

Government response to the review of teacher education and school induction

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In February 2010, the Queensland Government released an Education Green Paper — *A Flying Start for Queensland Children*. The Green Paper proposed a review of the quality of teacher preparation provided by Queensland teacher education institutions, and the support given to beginning teachers.

The Green Paper acknowledged that new teachers must be provided with a strong grounding in subject knowledge and effective teaching practice, particularly in supporting students with special needs and ensuring classroom discipline through effective behaviour management.

In April 2010, the government appointed Professor Brian Caldwell and David Sutton to undertake the review. They found that Queensland has high standards of teacher preparation, and current teacher education programs provide sound theoretical knowledge. However, beginning teachers also need practical skills to apply that knowledge to a wide range of student needs and classroom situations.

The *Review of teacher education and school induction* first and second reports make recommendations about:

- the content of preparation programs
- the practical experience trainee teachers receive
- the level and duration of pre-service programs
- admissions requirements
- school and teacher education institution partnerships
- induction to the profession and peer mentoring
- evaluating the preparedness of graduates for professional practice.

The government supports, and will immediately implement, 24 recommendations relating to good practice and program content in six key areas:

- Indigenous education
- special needs
- behaviour management
- early childhood education
- parental education
- professional standards.

These 24 recommendations are listed in Appendix A.

The Queensland College of Teachers and teacher education institutions support the adoption of these recommendations, which include a renewed focus on behaviour management and parental engagement, and support for aspiring teachers to acquire practical skills. The government's response and comments about the 24 recommendations are detailed in this response.

The remaining 41 recommendations need to be analysed further regarding their intent and impact on all school sectors. They will be referred to a Teacher Education Implementation Taskforce, which will be established to provide advice to the government on how best to bring about real improvements to teacher education and induction in Queensland.

Recommendations for immediate implementation

Indigenous education

Recommendation: That pre-service programs for all students include a subject or part of a subject that reflects the English as a Second Language (ESL) dimension of work in settings where there are Indigenous students (those who are preparing to teach in settings where most students are Indigenous should complete a strand of studies that includes such a dimension).

Recommendation: That all pre-service teachers should have a comprehensive understanding of strategies around identification of and support for students for whom English is a second language.

Response

Supported

Comments

The government understands that Standard Australian English may not be the first language of many Indigenous students. The government agrees with the review finding that teaching Indigenous students is as much a challenge of student language learning needs as it is of cultural differences and socioeconomic background. Queensland teachers must have access to appropriate programs and support so that they can develop the knowledge and skills needed to teach Indigenous ESL or English as a second dialect learners.

The government is committed to working with teacher education institutions and the Queensland College of Teachers to ensure that pre-service programs include theory and practice of identifying and working with Indigenous ESL students.

Recommendation: That schools, during the practicum, should explicitly assist pre-service teachers in developing a comprehensive understanding of cultural awareness and cultural sensitivity, with the assistance of the local Indigenous community.

Response

Supported

Comments

The government notes the review findings that benchmarks for best practice in preparing teachers for educating Indigenous students are as much, if not more, likely to be found in Queensland than elsewhere in Australia or other countries.

However, more needs to be done, particularly to address incorrect stereotypes and improve cultural awareness and sensitivity. Local Indigenous communities present an opportunity for pre-service teachers to develop a deep understanding of local Indigenous culture, and this opportunity should be maximised.

The Department of Education and Training provides access to in-service cultural awareness training for all teachers in state schools, and this training will be extended to pre-service teachers undertaking a practicum in state schools as soon as practicable.

The government will ensure the recommendation is adopted.

Recommendation: That employing authorities should continue to offer comprehensive induction programs for beginning teachers located in Indigenous communities.

Recommendation: That induction should be supported as a continuing program, not a one-off engagement.

Recommendation: That beginning teachers should be assisted, through the induction process, to understand the sensitivities in developing positive parental engagement with the Indigenous community.

Response

Supported

Comments

The importance of effective teacher–parent engagement for positive student outcomes is well known, and the government acknowledges the review findings that there are particular sensitivities in engaging with the Indigenous community. Schools are key social centres for many communities.

These recommendations acknowledge that there is much good work already being undertaken in the induction of beginning teachers located in Indigenous communities. The government is committed to continuing and improving these programs, and ensuring that in all instances, induction is an ongoing, multifaceted process. In particular, school-based, local context inductions involving the local community offer opportunities for developing cultural understandings for beginning teachers.

Recommendation: That principals, universities and employing authorities should make explicit the value afforded to beginning teachers by Indigenous teacher aides, especially in terms of teacher education institutions facilitative capacities in promoting links with the community.

Response

Supported

Comments

The government acknowledges the important role Indigenous education workers such as Indigenous teacher aides play in schools and the local community. In many instances, Indigenous education workers provide essential links to the Indigenous community, which enable supportive relationships to grow. The Department of Education and Training will work with principals in state schools to ensure that beginning teachers are supported to understand the role and value of Indigenous education workers.

The government will also work with teacher education institutions to ensure the importance of this role is acknowledged in pre-service education programs.

Special needs

Recommendation: That all students undertake at least two subjects that build capacity to assess well and act on the basis of assessments to diagnose learning needs, determine appropriate levels of student support and in a variety of ways ensure learning is personalised for all students.

Recommendation: That all pre-service students undertake at least two subjects that build capacity to work with students who have special educational needs or who, for whatever reason, fall behind and need special support to catch up. It is understood that those students preparing to teach in the field generally known as special education will undertake a strand of related studies as part of teacher education degrees.

Recommendation: That opportunities should be developed in the practicum to assist pre-service teachers in identification of children with special needs and adjustments they would propose.

Response

Supported

Comments

The government notes and supports the definition of special needs put forward by the reviewers, encompassing areas traditionally known as ‘special educational needs’, ‘gifted and talented’ and ‘students with disabilities’. There is a relatively large number of students with special educational needs in the general student population (up to 30 per cent), and pre-service teachers need to demonstrate a capacity to work effectively with students with a diverse range of needs.

The government acknowledges that a ‘one size suits all’ approach to teaching and learning is not suitable, given the diversity of the student population. Teacher education, including the practicum, must build the capacity of beginning teachers to make adjustments and differentiate.

The government acknowledges that the cooperation of the Queensland College of Teachers, teacher education institutions and the non-state schooling sector will be important to the implementation of these recommendations.

Behaviour management

Recommendation: That one or more professional standards should be developed that explicitly refer to capacity in behaviour management.

Response

Supported

Comments

The government is committed to effective behaviour management practices in Queensland schools, and recognises that teachers and school leaders must be equipped, through their training, induction and professional development, to implement these practices.

It is noted that the standards for teachers developed by the Australian Institute for Teaching and School Leadership have been adopted for national implementation. The Queensland College of Teachers is responsible for implementing these standards. Standard 4.3 in particular deals with managing challenging behaviour, with a strong focus on behaviour management in teacher education programs and graduates’ capacity to manage challenging behaviours.

Recommendation: That existing behaviour management packages and resources should be made available to all schools along with professional development on their use.

Recommendation: That further research should be undertaken to determine the efficacy of different packages currently on offer or subsequently developed.

Response

Supported

Comments

The Department of Education and Training has produced a number of very good resources on behaviour management, but these resources need to be used in every school community.

The Department of Education and Training will immediately implement a communication strategy to raise awareness of these resources, and will work with schooling sectors to ensure the resources are made available.

The government supports evidence-based research that can inform public policy and improve service delivery, and will support the Queensland College of Teachers to research the efficacy of different packages currently on offer or subsequently developed.

Early childhood education

Recommendation: That, given the importance of reading in early childhood teaching, specific measures should be implemented to ensure that pre-service teachers have the appropriate skills in this respect.

Response

Supported

Comments

The government acknowledges the vital importance of reading in the early childhood years. Teachers must have the appropriate skills to teach reading, and the comments in the report about the preparedness of beginning teachers for the challenges they will face are also acknowledged.

The government supports the work of teacher education institutions and the Queensland College of Teachers to implement this recommendation in teacher preparation programs.

Recommendation: That the play-based curriculum should be given a priority in pre-service courses and the practicum to ensure that all beginning teachers can demonstrate an understanding and application of it, given the body of evidence in support of it as an appropriate strategy.

Response

Supported

Comments

The government supports play-based curriculum in the early years, and notes the review's conclusion, supported by international evidence, that a play-based curriculum is appropriate for early childhood education.

The government will work with non-state schooling sectors and teacher education institutions to ensure that pre-service teachers have opportunities in teacher preparation programs and practicum experiences to understand the theory and practice of play-based curriculum.

Recommendation: That explicit instruction should be provided at teacher education institutions and during the practicum in developing behaviour management strategies that are specifically appropriate to young children.

Response

Supported

Comments

As noted previously, new national standards for teachers will drive an increased focus on behaviour management in teacher education programs, and an emphasis on graduates' capacity to manage challenging behaviours.

The Department of Education and Training will ensure that practicum experiences in state school settings offer the opportunity to develop behaviour management strategies appropriate to young children.

Parental engagement

Recommendation: That the practicum should provide opportunities for pre-service teachers to develop strategies relevant to positive parental engagement.

Recommendation: That pre-service education, both at teacher education institutions and during the practicum, should include specific instruction in relevant strategies such as relationship building, conflict resolution, non-violent crisis intervention, pastoral care, and communication strategies.

Response

Supported

Comments

Teachers must be able to foster positive relationships with parents, and support parents to become, and remain, engaged in their children's education.

The government will ensure practicum experiences in state schools include opportunities for positive parental engagement, and provide explicit, purposeful and guided support on strategies for communicating effectively with parents.

Recommendation: That the particular issues surrounding positive engagement with, and support for, parents and care-givers in small communities or in a distance education environment should be given specific attention in pre-service education courses and school induction.

Recommendation: That pre-service education and school induction should include specific instruction on cultural awareness and cultural sensitivities.

Response

Supported

Comments

The government acknowledges that beginning teachers need skills to become part of the school community to which they are posted, and respond to its cultural make-up.

The government will ensure that school induction in state schools includes guidance on developing cultural sensitivity and understanding appropriate ways to engage with parents.

Recommendation: That pre-service education and school induction should include specific instruction on the nature, structure and powers of different parent organisations that operate in schools.

Response

Supported

Comments

The government believes that formal mechanisms for parental involvement in the life of a school, or in the operation of education systems, are vital to the health of individual schools and to student outcomes.

In support of strong parent and community engagement, the government agrees that the preparation of teachers should include:

- legislative topics
- differences between the parent bodies in different sectors
- explicit teaching of relationship building
- other components of parent and caregiver engagement.

The government will ensure that school induction in state schools helps beginning teachers to understand both formal and informal mechanisms for parental engagement and involvement.

Professional standards

Recommendation: That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon free and capable of reliable evidence based assessment.

Response

Supported

Comments

The government notes that this recommendation is addressed through the national professional teacher standards, which will be implemented in this state by the Queensland College of Teachers.

Recommendation: That a requirement for accreditation of pre-service programs should be the capacity of the teacher education institutions to furnish evidence that pre-service teachers who pass related subjects and field experiences will have demonstrated capacity to achieve professional standards.

Recommendation: That unsatisfactory performance should be managed appropriately as soon as possible during the course or the practicum.

Response

Supported

Comments

The review identifies that teacher education institutions need to provide evidence that pre-service teachers can practise according to the professional standards. The government sees evidence of student progress and graduate outcomes as critical to the maintenance and improvement of teaching standards.

The Queensland College of Teachers and teacher education institutions will need to ensure that programs enable trainee teachers to acquire the attributes necessary to achieve professional standards, and to furnish evidence of these achievements. In addition, it is important that the Queensland College of Teachers, teacher education institutions and non-state schooling sectors ensure that appropriate mechanisms are in place to identify and address unsatisfactory performance of pre-service teachers.

The next steps

In Queensland, the pre-service education of teachers and the induction of beginning teachers are shared undertakings. Teacher education institutions deliver programs approved and monitored by the Queensland College of Teachers. They partner with schools to offer practicum experiences for trainee teachers. Employing authorities and schools support beginning teachers with induction and professional development. The recommendations of the *Review of teacher education and school induction* have implications for all these parties.

The government believes that some of the remaining 41 recommendations are important, but complex, and will take them forward in a collaborative way by establishing a Teacher Education Implementation Taskforce.

Membership of the taskforce will include representatives of the teacher employing authorities, teacher education institutions, the Queensland College of Teachers, and teachers' unions. The chair of the taskforce will have significant leadership experience and understanding of the Queensland context. The taskforce will have a dual role:

1. to monitor implementation of the 24 recommendations supported for immediate adoption
2. to work with stakeholders on the 41 recommendations that require further consideration.

The taskforce will take into account the fundamental intent of the review recommendations, as well as emerging national developments, costs of proposals, and the current and future context of education and the teaching workforce in Queensland. The taskforce will develop a plan for implementation that can be progressed by relevant stakeholders.

Pivotal recommendations for consideration of the taskforce are set out below. These recommendations place the greatest demands on a cooperative future strategy.

A full list of the recommendations requiring further consideration by the taskforce, identifying particular issues to be addressed, is provided in Appendix B.

Key recommendations referred to the taskforce

Recommendation: That from a date to be determined, teaching be recognised as a graduate profession and that registration for beginning teachers be conditional on completion of a five-year program of pre-service education and two years of a formal induction program.

Recommendation: That five-year programs for pre-service teacher education generally be of two kinds, either (1) a bachelor's degree followed by two years of a master of teaching or equivalent degree or (2) a double degree that combines studies in particular disciplines and studies in education leading to a bachelor's and master's degree

Comments

The government supports the view that the teaching profession needs to attract the best and brightest, and that raising the profile of teaching as a valued profession is an important strategy.

The government agrees that teaching should be recognised as a graduate profession. As such, beginning teachers should be given support through a formal induction program, which should start as part of the teacher education program.

At this stage, the government does not support the need for beginning teachers to complete a five-year program of pre-service education to be registered. There is insufficient evidence of the benefits of requiring a master level qualification at the point of registration, and the proposal may discourage graduates from becoming teachers in Queensland schools.

The government does support encouraging teachers to gain a master level qualification, and will evaluate the effectiveness of five-year programs through a trial of a two-year, employment-based graduate pathway for students with a three-year, non-education undergraduate degree.

In addition, the Department of Education and Training will:

- establish in-service pathways to master level qualifications
- develop 'preferred employee' guidelines that encourage master level qualifications for state school teachers
- consider employment and award incentives for master level qualifications
- investigate the feasibility of requiring master level qualifications for re-registration within a reasonable time period (for example, seven years from initial registration).

The taskforce will work with the non-state sectors on pathways to master level qualifications for teachers, and possible non-state school participation in the trial of a two-year, employment-based graduate pathway.

Recommendation: That direct entry to a Bachelor of Education degree or double/combined degree on the basis of an OP score requires a score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential including interviews and in some instances performance (in music for example).

Comments

The government supports attracting the best and brightest candidates into teaching programs. Admissions criteria should effectively gauge an applicant's capacity and potential to become an outstanding teacher, and include interviews, pre-registration tests and portfolios where relevant.

The government will strengthen its pre-employment criteria for state school teachers as part of the Education Queensland Teacher Suitability Assessment process to give more weight to academic performance (course GPA) and demonstrated competencies (such as behaviour management, evidenced-based teaching, literacy, numeracy and science).

The taskforce will work with teacher education institutions to attract direct admissions from the top 30 per cent of tertiary entry ranked students. The taskforce will investigate admissions criteria that effectively gauge an applicant's demonstrated capacity and potential to become an outstanding teacher, and other strategies to attract high-achieving students to the profession.

Recommendation: That every teacher education institution that offers pre-service teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals.

Comments

The government supports stronger partnerships between teacher education institutions and schools. Through the Department of Education and Training, the government will trial clinical

style partnerships in the Teacher Education Centres of Excellence from 2012.

The government will consider expanding partnerships beyond the trial, subject to the outcomes of the trial evaluation and the availability of funding from 2014.

The taskforce will work with the Department of Education and Training and participating teacher education institutions on developing an evaluation framework for the trial, and with the non-state sectors about establishing similar trials.

The taskforce will also identify issues that will need to be resolved to implement clinical style partnerships across the whole schooling system.

Recommendation: That teachers entering the profession have a reduced teaching load of no more than 0.8 for at least the first year of their employment.

Comments

The government supports the idea that beginning teachers should have a program of formal induction activities during their initial period of employment. However, the government also recognises that a reduced teaching load for beginning teachers will have cost challenges for many schools.

The taskforce will investigate the feasibility of a range of strategies, including load relief for beginning teachers within the term structure, and peer coaches working with beginning teachers in classrooms, as an alternative to time off class.

Recommendation: That teachers entering the profession have at least one trained mentor for the first year of their employment. Mentors should have a reduced class allocation to enable them to work with those they are mentoring.

Comments

The government supports peer coaching as a critical component of teacher preparation and induction. However, there are many models that could be investigated for a peer coaching scheme, including partnerships with teacher education institutions. It is possible that the sectors may wish to adopt varying approaches.

The government believes that the benefits of proposed reforms require further testing and evaluation. Two trials of work-based pathways to the teaching profession will be mounted for this purpose — one based around an integrated graduate program and professional practice model, and the other around the government's Teacher Education Centres of Excellence.

Peer coaching approaches will be investigated through the work-based pathways trials.

The taskforce will include peer coaching models in its evaluation framework, and will negotiate the participation of teaching education institutions and the non-state schooling sectors.

Appendix A

Recommendations for immediate implementation

Indigenous education

That pre-service programs for all students include a subject or part of a subject that reflects the English as a Second Language (ESL) dimension of work in settings where there are Indigenous students (those who are preparing to teach in settings where most students are Indigenous should complete a strand of studies that includes such a dimension).

That schools, during the practicum, should explicitly assist pre-service teachers in developing a comprehensive understanding of cultural awareness and cultural sensitivity, with the assistance of the local Indigenous community.

That all pre-service teachers should have a comprehensive understanding of strategies around identification of and support for students for whom English is a second language.

That employing authorities should continue to offer comprehensive induction programs for beginning teachers located in Indigenous communities.

That induction should be supported as a continuing program, not a one-off engagement.

That principals, universities and employing authorities should make explicit the value afforded to beginning teachers by Indigenous teacher aides, especially in terms of teacher education institutions facilitative capacities in promoting links with the community.

That beginning teachers should be assisted, through the induction process, to understand the sensitivities in developing positive parental engagement with the Indigenous community.

Special needs

That all students undertake at least two subjects that build capacity to assess well and act on the basis of assessments to diagnose learning needs determine appropriate levels of student support and in a variety of ways ensure learning is personalised for all students.

That all pre-service students undertake at least two subjects that build capacity to work with students who have special educational needs or who, for whatever reason, fall behind and need special support to catch up. It is understood that those students preparing to teach in the field generally known as special education will undertake a strand of related studies as part of teacher education degrees.

That opportunities should be developed in the practicum to assist pre-service teachers in identification of children with special needs and adjustments they would propose.

Behaviour management

That one or more professional standards should be developed that explicitly refer to capacity in behaviour management.

That existing behaviour management packages and resources should be made available to all schools along with professional development on their use.

That further research should be undertaken to determine the efficacy of different packages currently on offer or subsequently developed.

Early childhood education

That, given the importance of reading in early childhood teaching, specific measures should be implemented to ensure that pre-service teachers have the appropriate skills in this respect.

That the play-based curriculum should be given a priority in pre-service courses and the practicum to ensure that all beginning teachers can demonstrate an understanding and application of it, given the body of evidence in support of it as an appropriate strategy.

That explicit instruction should be provided at teacher education institutions and during the practicum in developing behaviour management strategies that are specifically appropriate to young children.

Parental engagement

That the practicum should provide opportunities for pre-service teachers to develop strategies relevant to positive parental engagement.

That pre-service education, both at teacher education institutions and during the practicum, should include specific instruction in relevant strategies such as relationship building, conflict resolution, nonviolent crisis intervention, pastoral care, and communication strategies.

That the particular issues surrounding positive engagement with and support for parents and care-givers in small communities or in a distance education environment should be given specific attention in preservice education courses and school induction.

That pre-service education and school induction should include specific instruction on cultural awareness and cultural sensitivities.

That pre-service education and school induction should include specific instruction on the nature, structure and powers of different parent organisations that operate in schools.

Professional standards

That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon-free and capable of reliable evidence based assessment.

That a requirement for accreditation of pre-service programs should be the capacity of the teacher education institutions to furnish evidence that pre-service teachers who pass related subjects and field experiences will have demonstrated teacher education institutions capacity to achieve professional standards.

That unsatisfactory performance should be managed appropriately as soon as possible during the course or the practicum.

Appendix B

Recommendations for referral to the Teacher Education Implementation Taskforce

Pre-service programs – structure, level and entry	Government referral to taskforce
<p>That from a date to be determined, teaching be recognised as a graduate profession and that registration for beginning teachers be conditional on completion of a five-year program of pre-service education and two years of a formal induction program.</p> <p>That five-year programs for pre- service teacher education generally be of two kinds, either (1) a bachelor’s degree followed by two years of a master of teaching or equivalent degree or (2) a double degree that combines studies in particular disciplines and studies in education leading to a bachelor’s and master’s degree.</p>	<p>The government supports the view that the teaching profession needs to attract the best and brightest, and that raising the profile of teaching as a valued profession is an important strategy.</p> <p>The government agrees that teaching should be recognised as a graduate profession. As such, beginning teachers should be given support through a formal induction program, which should start as part of the teacher education program.</p> <p>At this stage, the government does not support the need for beginning teachers to complete a five-year program of pre-service education to be registered. There is insufficient evidence of the benefits of requiring a master level qualification at the point of registration, and the proposal may discourage graduates from becoming teachers in Queensland schools.</p> <p>The government does support encouraging teachers to gain a master level qualification, and will evaluate the effectiveness of five-year programs through a trial of a two-year, employment-based graduate pathway for students with a three-year, non-education undergraduate degree.</p> <p>In addition, the Department of Education and Training will:</p> <ul style="list-style-type: none">• establish in-service pathways to master level qualifications• develop ‘preferred employee’ guidelines that encourage master level qualifications for state school teachers• consider employment and award incentives for master level qualifications• investigate the feasibility of requiring master level qualifications for re-registration within a reasonable time period (for example, seven years from initial registration). <p>The taskforce will work with the non-state sectors on pathways to master level qualifications for teachers, and possible non-state school participation in the trial of a two-year, employment-based graduate pathway.</p>
<p>That the number of degrees currently offered by universities in Queensland be reduced so that as far as possible there is a single degree in teaching with particular strands of study in specific fields such as early childhood education, primary middle schooling, secondary and special education.</p>	<p>The government supports the principle of the recommendation, provided the full range of teaching specialisations in specific fields and phases is available throughout the state, and there is no difference in duration of programs for teachers of different schooling phases.</p> <p>The taskforce will liaise with teacher education institutions regarding their array of programs, with a view to rationalisation, and with the Queensland College of Teachers over the feasibility of a regulatory approach.</p>

That direct entry to a bachelor of education degree or double/combined degree on the basis of an OP score requires a score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential including interviews and in some instances performance (in music for example).

That an OP score at the appropriate level should be mandatory for entry into an early childhood course.

That all students will have successfully completed in studies for the Queensland Certificate of Education at least one subject in each of English, mathematics and science, with an exception for science in the case of those who plan to teach non-science subjects at the secondary level.

That selection processes should include an interview to assess the applicants' mastery of oral communication.

The government supports attracting the best and brightest candidates into teaching programs. Admissions criteria should effectively gauge an applicant's capacity and potential to become an outstanding teacher, and include interviews, pre-registration tests and portfolios where relevant.

The government will strengthen its pre-employment criteria for state school teachers as part of the Education Queensland Teacher Suitability Assessment process to give more weight to academic performance (course GPA) and demonstrated competencies (such as behaviour management, evidenced-based teaching, literacy, numeracy and science).

The government supports assessment of oral communication as part of any range of admissions criteria.

The government supports in principle the recommendation that student Queensland Certificate of Education results demonstrate successful completion of core subjects.

The taskforce will work with teacher education institutions to attract direct admissions from the top 30 per cent of tertiary entry ranked students, and investigate other strategies to attract high-achieving students to the profession.

The taskforce will investigate admissions criteria that effectively gauge an applicant's demonstrated capacity and potential to become an outstanding teacher, including interviews, pre-registration tests and portfolios where relevant.

The taskforce will consider oral communication in its investigation of admissions criteria.

The taskforce will investigate the feasibility of requiring success in Queensland Certificate of Education subjects, including possible undesirable consequences.

School–teacher education institution partnerships

Government referral to taskforce

That every teacher education institution that offers pre-service teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals.

That partnerships between teacher education institutions and schools extend to research and professional development.

That staff in partner schools be exemplary teachers who receive special training for their roles.

That teacher education institutions staff who work in partnerships be engaged in 'clinical practice' in an educational counterpart to the way some academics in the field of medicine are engaged in private practice including research in some instances.

The government supports stronger partnerships between teacher education institutions and schools. Through the Department of Education and Training, the government will trial clinical style partnerships in the Teacher Education Centres of Excellence from 2012.

The Department of Education and Training will provide training for staff participating in trial partnerships.

The government will consider expanding partnerships beyond the trial, subject to the outcomes of the trial evaluation and the availability of funding from 2014.

The taskforce will work with the Department of Education and Training and participating teacher education institutions on developing an evaluation framework for the Teacher Education Centres of Excellence trial. The evaluation framework will include staff partnerships, research and professional development.

The taskforce will work with non-state sectors about establishing similar trials.

The taskforce will ensure research and professional development is incorporated in trials and their evaluations.

The taskforce will identify issues that will need to be resolved to implement clinical style partnerships across the whole schooling system.

Induction to the profession

That teachers entering the profession have a reduced teaching load of no more than 0.8 for at least the first year of their employment.

That teachers entering the profession have at least one trained mentor for the first year of their employment. Mentors should have a reduced class allocation to enable them to work with those they are mentoring.

That mentors be exemplary teachers who receive special certificated training for their roles.

Government referral to taskforce

The government supports the idea that beginning teachers should have a program of formal induction activities during their initial period of employment. However, the government also recognises that a reduced teaching load for beginning teachers will have cost challenges for many schools.

The taskforce will investigate the feasibility of a range of strategies, including load relief for beginning teachers within the term structure, and peer coaches working with beginning teachers in classrooms, as an alternative to time off class.

The taskforce will draw on the above investigation to work with the schooling sectors regarding strategies to achieve the intent of the recommendation.

The government supports peer coaching as a critical component of teacher preparation and induction. However, there are many models that could be investigated for a peer coaching scheme, including partnerships with teacher education institutions. It is possible that the sectors may wish to adopt varying approaches.

The government believes that the benefits of proposed reforms require further testing and evaluation. Two trials of work-based pathways to the teaching profession will be mounted for this purpose – one based around an integrated graduate program and professional practice model, and the other around the government’s Teacher Education Centres of Excellence.

Peer coaching approaches will be investigated through the work-based pathways trials.

The taskforce will include peer coaching models in its evaluation framework, and will negotiate the participation of teaching education institutions and the non-state schooling sectors.

Program content

That all students preparing to teach in primary schools undertake at least one discipline-based study in another faculty or school.

That all students preparing to teach in secondary schools undertake discipline-based studies in faculties or schools other than faculties or schools of education.

That all students preparing to teach in primary schools undertake studies in evidence-based approaches to teaching literacy and numeracy that give substantial weight to explicit teaching.

Government referral to taskforce

The government supports these recommendations in principle, but acknowledges that the capacity to implement them may vary across teacher education institutions.

The government supports the inclusion of science as well as literacy and numeracy.

The taskforce will seek agreement from teacher education institutions on possible strategies for implementation, and investigate the feasibility of including science.

Behaviour management	Government referral to taskforce
<p>That a broad rather than narrow view should be taken of behaviour management to ensure that related knowledge, understanding and skill in relation to assessment and support of all pre-service teachers are addressed, including those pre-service teachers with special educational needs</p>	<p>The government supports this recommendation in principle. Improving behaviour management skills is more than the control and discipline of students, and training and assessing pre-service teachers' skills is critical.</p> <p>The taskforce will seek agreement from teacher education institutions on strategies for implementation.</p>
<p>That all students have experience in partner schools that enable them to gain skill in dealing with a range of behavioural issues.</p>	<p>Practical experience in behaviour management provides grounding for sound professional practice. However, schools may not have sufficient capacity to provide the requisite experience for all pre-service teachers.</p> <p>The taskforce will seek advice from employing authorities and teacher education institutions on strategies for implementation.</p>
<p>That teacher education institutions should offer substantial, compulsory units or subjects that deal with behaviour management spaced logically for the duration of the pre-service program</p>	<p>Teacher education institutions have already agreed that all programs will be strengthened by a renewed focus on behaviour management. The government supports this recommendation, but acknowledges that precise implementation may vary across teacher education institutions.</p> <p>The taskforce will seek agreement from teacher education institutions regarding implementation.</p>
<p>That explicit instruction and practice in an accepted approach to clinical observation should be compulsory in the pre-service program. (An example of this is 'classroom profiling' which is a detailed, recorded snapshot of what happens in a classroom followed by a reflection session between the teacher and profiler. The aim is to help the teacher increase his/her repertoire of classroom management skills)</p>	<p>The government supports the evaluation of approaches to the development of behaviour managements skills, but acknowledges that implementation may vary across teacher education institutions.</p> <p>The Department of Education and Training will include approaches to these recommendations in its trial of clinical style partnerships from 2012.</p> <p>The taskforce will consult further with teacher education institutions regarding implementation, and liaise with non-state sectors regarding their approach to the recommendation.</p>
<p>That an outcome of explicit teaching of behaviour management skills should be the formation of a personal framework that the pre-service teacher develops at the teacher education institutions, puts into practice during each practicum, reflects on during subsequent field experience and lectures/tutorials, and develops further in an induction program</p>	

<p>Students with special educational needs</p>	<p>Government referral to taskforce</p>
<p>That all pre-service teachers experience one practicum focussing on students with special needs</p> <p>Given the specialised nature of the practicum, that explicit instruction and practice should take place in teaching pre-service teachers the skills of reflective observation and differentiating the curriculum to cater for children with special needs</p>	<p>Trainee teachers should receive practical experience in educating students with special needs, but schools may not have sufficient capacity to provide the requisite experience for all pre-service teachers. Further consultation is required regarding practicability and implementation.</p> <p>The taskforce will consult with employing authorities and teacher education institutions on potential strategies for implementation.</p>
<p>That teacher education institutions should develop strategies to share resources and course offerings so that there can continue to be training for teachers in low incidence and other specialised areas of special needs</p>	<p>The government supports this recommendation in principle, but recognises it is the province of the teacher education institutions, and will require further discussion with them.</p> <p>The taskforce will seek advice and agreement from teacher education institutions on strategies for implementation.</p>
<p>That systemic acceptance of the range of special needs and the necessity to fund these should be encouraged</p>	<p>Practical strategies for advancing this recommendation need to be developed.</p> <p>The taskforce will seek advice and agreement from employing authorities and teacher education institutions on strategies for implementation.</p>
<p>Early childhood education</p>	<p>Government referral to taskforce</p>
<p>That music and performance should continue to be explicitly taught as a mandatory part of an early childhood course</p>	<p>The government supports this recommendation in principle, but acknowledges that implementation may vary across institutions.</p> <p>The taskforce will consult further with teacher education institutions regarding implementation.</p>
<p>That induction of early childhood education teachers should cater specifically for those who might become directors of multi-disciplinary centres</p>	<p>The practicability of this recommendation needs to be tested. Implementation may vary across institutions and employers.</p> <p>The taskforce will consult further with employing authorities and teacher education institutions regarding implementation.</p>
<p>Middle schooling</p>	<p>Government referral to taskforce</p>
<p>That, in the interests of avoiding confusion or ‘opt-out’, employing authorities should give a firm policy direction as to the place and future of middle schooling in their jurisdictions</p> <p>That schools should more specifically address middle schooling during the practicum to support the theoretical knowledge pre-service teachers are gaining at teacher education institutions</p>	<p>There are considerable variations across and within sectors in their language and philosophy regarding middle schooling, which make further consultation essential.</p> <p>Scope for implementation in the practicum depends heavily on the acceptance and practice of middle schooling in practicum schools.</p> <p>The taskforce will consult further with the employing authorities regarding implementation.</p>

That, as team building, group work and associated skills are essential elements of successful middle school teaching, pre-service teachers who undertake courses or subjects in middle schooling should be given specific instruction in these topics.

Teacher education institutions have distinctive approaches to the inclusion and practice of middle schooling in their pre-service programs, which may affect implementation.

The taskforce will consult further with teacher education institutions regarding implementation.

That teacher education institutions should be encouraged to develop partnerships with schools that have a demonstrated commitment to the middle schooling philosophy

Information about appropriate schools will need to be collated and shared with teacher education institutions. The extent of implementation may vary across institutions and education sectors, and will depend on the capacity of each school.

The taskforce will seek the views and advice of employing authorities and teacher education institutions on the feasibility of implementation.

Parental engagement

Government referral to taskforce

That all students have experience including experience in partner schools of highly effective practice in reporting to and otherwise engaging with parents and the wider community

The government supports evaluation of these approaches. The Department of Education and Training will incorporate these approaches in its trial of clinical style partnerships from 2012.

The taskforce will include parental and community engagement in its evaluation framework for partnership trials, and negotiate the participation of teaching education institutions and the non-state sectors.

That part of the practicum should involve opportunities for pre-service teachers to observe or experience a range of examples of engagement with parents and care-givers

That teacher education institutions should engage more school personnel to provide advice and insights to pre-service teachers on positive parental engagement

Practical means of engaging school personnel for this purpose need to be developed and negotiated.

Provision of information, along with means of ongoing communication, should be readily negotiable between employing authorities and teacher education institutions.

The taskforce will consult with teacher education institutions regarding implementation, and broker the development of ongoing relationships and information flows between employing authorities and teacher education institutions.

That pre-service teachers should be provided with specific information on the diversity of schools and parental engagement with schools that they will encounter during careers

Professional standards

Government referral to taskforce

That the portfolio approach yielding evidence of pre-service teachers having the capacity to practise in a manner consistent with each of the 10 professional standards is endorsed, and should be extended and moderated across all universities and courses

The government endorses assessment of pre-service teachers' capacity on the basis of richer evidence, giving them greater opportunity to demonstrate their capability as educational practitioners.

The taskforce will seek advice and agreement from the Queensland College of Teachers and teacher training institutions regarding implementation.

That evidence in portfolios of a sample of pre-service teachers should be augmented by real-life demonstrations of the capacities that have been claimed

That QCT should establish accreditation panels in different phases of the accreditation cycle

That accreditation panels should examine portfolios of a sample of low and high performing pre-service teachers to confirm assessments by teacher training institutions

That accreditation panels should include at least one member from a professional field other than teacher education that has experience in the panel approach to accreditation

Accreditation and monitoring of teacher pre-service education programs are critical functions of the Queensland College of Teachers. The government endorses approaches that will enhance the validity of accreditation processes.

The taskforce will consult with the Queensland College of Teachers and all stakeholders, including teacher training institutions, regarding implementation.