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The changing teacher education landscape in Australia, the role of ACDE and practice at the local level

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The role of ACDE

The Australian Council of Deans of Education (ACDE) was established in 1991 as the peak association of the Deans of faculties and Heads of Schools of Education in universities and other higher education institutions in Australia. Faculty and School coursework graduates work in a wide range of workplaces and occupations, not only in formal and informal education settings, but also in the public and private sector more generally.



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The role of ACDE

The Council works to:

- **inform national issues in education, especially teacher education and higher education;**
- **enhance public perception of the education profession and the preparation and professional learning of educators;**
- **promote the appropriate funding, recognition and conduct of research and research training in education;**
- **partner with national stakeholders with interests in education to influence policy and practice in education, and;**
- **provide a forum in which members across Australia meet to debate and develop strategies and professional learning which advances the discipline of education in higher education.**



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ACDE Governance

- **The management of the affairs of ACDE is the responsibility of the ACDE Board. The Board operates in accordance with the requirements of the ACDE Constitution and at the direction of the Annual General Meeting of the Council - usually held at the Annual ACDE Conference.**
- **The ACDE Board is supported by the ACDE Secretariat and three sub-committees who undertake detailed work on behalf of the Council.**



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ACDE Governance

These include:

- **Australian Research Directors in Education Network (ARDEN);**
- **Network of Associate Deans of Learning and Teaching in Education (NADLATE), and**
- **ACDE Vocational Education Group**

soon to be joined by:

**Academic Directors of Professional Practice
Network**



Role of AITSL in initial teacher education

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AITSL is responsible for the accreditation of initial teacher education. National accreditation has two key objectives:

- **improving teacher quality through continuous improvement of initial teacher education; and**
- **accountability of providers for their delivery of quality teacher education programs based on transparent and rigorous standards and accreditation processes.**



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National consultation on initial teacher education

National Initial Teacher Education Advisory Committee

**Established by AITSL and includes
representation from key stakeholders
including professional associations (e.g.
Australian Teacher Education
Association) and ACDE.**



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National Program Standards

Program Standards:

- Standard 1: Program outcomes**
- Standard 2: Program development**
- *Standard 3: Program entrants**
- Standard 4: Program structure & content**
- *Standard 5: School partnerships**
- Standard 6: Program delivery & resourcing**
- Standard 7: Program information & evaluation**



3.1 All entrants to initial teacher education will successfully demonstrate their capacity to engage effectively with a rigorous higher education program and to carry out the intellectual demands of teaching itself. To achieve this, it is expected that applicants' levels of personal literacy and numeracy should be broadly equivalent to those of the top 30 per cent of the population.



Standard 5:

Providers have established enduring school partnerships to deliver their programs, particularly the professional experience component.



- **Selection working group (convened by AITSL)**
- **Professional Experience working group (convened by AITSL)**
- **Literacy & Numeracy Steering Cmtee (convened by AITSL)**
 - **Literacy expert group (convened by ACER)**
 - **Numeracy expert group (convened by ACER)**



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AITSL and initial teacher education

Standard 3: Program Entrants

Year 12 Study Score Results as proxy indicators of personal literacy and numeracy

Analysis was conducted of some SA subjects to show how these and other results in senior secondary subjects can be used as proxy indicators of levels of personal literacy or numeracy. Students' results can be used to guide judgements about the literacy and numeracy broadly equivalent to the top 30% of the population. These levels of personal literacy and numeracy have been approximately defined by level 4 of ACSF.



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Proxy indicators in SA

Subject	Domain	Indic result
Eng Communication	literacy	B
Modern History	literacy	B+
Eng Studies	literacy	B-
Math Applications	literacy	B+
Math Studies	numeracy	C+
Physics Stage 2	numeracy	C+



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Partners in initial teacher education

What are the 3 key take home messages you have for ACDE?

- **What are we doing well?**
- **What could we improve?**
- **In what ways could we collaborate with schools and systems more effectively?**
- **What advantages do you see for your school in such collaborations?**



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Partners in teachers' professional learning

What role do you see universities playing in teachers' professional learning beyond traditional models?

What do you see to be the key issues on which schools and universities could collaborate?



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Contemporary education issues

- **Ensuring positive learning outcomes for increasingly diverse groups of students – managing for diversity**
- **Using appropriate data to inform practice – curriculum, pedagogy & assessment**
- **Engaging with parents and wider community in education endeavour**
- **Managing the wellbeing of students and teachers**
 - **Resilience in students and teachers**



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**Without data all anyone
has is an opinion.**

Andreas Schiller, German scientist behind PISA,
based on William Edwards Deming