Evidence of the effectiveness of teacher education

Professor Diane Mayer
The University of Sydney
The current policy moment: A focus on teacher quality

Teacher education ... ‘a problem that needs to be fixed’

1. How did we get to this point? .. The impact of globalisation and economic competitiveness

2. Global policy responses

3. A teacher education researcher response – ‘Studying the Effectiveness of Teacher Education’ (SETE)
### Global economic competitiveness - Increasing scrutiny and comparisons

<table>
<thead>
<tr>
<th>Country</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>OECD average</td>
<td>494</td>
<td>496</td>
<td>501</td>
</tr>
<tr>
<td>Shanghai-China</td>
<td>613</td>
<td>370</td>
<td>580</td>
</tr>
<tr>
<td>Singapore</td>
<td>573</td>
<td>542</td>
<td>551</td>
</tr>
<tr>
<td>Hong Kong-China</td>
<td>561</td>
<td>545</td>
<td>553</td>
</tr>
<tr>
<td>Chinese Taipei</td>
<td>560</td>
<td>523</td>
<td>523</td>
</tr>
<tr>
<td>Korea</td>
<td>554</td>
<td>536</td>
<td>528</td>
</tr>
<tr>
<td>Mexico-China</td>
<td>538</td>
<td>511</td>
<td>517</td>
</tr>
<tr>
<td>Japan</td>
<td>536</td>
<td>538</td>
<td>547</td>
</tr>
<tr>
<td>Liechtenstein</td>
<td>535</td>
<td>516</td>
<td>525</td>
</tr>
<tr>
<td>Switzerland</td>
<td>531</td>
<td>509</td>
<td>515</td>
</tr>
<tr>
<td>Netherlands</td>
<td>523</td>
<td>511</td>
<td>521</td>
</tr>
<tr>
<td>Estonia</td>
<td>521</td>
<td>516</td>
<td>541</td>
</tr>
<tr>
<td>Finland</td>
<td>519</td>
<td>524</td>
<td>545</td>
</tr>
<tr>
<td>Canada</td>
<td>518</td>
<td>523</td>
<td>522</td>
</tr>
<tr>
<td>Poland</td>
<td>518</td>
<td>518</td>
<td>518</td>
</tr>
<tr>
<td>Belgium</td>
<td>515</td>
<td>509</td>
<td>509</td>
</tr>
<tr>
<td>Germany</td>
<td>514</td>
<td>508</td>
<td>518</td>
</tr>
<tr>
<td>Vietnam</td>
<td>511</td>
<td>508</td>
<td>518</td>
</tr>
<tr>
<td>Austria</td>
<td>506</td>
<td>490</td>
<td>506</td>
</tr>
<tr>
<td>Australia</td>
<td>504</td>
<td>512</td>
<td>512</td>
</tr>
<tr>
<td>Ireland</td>
<td>501</td>
<td>523</td>
<td>522</td>
</tr>
<tr>
<td>Slovenia</td>
<td>501</td>
<td>511</td>
<td>512</td>
</tr>
<tr>
<td>Denmark</td>
<td>500</td>
<td>496</td>
<td>498</td>
</tr>
<tr>
<td>New Zealand</td>
<td>500</td>
<td>516</td>
<td>516</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>499</td>
<td>493</td>
<td>508</td>
</tr>
<tr>
<td>France</td>
<td>495</td>
<td>505</td>
<td>499</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>494</td>
<td>499</td>
<td>514</td>
</tr>
<tr>
<td>Iceland</td>
<td>493</td>
<td>483</td>
<td>478</td>
</tr>
<tr>
<td>Latvia</td>
<td>491</td>
<td>489</td>
<td>502</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>489</td>
<td>489</td>
<td>497</td>
</tr>
<tr>
<td>Norway</td>
<td>489</td>
<td>504</td>
<td>495</td>
</tr>
<tr>
<td>Portugal</td>
<td>487</td>
<td>488</td>
<td>489</td>
</tr>
<tr>
<td>Italy</td>
<td>485</td>
<td>490</td>
<td>494</td>
</tr>
<tr>
<td>Spain</td>
<td>484</td>
<td>496</td>
<td>496</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>482</td>
<td>475</td>
<td>486</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>482</td>
<td>463</td>
<td>471</td>
</tr>
<tr>
<td>United States</td>
<td>481</td>
<td>498</td>
<td>497</td>
</tr>
<tr>
<td>Libya</td>
<td>479</td>
<td>416</td>
<td>496</td>
</tr>
<tr>
<td>Sweden</td>
<td>478</td>
<td>483</td>
<td>485</td>
</tr>
<tr>
<td>Hungary</td>
<td>477</td>
<td>488</td>
<td>494</td>
</tr>
<tr>
<td>Croatia</td>
<td>471</td>
<td>489</td>
<td>491</td>
</tr>
<tr>
<td>Israel</td>
<td>466</td>
<td>486</td>
<td>470</td>
</tr>
<tr>
<td>Greece</td>
<td>453</td>
<td>477</td>
<td>467</td>
</tr>
<tr>
<td>Serbia</td>
<td>449</td>
<td>446</td>
<td>445</td>
</tr>
<tr>
<td>Turkey</td>
<td>448</td>
<td>475</td>
<td>463</td>
</tr>
<tr>
<td>Romania</td>
<td>445</td>
<td>438</td>
<td>439</td>
</tr>
<tr>
<td>Cyprus</td>
<td>440</td>
<td>449</td>
<td>438</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>439</td>
<td>436</td>
<td>446</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>434</td>
<td>436</td>
<td>446</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>432</td>
<td>393</td>
<td>425</td>
</tr>
<tr>
<td>Thailand</td>
<td>427</td>
<td>441</td>
<td>444</td>
</tr>
<tr>
<td>Chile</td>
<td>423</td>
<td>441</td>
<td>445</td>
</tr>
<tr>
<td>Malaysia</td>
<td>421</td>
<td>398</td>
<td>420</td>
</tr>
<tr>
<td>Mexico</td>
<td>413</td>
<td>416</td>
<td>416</td>
</tr>
<tr>
<td>Montenegro</td>
<td>410</td>
<td>415</td>
<td>415</td>
</tr>
<tr>
<td>Uruguay</td>
<td>409</td>
<td>403</td>
<td>403</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>407</td>
<td>405</td>
<td>405</td>
</tr>
<tr>
<td>Albania</td>
<td>394</td>
<td>388</td>
<td>388</td>
</tr>
<tr>
<td>Brazil</td>
<td>391</td>
<td>391</td>
<td>391</td>
</tr>
<tr>
<td>Argentina</td>
<td>388</td>
<td>388</td>
<td>388</td>
</tr>
<tr>
<td>Tunisia</td>
<td>388</td>
<td>396</td>
<td>396</td>
</tr>
<tr>
<td>Jordan</td>
<td>386</td>
<td>398</td>
<td>398</td>
</tr>
<tr>
<td>Colombia</td>
<td>376</td>
<td>403</td>
<td>403</td>
</tr>
<tr>
<td>Qatar</td>
<td>376</td>
<td>368</td>
<td>368</td>
</tr>
<tr>
<td>Indonesia</td>
<td>375</td>
<td>396</td>
<td>382</td>
</tr>
<tr>
<td>Peru</td>
<td>368</td>
<td>384</td>
<td>373</td>
</tr>
</tbody>
</table>
‘.. international assessment programs such as the Programme of International Student Assessment (PISA). Victoria consistently achieves above the Organisation for Economic Cooperation and Development (OECD) average in the program but is not in the global top tier of high achievers, including Shanghai, Finland, Hong Kong, Singapore and Korea.’

‘.. in recent international assessments the relative performance of Australian students has declined. Students in other OECD countries are overtaking us, and the proportion of Australian students who are performing at the highest levels is declining’
The declining performance of Australian students in international testing ...

Results of the Programme for International Student Assessment (PISA) 2012 ... our performance has declined in both absolute terms and relative to other countries since PISA began in 2000. Between 2009 and 2012, Australia slipped from 15th to 19th in mathematical literacy, 9th to 14th in reading literacy and 10th to 16th in scientific literacy.
Advocacy groups ....
While there are certainly bright spots in the field of teacher preparation, overall there's a capacity gap between the country's heightened expectations for teachers and what their training equips them up to do.
Analysis of the 2013 NCTQ report

“[H]as a number of serious flaws that include narrow focus on inputs, lack of a strong research base, missing standards, omitted research, incorrect application of research findings, poor methodology, exclusion of alternative certification programs, failure to conduct member checks, and failure to use existing evidence to validate the report’s rankings.”

(Fuller, 2014, p.63)
2003 US Secretary of Education’s Annual Report

- colleges and schools of education get it the way of good people becoming teachers
- need ways to reduce the barriers to becoming a teacher among ‘otherwise highly qualified individuals’ .... content knowledge and verbal ability

2009: US Secretary of Education

- schools of education doing a mediocre job in preparing graduates to teach effectively
England ... A return to observation and practice; learning on the job

‘Teaching is a craft and it is best learnt as an apprentice, observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom.’

‘... more training ... on the job’

(Department of Education (DfE), 2010).

• Michael Gove MP, Secretary of State for Education
In Australia -
A flurry of government reviews....
Minimal change ...
1. National standards are weakly applied
2. Need to lift public confidence in initial teacher education
3. Evidence of poor practice in a number of programs.
4. Insufficient integration of teacher education providers with schools and systems
5. Inadequate application of standards
6. Insufficient professional support for beginning teachers.
7. Gaps in crucial information, including workforce data
Quality of teaching at the heart of education problems

TOO many teachers are “choosing their own adventure”, the new deputy chairman of the national teaching institute John Fleming said yesterday, criticising the lack of consistency in teaching methods between classrooms.

WITH almost one inquiry into teacher education held on average every year for the past five years, it was with a sense of exasperation that Will Moroney sat down to draft yet another submission about the crisis in maths teaching.

Teaching degrees fail to get a pass mark: review

TRADITIONAL teacher training has “overwhelmingly failed” to produce effective, confident graduates and more needs to be done to ensure new teachers are ready for classroom pressures.

Teacher training 'failing'
‘Crisis’ discourse...

‘Teacher education is broken and needs to be fixed’

- The situation is ‘imagined’ as necessitating the pursuit of neoliberal policies in order to ‘fix’ the problem (Furlong, 2013)
  - Deregulation
  - Privatization
  - Competition and choice
  - Fiscal austerity
  - Accountability
Global reform agendas aimed at ‘fixing’ the problem of teacher education

... ‘policy borrowing’ (Rizvi & Lingard; Philips & Ochs), ‘travelling policy’ (Ozga & Jones), ‘policy cloning’ (O’Donoghue & Dimmock)

1. Tighter regulation
2. Deregulation
1. Tighter regulation

‘A national solution’
Standards and sometimes standardization
Initial teacher training criteria

Statutory guidance for accredited initial teacher training providers in England

June 2015
Building relationships to enhance education.

Volunteers

State Partners

Member Partners

Education Field

Learn More

Learn More

Learn More

Learn More
A focus on entry into teacher education programs

The Aussie universities failing our future teachers

MAY 31, 2015 9:22PM

HUNDREDS of future classroom teachers are being accepted into university teaching degrees despite scoring dismal marks of 50 or below in their final Year 12 exams.

Universities set a low bar on teaching

JUSTINE FERRARI | THE AUSTRALIAN | JUNE 25, 2014 12:00AM

Australian universities are accepting increasing numbers of failed Year 12 students into teaching degrees

If we want brighter and better teachers, we need to ensure that applicants have better ATAR scores
Australia’s new numeracy and literacy tests to be given to pre-service teachers as part of their personal literacy and numeracy skills assessment. The tests are designed to help pre-service teachers develop the skills needed to teach effectively.

The Literacy and Numeracy Test (LANTITE) is a national assessment for pre-service teachers. It is designed to provide a consistent and reliable measure of pre-service teachers’ literacy and numeracy skills.

The test is voluntary, and all pre-service teachers will have the opportunity to participate. The test will be administered in two sessions, with the first session occurring in Term 2 and the second session in Term 3.

Pre-service teachers have a high level of literacy and numeracy skills, but the test will help them identify areas for improvement and focus on professional development.

The Literacy and Numeracy Test will be held on 27 August 2015 and 31 August 2015.

Registration for August 2015 test sittings is now open. The deadline for registration is 15 August 2015.

The test will be held in two sessions, with the first session occurring in Term 2 and the second session in Term 3.

The test will assess pre-service teachers’ skills in reading, writing, and numeracy.
Michael Gove unveils tougher tests for trainee teachers

Education secretary says new selection process will improve profession's status, while David Laws attacks 'low expectations'

Michael Gove said tougher tests for trainee teachers in maths and English would raise standards in schools. Photograph: Gideon Mendel/Corbis

The education secretary, Michael Gove, has raised the bar for prospective teachers by unveiling an overhaul of tests in a move he claimed would improve the status of the profession. Gove said the new "rigorous selection" for trainees would help raise standards in the classroom.

Professional Skills Tests for entry to initial teacher education

All entrants to ITE courses from July 2013 will need to have passed the government Professional Skills Tests in literacy and numeracy.

How to apply

Selection criteria
And despite an expressed focus on outcomes...

- More program prescription
- Plus state/territory ‘elaborations’ on national requirements
2. Deregulation: Alternative pathways into teaching ... eliminating/ reducing the role of universities in teacher education
Set out to respond to ‘the problem’

Celebrate ‘impact’ in relation to ‘the problem’
Teach. Lead. Change the World.

Empower kids to defy expectations and build a better future.
Our impact

In the UK, the street you grow up on can determine your whole future.

It doesn’t have to be this way. We believe that young people from disadvantaged backgrounds have the right to an equal chance in life. Over the past decade we have been working to close the gap, helping to ensure no child’s educational success is limited by their socio-economic background.

There is more to do but we’ve contributed towards significant progress.

DOWNLOAD OUR IMPACT REPORT

Raising school and pupil performance

Schools in London, where we’ve placed 3,000 teachers since 2003, have moved from being the lowest performing in England, to the highest performing.

Independent studies from the University of Manchester and the Institute of Education show that our teachers are improving GCSE results of pupils across the UK.

80% of pupils on our Futures programme progress to Higher Education – compared to 17% of students from low-income backgrounds nationally.

1 million
YOU WILL MAKE THEIR FUTURE BRIGHTER
THIS IS OUR IMPACT FIND OUT MORE

YOU HAVE WHAT IT TAKES PASS IT ON

OUR PROGRAM

STORIES FROM THE FIELD

Tweets
Follow Teach For Australia
Michael Gove tells academies they can hire unqualified teaching staff

Move brings academies into line with private schools, but unions fear it will devalue status of profession

Academies will be allowed to employ people with no formal teaching qualifications in a move that could sideline both the unions and the established teacher training colleges.

Education secretary Michael Gove has decided to bring academies into line with private schools and the government’s flagship free schools, which can hire professionals such as scientists, engineers, musicians and linguists to teach even if they do not have not have qualified teaching status (QTS).
The American Board for the Certification of Teacher Excellence (ABCTE)

A non-profit organization established by the U.S. Department of Education and dedicated to building strong communities through preparing, certifying, and supporting teachers.

It's our Holiday Sale
$1800
Limited Time Only
Don't miss your chance to enroll at our lowest price!

Every child deserves a great teacher.
Make a difference in your community. Become a certified teacher now for less than the cost of one college class!

Now in Arkansas!

Get Started Today

Welcome to the American Board!
The American Board, also known as the American Board for the Certification of Teacher Excellence (ABCTE), is a non-profit organization dedicated to putting qualified professionals in the classroom through our state-approved alternative teacher certification program.

We offer an online independent study program that will prepare you to teach. The program is much more affordable than returning to school and can be completed at your own pace. Most students take an average of 7-10 months from enrollment to certification to complete the program, with many working full-time jobs while preparing to become a teacher.

Our teacher certification program will prepare students to teach the subject(s) of their choice. Subjects offered include elementary education, biology, mathematics, English language arts, and more.
The role of research?

The ideal is that newly established policies will emerge out of research results and findings. Currently, that is not the way it happens. Policy is more likely to emerge from public perceptions, based on isolated anecdotes or support for recent educational fads or initiatives. In more cases than not, policy emerges quickly and without the benefit of research before or after mandated innovations are implemented. (Wiseman, 2012)

…the weight of the research, being fragmented, often narrowly focussed, and usually not directly connected to a shared research agenda on teacher education, does not position teacher educators strongly to craft an evidence-based narrative about teacher education

(Sleeter, 2014)
Research Questions:

1. **How well equipped** are teacher education graduates for the diverse settings in which they are employed?

2. What **characteristics of teacher education programs** are most effective in preparing teachers to work in a variety of school settings?

3. How does the teacher education course attended impact on graduate **employment destination**, **pathways** and **retention** within the profession?
Project team
Diane Mayer (University of Sydney)
Andrea Allard (Deakin University)
Richard Bates (Deakin University)
Mary Dixon (Deakin University)
Brenton Doecke (Deakin University)
Alex Kostogriz (Australian Catholic University)
Julianne Moss (Deakin University)
Leonie Rowan (Griffith University)
Bernadette Walker-Gibbs (Deakin University)
Simone White (Monash University)
Jodie Kline (Deakin University)
Phillipa Hodder (RA: Deakin University)

Partners:
Queensland College of Teachers (QCT)
Victorian Institute of Teaching (VIT)
Queensland Department of Education Training and Employment (QDETE)
Victorian Department of Education and Early Childhood Development (DEECD)

The SETE project ran concurrently with the Longitudinal Teacher Education and Workforce Study (LTEWS) funded by the Australian Government for the first two years of SETE. LTEWS built on the SETE research framework and relied upon SETE data collected in Queensland and Victoria to track teacher education graduates and capture workforce data nationally. The final LTEWS report is available on the Australian Government website.
Longitudinal, mixed-methods, iterative design

- **Target population:** Almost 15,000 teacher education graduates in (2010, 2011) in Queensland and Victoria

- **Database analysis** (4,200+ schools)

- **Mapping of initial teacher education programs across Australia**

- **Surveys of graduate teachers and their principals**
  - 4 rounds over 3 years, 2012-2014

- **Case studies**
  - 197 graduate teachers across 29 schools (2011-2014)
The graduate teacher respondents

- Average age 30 years
- 78% are female
- 94% reported English as their only language
- 1% identify as Aboriginal or Torres Strait Islander
- 43% identify as the first in their immediate family to gain a tertiary qualification
- 85% completed their teacher education in full time study
- 96% had been enrolled as domestic students
- Majority had a secondary (46%) or primary school (36%) teaching qualification
Pathways into teaching

- Masters degree
- Bachelor degree (including double degrees)
- Graduate or postgraduate diploma
- Other, please specify

Round 1 (n=1,410)
Round 2 (n=2,854)
Round 3 (n=2,094)
Round 4 (n=1,771)
Representativeness

Distribution of the SETE survey cohort was compared to teacher demographics reported in:

- Staff in Australia’s Schools (SiAS) survey 2010
- Australian Bureau of Statistics Census, 2011

The distribution of survey respondents is, on the whole, consistent with these collections.
Motivation for teaching

- Graduates wanted a teaching career for altruistic reasons – ‘Wanting to make a difference’ and ‘Always wanted to teach/work with children’.
- Very few saw teaching as a ‘backup plan’ or entered teacher education just because their ATAR score was sufficient.
RQ1: How well equipped are teacher education graduates for the diverse settings in which they are employed?
Employment type

Round 1 (1,008) Round 2 (2,437) Round 3 (n=1,823) Round 4 (n=1,384)

- Full-time permanent
- Part-time permanent
- Casual
- Full-time contract
- Part-time contract

Males - more likely to be in FT permanent positions
Those with a teaching position felt more positive about their teacher education than those without a teaching position, especially those with full time permanent positions.
Overall, graduate teachers feel **prepared** and feel **effective**, but feel **more effective than prepared**.
Principals rate the graduate teachers more effective than they rate themselves.
Preparedness – more prepared, less prepared:

- Teaching culturally, linguistically and socio-economically diverse learners
- Design and implementation of the curriculum
- Pedagogy
- Assessment and the provision of feedback and reporting on student learning
- Classroom management
- Collegiality
- Professional engagement with parents/carers and the community
- Professional ethics
- Engagement with ongoing professional learning
Effectiveness – more effective, less effective:

• Teaching culturally, linguistically and socio-economically diverse learners
• Design and implementation of the curriculum
• Pedagogy
• Assessment and the provision of feedback and reporting on student learning
• Classroom management
• Collegiality
• Professional engagement with parents/carers and the community
• Professional ethics
• Engagement with ongoing professional learning
Successful in influencing student learning

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Round 1 (n=971)  Round 2 (n=2,307)  Round 3 (n=1,751)  Round 4 (n=1,332)
Challenges - preparedness

Percentage

Behaviour/classroom...  | Assessment and reporting  | Curriculum  | Collegiality inc...  | Time management  | Students...  | Implementing unfamiliar...  | Professional ethics  | Literacy  | Accessing resources  | Class size  | Design and access to ICT

- Round 1 Teacher
- Round 1 Principal
- Round 2 Teacher
- Round 2 Principal
Graduate teachers with a teaching position by the importance of support received in school alongside availability of this item (%)

<table>
<thead>
<tr>
<th>Support Item</th>
<th>Teachers state it is not available</th>
<th>Strongly disagree/disagree</th>
<th>Strongly agree/agree</th>
<th>Principals state it is available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction program</td>
<td>19.8</td>
<td>10.9</td>
<td>56.5</td>
<td>97.8</td>
</tr>
<tr>
<td>Formal mentor arrangement</td>
<td>21.6</td>
<td>13.1</td>
<td>55.9</td>
<td>78.2</td>
</tr>
<tr>
<td>Informal mentor arrangement</td>
<td>15.9</td>
<td>5.7</td>
<td>68.4</td>
<td>86.8</td>
</tr>
<tr>
<td>Ongoing network with other beginning teachers</td>
<td>20.9</td>
<td>8.7</td>
<td>56.5</td>
<td>70.7</td>
</tr>
<tr>
<td>Guidance on curriculum and classroom planning</td>
<td>13.3</td>
<td>8.3</td>
<td>66.7</td>
<td>99.4</td>
</tr>
<tr>
<td>Ongoing professional development opportunities</td>
<td>7.2</td>
<td>4.8</td>
<td>75.7</td>
<td>100.0</td>
</tr>
<tr>
<td>List of informative websites</td>
<td>19.4</td>
<td>14.7</td>
<td>47.1</td>
<td>62.8</td>
</tr>
<tr>
<td>Information on pay and conditions</td>
<td>13.2</td>
<td>16.5</td>
<td>46.8</td>
<td>82.6</td>
</tr>
<tr>
<td>Regular debriefing opportunities</td>
<td>15.1</td>
<td>9.5</td>
<td>63.2</td>
<td>91.8</td>
</tr>
</tbody>
</table>
RQ2: What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings?

• **Qualifications:**
  - Those with Master’s (2 years PG) or Bachelor’s (4 years UG) degrees felt more prepared and more effective than those with Graduate Diplomas (1 year PG)

• **Professional experience:**
  - Skills developed during the practicum were important (95% agreement)
  - Practicum prepared them for their current teaching context (90%) irrespective of the ways in which it was structured – days per week or blocks of time in schools
  - *Internship* participants felt slightly better prepared
  - Having a practicum in a school similar to place of first/early employment impacted positively upon perceptions of preparedness and effectiveness

• **However…**
  - Teacher education program characteristics accounted for little of the variance in graduate teachers’ overall perceptions of preparedness
RQ3: How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession?

- FT permanent positions
  - Males more likely
  - Bachelor’s degrees more likely
  - Graduate Diploma less likely
  - More likely to feel effective

- Most stayed to teach in the states/territories in which they had completed their teacher preparation

- Job security <-> mobility

- Perceptions of effectiveness <-> satisfaction and retention

- School support systems inc. mentoring and induction focused on improving professional practice <-> more likely to stay at the school

- A range of intrinsic factors linked to staying (making a difference, enjoyment of working with students, developing new teaching and leadership skills)
Where do you see yourself in three years’ time?

- Working as a teacher in a school
- In a leadership position in a school
- Working outside of teaching/education altogether

Round 1 (n=1,300)
Round 2 (n=2,597)
Round 3 (n=2,067)
Round 4 (n=1,523)
Learning teaching (SETE)

- not linear nor staged-based
- mediated by the local context (universities and schools) as well as the broader political context and by local conditions of work

However, a lack of connection between teacher education in universities and teacher education and teaching practice in schools is highlighted by the SETE project and is popularised as a theory-practice divide and a disconnect between learning teaching and doing teaching. These play out as dichotomies...
Dichotomies

• Prepared – Effective
• Preservice – Inservice
• Universities – Schools
• Learning teaching – Doing teaching
• Theory – Practice
• Research - Practice
• University knowledge – School knowledge
• ...
Teacher education in a third, hybrid space... Beyond traditional notions of ‘partnership’... Beyond dichotomies.

- **Hybrid spaces**/ Collaborative spaces for teacher education (physical as well as conceptual; real as well as imagined) involving universities, employers, schools

- Bring together **learning teaching and doing teaching**; sustained practice alongside learning teaching

- **Inquiry centred** teacher preparation rejecting the idea that there are universally appropriate ‘best practices’

- **Pedagogies for learning teaching** that help preservice teachers and beginning teachers make sense across the spaces
Studying the Effectiveness of Teacher Education (SETE)

The Studying the Effectiveness of Teacher Education (SETE) project is a longitudinal study investigating graduate teachers’ perception of the effectiveness of teacher education in preparing teachers for the variety of school settings in which they begin their teaching careers. It is following 2010 and 2011 graduate teachers in Victoria and Queensland during their first three to four years of teaching. The project aims to provide an evidential basis for policy decisions regarding teacher education and beginning teaching.

SETE is supported by a strong partnership involving the Victorian Institute of Teaching (VIT), the Queensland College of Teachers (QCT) the Victorian Department of Education and Early Childhood Education.