



Australian Government

# Teacher Education

Ministerial Advisory Group



## Teacher Education Ministerial Advisory Group Consultation 2014

### SUBMISSION

NAME OF ORGANISATION OR INDIVIDUAL MAKING SUBMISSION

*Anonymous*

AREAS FOR RESPONSE

**1. What characteristics should be fostered and developed in graduate teachers through their initial teacher education?**

How can those best suited to the teaching profession be identified?

What are the skills and personal characteristics of an effective beginning teacher? How can teacher education courses best develop these?

N/A

**2. What teaching practices should be developed in graduate teachers through their initial teacher education?**

How can the teaching practices that produce the best student outcomes be identified?

How can teacher education programmes encourage teachers to reflect on evidence to support their choice of teaching practice?

How does reflection on evidence translate into student outcomes?

As a pre service teacher, new teachers should be mentored for 6 months as part of their university course in a practical hands on teaching in the classroom.

No amount of theory will prepare a poor teacher – but experienced teachers can identify great teachers during a practicum.

**3. What level of integration should there be between initial teacher education providers and schools?**

What evidence is there that effective integration achieves good teaching practice? What are the most effective types of integrated experiences in preparing new teachers?

What are the cost implications of more integrated professional experience? Are there more effective ways in which professional experience might be funded?

What other methods, or combination of these methods, could achieve better outcomes than the current approach to professional experience?

How can partnerships between teacher education providers and schools be strengthened to make teacher education more effective?

How can teacher education providers and schools best work together to select and train mentor teachers to effectively support pre-service teachers on professional experience?

How can consistency of good practice and continuous improvement across teacher education providers and schools be assured?

There needs to be a greater practicum component in the university courses where university students could be paid at a lower rate for 6 months as part of their course. Student teachers would need to help develop Aboriginal Pedagogy, ICT innovation in the class and create community networks as part of their in class assessment.

Also the university students would get feedback from their supervising teacher, and their own students as part of their graduating assessment.

**4. What balance is needed between understanding what is taught and how it is taught?**

What is the desirable interaction between content knowledge and teaching practice for developing teachers? What is the difference for primary and secondary teaching? Why is there a difference?

Should there be explicit training in how to teach literacy and numeracy in all teaching courses?

How can the balance between the need for subject specialisation and a generalist approach in primary teaching qualifications be addressed?

What, if any, changes need to be made to the structure of teacher education courses? Should content be studied before pedagogy (i.e. should 'what' to teach be studied before the 'how' to teach)?

What barriers are there to restructuring teacher education courses to ensure they address these concerns, and how may they be overcome?

Why does Australia face a shortage of maths, science and language teachers?

What can be done to encourage teaching students to develop a specialisation in these areas?

*Enter your response below (up to 450 words)*

N/A

**5. Other**

Any other comments in response to the Issues Paper may be provided here.

*Enter your response below (up to 450 words)*

N/A