



Initial Teacher Education:

**Teacher Preparation, Course Content and Specialisation at
all levels but particularly in Primary Schools**

**Prepared by: The Australian Primary Principals Association on behalf of
the peak national principals associations**

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Introduction

Background to the Issue

This discussion paper has been prepared and written by the Australian Primary Principals Association (APPA) and draws upon its own work and submissions in this area and that undertaken by three secondary national sector principals associations – Association of Heads of Independent Schools of Australia (AHISA), Australian Secondary Principals Association (ASPA), Catholic Secondary Principals Association (CaSPA).

In addition, the paper takes into consideration the following:

- Teacher Education Ministerial Advisory Group (TEMAG) Report *Action Now: Classroom Ready Teachers*;
- Australian Government Response to the TEMAG Report;
- Wide and ‘on the ground’ experience of principals and school leaders;
- Principal association workshops;
- Views of peak principal association executives and boards; and,
- Results of an APPA survey of Australian primary principals on ‘Classroom Readiness’ (June 2015).

The attributes of effective graduate teachers

There is clear alignment of all peak associations on the attributes of effective graduate teachers.

All peak association submissions to TEMAG stressed the need for graduate teachers to have more than high academic achievement at the conclusion of their Initial Teacher Education (ITE) course. There was also a strong recognition that developing positive personal beliefs, values and dispositions as well as intrapersonal, interpersonal and pedagogical skills need to be integral to all initial teacher education courses. The AHISA submission to TEMAG noted the following:

Recent developments in education are also reflected in feedback that calls for beginning teachers to:

- Rate highly in both IQ and EQ (emotional intelligence), who exhibit compassion, empathy and generosity
- Be good communicators, with skills in listening as well as speaking, able to communicate effectively with parents as well as students
- Be able to collaborate with colleagues
- Be willing and able to share their practice
- Have a knowledge of how learning occurs
- Be able to analyse student data to better focus on individual support and achievement (AHISA Ltd, 2014, p. 5).

Graduate teachers must be able to teach literacy and numeracy effectively

There is clear alignment of all peak associations on the teaching of literacy and numeracy. The view that graduate teachers must be able to teach literacy and numeracy effectively was expressed strongly in the submissions. ASPA expanded on this position in its submission with these comments:

Secondary teachers no matter what their learning area should graduate with:

- An understanding of how students acquire literacy and numeracy skills. (This area is currently not addressed or barely touched on for secondary trainees),
- A good awareness of the indicators of poor literacy / numeracy and when to investigate further,
- A skill with data disaggregation and a diagnostic approach to skill building,
- Some skill in building student capability in these areas in an integrated subject approach,
- The ability to differentiate their curriculum and set individual learning goals for students and an understanding that this is a requirement of the job,
- A passion for improving literacy / numeracy outcomes for their students, and
- An understanding that all learning areas are responsible for literacy and numeracy outcomes (ASPA Inc, 2014, pp. 8-9).

Graduate teachers need to know what to teach and have a repertoire of skills that allows them to select how to teach that content most effectively

There is clear alignment of all peak associations on effective skills for teaching. Submissions to TEMAG from the national principals association stated the necessity of both high level content knowledge and well developed pedagogical skills for all graduate teachers.

APPA's submission stated:

Initial teacher education courses must introduce content and pedagogical knowledge and skills simultaneously. The content knowledge should be based on the Australian Curriculum and aim to provide pre-service teachers with a deep understanding of the principles that underpin each subject. Pre-service teachers should develop skills and understandings in various approaches to pedagogy during course work and practise those skills during professional experience.

The balance between content and pedagogy should vary from subject to subject. For example, integration and social investigation would be significant topics in Humanities and less prominent in other subjects. Assessment and reporting must be an integral component of content and pedagogy in all subjects (APPA Inc, 2014, p. 9).

The need for specialist teachers at different levels

The peak associations have more nuanced views about specialisation than they do on the above issues. It is expected that these views result from the different types of schools their members lead.

The following extracts from the AHISA, ASPA and APPA submissions to TEMAG highlight the differing views.

On this issue, Association of Heads of Independent Schools of Australia stated:

In AHISA's view there needs to be explicit teaching of literacy and numeracy for both primary and senior teachers. There also needs to be specific teaching of specialist subjects especially mathematics and science. The "how" of teaching is important but the "content" is what matters.

While there are certainly pedagogical issues to consider in regard to students at primary and secondary year levels, the consultation process undertaken by AISSA (Association of Independent Schools of South Australia) indicated that with the advent of middle years schooling and the increasing numbers of combined primary and secondary schools, the current split between primary and secondary education training is increasingly irrelevant for some schools (AHISA Ltd, 2014, p. 9).

The Australian Secondary Principals Association made the following points:

We will always require subject specialists (with superior knowledge) in secondary schools to teach the higher level content particularly in senior secondary (Years 11 and 12).

Generalist teachers in secondary schools have had mixed success and it has been dependent upon the capacity of the teacher to understand and deliver the necessary content.

It is generally accepted that generalist teachers in secondary schools would require content proficiency to secondary level Year 10. Maths, English and science were seen as crucial areas. Generalist teachers usually teach up to and including Year 10.

Primary and secondary teachers need to have a good subject knowledge at the level they teach and an understanding of what students will learn next so they can set them up for the next phase in their learning.

Secondary teachers will always have their specialist content knowledge required; in most cases the current process seems to cater to this well (ASPA Inc, 2014, p. 9).

APPA believes primary teachers must be 'specialists' in all subject areas. The association offers the following in relation to specialisation:

This means high academic achievement must be a prerequisite for entry into a primary initial teacher

education course so that pre-service teachers have strong foundational knowledge in some subjects and the capacity to rapidly acquire it in the others. Where specialists are employed in primary schools (e.g. Physical Education, Music and Languages in some jurisdictions) they are most effective when they work with classroom teachers to enhance existing teaching and learning programs (2014, p. 10).

In terms of content, primary teachers must have deep understanding of the principles that underpin the content in all subject areas while secondary teachers require deep and extensive understanding in their chosen subjects. This difference must be reflected in the design of their courses (2014, p. 9).

Furthermore, APPA has two significant concerns about any move to a subject specialised primary teacher workforce.

Firstly, primary principals believe the bond between primary students and their teacher is an important influence on a student's development as a successful learner, a confident and creative individual, and an active and informed citizen. This relational aspect of the primary teacher's work with children cannot be overstated.

Secondly, APPA is seriously concerned that the reality of staffing the majority of Australia's primary schools (i.e. small, rural, remote schools), means over-specialisation of graduate teachers would result in many schools having a teaching staff with inadequate capacity to teach all the core areas: literacy, numeracy, science and humanities. This situation would disadvantage significant numbers of primary school students.

The final point is that secondary schools require teachers with specialist knowledge in at least two subject areas and, ideally, those subject areas where there is a shortage of teachers should be prioritised and targeted where possible.

Current Practice

APPA Survey: "Are New Teachers Ready for the Demands of Your School?"

In order to gather evidence about current practice in initial teacher education, APPA surveyed practising primary school principals. Several workshops were also conducted with primary principals in New South Wales/ Australian Capital Territory and Western Australia and feedback was requested from the executives of APPA and the state and territory primary principals associations.

State and territory principal associations distributed the survey to school principals on behalf of APPA. Seeking principals who had employed graduate teachers or had them deployed to their schools in the last two years, the survey received over 530 completed responses. (Data from the survey can be found in the appendices to this paper.)

The survey received responses from all states and territories though these rates varied due to a range of factors including time of year (end of term, reports, communication effectiveness), principal workload and whether a school had employed graduate teachers over the last two years. It should be recognised that many smaller schools would not employ new graduate teachers within a two-year period.

Responses were received from schools across a range of settings (metropolitan, regional, remote and very remote) though, as mentioned, fewer graduates are deployed, by most systems, to remote or very remote schools and that smaller schools employ fewer graduates (See Appendix 8).

The survey asked principals to indicate the number of graduate teachers employed in their school in the last two years. It was apparent from the survey that graduate teachers make a considerable contribution to the workforce in many primary schools.

These data indicate that the responses bring together a wide range of Australian primary school leaders and that many have valuable experience in working with graduate teachers. It is not possible to draw definitive conclusions from the data about the satisfaction levels of respondents by jurisdiction, sector, size of school or geographic location.

In completing the survey, principals were asked to rank graduates on a scale of 1 – 6 where 1 is ‘no evidence or understanding’ and 6 is equal to ‘excellent preparation and consistent practice’ (See Appendix 1 for a copy of the survey instructions.)

Survey topics

The teaching practice topics addressed in the survey were:

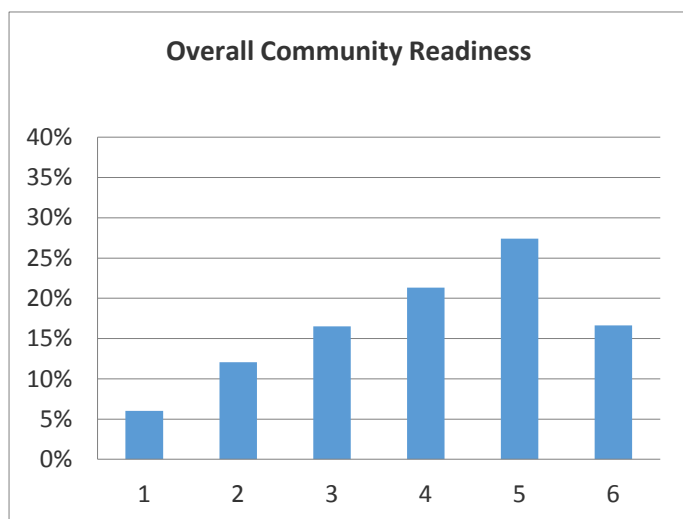
1. Community Readiness
2. Curriculum Knowledge and Pedagogy
3. Classroom Management
4. Communication Skills
5. School Values and Mission

There was also a section that addressed satisfaction with the initial teacher education course offered by the graduate student’s university.

Each section contained a set of questions that sought responses to particular elements of the topic.

Community Readiness

Community readiness explored the graduate’s initial relationship with the school and its community, the graduate’s planning and preparation for teaching at the school, and the graduate’s ability to communicate effectively with students, colleagues and parents (See Appendix 2).

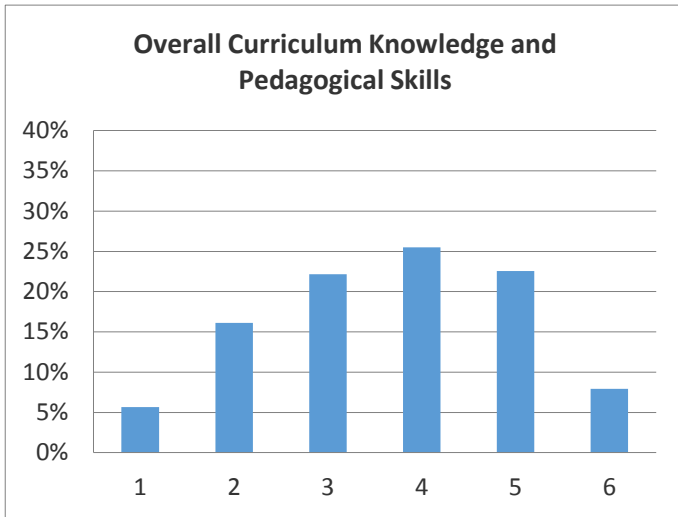


It is noteworthy that 65% of respondents rated graduate teacher preparation for engagement with the community in the 4 – 6 range. However, as many as 18% found graduate teachers displayed limited evidence or understanding of the topic (1 -2 range).

The principals’ association workshops supported these responses with comments such as the need for courses to build an awareness of, and skills, in communicating with parents; ensure professional conduct and presentation; and, expand the skills required to work in teams and with different teachers.

Curriculum Knowledge and Pedagogy

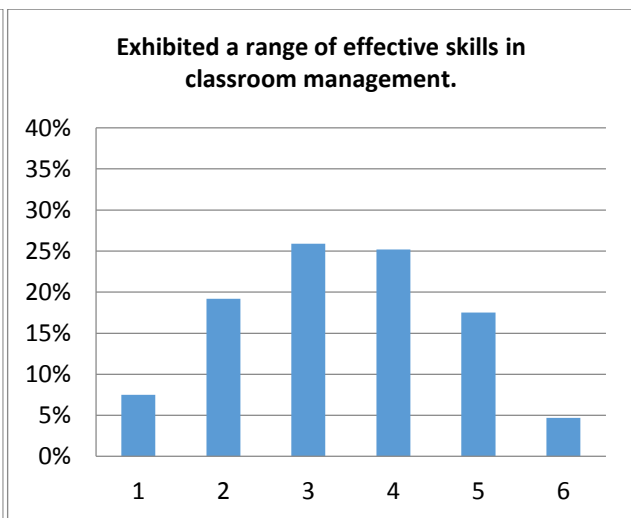
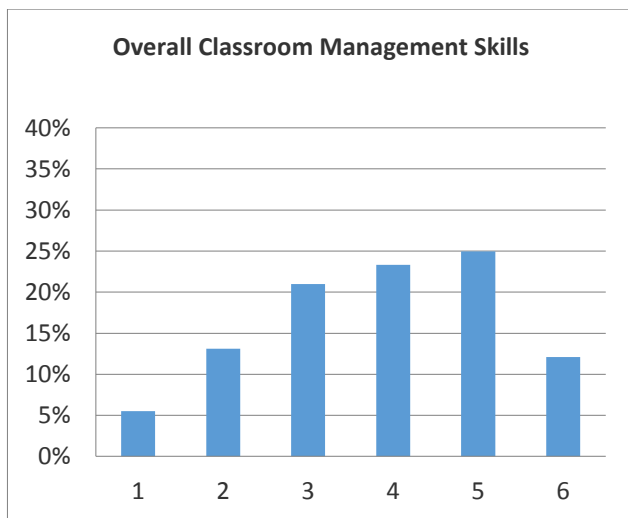
Curriculum knowledge and pedagogy explored the graduate’s knowledge, understanding and ability to implement the primary school curriculum; use effective pedagogy; and, hold sound knowledge of child development (See Appendix 3). The survey showed that almost half of respondents rated graduate teachers’ curriculum knowledge and pedagogical skills as 1 - 3. It is further noted that less than 8% gave the highest rating.



The principals' association workshops reinforced survey responses with comments urging initial teaching education courses to focus on graduates being trained in the 'art of teaching' (i.e. pedagogy, content delivery and knowledge of the Australian Curriculum); effective strategies for engaging students in learning (e.g. differentiation, assessment and feedback); and a closer relationship between theory and practice that incorporates quality teaching practicum experiences. The explicit teaching of reading was seen as a key course component as was gaining a deep understanding of child psychology and development.

Classroom Management

The statements and responses associated with Classroom Management explored the skills to manage and interact with students in a professional and engaging way, and understanding the professional requirements of being a teacher (See Appendix 4).



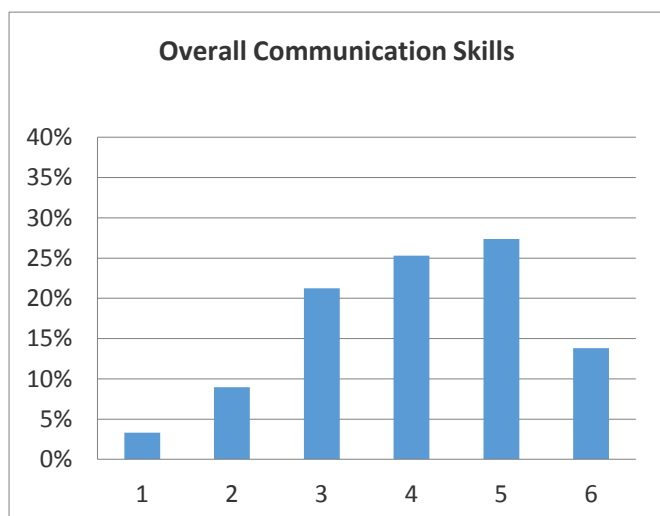
The responses to 'exhibiting a range of effective skills in classroom management' indicated that graduate teacher understanding of this critical aspect is not strong (i.e. over half rated 3 or below). It is also observed that less than a quarter of graduate teachers are rated in the 5 – 6 range in being able to apply effective skills in classroom management.

The principals' association workshops reported comments such as:

- Ensure course content covers practical, proven and effective teaching skills.
- 'Survival' skills in the early years should be a component of the initial teacher education course.
- Beginning from the first semester, increase time in schools as the course progresses. (Ideally, initial teacher education students would be in schools every week building classroom management and other foundational teaching skills.)

Communication Skills

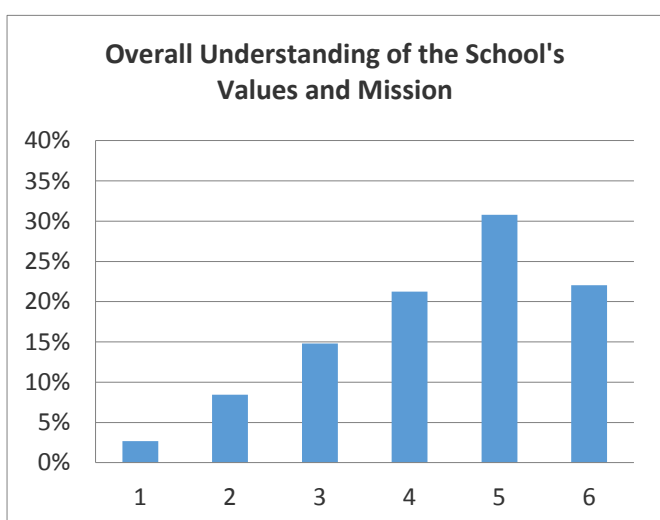
Communication skills explored areas involving the graduate teacher's oral and written communication skills. An ability to communicate effectively and build positive relationships with students, parents and colleagues was covered (See Appendix 5).



The manner in which teachers communicate with their students affects student learning and behaviour. It is recognised that there is 'overlap' between classroom management and communication skills. However, the data indicates that principals have concerns around the communication skills of a significant number of graduate teachers.

The principals' association workshops identified the need for initial teacher education courses to focus upon skills in communication especially around report writing, holding parent meetings and interviews, and relationship-building strategies.

School Values and Mission



School values and mission looked at the graduate's willingness to seek advice, gain knowledge of the school community and its direction, and demonstrate the school's values and mission through action and behaviour (See Appendix 6).

Overall, the ratings for graduate teachers' understanding of the school values and mission are higher than for other areas addressed in this survey.

The principals' association workshops offered the following observations:

- Students seemed to lack resilience – especially when given feedback that requires improvement in performance.
- As they begin their time in schools, graduate teachers need mentors that support their understanding of the school's values and mission.
- What graduates learn at university needs to reflect the reality of the school setting.

The University

Under this area, principals were asked to rate their satisfaction of the university's initial teacher education course in relation to the graduate teacher (See Appendix 7).

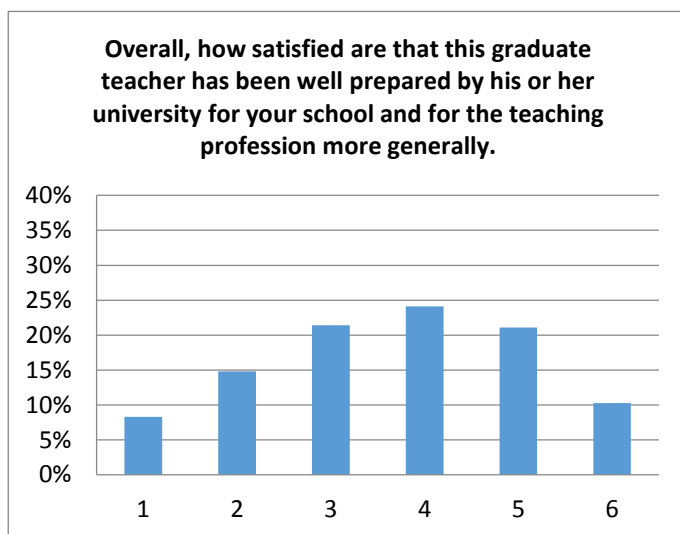
The survey indicated that almost half of respondents reported inadequate preparation (1 – 3 range) by the graduate teacher's university.

Below is a sample of comments from principals regarding their particular graduate teacher's preparation.

Some respondents had a high regard for their graduate teacher's preparation:

Two four year trained graduates 2014, two Grad Dip graduates 2014. All retained in the school 2015, excellent graduate teachers.

All recent graduate teachers I have had contact with have been excellent teachers and great communicators.



Many respondents said universities were doing a good job in preparing graduates but more classroom experience was needed before graduation:

Generally well prepared just needed more experience of own class.

Masters program seemed to be the problem as not enough practical experience.

Many respondents spoke of significant gaps in teacher preparation.

Graduates need to be more skilled in quality teaching of English and Mathematics.

Learning within the teaching profession including professional experience has been more valuable in preparing for the role of graduate teacher. Developing a greater understanding of syllabus documents and how to apply this into classroom practice. A greater depth of understanding of informal, formal, diagnostic, formative and summative approaches at University would prepare students for the demands of classroom practice.

Some respondents were very dissatisfied with teacher preparation:

In terms of what she knew about classroom manner, speaking with children, assessing capacity and teaching through know to unknown, I think she got the wrong diploma.

I'm not sure how this student ever graduated. No knowledge of anything related to a classroom or a school. This teacher has not been employed this year as a temp as last year was so disastrous.

These latter comments indicate the need to further investigate the comparative efficacy of different types of initial teacher education courses for preparing primary teachers who are classroom ready.

The Issues

The issues addressed in this paper arise from the background material and the survey, *Are New Teachers Ready for the Demands of Your School?* There are also issues that arise as a result of the Government's response to TEMAG.

A particular issue arising from the background material is the degree of specialisation in initial teacher education courses. There is no argument that senior secondary teachers must have deep specialist knowledge of their subject. ASPA expressed the view that the current initial teacher education arrangements provided the appropriate level of specialisation.

AHISA pointed out that with the rise of middle schooling and increasing numbers of Foundation to Year 12 schools, the difference between primary and secondary teachers is becoming less distinct. They report that

for many of their members the split between primary and secondary teacher training appears to be increasingly irrelevant.

All associations believe deep content knowledge based on the Australian Curriculum is necessary for all Australian teachers. APPA strongly advocates that primary teacher preparation must equip graduates with the knowledge and understanding of how to teach the content of all subjects in the primary years' Australian Curriculum.

This is not to say that some specialisation, in the form of a degree major or elective selection, is not appropriate. APPA believes primary teachers should have high-level knowledge and skills in one of the key learning areas of the primary curriculum.

A large and growing number of secondary schools are offering Vocational Education and Training courses at the Certificate I or II levels. These courses require the teacher to have a Certificate IV qualification.

On the issue of how to attract more students and teachers into specialist STEM subjects, peak associations are unanimous in their concern that there would be unintended consequences of any move to make such studies mandatory for all senior secondary students. These might include an exacerbation of the limited supply of the qualified enthusiastic teachers needed to engage students with these subjects.

Other issues

The survey responses reported in this paper raise a number of serious issues.

1. All successful teacher preparation is predicated upon having students with the necessary personal qualities for the profession. There is evidence of this occurring through self-selection when survey respondents report 79% of graduates have appropriate professional dress and deportment, 77% worked positively with staff and 75% understood and acted on the need to seek support. Peak associations believe these percentages would be higher if initial teacher education student selection required applicants to demonstrate evidence of appropriate personal qualities.
2. Graduate teachers are not adequately prepared to teach without significant levels of support. They are not classroom ready. For example, over half of graduate (primary) teachers could not:
 - a. teach reading (54%) and mathematics (51%) to a reasonable level;
 - b. plan effective lessons (53%);
 - c. deliver lessons that catered for the range of student needs (60%); and,
 - d. design or implement valid assessment (59%).
3. The ability to manage student behaviour is an essential skill for graduate teachers. This survey reports that 40% of respondents had worked with graduates who had inadequate behaviour management skills.
4. There have been strong representations over a long period of time from peak associations for more meaningful partnerships between universities and schools. If these existed and universities played a role in graduate teacher induction, far fewer than 55% of graduate teachers would be reported as not researching the school's community before appointment.
5. Numerous comments from respondents indicate alignment of theory and practice is a key principle of initial teacher education courses and should be evident from the very beginning of the course.

The above issues and figures indicate serious shortcomings in many initial teacher education courses. There is a need for research to identify the courses, or elements of courses, that really work. Comments of this nature from respondents to the survey indicate they believe some initial teacher education courses are getting things right. Successes should provide the starting point for such an investigation.

We always look for grads from Notre Dame: we don't always get them, however it is always evident that they are the best prepared to enter the classroom and begin teaching and being a contributing member of staff.

I have employed 2 grad teachers from NZ and they have been the best. Please look at what NZ universities do with their courses.

Latrobe Mildura have worked very closely with the Primary Principals Association in Mildura to establish best practice in placements and the result is very effective.

We also have had students from the University of Sydney, New England and some others working at our school and they too were of a good standard. From my limited experience these early career teachers are well prepared.

Newcastle Uni have a very good undergraduate program, particularly the prac teaching component. I find with most graduates that they have a very good understanding of the curriculum and OK classroom management skills, but very little knowledge of the 'extras' that make up teaching. eg. how to organise a sport carnival, how to write reports etc.

The final issue highlighted by the survey is the low satisfaction many school leaders have for the initial teacher education courses the graduate teachers they work with have experienced. Around a third gave a high ranking of 5 or 6. However, approximately 45% rated the preparation 3 or below. It is impossible to envisage any other profession where this situation would be allowed to occur, much less continue.

Many of the elements that together produce the above issues must be addressed through changes in the structure and content of initial teacher education courses, especially literacy and numeracy teaching skills. However, others will need additional reforms in the way students are selected for initial teacher education courses, including an assessment of intrapersonal and interpersonal skills. Finally, there are elements that are best addressed through effective induction by schools in conjunction with universities (i.e. engagement with the profession).

Recommendations

In its response to TEMAG, the Australian Government made clear its intention to ensure graduate teachers are classroom ready by way of more rigorous initial teacher education course accreditation processes.

To drive high expectations of teaching and lift confidence in the preparation of all new teachers, the Government will instruct AITSL to develop explicit instructions and supporting information that make clear exactly what universities need to provide to gain course accreditation. This information will need to include why each course has been designed the way it has and provide the evidence that this will ensure their teacher education students possess the knowledge and skills they need to be successful in the classroom. Particular attention must be given to the skills needed for data collection and analysis in student assessment, engaging with parents and teaching literacy, especially phonemic awareness and phonics, and numeracy (2015, p. 5).

This paper presents the following recommendations for consideration.

Accreditation of initial teacher education courses occurs when the following has been achieved:

- 1. All students undertake courses that cover a nationally consistent approach to literacy and numeracy pedagogy.**
- 2. Courses in primary teaching cover all the learning areas in the Australian Curriculum and focus upon delivering integrated units of work in a range of settings and circumstances.**
- 3. Courses in primary teaching have nationally consistent and comprehensive units focussed on the effective teaching of reading.**
- 4. Courses teach consistent and evidence-based approaches to developing communication and interpersonal skills, classroom management, student behaviour management and teaching students with disabilities.**
- 5. Courses cover the social and emotional dimensions of child development, moral and ethical behaviour, and how to teach students to act responsibly as citizens within a community.**
- 6. Courses promote the understanding and development of skills that take account of student diversity and needs.**
- 7. Courses teach innovative and effective use of technology, and have an appropriate sequence of experiential learnings to ensure students acquire planning, implementation and assessment skills in all learning areas.**
- 8. Courses address the AITSL professional standards.**
- 9. Courses inform students of the national, state and territory education architecture (AITSL, ACARA, registration authorities, Departments of Education, Catholic systemic structures and Funding authorities, professional associations, unions, etc).**
- 10. Courses facilitate student transition into the profession through employment in schools.**
- 11. Pedagogical approaches taught in courses are supported by research-based evidence of efficacy.**
- 12. Student selection prevents entry of students requiring remedial literacy or numeracy courses.**
- 13. All students in primary and generalist secondary courses study majors in at least one of the key learning areas of the Australian curriculum areas (literacy, numeracy, science, humanities).**
- 14. Teachers undertaking a secondary teaching qualification be able to complete a Certificate IV as part of that qualification.**

This paper also recommends the following:

- 15. AITSL provides an annual report on the implementation and effectiveness of changes to initial teacher education courses.**
- 16. Online initial teacher education courses effectively integrate theory and practice, and contain a reasonable face-to-face component.**
- 17. The Commonwealth Government, in consultation with State and Territory governments, establishes bonded scholarships targeting areas of need (location, skills shortage, subject).**

Concluding comment

In providing this discussion paper and the recommendations contained within, the peak principals associations demonstrate their ongoing interest in ensuring that Australian universities fully prepare teachers for the classroom. All peak associations are committed to working with AITSL to implement the Government's initial teacher education agenda in ways that most benefit students and are helpful to schools. Indeed, high quality teacher preparation is viewed as vital for Australia's future as a successful country and cohesive society.

Appendix 1: Survey Instructions

Dear Colleagues

The Australian Primary Principal Association (APPA) is writing a paper on graduate teachers being classroom ready and needs your 'on the ground' views on how well our teachers are prepared by universities for the classroom.

I invite you to participate in this short survey – *Are New Teachers Ready for the Demands of Your School?* In completing the survey you are welcome to collaborate with your beginning teacher coordinator or other school leader responsible for graduate teachers. Please base your responses on one randomly selected graduate who began teaching in your school this or last year. As best you can, when completing the survey, reflect upon the graduate teacher during his or her first term at your school.

We envisage the survey will take about 15 – 20 minutes to complete.

Thank you for your ongoing support and know that your contribution will help us make a difference to primary education long into the future.

Dennis Yarrington
APPA President

How to fill out the survey

Please choose the appropriate spot on the scale of 1-6

Suggested values are on the continuum where

1 = no evidence or understanding

6 = excellent preparation and consistent practice

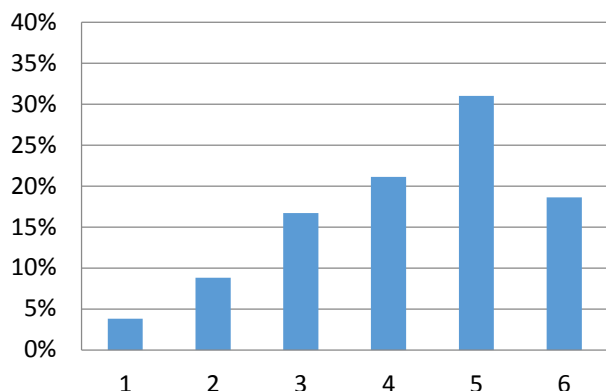
Please add your comments in spaces provided through the survey.

Appendix 2: Part A – Community Readiness

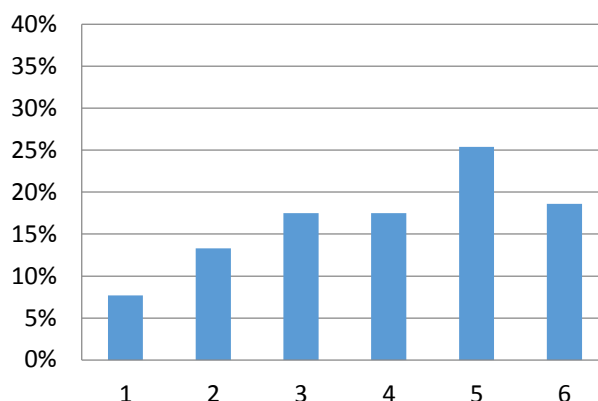
1 = no evidence or understanding

6 = excellent preparation and consistent practice

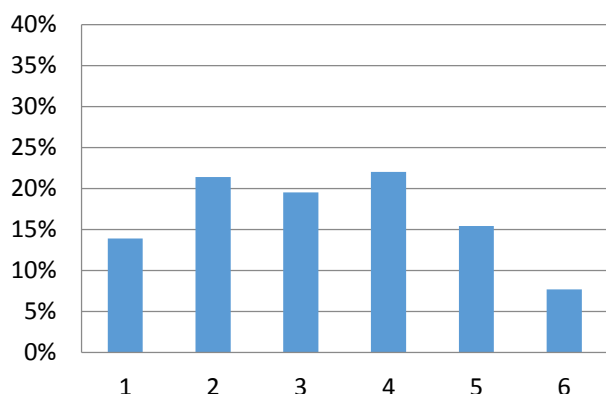
1. Communicated efficiently and effectively with your school prior to the appointed first day of teaching.



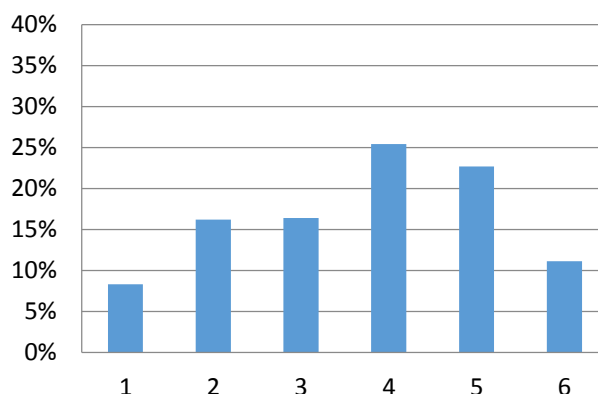
2. Prepared the classroom, checked equipment and resources, created class lists, etc well in advance of the first day of teaching.



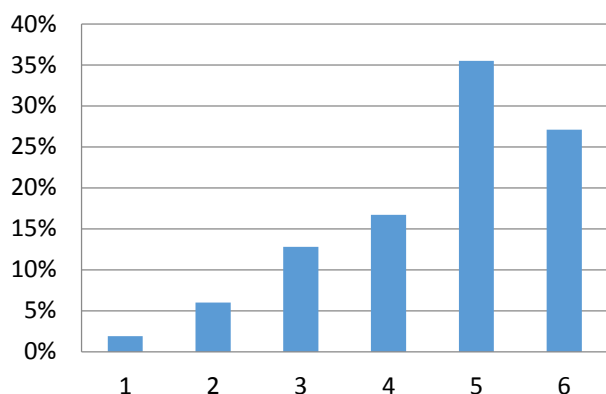
3. Researched and understood the uniqueness of the community – its values, context and needs – prior to commencing.



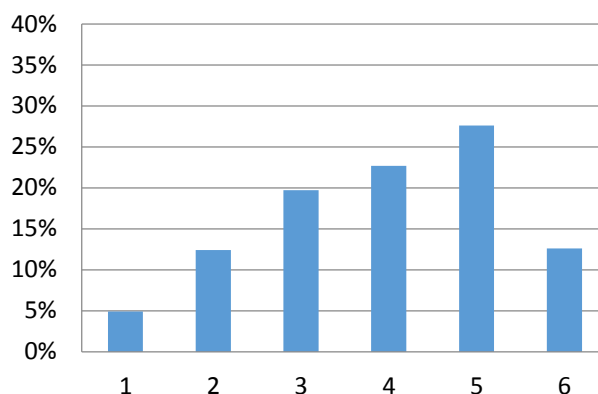
4. Understood what was required to become a respected and valued member of the school and wider community.

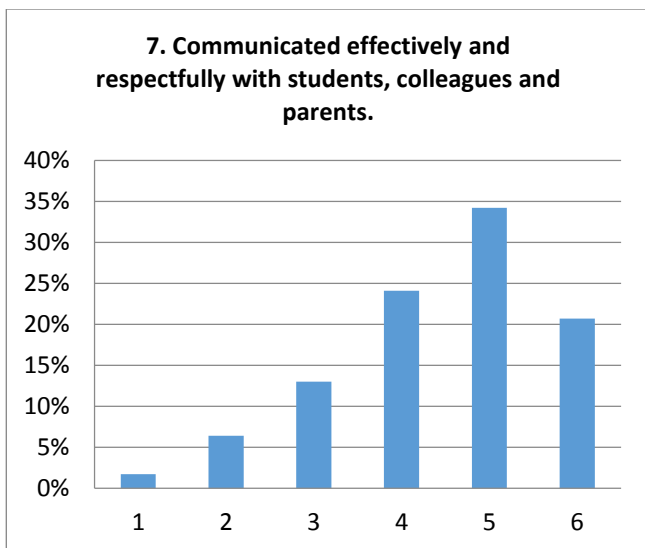


5. Presented professionally in both manner and attire.



6. Recognised and acted upon the need to work and be in partnership with parents.





Sample Comments

Our focus was to engage an outstanding young teacher. We are very pleased that we have succeeded.

More work is required in how to deal with parents, particularly one on one parent meetings.

I find that graduate teachers need more time in the school environment. They are not prepared for the work load and the extra requirements once they take up a position. Many think it is an 8.30 to 3.30 job. They think more about their DOTT times and what they are not getting, are not flexible and able to see the big picture mainly because they have not had enough time in the school. I found the students that had spent time weekly in the classroom stood out and were more able to cope.

Building relationships with parents and other staff members was a skill decidedly lacking.

Graduate teachers have little experience in dealing with the community and have not been taught the skills to do this. When on prac they may not be involved in community engagement, due to the timing of their prac, or belief that when on prac they don't do out of hour events (eg. reporting evening).

The area of concern for me is there seems to be very little preparation in respect to how to speak as a partner with parents in their child's education. I get that as a new graduate you feel empowered by the position but often not enough credit is given for the parenting skills.

My graduate teacher was very nervous and anxious when dealing with parents and the community. She would sometimes avoid any communication that wasn't necessary, so was not seen to make any effort to be 'friendly'. They saw this as a weakness and began to talk amongst themselves about her perceived inadequacies. She has found it difficult to regain confidence.

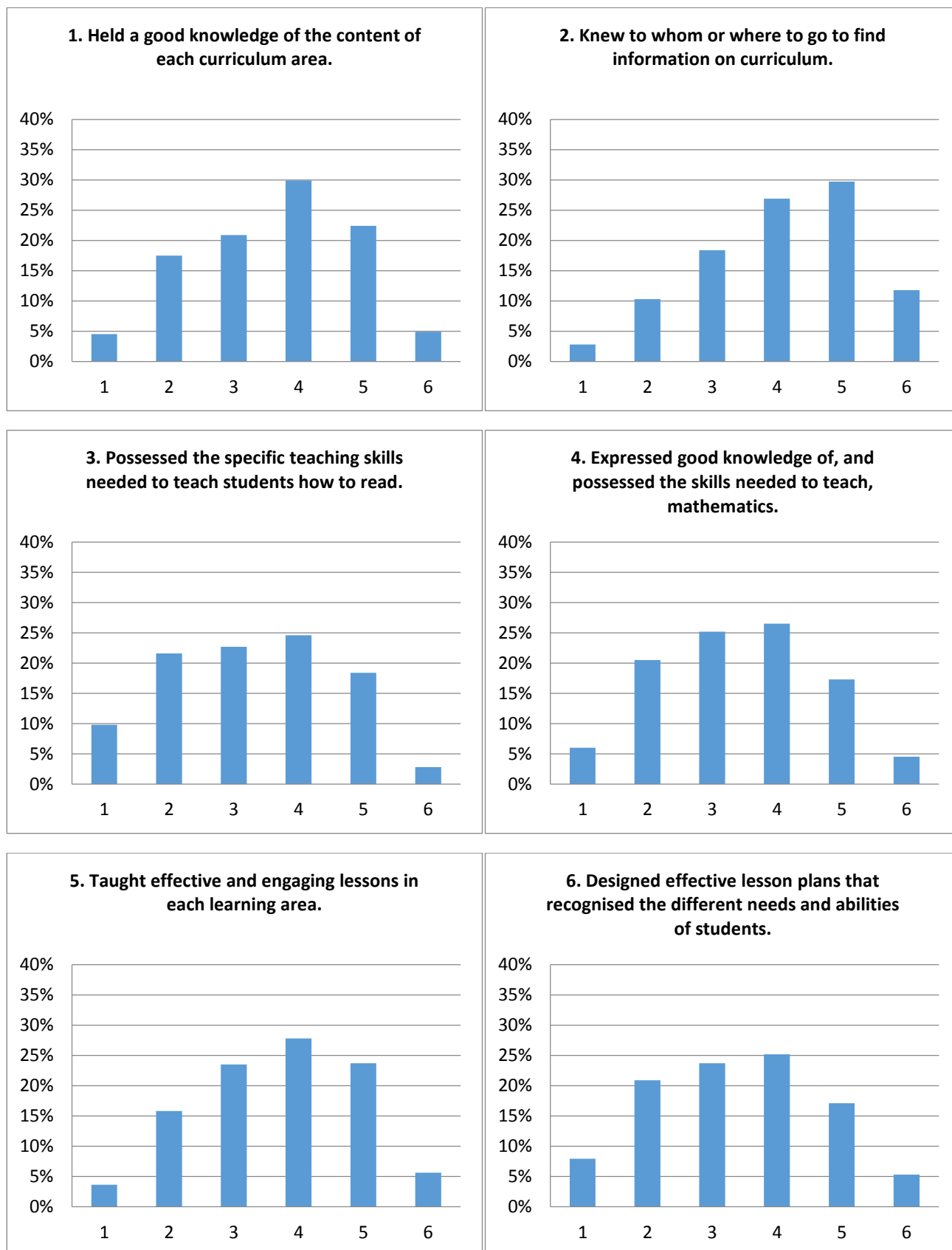
Graduate teachers are (understandably) too focused on their classroom and only their classroom to have spare brain space to realise the wider implications of teaching partnerships and necessary extra relationships.

The Graduates that we have had over the last couple of years have been excellent. One of the areas that I believe they lack readiness in is dealing with difficult/challenging parents (as many staff do). At times parents present with mental health/drug related issues, unreasonable expectations and demands or challenging behaviours. Young teachers are vulnerable to such parents.

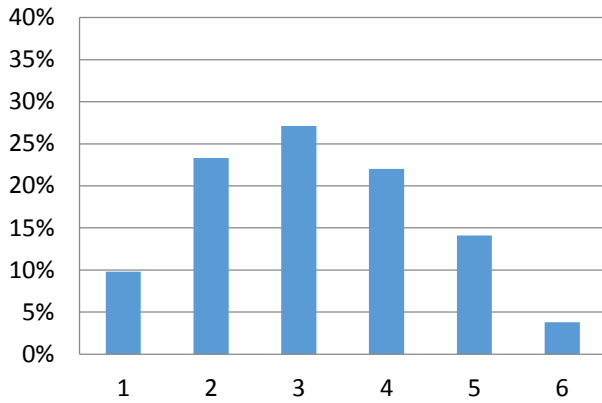
Appendix 3: Part B – Curriculum Knowledge and Pedagogy

1 = no evidence or understanding

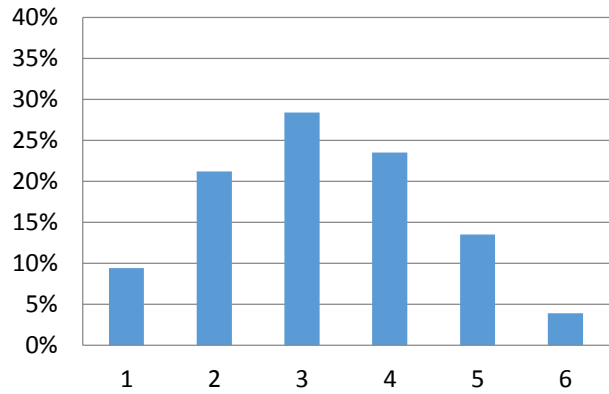
6 = excellent preparation and consistent practice



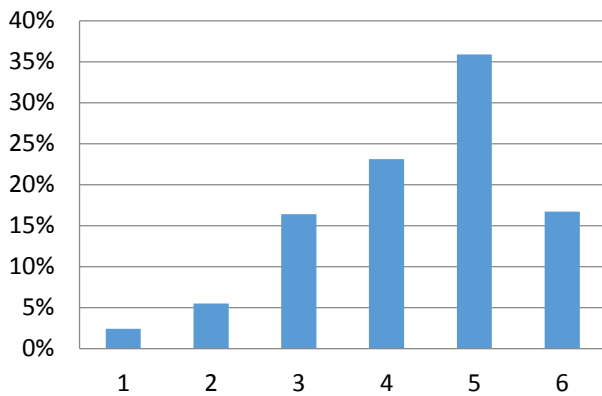
7. Delivered lessons that recognised the different learning styles of students and displayed the capacity to 'change direction' quickly.



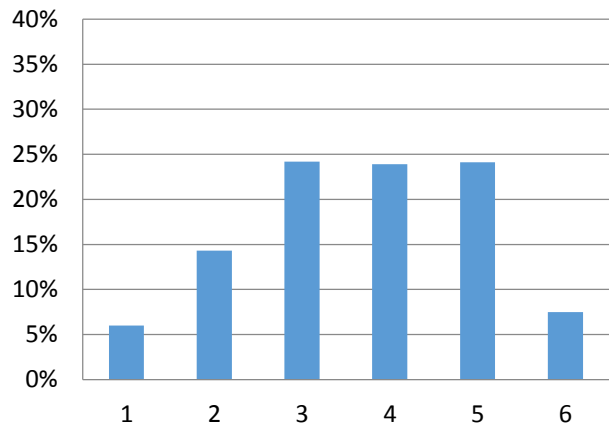
8. Utilised a range of valid assessment techniques applicable to the individual and student cohort.



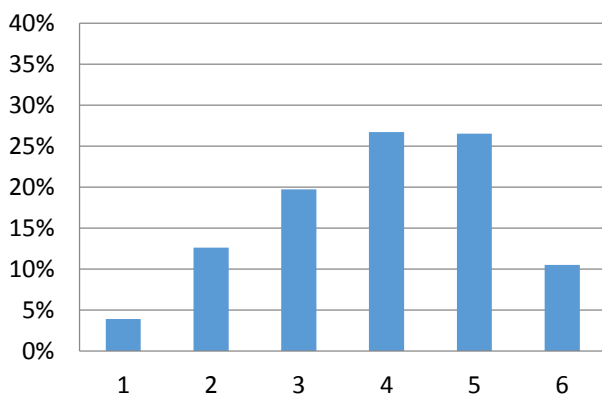
9. Valued each student's effort and contribution.



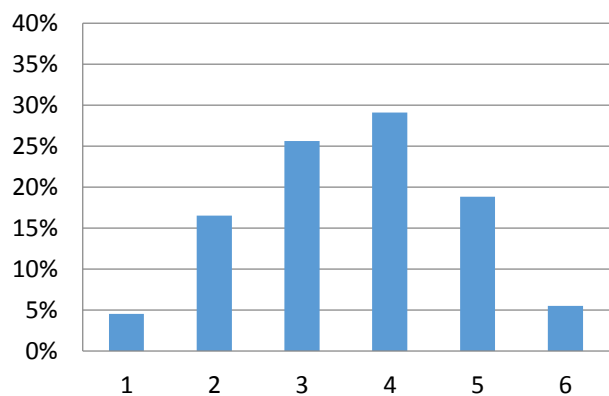
10. Maintained timely and accurate records of individual student progress.

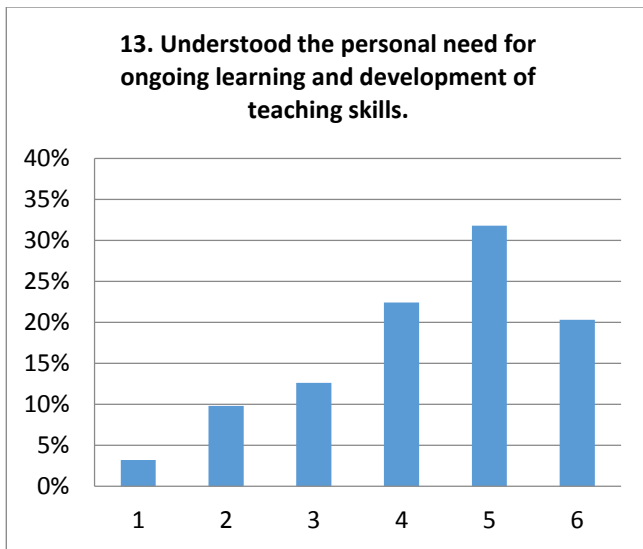


11. Held high expectations for the learning achievement of each student and the class generally.



12. Displayed a good knowledge of child development and its relationship to effective teaching.





Sample Comments

Very Good! Speaks the language and utilises effective pedagogy. Also, willing to take advice.

A very strong communicator with excellent understanding of the curriculum. A strong mentor was appointed and the graduate always been prepared to ask for assistance.

All graduate teachers at our school are provided with ongoing PL support in Literacy and Maths. They are directly supported by the Deputy Head to ensure that programming and planning is routinely up to date and relevant to each child.

Lack of how to design and implement a lesson to meet the needs of all students. Is dependent on worksheets. Marks or corrects work but unable to provide descriptive feedback or feed forward.

Our graduate attended specific PL to gain skills and information pertinent to our school setting. She also worked in tandem with an experienced teacher on a class which assisted her to gain further skills in curriculum planning.

Graduates are coming from University with very little knowledge of explicit teaching or the foundations of literacy and numeracy especially phonics and phonemic awareness.

The Graduate had little understanding of child development or the need to individualise the programme. The Graduate displayed a distinct lack of flexibility or responsiveness to individual needs.

Excellent curriculum knowledge but found the actual practice of meeting the needs of all students challenging and time consuming. Put a lot of time & effort into planning & teaching for all her class.

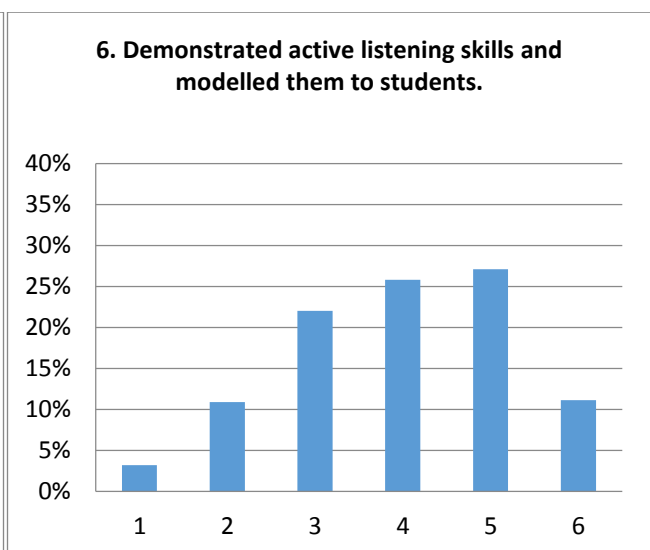
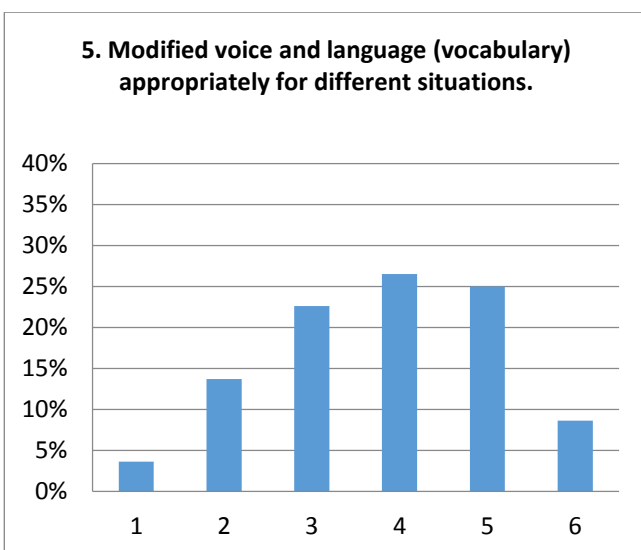
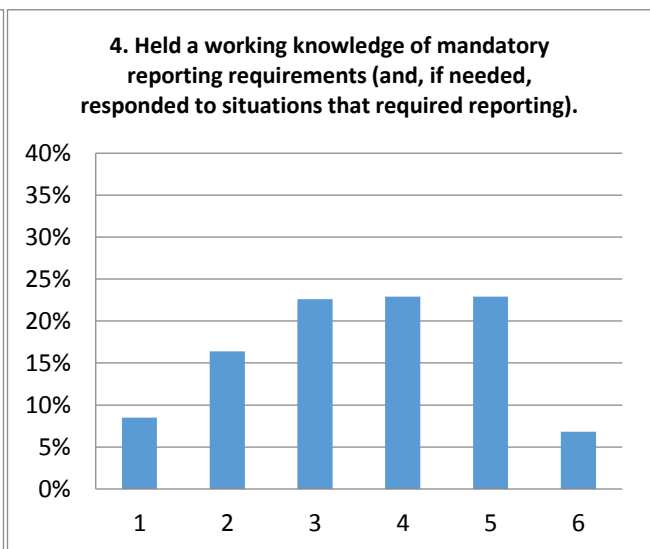
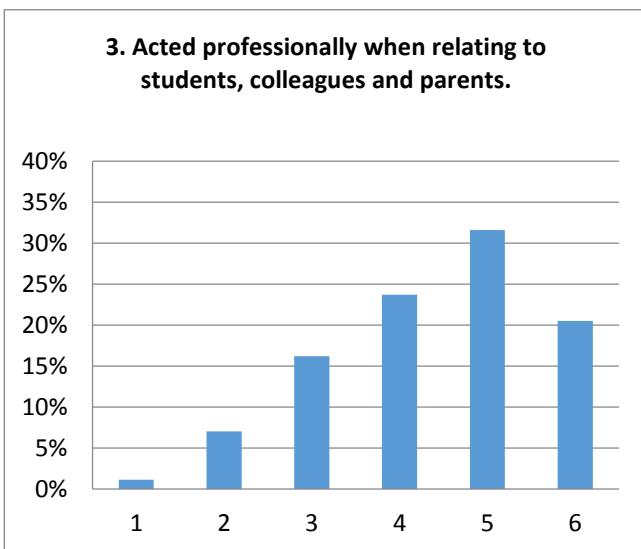
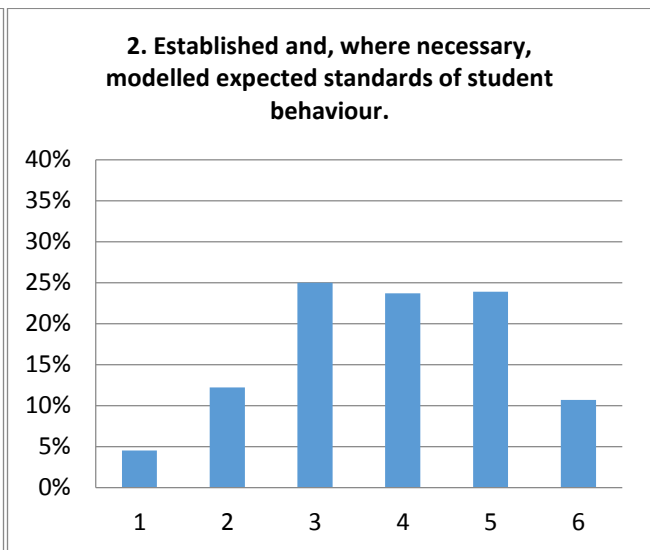
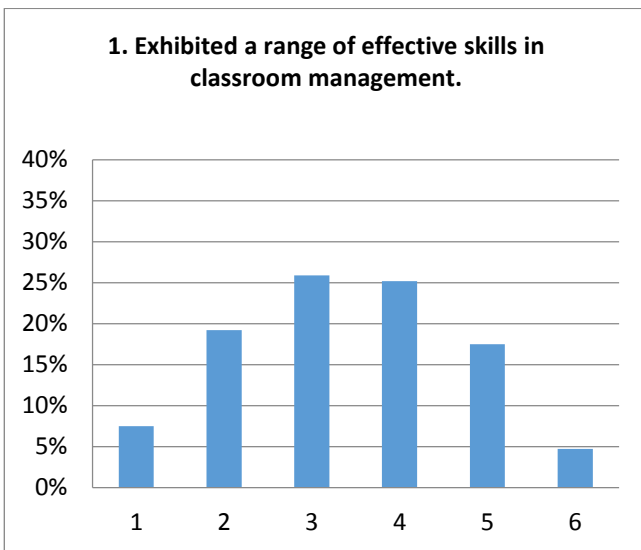
General curriculum knowledge good but lacked deep knowledge of outcomes and how these transferred to learning experiences and then trouble identifying gaps in learning. Some issues with consistent judgement and understanding the importance of data analysis and assessment to drive learning.

They have been fabulous people, but lack the basic skills to teach. It takes us huge time and money to support our new staff.

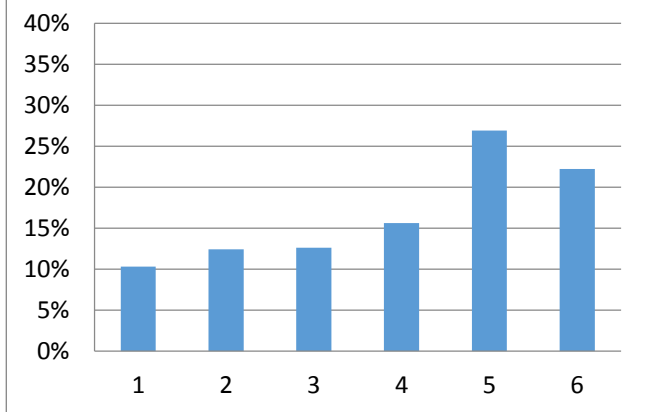
Appendix 4: Part C – Classroom Management

1 = no evidence or understanding

6 = excellent preparation and consistent practice



7. Recognised that teaching a primary class required significant additional work and preparation outside of normal school hours.



Sample Comments

The graduate worked in tandem with the teacher to meet parents/carers to review IEP's and Behaviour Management Plans. She became a partner contributing in this process. The school funded the graduate to attend a positive behaviour management PL.

Classroom management skills develop over time there is insufficient resourcing to support graduate teachers to develop these skills.

Classroom management skills were a significant deficit and considerable school resources were required in order to upskill this teacher to a level where teaching and learning could take place effectively. This meant that adequate levels of learning were not occurring from day one. This was the case with several of the graduates, many of whom had not experienced life beyond the metropolitan area before to any large extent and certainly not a remote setting.

I think that classroom management is largely learnt on the job and feel that it is understandable that they are 'not quite there' with behaviour management yet.

Even the best graduates have to work extremely hard in their first year and find teaching challenging.

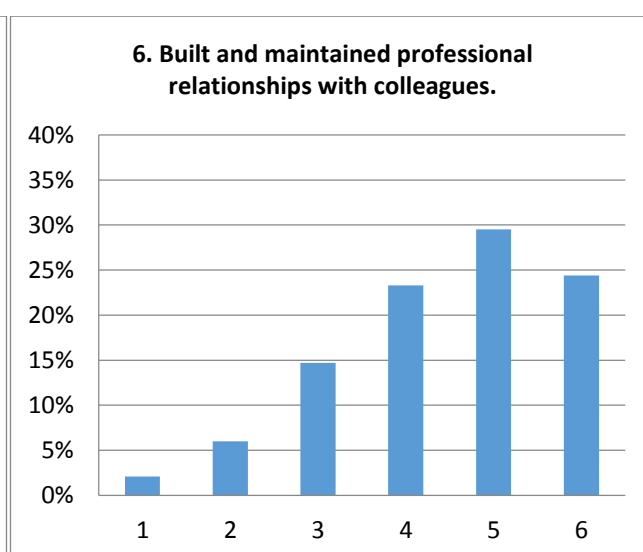
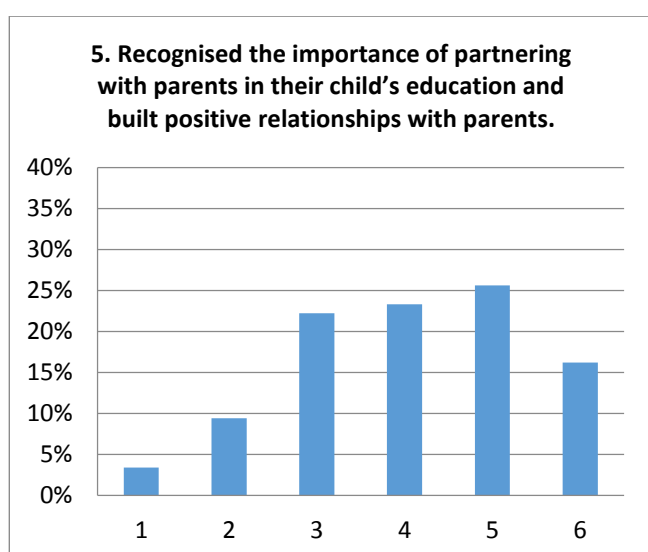
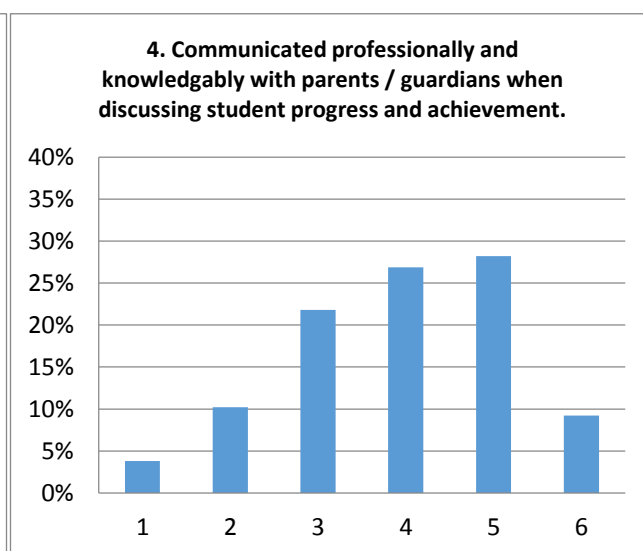
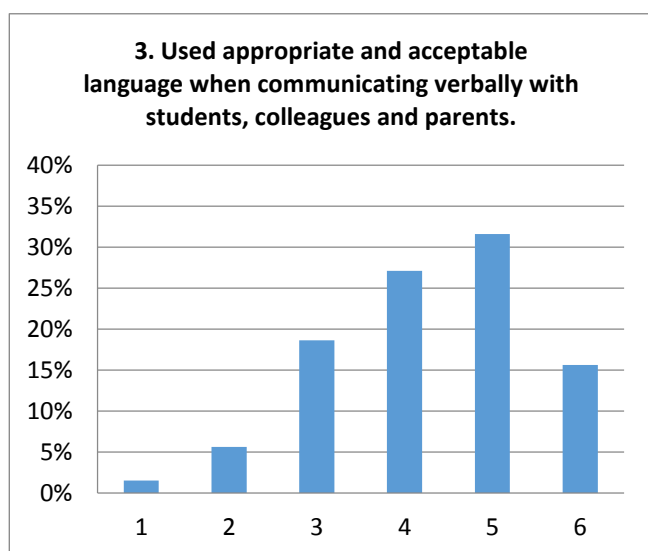
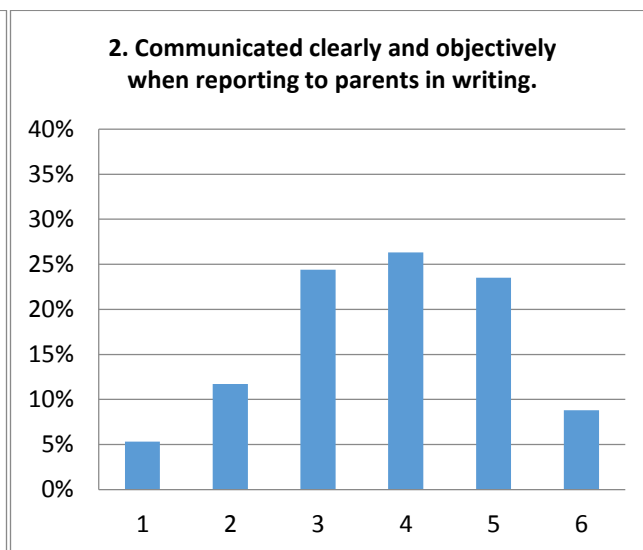
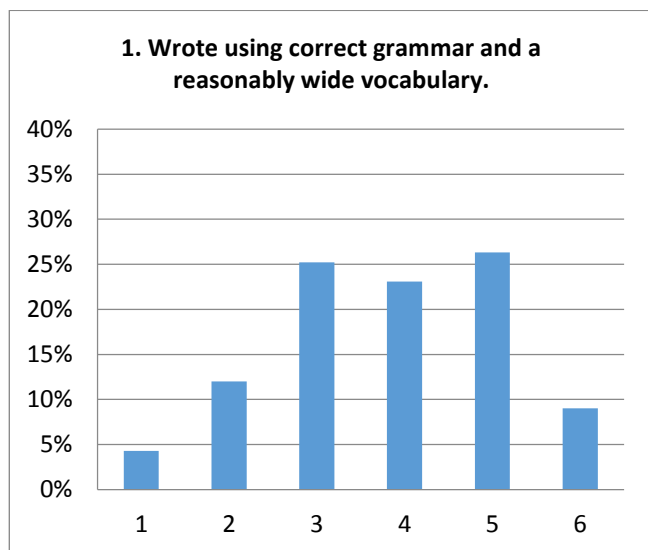
This graduate teacher demonstrated effective classroom management from the beginning. However, this is an exception to the norm. We have worked closely with our other graduates to build capacity in this area, through classroom profiling, planning meetings and guidance.

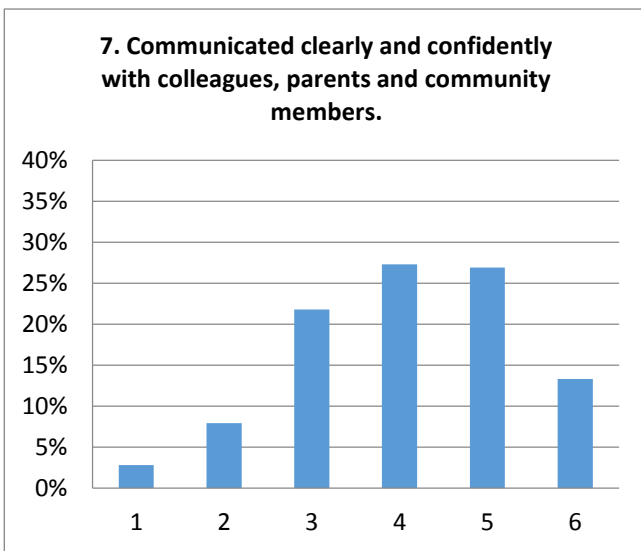
Children are constantly leaving the room and she doesn't even notice. She is allowing 6 year old boys to run the class.

Appendix 5: Part D – Communication Skills

1 = no evidence or understanding

6 = excellent preparation and consistent practice





Sample Comments

Has recently completed Semester Reports. These were very well constructed with insightful comments which displayed an excellent understanding of the achievements and needs of his students.

Graduate had appalling grammar & punctuation skills. Notes home and reports had to be redone several times before being acceptable.

The graduate is extremely confident when communicating with others, however at times she needs to be a little less confident and listen or observe a situation and then react or comment.

Effective communication with parents is an issue for many graduate teachers who sometimes feel unsure or threatened. This needs considerable support from graduate teacher mentors.

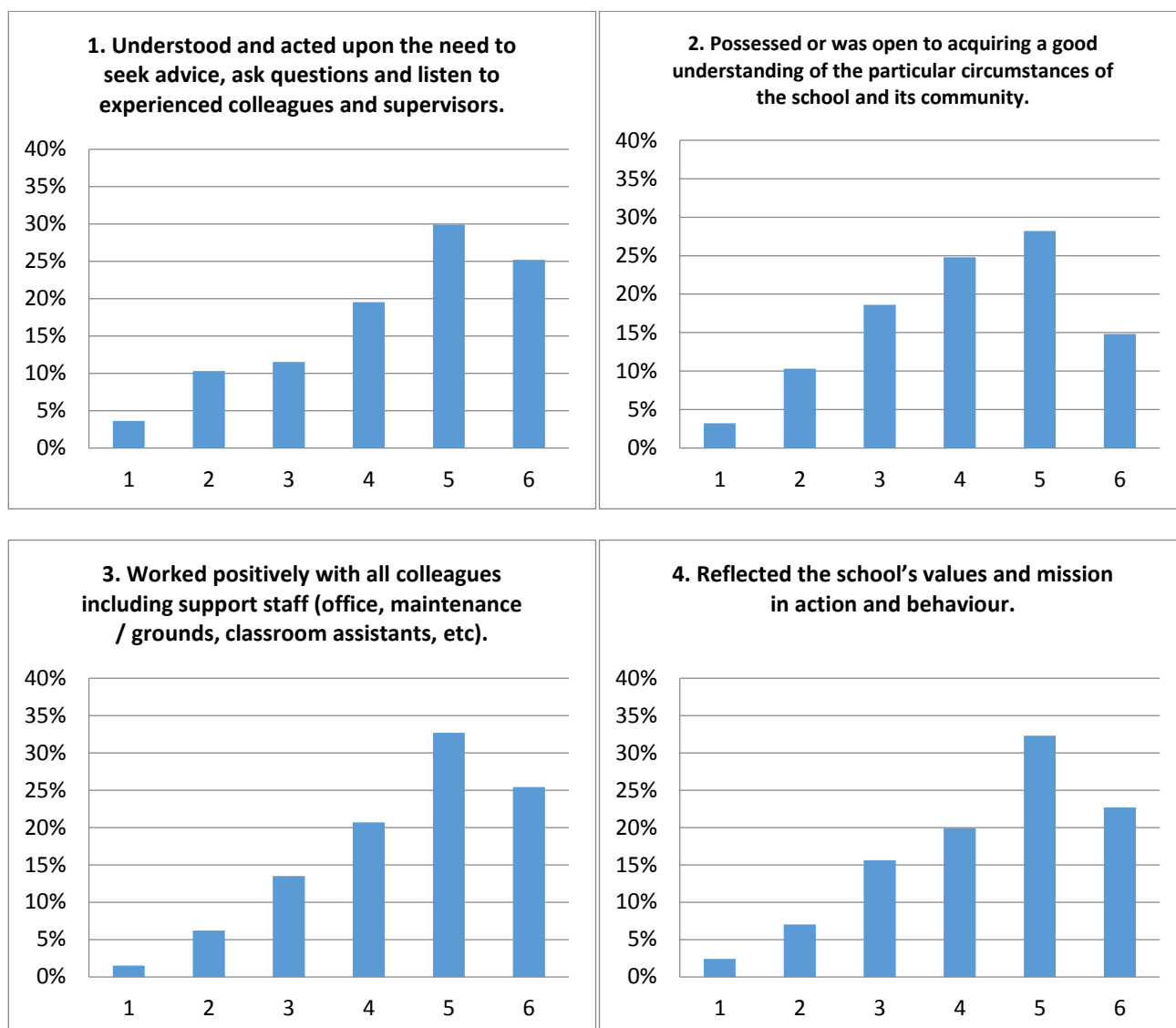
Much of the communication skills required for being a teacher and part of a team come with maturity and can't be taught. Many students learn these within their first year of teaching and being part of a supportive team. Again the student teacher needs to be open to new learning.

I find new graduates more articulate than their more experienced colleagues. They also are able to write reports and parent newsletters with better grammar and more meaningful information.

Appendix 6: Part E – School Values and Mission

1 = no evidence or understanding

6 = excellent preparation and consistent practice



Sample Comments

The school's values and mission were attended to a pupil free days prior to school commencing. Not sure if this had not been done that the graduate would have independently taken responsibility to research.

Comprehensive Induction processes are vital. They cannot be a single event but rather an ongoing set of meetings with an Executive member.

Graduate teachers act on and express their own personal values or views, or those learned at University, rather than learning the values of the school and school community.

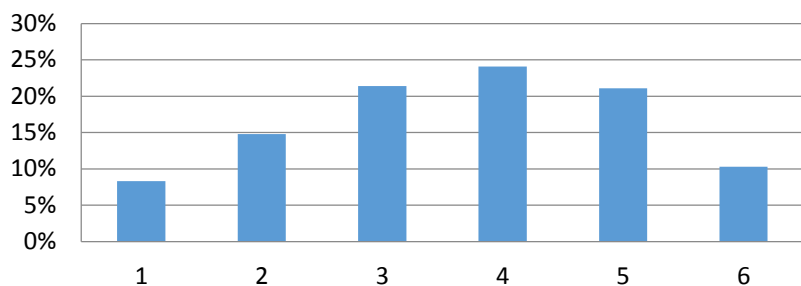
Graduate teachers often do not see the link between their work and the school's values and mission unless they have been actively involved in a school review or working with colleagues to develop a new annual implementation plan, where these are reviewed.

This was due to our school's induction program rather than the initiative of the beginning teacher.

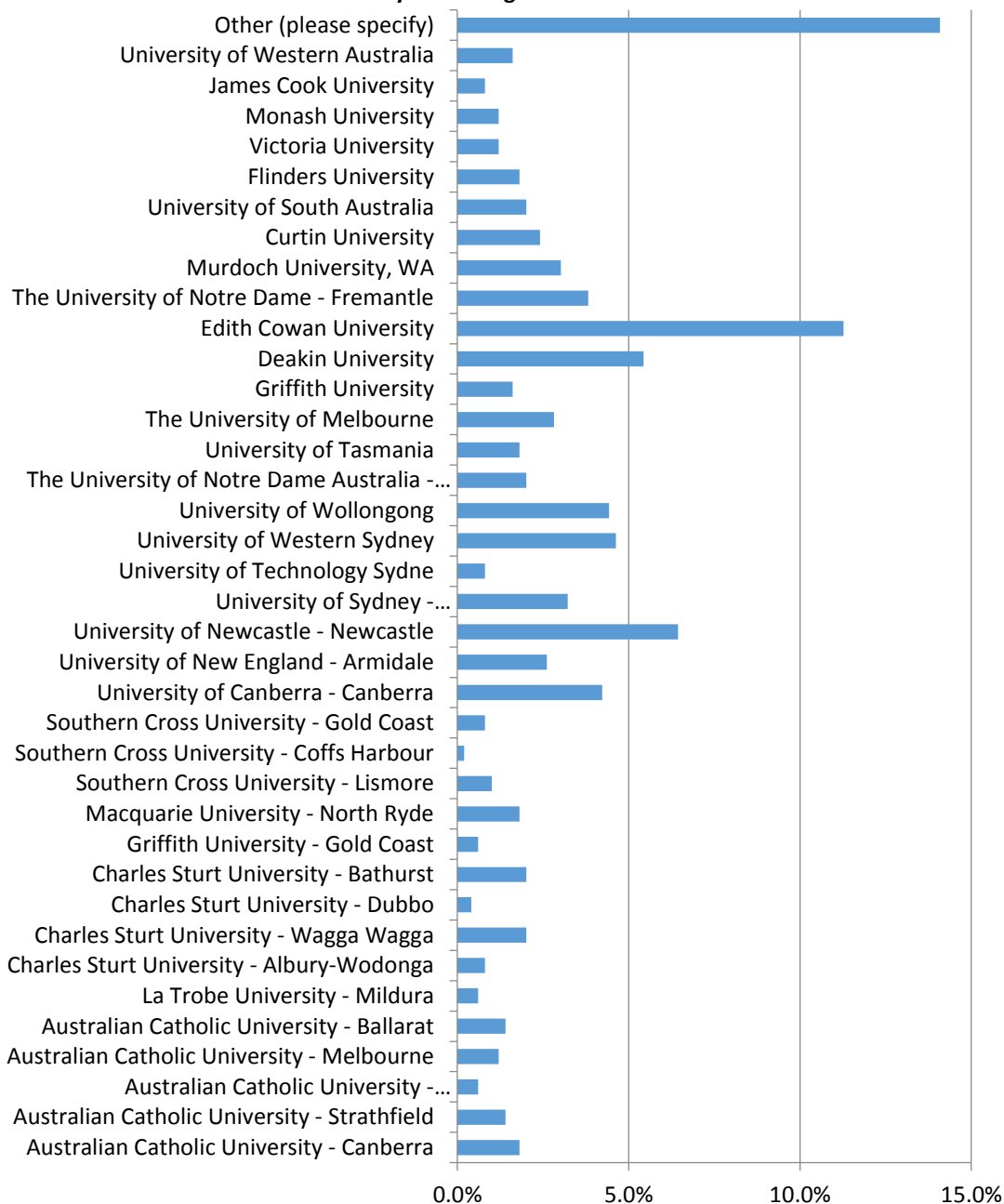
Appendix 7: Part F – The University

Overall, how satisfied are that this graduate teacher has been well prepared by his or her university for your school and for the teaching profession more generally.

1 = not at all satisfied
6 = extremely satisfied



Please select the university that this graduate teacher attended.



Appendix 8: Part G – The School Context

