

MEDIA RELEASE

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Collaboration key to implementing Teacher Education Review

The Release of the report *Next Steps: Report of the Quality Initial Teacher Education Review* recognises the complex and challenging task of supporting our teachers to ensure that education can work for all students. It acknowledges the role that the working conditions, the status of the profession, support for beginning teachers as well as investing in Initial Teacher Education, are interconnected to ensure our students are offered the best opportunities to grow and thrive at school, says Professor Michele Simons, President of the Australian Council of Deans of Education.

At its recent meeting, the Board of ACDE commended the framing of the Review in terms of highlighting the importance of collaboration across key stakeholders invested in finding profession-wide solutions to addressing these issues. 'All members of ACDE are committed to ensuring that Initial Teacher Education for prospective teachers is the best it can be. However, a focus on ITE alone cannot address profession-wide issues such as who is or is not attracted to teaching or matters such as the pay and working conditions of teachers, and career pathways that the profession affords them', Professor Simons said.

There are several recommendations within the report which will require significant collaborative work across state and federal jurisdictions, involving government, universities, and school system leaders to ensure that the intended outcomes are achieved. 'It will be important to ensure recommendations based on new quality measures do not run counter to the goal of increasing graduate teacher numbers, ITE program innovation and new pathways – careful implementation will be needed. And all this is occurring where teachers' professionalism and leadership has been at the forefront of our national response to the pandemic', Professor Simons said.

Member organisations of ACDE look forward to working with the Expert Panel to be led by Professor Mark Scott AO to find the best balance between the quest for evidence-led excellence in teacher education with the Review's aspiration to ensure the development of a diverse teaching workforce that is well equipped to meet the needs of all children and young people in our education system.

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