

ACDE

Australian Council of Deans of Education



Annual Report

2021-2022

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AUSTRALIAN COUNCIL OF DEANS OF EDUCATION

administration@acde.edu.au

www.acde.edu.au

About the Australian Council of Deans of Education

Our Business

The Australian Council of Deans of Education (ACDE) is the peak body representing all Australian universities and several of the private colleges that offer initial teacher education degrees.

Our Aspirations

ACDE works to ensure that Australia produces teacher graduates of the highest quality; has a strong teaching profession; and an inclusive and innovative education system that enhances learning and teaching.

ACDE works through

- Involvement in national projects
- Providing opportunities for consultation and participation
- Engaging with key stakeholders and the media on educational issues of national significance
- Building strategic collaborations

What does ACDE do?

- Provides members with a forum to debate, develop strategies and share professional learning
- Supports the funding, recognition and conduct of research in education and the training of researchers
- Encourages national conversations that enhance the public standing of the education profession and promote the importance of evidence-based practices and policies in teacher education
- Undertakes internationally recognised research and scholarship to support policy development partners with national organisations to influence education policy and practice.

President's Report

Professor Michele Simons

Western Sydney University



An Acknowledgement of Country is where other people acknowledge and show respect for the traditional Custodians of the lands upon which we gather. In that spirit of respect, I would like to acknowledge the traditional Custodians of the lands on which we meet and work as a Council of Deans. In doing so, I pay my respects to Aboriginal and Torres Strait Islander people as the first educators on these lands. I thank them for what we can learn from them about creating learning communities of purpose, safety and meaning.

As I come to the end of my term as President of ACDE, I look back on what has been a significant year for ACDE – characterised by change and continuity. Continuity is reflected in the challenges that constantly re-emerge about the status of teaching and the appetite for continued reform to ITE as a solution to many matters that lie outside of our control. It is also a time of change; after many months of careful work across the membership of ACDE, we have been able to commence the important tasks of reimagining and building partnerships with key partners in government and across the profession and to take our place in discussions of national importance to our work.

The last 12 months have also been significant for the work that has been completed to adopt recommendations made in the 2019 *ACDE Services – Survey Report* which required us to bring our expenditure into line with our income. We very sadly witnessed the departure of David Templeman and Tracey Langron, who supported the work of ACDE with dedication over a number of years. Under the leadership of Barney Dalgarno (Sectary/Treasurer) we have almost completed the task of relinquishing the offices we occupied in Canberra. These actions now mean the Council will be able to make decisions about the administrative arrangements most suited to the role that ACDE needs to play in the current context in which we find ourselves. We owe a debt of gratitude to Barney and to Carolyn Mc Donnell who has very ably supported this important work.

One of the most significant outcomes of the Review of Initial Teacher Education has been the ways which the Council has been able to take a proactive and constructive approach to the outcomes of the review, amid the growing concern over the sustainability of the teaching and early childhood education workforces across Australia. We have continued to promote a number of key themes in this work:

- The quality of the teaching and early childhood education workforces is an issue of national significance; however, paying attention to the graduate component of the workforce is, in and of itself, not sufficient. A career-wide focus on the development of all engaged in the work of Education is needed
- The teaching and early childhood education workforces need to reflect the diversity of children and young people in Education
- While continuity in terms of sustaining and building on the outcomes of TEMAG which remain in the early stages of adoption is of value, the context of our work is changing. As we move from a pre-dominantly model of pre-service Initial Teacher Education to more hybrid models (which include the use of in-service models of Initial Teacher Education) previous reforms need to be carefully (re) calibrated to ensure that they remain fit-for purpose.
- Understanding the impact of the TEMAG reforms remains a pressing matter; as does urgency around creating a contemporary understanding of the teaching workforce, its operation and its needs

ACDE has a particular priority to see growth and stability in our critical First Australians teacher education workforce, something which is on an ever-declining slope. I am deeply appreciative of the contributions provided to the review by two Board members, Professors Mark Rose and Ruth Wallace who continue to provide careful and measured advice on all matters affecting our First Nations Peoples and I thank them on behalf of the ACDE Board and the broader education communities for their leadership.

Many members of the Council from across Australia have been working hard to create opportunities to engage with their state/ territory jurisdictions on the vital matter of workforce development. This speaks to the growing role that ACDE can play in shaping policy at both the local and national levels. I am deeply grateful for all of your efforts – individually and collectively in this important work.

The work of the Council in stakeholder engagement has continued. With the support of Donna Pendergast (Vice President) and Barney Dalgarno (Secretary/Treasurer) we have established fortnightly meetings with representatives from Department of Education and the Australian Institute for Teaching and School Leadership; monthly joint meetings with Department and AITSL, regular engagement with Universities Australia (UA) and the development of relationships with the Australian Education Research Organisation (AERO).

The year has seen our Networks continue their important roles for ACDE under sometimes challenging circumstances and I would like to thank the leaders of our Networks for their work and leadership. Through their efforts, ACDE has been afforded opportunities to have input into national consultations relating to early childhood education and vocational education and training and we have the potential to deepen our relationships the ACARA as the implementation of the National Curriculum proceeds.

In closing, I would like to particularly acknowledge the wonderful contributions that Donna Pendergast has made to ACDE over a number of years. The esteem in which Donna and her leadership is held across our profession cannot be put into words. We will miss Donna's calm and assured leadership and I know you would all join me in wishing Donna all the best for her future professional endeavours.

As I write this report, I am unsure of what the outcomes of the elections for Office Bearers for ACDE will be. I have been immensely privileged to lead the Council over the past two years and I have benefitted enormously from the support and wisdom of members of the Board and the wider Council. I am confident that whatever the future may hold, the generosity and commitment of all members of ACDE will continue to be a hallmark of the Council's work into the future.

Professor Michele Simons
President, Australian Council of Deans of Education

ACDE Board

President

Professor Michele Simons
Western Sydney University

Deputy President

Professor Donna Pendergast
Griffith University

Secretary/Treasurer

Professor Barney Dalgarno
University of Canberra
*Prior: Professor Elizabeth Labone
Australian Catholic University*

Australian Capital Territory

Professor Barney Dalgarno
University of Canberra

New South Wales

Professor Mary Ryan
Australian Catholic University
Previously with Macquarie University

Northern Territory

Professor Ruth Wallace
Charles Darwin University

Queensland

Professor Donna Pendergast
Griffith University

South Australia

Professor Shane Dawson
University of South Australia
*Prior: Professor Fay McCallum
University of Adelaide*

Tasmania

Professor Victoria Carrington
University of Tasmania

Victoria

Professor Claire McLachlan
Federation University

Western Australia

Professor Caroline Mansfield
University of Notre Dame

Aboriginal and Torres Strait Islander Peoples' Representative

Professor Mark Rose
Deakin University

ACDE NETWORK CHAIRS

ACDE Vocational Education Group (ACDEVEG)

Professor Erica Smith
Federation University

Australian Early Childhood Teacher Education Network (ACETEN)

Professor Marianne Fenech
The University of Sydney

Australian Indigenous Lecturers in Teacher Education Association (AILiTEA)

Ms Shirley Gilbert
Western Sydney University

Community of Associate Deans in Education (cADRE)

Professor Catherine Manathunga
University of Sunshine Coast

Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)

Associate Professor Greg Oates
University of Tasmania
*Prior: Dr Susan Simon
University of Sunshine Coast*

Network of Academic Directors of Professional Experience (NADPE)

Professor Susan Ledger
University of Newcastle

Australian Technologies Teacher Educators Network (ATTEN)

Professor Matt Bower
Macquarie University

ACDE Meetings and Webinars

Board Meetings (via Zoom)

Friday 9 July 2021
Friday 10 September 2021
Friday 19 November 2021
Friday 25 February 2022
Friday 6 May 2022

Annual Conference (via Zoom)

Friday 22 October 2021

Annual General Meeting (via Zoom)

Friday 22 October 2021

Webinars (via Zoom)

Friday 22 October 2021
Friday 11 March 2022 (QITE)
Friday 27 May 2022 (cADRE)

Award for Outstanding Service to the Discipline of Education and the ACDE

Announced at the 2021 Annual General Meeting: Emeritus Professor Barry Down



This award recognises Professor Barry Down's outstanding contribution to education as an educator, researcher and leader, noting his role as cADRE Chair. It also specifically acknowledges his dedication and service to the work of ACDE particularly the initiative with the Australian Association for Research in Education (AARE) and the Australian Teacher Education Association (ATEA) which produced the Alliance Report – Strengthening a Research Rich Teaching Profession for Australia.

ACDE Activities

- Regular fortnightly meetings with representatives from the Department of Education
- Regular fortnightly meetings with CEO of AITSL
- ACDE representation at HALT Summit
- Engagement with ACARA regarding supporting implementation of National Curriculum
- ACDE Submission to the QITE review
- ACDE engagement with the QITE Review Panel
- ACDE representation on the Expert Advisory Panel
- ACDE representation on the Working Party to develop a National Action plan for teaching Workforce
- ACDE engagement with Universities Australia including attendance at UA Conference

AARE and ACDE Research Leaders' Summit

- 29-30 June – Educational research Leaders' Summit [Accessing ARC Grant Applications](#)

Media Releases

- 22 October 2021 – [Higher Education Providers keen to see recommendations into Quality Review of Initial Teacher Education](#)
- 1 March 2022 – [Collaboration key to implementing Teacher Education Review](#)
- 15 August 2022 – [Australian Council of Deans of Education welcomes National Roundtable outcomes](#)



State/Territory Reports

Australian Capital Territory

Professor Barney Dalgarno
University of Canberra



2022 commenced for the University of Canberra with a March celebration, of the 50th Anniversary of the Faculty of Education. A 'Five Decades' display led the celebrations with attendees from each decade, including back to the very first cohort in 1971 when UC delivered its first undergraduate degrees as the Canberra College of Advanced Education. The event was well attended, and a wide range of our external stakeholders expressed appreciation as both a valuable get-together for staff and students of the Faculty, and a reconnection event as we look forward to a strong future together.

On the placements front, strong connections across the ACT and Capital Region positioned ACT partners well for placement provision throughout 2021. Fortunately, this meant that placements were in relatively manageable condition into the start of 2022.

Collaboration and responsiveness to addressing local issues and responding to local demand remains core to partnerships and networks within the ACT. Recent demand for the way professional learning is delivered has prompted consideration of local provider structures for stacking of micro-credentialled professional learning delivery toward full, postgraduate qualifications. At UC, substantial progress has been made, including to administrative and development processes as well as academic governance structures, thus allowing future micro-credentialled PL offerings to be fully accredited and compliant with the AQF. Agreement has been reached for a large scale, co-constructed professional learning offerings, delivered into the local region. Discussions continue with school system leaders within the ACT and in the surrounding areas of NSW towards continuing to identify and service local professional learning needs. Discussions have also progressed with TQI and NESA towards accrediting these offerings as minimum PL hours needed for registration.

Permit to Teach discussions have become an increasing priority over 2022. In the ACT, discussions are underway with school systems, government stakeholders, and with the ACT Teacher Quality Institute (TQI) towards refinements to the Permit to Teach arrangements in the ACT. Support will be provided by the school and the ITE provider to ensure a cohesive experience and successful completion of their studies. The TQI board recently agreed to refine their Permit to Teach policy to allow final year ITE students to obtain a Permit to Teach allowing them to be employed as a teacher in the ACT. The details of the policy change are being worked out with an outcome expected by early 2023.

Early Childhood registration was another key area of focus for TQI with the likelihood that optional registration for Early Childhood teachers will be introduced in the near future.

Australian Capital Territory

New South Wales

Professor Mary Ryan
Australian Catholic University



2021/2022 has presented a range of challenges for the sector but has also allowed NSW CDE to engage with key decision-makers and stakeholders in a variety of ways. The council has developed a strong focus on outreach, creating spaces for open discussion with the people who affect and are affected by policy and practice in education. This reflects the council's mission to make sustainable and lasting contributions to education through:

1. Responding to sector views and policy proposals

We discussed and developed the following submissions regarding policy proposals and reviews related to key areas of the sector:

- Submission to the Quality Initial Teacher Education Review (QITER)
- Vice-Chancellors Committee (VCC) submission regarding the QITER report
- NSW inquiry on Teacher Shortage Crisis
- Successfully negotiated with unions involving PEX payments
- Paper for NSW VCC on an alternative approach to teacher payments for PEX

2. Engaging with stakeholders

We have contributed to or initiated the following working groups as advocates for the profession, initial teacher education and educational research:

- Professional experience working group
- ITE Stakeholders working group
- Professional experience handbook working group
- Regional, rural and remote working group
- Band 4 Maths working group
- Early childhood working group

We also hosted two events to bring a diverse range of stakeholders across the education sector together to discuss pressing issues and the way forward to uplift the profession:

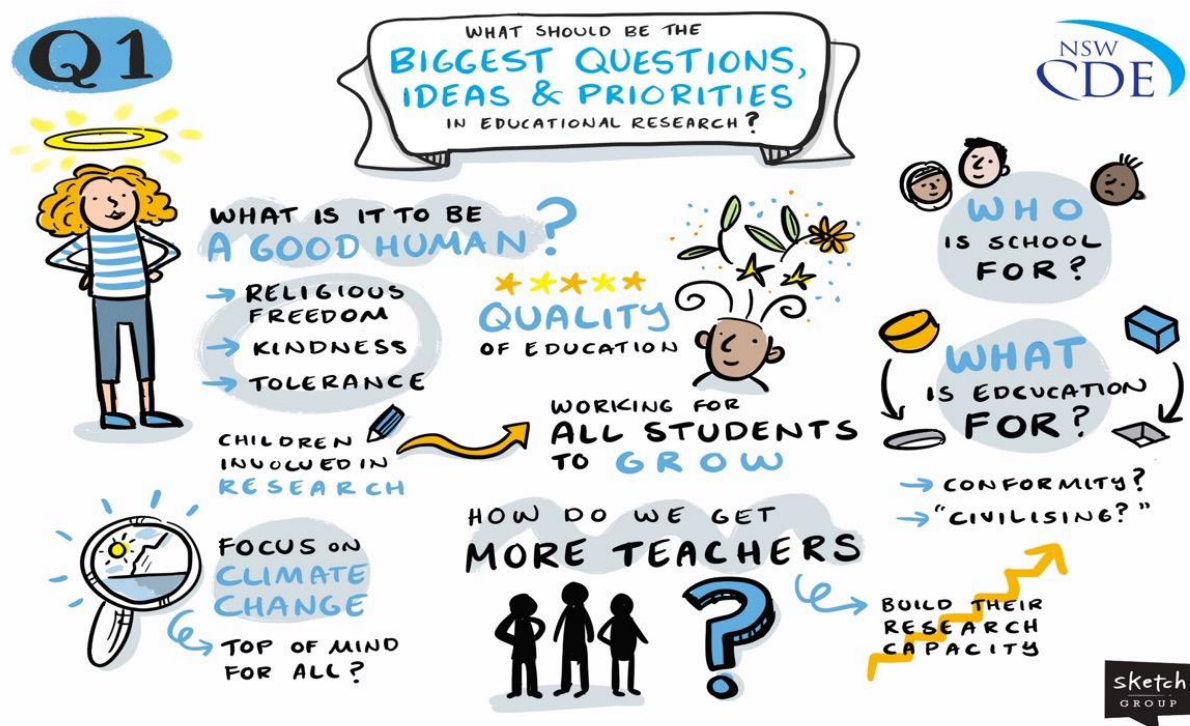
- NSW CDE Stakeholder Roundtable hosted by ACU
- NSW CDE Conference hosted by UoW

The council regularly hosted visitors to gain their perspective and collaborate on key issues:

- AITSL provided their views of the QITER report
- Regular updates from NESA
- Made contact with the Regional, Rural and Remote Director
- Made contact with the Covid Intensive Learning Support team
- Briefed by TESOL council

3. Developing a grassroots research agenda for education

The council conducted research to understand how young people view the future of learning and teaching in Australia. We commissioned graphic representations of their contributions and will develop engaging proposals and briefs with the material to inform the public through our website.



Overall, the year has been challenging and exciting. We look forward to continuing our important work.

The NSW Council of Deans of Education (NSWCDE) has 17 members represented by our Executive team:

- President: Prof Mary Ryan (Australian Catholic University)
- Vice President: Prof Michele Simons (Western Sydney University)
- Secretary: Prof Sue Gregory (University of New England)
- Treasurer: Dr Will Letts (Charles Sturt University)

New South Wales

Northern Territory

Professor Ruth Wallace
Charles Darwin University



COVID-19 IMPACTS

The year, 2022 started off in much the same vein as 2021 ended with COVID-19 positive cases much higher than the NT had experienced previously unlike our eastern states. Like most sectors, schools and the Department of Education were severely hit with large numbers of absences across the board from most senior levels down to students. Where possible departmental staff were dispatched to both urban and rural schools to keep them open.

TEACHER SHORTAGES

As well as the impact of COVID-19 the Northern Territory has been facing a general teacher shortage across the territory. This is a concern to the teaching profession and is not unique to our territory. There have been many discussions with the Department of Education and the Teacher's Registration Board on whether student teachers could be provided with an authority to teach while completing their studies/placements with additional targeted support and mentoring which would allow them to develop their skills. Recent discussions with senior executives of AITSL have been positive.

PLACEMENTS

Support from schools in previous years had declined and the number of placements being confirmed along with the impact of COVID-19 saw many students reaching the end of their studies with practicums not being finished. This also had a further negative effect for international students who were facing end dates for visas.

Experienced and retired teachers and principals have been employed by the University on a part-time basis to work with schools and to provide support and mentoring for any at risk students. This initiative has proven to be very successful. It was reported recently that at recent events with overseas student's agents that there was no mention of placements at all.

REVIEW OF COURSES FOR ACCREDITATION

Three streams of the Master of Teaching have been undergoing review and prepared for submission to the Teacher Registration Board of the NT. Feedback recently received in relation to the Master of Teaching Secondary showed 12 commendations.

Of special note was the inclusion of a unit to provide integrated indigenous history, culture and learning in teacher practice to give a perspective rather than a presumed knowledge. Acknowledgement is given to the dedicated work undertaken by the team, led by Dr Sally Knipe.

RATE (Remote Aboriginal Teacher Education)

The continuing development of the RATE program has slowed slightly in 2022 due to factors mentioned earlier in the report, however the support of the NT Department of Education has not declined. There are

currently five remote sites with students studying at various levels of the program.

Particular attention within the program has been to ensure that Literacy and Numeracy standards are met by the students prior to them commencing. Additional support from tutors is readily made available to all students. A recent request from the Department of Education has been received to include early childhood training in the program.

RESEARCH

Through the Northern Institute, and in partnership with Deloitte Access Economics a significant review has been undertaken by the NT Department of Education into Effective Enrolment in schools. This review has looked at how government schools are funded based on their enrolments. There are many challenges encountered with the current model due to the disparity between urban, remote and very remote schools. A major issue was identified early in the review where the current model did not allow for students, who for employment, family and cultural reasons may move several times during the one year. The Australian Defence Force also has a high number of staff with families in the NT and there are regular changes to postings which affects enrolments. The review has sought to find a more equitable means of funding as well as providing budget certainty to schools so that they can employ teachers to meet their student needs in a timely manner.

Recently another review has commenced with the same parties to investigate the funding model of NT students with a disability. Given the low population density, long distances to be travelled, and availability of specialised support services in remote and very remote areas of the Northern Territory this will be a challenging review to ensure that this best proposal is provided to the department.

TEACHER REGISTRATION BOARD – NT

I am pleased to advise that I was nominated to become a member of the above board and received notification recently that this had been ratified. I will attend my first meeting in late October 2022. Whilst there have been challenges in 2022, there have also been some very positive advancements in collaboration with the NT Department of Education and the NT Teachers Registration Board and we look to 2023 with enthusiasm to continue to build a strong education base in the Northern Territory.

Northern Territory

Queensland

Professor Donna Pendergast
Griffith University



The Queensland Council of Deans of Education (QCDE) meets approximately every six weeks to collaborate on a range of matters relevant to HEIs across the state. We also meet four times a year with key stakeholders in a Department of Education hosted forum that includes employers, union representatives, and the Queensland College of Teachers, along with QCDE members. This allows excellent collaboration and partnerships to be nurtured.

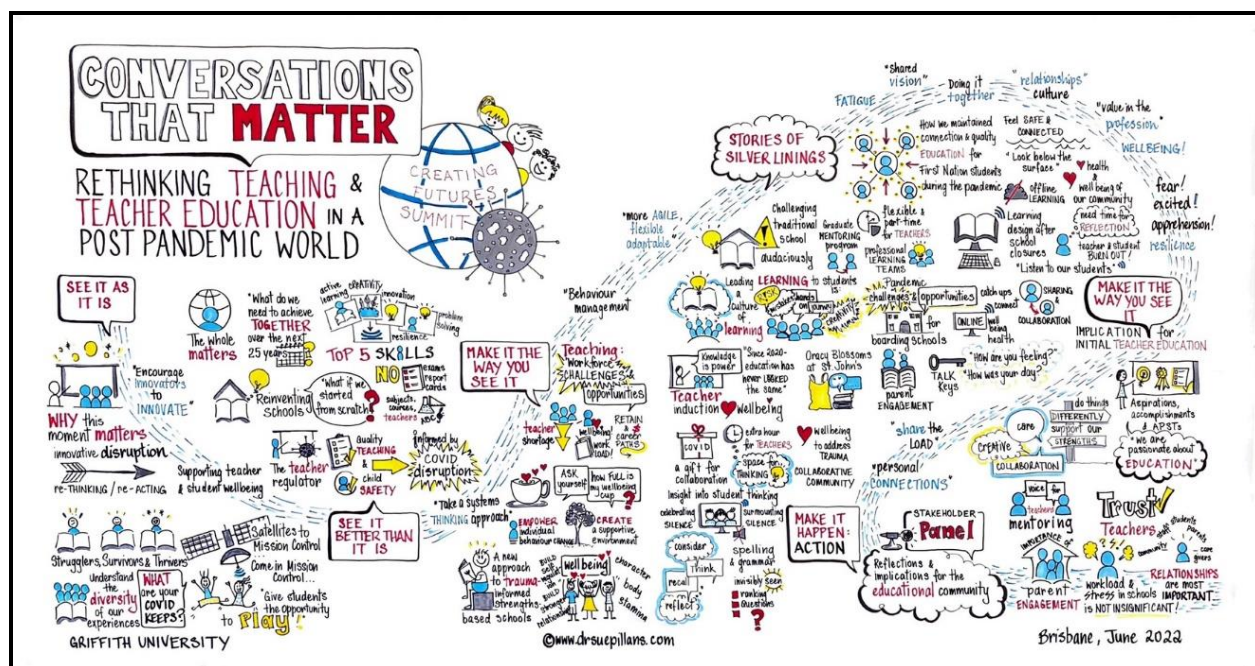
The agendas covered in this past year have included a range of matters, including: responses to the various layers associated with the QITE Review; Permission to Teach; payment for PEx. An important series of collaborations with the Department of Education have seen several universities implementing ITE programs that demonstrate new models, leaning in to workplace models, including the TurnToTeaching Internship Program model for 300 people. This model is for Masters students who receive financial support while studying (\$20,000); a paid internship teaching position with support in the classroom (\$50,000); and a permanent teaching position in a Queensland state school following completion of study. In 2022 this program was delivered by Griffith University and the University of Southern Queensland. In 2023 QUT will also deliver this program. More information is available here: <https://teach.qld.gov.au/scholarships-and-grants/turn-to-teaching-internship-program>

This year the QCDE again collaborated with Griffith University to deliver the annual Creating Futures Summit in June this year on the topic: *Rethinking teaching and teacher education in a post-pandemic world*. The Queensland College of Teachers and the Queensland Council of Deans of Education were key collaborators and partners alongside the host Griffith University's School of Education and Professional Studies with co-convenors Professor Donna Pendergast and Dr Mia O'Brien. The Summit events are now a regular feature in our calendars, with the 2022 Summit being the seventh to engage in conversations that matter to the teaching profession. The 2022 hybrid event drew more than 100 organisations, 240 in-person and 280 on-line delegates from all around Australia and from 11 countries, who collectively experienced 17 challenging 5-minute provocations from amazing education leaders nationally and around the globe. The event was fast moving with delegates engaged in a journey of generating ideas and voting to create a shared, futures-oriented series of outcomes to address where innovative disruption has impacted the teaching profession and what we can optimistically, intentionally, and enthusiastically harness and amplify for the future. The Summit set out to consider: what have we learned as educators, students, and members of the community? And what do we want to stop doing, keep doing, and start doing?

The program and all presentations of the Summit are available at this link:

<https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/creating-futures-summit/2022>

Enjoy the Summit Illustration by the amazing Sue Pillans, who captured the journey delegates engaged in during the day.



This year we farewelled Professors Shelley Dole and Bill Blayney who resigned from their respective Deans roles at University of the Sunshine Coast and Central Queensland University. The image below shows nine of our deans thanking Professor Blayney for his role as QCDE Vice President over the last two years.



This year is my eighth and final year as the QCDE Board member – at least for the moment! Since commencing this role in 2015 I have had the opportunity to collaborate with amazing colleagues, to bring to fruition many initiatives, and to contribute to and lead local, state and national education agendas. I look forward to contributing to these in a different capacity from 2023.

Queensland

South Australia

Professor Shane Dawson
University of South Australia



It has been another challenging year for higher education and in particular Initial Teacher Education. Policy changes continue and there is growing uncertainty in sector. The South Australian Deans of Education meet regularly to discuss and plan how we can collectively support the sector and the profession. Our work over the last 12 months has been focused on ensuring the quality of our graduates, while attempting to address some of the workforce shortages. In so doing, the SA Deans have established a strong and united relationship with the Department for Education, Catholic Education South Australia and Teacher Registration Board to tackle aspects of teacher shortages. This has involved partnered engagements with all stakeholders in projects such as, establishing processes for temporary relief teaching, and Special Authority to Teach protocols for pre-service teachers. While there are many positive examples that can be gleaned from enabling earlier transitions to the profession – it is also critical to ensure that such transitions are well supported to avoid undue stress, burnout and attrition.

The SA Deans continue to push for major changes to the LANTITE. This test is inconsistent with other professions and the inequities of implementation run counter to call for increasing pre-service teacher diversity. The battle continues. This recent comment from a pre-service early childhood educator with an outstanding GPA and TPA outcome captures the angst failure generates and the potential loss of another high-quality graduate to the field of education.

“I understand that teachers should have adequate skills in Literacy and Numeracy, however what I have found is that this test does not determine your skills and ability to teach. Being in the field, learning to manage a classroom, complex behaviours and learning and being competent in your practice is the true making of a teacher and being inclusive to all learners, which this test completely overlooks. This test is not helping society have better teachers, it is contributing to losing those who could make a real difference to the lives of many generations.”

As the outcomes of QITE review are still being discussed the SA Deans have worked to establish TPA requirements. While each University has adopted an alternate TPA there is much to share and learn from our peers in this space. The SA Deans also acknowledge the excellent work that is undertaken by the NAPDE, NADLATE and cADRE state network and representatives. Building processes and practices that can best support our future teachers is core for all our stakeholders and partners.

On behalf of the SA Deans, we would like to recognise the significant contributions made by our colleagues – Professor Faye McCallum, Associate Professor Victoria Whittington and Associate Professor Kerry Bissaker – we wish you all very best in retirement.

2023 brings much hope for a renewed commitment to promoting education as a career of choice. The SA Deans are committed to addressing the workforce and policy complexities and challenges as a united partnership with a clear focus on ensuring SA Schools, students, communities are well supported and well represented.

South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania



For the education sector, the dominant motif of 2022 has been the impact of teacher workforce shortages across Australia. Tasmania, although adrift from the mainland, has not been immune. Tasmanian schools have been experiencing acute shortages of teachers across the state. The shortages astride rural, remote and urban locations. These staffing pressures have, in turn, impacted our ITE students as they have become increasingly sought after by schools to bridge vacancies. We have worked closely with our regulator and key education sectors to balance the critical needs of schools with our duty of care for our students and our commitment to graduating high quality early career teachers. The strength of our partnerships has been core to navigating these difficult issues.

We have been actively thinking through the implications of the Ministerial Roundtable on teacher workforce issues and the QITE Review. The insight and discussions enabled by ACDE have been crucial to our understanding and the ways in which we have interacted with key partners across the year. We have been impressed by the proactive nature of ACDE responses to the challenges of 2022 and have been thankful to have Michelle leading the way.

While COVID is slipping from everyday discussion, staff in the School of Education have been doing significant additional work to cover ongoing COVID absences. From an organisational perspective, 2022 has been more directly impacted by COVID than previous years and we anticipate that the financial impact of COVID will continue to influence University and College finances across 2023 and into 2024. In an example of highlights, 9 new and fabulous appointments were made in our School, including 2 research fellows and 2 new professorial roles. We are thrilled to have appointed Professor Iris Duhn to lead our early years work and Professor Karen Martin to lead our trauma informed practice and pedagogy work. We partnered with Australian Childhood Foundation to successfully tender to provide professional development in trauma informed practice for staff working in the Tasmanian Department of Education. 2022 also saw A/Professor Greg Oates take on the role of NADLATE Chair. We are excited for Greg to take on this additional involvement in ACDE.

Tasmania

Victoria

Professor Claire McLachlan
Federation University



Last year I wrote about two years of lockdowns in Victoria and the tireless work that had gone into trying to help pre-service teachers to complete their initial teacher education degrees under incredibly difficult circumstances. I am happy to report that I recently asked the members of VCDE about whether they needed any extension to the arrangements for reduced placement days and the answer was no – all providers have now caught up with the backlog, although there are ongoing difficulties with securing placements because of challenges in schools. The key reasons cited by schools are that schools are overwhelmed with illness from covid or flu, but lack of availability of mentors in schools has also been highlighted. Although the crisis is over, there are ongoing challenges that Covid has presented.

Transforming the Teaching Profession Taskforce

The Transforming the Teaching Profession Taskforce (TTPT), established in 2020, has continued to meet this year. The taskforce, involving members of national and state governments, Victorian Universities, national and state regulators, and national and state systems, has continued to examine how a system level approach to the teaching profession can be established. Last year we signed and implemented a Memorandum of Understanding (MOU) for the principles and practices for placements, including a shared assessment template. We have recently received the data from DET for the second year of implementation. This year, with the ongoing support of the TTPT and VCDE members, we have negotiated a further MOU with DET for an information sharing agreement. This MOU was recently signed by all Vice Chancellors and CEO's and ITE providers are currently in the process of completing the data collection for DET. This data sharing agreement will be mutually beneficial to DET and to VCDE, providing the information that we all need to address the teacher supply issues that are facing Victoria. It will need some streamlining with the VIT data collection but should be a valuable source of information for all concerned.



Pictured above – Matthew Zbaracki (Deputy President VCDE), Professor Wendy Cross (DVCA), Secretary Jenny Atta (DET) and Professor Claire McLachlan (President VCDE)

VCDE Symposium

The VCDE Symposium *“Exploring the sustainability of the teaching profession in Victoria: issues, challenges and opportunities for change”* was held on Wednesday, 27 July 2022 in the Founders Theatre at Federation University’s Mt Helen campus in Ballarat. The symposium was well attended with approximately 80 people in attendance. Jenny Atta, the Secretary for the Department of Education and Training (DET) was the keynote speaker and she presented on the challenges and opportunities facing teacher education in Victoria. David Robinson, Executive Director of Workforce Policy and Strategy for DET, followed by presenting trends in enrolments and completions, teacher supply and demand, and local supply challenges across Victoria. A panel of Principals and Students discussed how can we improve workforce supply and maintain quality. AITSL provided information on their recent “Environmental Scan on Mentoring”. The afternoon included breakout activities with the aim of collating key messages for government on mentoring, the sustainability of the teaching workforce, the teaching profession in regional, rural, and remote communities, and professional experiences. There were some excellent suggestions collated, which were shared with the Secretary and VCDE members. The day provided valuable networking opportunities for ITE providers, government, regulators, agencies, school and centre leaders and some students. It was great to be able to meet face to face, after having to hold the symposium online for the previous two years.

The challenges ahead

Members of VCDE are waiting with both interest and trepidation to hear the outcomes of the deliberations around the Draft Action Plan, National Teacher Workforce group. We have been grateful to hear that Jenny Atta, the Secretary DET has been involved, as well as the President of ACDE and we are hopeful of a positive outcome to deliberations.

This year VCDE members been collaborating with DET and Catholic Education to support final year students to work within government and Catholic schools under a special Permission to Teach Pathway. This initiative was developed to support schools with relief teaching with Covid challenges. To date, over 1000 final year students have applied to VIT, with over 200 regularly employed in government schools and over 100 in Catholic schools. All ITE providers have reported challenges with students asking for extensions and delays of placement because of teaching commitments and there has been considerable discussion of the issues at a VCDE Community of Practice for Professional Experience teams. Furthermore, VIT have reported an increase in the number of schools applying for traditional Permission to Teach approvals. Although this is primarily final year students, VIT have told us there is also students in 2nd and 3rd year who are being employed under PTT, which is concerning.

DET has negotiated a new EBA and because of that the costs of placement will rise in January 2023. The rate has been benchmarked with payments in NSW and QLD (@\$35 per day), which is less than the \$42 per day that the union wanted. It is still a significant increase in costs for all providers. We are awaiting advice from the Minister about the increase, but we are told the increase will be approved.

It has been another busy year for the Victorian providers of ITE, but I am very grateful for the ongoing collegiality and willingness of the members of VCDE to come up with collaborative solutions to the challenges presented.

Victoria

Western Australia

Professor Caroline Mansfield
The University of Notre Dame



In 2022 we mark 120 years of teacher education in Western Australia (WA), remembering the opening of Claremont Teachers' College in 1902. Operating until 1981 when it became the WA College of Advanced Education and then a campus of Edith Cowan University, it is a reminder of the humble origins of our profession in WA and the impact and growth of teacher education over the years. Edith Cowan University will be hosting a celebration event in November.

In 2022 WA universities and schools experienced the impact of COVID following the opening of state borders in March. Unsurprisingly there has been significant disruption in schools, requiring increased demand for relief teachers and for preservice teachers to support workforce challenges. All universities have worked closely with the Department of Education, Catholic Education WA, and independent schools to support workforce needs. Final year students have been enabled to work with Limited Registration in schools, outside formal professional experience blocks.

Western Australian universities are also expanding their teaching and research programs to support workforce needs. New courses at the University of WA for example, include a Master of Teaching (F-12), a Graduate Certificate in Educational Research, and at The University of Notre Dame Australia, a Graduate Certificate of Wellbeing in Education which has been co-designed with Catholic Education WA. Innovative projects such as the Children's University (Edith Cowan University in partnership with the University of WA) have shown success in nurturing the aspirations of young children and celebrating their learning beyond the classroom with 2022 participants including over 280 children across 15 schools.

Universities have also been strengthening partnerships with WA schools and seeking more authentic reciprocal engagement. Edith Cowan University for example have launched a Partners in Literacy and Numeracy (PLaN) initiative that allows pre-service teachers to engage with local schools to support the delivery of literacy and numeracy. Since it started in 2019, PLaN has contributed over 6,000 service learning hours to over 40 schools and currently has 210 pre-service teachers participating in this initiative. This has been a strong support for both schools and pre-service teachers during COVID-19 times. The University of Notre Dame Australia has developed a one-year internship program, where pre-service teachers are partnered with a school for their final year, having the opportunity to teach and be part of the school community for the terms prior to the final professional experience. The University of WA has developed a Collaborative and Online Learning (COIL) partnership with Durban University of Technology and Universitas Negeri, Jakarta.

Looking forward, the Deans of Education in WA will continue to work collegially and collaboratively with sectors and schools, especially in the implementation of recommendations from the National Teacher Workforce Action Plan.

Western Australia



Network Reports

ACDE Vocational Education Group (ACDEVEG)

Chair: Professor Erica Smith
Federation University



ACDEVEG has been busy again during 2021-2022, with seven full meetings held, as well as working parties on various matters. ACDEVEG continues to engage with all relevant stakeholders in government and the VET sector.

The annual ACDEVEG conference took place online on the afternoon of 8th December 2021 with the online hosting platform provided by the VET Development Centre, a state government-funded professional development body in Victoria. We had a keynote speaker from South Africa, Professor Joy Papier from the University of the Western Cape. What we heard from Prof Papier underlined the lack of attention being paid to VET teacher qualifications in Australia compared with other countries, as with the speakers on South East Asia and Germany at the 2020 ACDEVEG conference. The VET Workforce Strategy team from the then Department of Education, Skills and Employment also provided a speaker at the conference. 61 people attended the conference, mainly VET-sector personnel, with 64% of those responding to the evaluation survey rating the conference 'excellent', and the remaining 36% rating it 'good'.

The ACDEVEG research project on VET teachers' responses to COVID has now concluded, with VET teacher-education students (who are already practising VET teachers/trainers) from Federation University, Charles Sturt University and University of Tasmania. The overview findings, indicating considerable adaptability and resilience among teachers, as well as outlining students' challenges reported by the teachers, were presented at the ACDEVEG conference in 2021, with further analysis for a presentation at the National Centre for Vocational Education Research conference in July 2022.

A working party of ACDEVEG members has made a major contribution to the current review of the national Training and Education Training Package, by devising a practicum unit of competency to be offered as an elective in the revised Certificate IV in Training and Assessment (which is the entry level qualification for VET teachers). Somewhat to our surprise, our unit was approved at all levels and received very favourable feedback. We undertook consultations with institutions in the UK, and in other discipline areas within VET (such as early childhood), to establish the comparability and feasibility of arrangements for the practicum. This new unit will improve the training given to new VET teachers, for those who choose a training provider which offers this elective. Special thanks to Wendy de Luca from Charles Sturt University for her hard work on the drafting, and to the other members of the working party. The final version of the Training Package will be presented to, and hopefully approved by, the Australian Industry and Skills Committee in December 2022. Erica Smith from Federation University has been a member of the government's Education Industry Reference Committee for the Training Package, for some years.

Unfortunately the sad decline in universities offering VET teacher-education nationally continues, with the recent complete closure of VET teacher-education at Griffith University, and the removal of a VET stream in

the secondary teaching degree at USQ. Considering that the Commonwealth VET workforce strategy, to which ACDEVEG has contributed over a period of time, calls for higher level qualifications, it is important to keep VET teacher-education courses alive.

The contraction of VET teacher-education in universities was a topic raised several times at the Australasian VET Research Association (AVETRA) conference on April 28th-29th 2022. This contraction, as various speakers noted, has been a major factor in the decline of VET research in Australia because of the demise of the previously large numbers of VET academics.

ACDEVEG has been assured that the new Federal Government holds in-principle support for higher-level qualifications for VET teachers, as part of its commitment to TAFE, and we will continue to pursue this matter via Ministerial Advisers and other means. In the State of Victoria, the current industrial agreement provides for higher pay scales for higher level qualifications, and this has led to a revival of VET teacher-education in that State, which had been the first State to remove the requirement for its full-time TAFE teachers to undertake a university degree over twenty years ago. It would be desirable for other jurisdictions to follow suit, as evidence from current students clearly shows the benefit of the higher-level qualifications.

ACDEVEG appreciates the assistance of ACDE staff in maintaining our web pages which include all presentations at our annual conferences, as well as a record of our public submissions.

ACDE Vocational Education Group (ACDEVEG)

Australian Early Childhood Teacher Education Network (ACETEN)

Chair: Professor Marianne Fenech
The University of Sydney



Associate Professor Marianne Fenech (USYD) continued to chair the Australian Early Childhood Teacher Education Network (AECTEN) for the sixth consecutive year, with Associate Professor Kym Symoncini (Canberra) acting as interim Chair July-December. Current 2022 branch members are: Associate Professor Wendy Boyd (CSU), Dr Frances Fan (UTAS), Professor Susie Garvis (Swinburne), Associate Professor Megan Gibson (QUT), Dr Rachael Hedger (Flinders), Professor Sue Irvine (QUT), Associate Professor Gill Kirk (ECU, replacing Associate Professor Marianne Knaus), Dr Georgina Nutton (CDU), Dr Susie Raymond (UNISA, replacing Associate Professor Victoria Whittington), and Dr Elly Thomson (Melbourne Polytechnic).

The work of AECTEN members this year continued to focus on advocating for quality early childhood initial teacher education, and policy that supports quality early childhood teaching practices and early childhood teachers.

Early childhood workforce roundtable

In August, Associate Professor Marianne Fenech was one of twenty sector stakeholders invited to a workforce roundtable convened by the Minister for Early Childhood Education, Dr Anne Aly. With a new federal Labor government in power, the Roundtable provided an opportunity for AECTEN to inform the Minister's understandings – in preparation for the national Jobs & Skills Summit – about early childhood initial teacher education and early childhood teacher workforce issues. AECTEN is keen to develop a working relationship and act as an advisory body for the Minister, and look forward to her attending our December 2022 meeting to discuss Labor's vision for early childhood education in Australia.

Ten-year early childhood workforce strategy

Professor Sue Irvine (QUT) and Associate Professor Marianne Fenech continued to represent AECTEN on the ACECQA-led development of a ten-year early childhood workforce strategy. Through ongoing consultation with all state/territory branch members, AECTEN provided ongoing input into six focus areas: professional recognition, attraction and retention, leadership and capability, qualifications and career pathways, wellbeing, and data and evidence. The [Strategy](#) has been developed, with an accompanying [Implementation and Evaluation plan](#). AECTEN will continue to be actively involved in the implementation of strategies pertinent to the supply and quality of early childhood teachers and initial early childhood teacher education programs.

National Quality Framework / Teacher preparation

In the context of policy efforts seeking to increase the supply of early childhood teachers, AECTEN members continue to monitor changes to early childhood teacher regulatory requirements in the Framework, and in the fast-tracking of initial teacher education offerings. Concern was expressed to ACECQA following their announcement that primary and secondary teachers with a Certificate III in early

childhood education and care would be recognised as an early childhood teacher. The challenge of ensuring graduate and teacher quality appears to be exacerbating in the current early childhood workforce crisis.

Acknowledgement

I thank all AECTEN members, as well as members of the NSW/ACT, QLD, SA/TAS, VIC, and WA/NT branches for their ongoing commitment, support and collegiality. I would also like to acknowledge the wonderful support afforded by ACDE President, Professor Michele Simons to AECTEN throughout 2022.

Australian Early Childhood Teacher Education Network (AECTEN)

Australian Indigenous Lecturers in Teacher Education Association (AILiTEA)

Chair: Ms Shirley Gilbert
Western Sydney University



The year 2022

Much of the time in 2022 has been involved with the responses to AITSL in regards to the report on 'Building a culturally Responsive Australian teaching workforce. President and Vice Presidents have been attending the ACDE meetings and other school and HE network meetings. The President Shirley Gilbert has been participating in the AITSL- Teacher Education Expert Standing Committee (TEESC) meetings and responding to a range of productive conversations about: employment, HE accountability, Teacher Performance Assessments, Practicums and Placements rural and remote, Institutional racism in HE, Cultural Competency and safety, Disability Standards for Education (DSE), resuming from COVID Online teaching and LANTITE.

Employment and Membership

Aboriginal and Torres Strait Islander employment in Higher Education – specifically in the Initial Teacher Education space has lowered to rates of serious concern for the association. HE commitment to full-time ongoing positions have dwindled post COVID. Indigenous staff returning to campuses nationally is no perhaps the lowest it has ever been in 30 years. Many Indigenous staff previously employed in Schools of Education in the sector did not survive in the ONLINE environments and this has created significant concerns for all remaining AILiTEA in HE. Many AILiTE's have moved from Schools of Education to other positions in the HE sector such as Social Sciences and others have left HE altogether taking on more local government positions..

Challenges

These continue to be the increase in the employment sector and concerns regarding workloads in the ITE space and the minimal numbers of Indigenous staff entering ITE roles in HE. In the many NSW sites the mandated unit of study on First Nations education exists but unfortunately there is no additional funding to recruit, develop materials, deliver units or provide future graduates with continuous Indigenous academic delivery of unit materials. Many First Peoples Academics still only being offered guest spots teaching into units specifically focused on Aboriginal and Torres Strait Islander teacher education. Also AILiTEA has ongoing concerns about delivery and quality of ITE curriculum in both Primary and Secondary ITE programs delivered by non-Indigenous academics in ITE programs. AILiTEA is planning a 2023 national audit of units, staffing and institutions delivering ITE programs. This will be in the form of content and task analysis. Funding will be sought for the completion of this important research that will support ITE programs and the refresh of the 3R's Website.

The need to recruit more First Nations' peoples into lecturing, marking and tutoring roles remains the rhetoric in Higher education strategies but there have been very few positions advertised in higher education that are specifically targeting First Peoples Pedagogy or curriculum in the field education in 2022. Many of the concerns are in regard to First Peoples teacher workforce and ITE competency training in rural

and remote settings have seen little funding or directional foci from institutions and government.

Year 2023 - Refresh

AILiTEA will work on providing updates and platform refresh of the 3R's website and resources.

Examination of 3R's resources and update these for teachers, graduates and HE delivery in ITE to meet national requirements which may have changed.

Australian Indigenous Lecturers in Teacher Education Association (AILiTEA)

Australian Technologies Teacher Educators Network (ATTEN)

Chair: Professor Matt Bower
Macquarie University



The Australian Technologies Teacher Educators Network (ATTEN) commenced in 2019 and comprises the Technologies Teacher Educators from all universities across Australia that teach Technologies in their pre-service teacher education programs. As for almost all networks, and particularly because ATTEN is relatively new, the COVID-19 pandemic throughout 2020 and 2021 was particularly disruptive. The tactile nature of teaching Technologies (for instance involving digital devices, robotics, and so on) meant that teaching Technologies within teacher education programs was problematic for Network members. Nevertheless, reports from Network meetings indicated that Technologies Teacher Educators from across the network were particularly resilient and adaptive in pivoting to online teaching of Technologies to pre-service teachers. Additionally, ATTEN members continued to interact with one another through online meetings and asynchronous discussion. ATTEN continued to engage in Australian Council of Deans of Education (ACDE) and Australian Curriculum Assessment and Reporting Authority (ACARA) meetings.

Website

Throughout the year we have continued to grow the ATTEN website, available at <http://atten.net.au>. The website includes information about:

- ATTEN and its Terms of Reference
- An overview of ATTEN Symposium activities and outputs
- ATTEN membership
- The project areas (Technologies Research, Technologies Teacher Education, Events, Communications, and Funding and Finances) as well as members of each task force
- The ATTEN Teacher Education Resources Database
- How to contact ATTEN

Version 9 of the Australian Curriculum

The new Australian Curriculum (Version 9) was released in May of 2022, and the implications for the Technologies area were substantial. There were changes to both the Technologies Curriculum (Digital Technologies and Design & Technologies) as well as the release of a newly defined Digital Literacies general capability (replacing the ICT general capability). The ATTEN membership, led by Dr Jo Blannin, curated responses and feedback on iterative updates of the curriculum and were thanked by ACARA for their engagement in the process. In order for ATTEN members to better understand Version 9 of the Australian Curriculum for the Technologies area, Kim Vernon (ACARA Technologies Curriculum Specialist) provided an overview of the main changes and corresponding implications. The presentation was very well attended and received.

Groundwork for a symposium on technologies teacher shortages

Recent Australian teacher workforce data indicates that Technologies has the largest proportion of Out-Of-Field teachers of any teaching area. ATTEN is advocating for a joint and concerted response to improve technologies teacher supply, including initiation of discussions with a range of stakeholders including organisations such as:

- Department of Education Skills and Employability (DESE, both the STEM and Initial Teacher Education teams)

- The Australian Academy of Science
- The New South Wales Educational Standards Authority

As well, ATTEN was represented at the international Out of Field Teaching Symposium held in August 2022 with a presentation entitled “Addressing the Crisis Undermining Technologies Education (ACUTE) – Advancing the capabilities of Out-Of-Field Technologies Teachers through a proposed distributed mentorship model”.

Annual ATTEN Symposium

Due to the uncertainty of COVID, ATTEN did not hold an annual symposium in December of 2021, and instead have opted to hold a blended symposium in 2022 that will run in conjunction with the Design And Technologies Teacher Association research conference (DATTArc) that will be held from 7th - 10th of December 2022. Planned activities include:

- Addressing the Crisis Undermining Technologies Education (ACUTE) advocacy work
- Research project formulation and data collection
- A possible jointly edited book

ATTEN will have a dedicated space at this conference and has been allocated a stream for publishing work on Technologies Teacher Education.

Other activities

Clusters of members within ATTEN continue to collaborate on research and development in areas such as the way in which initial teacher education providers address Digital Technologies, eSafety, and mixed reality within their programs. Throughout the year there has been ongoing network-wide communication via our Microsoft Teams portal and through email. With the support of the ACDE, ATTEN has also established a bank account so that we can have financial autonomy for activities.

In the coming year, ATTEN intends to raise awareness of the network, grow our membership, maintain our symposia and seminar series, continue our research and resource provision, and source funding for activities.

Australian Technologies Teacher Educators Network (ATTEN)

Community of Associate Deans Research in Education (cADRE)

Chair: Professor Catherine Manathunga
University of Sunshine Coast



The Community of Associate Deans in Research (cADRE) is a network of Associate Deans of Research or equivalent in the university sector. Its role is to provide advice to the ACDE Board on policies and matters relating to educational research. cADRE also extends the links and enhances collaboration between educational researchers, policy makers and the wider community to advance Educational Research. Importantly, it provides an informal and collegial network to foster discussion, debate and strategies to enhance research excellence, including the role of Associate Deans (Research) or equivalent.

In September 2021, Professor Catherine Manathunga (USC) and Professor Elke Stracke (Canberra) became the new Chair and Deputy Chair of cADRE. During the period July 2021 to July 2022, cADRE has continued to build upon its 2020/21 priorities and has particularly focused on enhancing links with other key education research stakeholder groups like AARE, ATEA and the Australian Education Professoriate. A survey of cADRE members was conducted in early 2022 to identify future goals and priorities for cADRE over the next two years. These priorities have shaped the key activities of cADRE during 2022.

ACDE Webinar, 27 May 2022

cADRE held a joint cADRE/ACDE webinar on 27 May 2022 on *Reimagining education research in a post-election world*. Professor Catherine Manathunga (Chair of cADRE, USC) facilitated and introduced the event. The web chat was facilitated by Professor Elke Stracke (Deputy Chair cADRE, Canberra).



Short presentations were delivered by:

- Professor Stephen Billett (Griffith) – Reimagining the educational project through research
- Emeritus Professor Marie Brennan – Contexts for (rise of) privatised organisations in education research
- Professor Amy Cutter-Mackenzie-Knowles (SCU) – Grass-roots research agenda setting project of NSW Deans of Education
- Professor Tom Lowrie (Canberra) – Commercialising education research

Deputy Chair of ACDE, Professor Donna Pendergast (Griffith) provided a short ACDE welcome and vote of thanks. The recording of the webinar is available on the cADRE page of the ACDE website: [cADRE | ACDE](#)

National Education Research Leaders' Summit, 29 & 30 June 2022

cADRE (Professor Catherine Manathunga, Chair of cADRE, USC; Professor Elke Stracke, Deputy Chair cADRE, University of Canberra) and AARE (Professor Anna Sullivan, Research Development Coordinator AARE; Professor Allyson Holbrook, President AARE) organized a National Education Research Leaders' Summit in Adelaide on 29th and 30th of June 2022. The event was hosted by UniSA and included Education research leaders representing all states; the AARE professoriate; Associate Deans of Research in Education; Deans of Education and Directors of

Education research centres. The focus of the summit was on the challenges facing the education research sector and national, sector-wide strategies to address them. An action plan was developed, and plans were put in place to establish working parties on the following issues:

1. Research partnership initiatives
2. Grant and other research assessment development
3. LIEF grant application to build research infrastructure for the Education field
4. Formation of a coalition of Education Research Leaders
5. Work with peak bodies such as Learned Academies
6. Communicating with government and bureaucracies
7. Supporting HDR, ECR and MCR Education researchers
8. Working with First Nations researchers to facilitate Indigenous Education research.

Professor Catherine Manathunga (UniSC) wrote her cADRE opening address into a blog for AARE's EduResearchMatters blog shortly after the summit <https://www.aare.edu.au/blog/?p=13652>. AARE and ACDE circulated some helpful guidelines to ARC assessors in August.

The Summit organisers also hosted the Town Hall meeting on preparing for the ARC review on 11 August. Speakers included Professor Michele Simons (Chair of ACDE; WSU); Professor Merrilyn Goos (USC) and Amy Cutter-Mackenzie-Knowles (SCU). This event was not recorded so that people could freely express their views. Leaders for the eight working parties are in the process of being nominated. cADRE, ACDE, AARE and ATEA have also been engaged in communicating with government and bureaucracies to secure representation on the



teacher education review panel by ACDE, and members of the Learned Academy of the Social Science have been active in building Education's relationship with this organisation.

Catherine and Elke would like to thank all current and new members of the cADRE Steering Committee for their work in research leadership of the field. We would also like to acknowledge the work of those who have now stepped down from their roles. We would like to thank Ms Carolyn McDonnell from WSU/ACDE for her assistance with cADRE.

Australian Education Research Leaders' Summit June 2022, Adelaide. (Please note some participants were unable to stay for the final photograph.)

Community of Associate Deans Research in Education (cADRE)

Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)

Chair: Associate Professor Greg Oates
University of Tasmania



The Steering Group

Associate Professor Greg Oates (University of Tasmania) was appointed as Acting Chair of NADLATE in November 2021, when Dr Sue Simon, of the University of the Sunshine Coast stepped down. He was subsequently confirmed in the role at the first meeting for 2022 (16 February), along with the election of two Co-Deputy Chairs, A/Prof Paula Mildenhall (ECU) and Dr Mia O'Brien (Griffith, now USQ). The year has seen large fluctuations in membership of NADLATE and the Steering Group, as members' roles within their own universities have changed, and the effects of COVID with respect to early retirement and redundancies have impacted across the sector. The following are the current State Representatives forming the NADLATE Steering Group: ACT: Dr Duncan Driver (Canberra), NSW: Dr Ken Cliff (UOW), NT: Dr Sulay Jalloh (CDU), QLD: Dr Mia O'Brien (USQ) and Dr Alison Willis (USC), SA: Dr Deborah Green (UniSA), TAS: Associate Professor Greg Oates (UTAS), VIC: Associate Professor Amanda Mooney (Deakin), WA: Associate Professor Paula Mildenhall (ECU). The Steering Group is most ably supported by Carolyn McDonnell. Thanks for all their support, active engagement and wisdom to outgoing Steering Group members Associate Professor Jessica Mantei (Wollongong), Professor Beryl Exley (Griffith), Professor Victoria Whittington (UniSA), Dr Lindsay Parry (CDU), and Associate Professor Judith Dinham (Curtin), and a special vote of thanks to Dr Sue Simon, for her inspiring leadership over three years.

Meetings

The NADLATE Steering Group held regular Zoom meetings (five) during the past financial year. These meetings were well-attended by representative members who contributed ideas to the national teaching and learning debates, whilst reporting on relevant issues in their own states. They also continued to act as reliable conduits of information back to their state members and encourage state-based networking as well as engendering a sense of belonging to a national association. However, holding effective state meetings has been problematic even given zoom facilitation (with membership changes and increasing demands on time), and most of us have not met face-to-face as a group (either at State level, or as a national network) since 2019, which has put strains on our networking and relationships as an effective professional body.

Benefits

The Steering Group's commitment to, and emphasis on, increasing collegial support and opportunity for networking and professional support for its members through the network's activities, was especially important in 2022-2023, as COVID-19 continued to impact significantly on our roles, institutional operations, student learning, and staff and students' personal lives. Collegial support has been increasingly valuable in the sometimes complex and isolating program development, accreditation and implementation work that is our responsibility, with new challenges presented by the QILT report and subsequent media and State Department attention. We have also lost significant experience as colleagues have moved on, and the online interactions necessitated by the pandemic have exacerbated the already sometime isolating nature of study for our students, and the work done by Associate Deans of Learning and Teaching in universities across the nation.

Key Challenges

There are many increasing demands on our roles, and our students, with several issues dominating our discussions during the year:

- The increasing pressure on ITE students to provide teaching relief, especially in their final professional experience and TPA, often in the form of a special authority to teach. This is putting huge stress on our ITE students and threatening their graduation at the final step, and has significant implications, both from an accreditation compliance and our duty of care, and our student welfare perspectives:
 - Members have seen examples of students being hospitalised with health issues and delaying and /or withdrawing from their final PE because they could not manage the work due to huge competing demands.
 - Questions of conflict of interest if students are being paid to teach in a school where they are completing their final placement and TPA. Varying responses between States in this respect, and it is also an issue with respect to recommendations in the QITE report.
 - If the ITE students are teaching to fill in gaps, who is supervising their teaching? What support are they receiving? What strain is this putting on our school relationships?
- The QITE report, in respect for example of the LANTITE (recommendations to complete prior to entry?) and tagging funding to future performance.
- Stage 2 Accreditation processes appear uneven across States (with some requiring additional elements to the AITSL Standards) and are hugely demanding (Stage One Plus?).
- Non-Academic Entry Tests: These are widely different across States and we questioned to what extent do these effectively measure our students' entry suitability, and to what extent, if any, do they take into account such perspectives as cultural background, especially Aboriginal and Torres Strait Island students
- The implementation of the new ACARA (Ver 9.0) in our courses.
- While its impact seems to be less now, the varying approaches to COVID-19 vaccines has caused much concern over the past year for our interstate students subjected to different vaccine mandates.

Current Activities & Focus

- Our membership list has required considerable updating to facilitate State meetings
- Support for our members with large numbers of program accreditations taking place in the next year, and the pending release of some new AITSL guidelines support.
- Responses to the QITE report, and the various political and media spotlights on ITE providers. We are exploring a possible *Conversation* article, highlighting the ways in which we already support our student's' ITE development, welfare, and quality of learning.
- Organising a NADLATE network face-to-face forum in 2023 and working with ACDE to promote an inter-networks meeting.

We look forward to continued collegial support of our NADLATE members in 2023, and our links with other networks in ACDE in furthering our understanding of current issues. A key priority will be the organisation of a face-to-face opportunity for members to meet, network, and consider our key challenges and directions.

Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)

Network of Academic Directors of Professional Experience (NADPE)

Chair: Professor Susan Ledger
University of Newcastle



Susan Ledger (Chair), Chad Morrison and Brendan Bentley form the executive team of NADPE. This ACDE steering committee is a national forum charged with leading and responding to ITE issues related to professional experience. The executive team provide recommendations to ACDE Board and the sector.

NADPE was developed in 2016 after being identified as a key area of ITE reform based on the TEMAG recommendations. We continue to build on the work of Christine Ure (Deakin) the inaugural Chair of NADPE who nationally developed, led and advocated for Professional Experience in a range of contexts. The first major outcome of the group was a DET funded grant which explored the status, design and delivery of Australian Professional Experience in Australian ITE. The review of current practices in Australia consisted of 5 studies: mapping professional experience placements in key ITE programs; identifying models of best practice for partnerships around ProfEx, Preservice teachers portfolios of evidence; Policy, Funding Arrangements and their impact on University-School Partnerships and practices and Indigenous contexts, ITE and implications for ProfEx (see Ure, Hay, Ledger, Morrison, Sweeney, Szadura, 2018).

NADPE has been instrumental in pulling together a national voice for professional experience. Over the last two COVID years the ITE Professional Experience sector has been heavily impacted by ever changing policy decisions and reactions to the pandemic. As the interface between universities and schools, professional experience teams around the nation responded remarkably quickly and effectively to an unheralded scenario of school closures, lost practicum opportunities and intermittent government regulatory demands. They provided creative alternatives and solutions to ensure preservice teachers continued to be supported and professional experiences provided, albeit diverse and different from previous iterations. State leaders from professional experience teams, education sectors and registration bodies united during this time to address ongoing issues collectively. Summaries of professional practice solutions were shared for all parties across the nation to adopt and adapt accordingly. Although differences occurred between states, common issues and solutions provided great insight for decision makers.

The decisions and actions of NADPE and the state professional experience teams have directly informed state policy and practices during the first two years of COVID.

In addition to the ongoing negotiations with the sector, NADPE have continued to meet regularly to address the complexity of professional experience in our ITE programs. NADPE has:

1. Collected jurisdictional reports on responses to COVID. These were distributed to the sector in each state for discussion and are now being shaped into a report.
2. Identified state groups to work together to produce reports on key issues that emerged from the aforementioned state reports. including: Mentoring; Rural Placements; TEMAG impact (On-entry screening, LANTITE, TPAs); New approaches to Practicum (Simulation etc); and increasing

- indigenous numbers in ITE. These reports are being led by NADPE executive and state representatives and disseminated via different platforms and publications. (see Conversation piece)
3. Discussed targeting grants and funding to support the work of the NADPE group.

We are excited about the above endeavours and hope that they go some way into documenting current practices to inform future initiatives. Our next endeavour is to reach out to the other ACDE steering committees to explore cross-fertilisation of ideas on any or all of the areas outlined above. Exploring these issues in a systematic manner from multiple perspectives (all steering groups), will further strengthen our collective voice.

Finally, I would like to thank the wonderful NADPE team for their inspiring work, collegial approach and desire to solve problems in a collective and united manner. The learning that takes place within this group has helped inform a national response to COVID and strengthened our collegial endeavours.

Sue Ledger, Uni Newcastle [Chair]

State Representatives:

ACT: Chris Morrissey (Canberra)
NSW: Matthew Winslade (CDU)
NSW: Nicolas Gromik (CDU)
QLD: Jen Clifton (QUT) M Tambyah (QUT)
TAS: Michele Parks?
WA: Chad Morrison (Murdoch)

NSW: Debra Talbot (Sydney)
NT: Claire Bartlett (CDU)
QLD: Tania Leach (USQ)
SA: Brendan Bentley (Adelaide)
VIC: Wendy Goff
NSW: Matthew Winslade (CSU)

By Invitation:

Judith Page (AITSL)
Nikini Weragoda (DESE)

AILITEA Representatives:

Shirley Gilbert (Western Sydney),
Marnee Shay (Queensland)

Network of Academic Directors of Professional Experience (NADPE)

- END -