he was a teacher and school leader in Catholic, public and independent schools, both in Australia and the United Kingdom. Keith also works in Initial Teacher Education and Learning Design at the University of Technology Sydney, where he recently completed his PhD, which explored the development of active citizenship amongst Australian school students. He is also an Apple Distinguished Educator and a Google Certified Educator.

Donna Pendergast, Chair, Queensland Deans of Education

Professor Donna Pendergast is Dean, School of Education and Professional Studies, Griffith University. She has served in many State and Federal Government roles and is presently Chair of the Board of the Queensland Education Leadership Institute (QELI); Director on the Board of the Australian Institute for Teaching and School Leadership (AITSL); and Chair of the AITSL Teacher Education Expert Standing Committee. She is also Chair of the Queensland Council of Deans of Education. Her fields of research expertise are educational transformation and efficacy, with a focus on middle year's education and student engagement, initial and professional teacher education, and school reform.

Mike Teece, Policy Director (Academic), Universities Australia

Mike Teece has been Policy Director (Academic) at Universities Australia since February 2016. He is responsible for higher education policy, including funding and regulation, and manages UA's statistical and analytical work. Mike previously worked in a similar role at the Group of Eight and before that at the Commonwealth Education Department in higher education and international education policy roles.

© Australian Council of Deans of Education 2019