

AUSTRALIAN COUNCIL OF
DEANS OF EDUCATION

ANNUAL REPORT

2023



ACDE

CONTENTS

About the Australian Council of Deans of Education	2
President's Report	3
ACDE Board	5
ACDE Activities and Advocacy in 2023	6
2022 Award for Outstanding Service to the Discipline of Education and the ACDE	7
State and Territory Reports	8
Australian Capital Territory	9
New South Wales	10
Northern Territory	12
Queensland	14
South Australia	16
Tasmania	18
Victoria	19
Western Australia	21
Network Reports	23
ACDE Vocational Education Group (ACDEVEG)	24
Australian Early Childhood Teacher Education Network (AECTEN)	26
Australian Technologies Teacher Educators Network (ATTEN)	28
Community of Associate Deans Research in Education (cADRE)	30
Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)	32
Network of Academic Directors of Professional Experience (NADPE)	34

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 institutions 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.

Our Work

- Involvement in national projects.
- Provides opportunities for consultation and participation within the Council and with key stakeholders.
- Engagement with media on educational issues of national significance.
- Development of strategic collaborations with key stakeholders.
- Provides members with a forum to debate, develop strategies and share professional learning.
- Supports the 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 promotes 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.

2023 was a significant year for ACDE – characterised by our increasing engagement in national discussions that impact on the work of Faculties and Schools of Education across the country. After our hard work over many months, we have been able building partnerships with key partners in government and across the profession and to take our place in discussions of national importance to our work. During 2023, ACDE has achieved representation on key government committees and advisory groups concerned with oversight of matters relating to teacher education and development in Australia including the LANTITE Advisory Group, Australian Teacher National Workforce Action Plan – (NTWAP), AITSL, Teacher Education Expert Panel (TEEP) and the National Schools Reform Agenda (NRSA)).

One of the most significant outcomes of our work 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, early childhood and vocational 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; a career-wide focus on the development of all engaged in the work of Education is needed.
- Higher Education institutions are key and essential stakeholders in the initial and ongoing development of the teaching and school leadership workforces.
- The teaching and early childhood education workforces need to reflect the diversity of children and young people in Education.
- The context of our work continues to change. We are on a journey 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) as well the integration of teaching with other professions in schools.
- Understanding the impact of any reforms remains a pressing matter; as does urgency around creating a contemporary understanding of the teaching workforce, its operation and its needs.

The last 12 months have also been significant for the work that has been completed to establish new 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 Dalgarno and to Carolyn McDonnell who has very ably supported this important work.

The year has seen our networks continue their important roles for ACDE under the leadership of Simone White. Through these 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. We are now in a position, thanks to the careful stewardship of our resources, to be able to offer some financial support to support our networks to grow the scope and influence of their work.

ACDE still has a significant way to travel to meet our priority to see growth and stability in our critical First Nations teacher education workforce. 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.

As I write this report, I am looking forward to what the next year will bring, assured of 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
Dean of Education, Western Sydney University

ACDE Board

President

Professor Michele Simons
Western Sydney University

Vice President

Professor Simone White
RMIT
*Prior: Professor Donna Pendergast
Griffith University*

Secretary/Treasurer

Professor Barney Dalgarno
University of Canberra

Australian Capital Territory

Professor Barney Dalgarno
University of Canberra

New South Wales

Professor Mary Ryan
Australian Catholic University

Northern Territory

Professor Ruth Wallace
Charles Darwin University

Queensland

Professor Amy Cutter McKenzie Knowles
Southern Cross University
*Prior: Professor Donna Pendergast
Griffith University*

South Australia

Professor Shane Dawson
University of South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania

Victoria

Professor Claire McLachlan
Federation University

Western Australia

Professor Caroline Mansfield
Edith Cowan University
Previously with The University of Notre Dame

Aboriginal and Torres Strait Islander Peoples' Representative

Professor Mark Rose
Deakin University

ACDE Network Chairs

ACDE Vocational Education Group (ACDEVEG)

Dr Daryl South
Charles Sturt University
*Prior: Professor Erica Smith
Federation University*

Australian Early Childhood Teacher Education Network (AECTEN)

Professor Gill Kirk
Edith Cowan University
*Prior: Professor Marianne Fenech
The University of Sydney*

Australian Technologies Teacher Educators Network (ATTEN)

Professor Matt Bower
Macquarie 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

Network of Academic Directors of Professional Experience (NADPE)

Professor Susan Ledger
The University of Newcastle

ACDE Activities and Advocacy in 2023

- Regular meetings with representatives from the Department of Education
- Regular meetings with CEO and colleagues from the Australian Institute of Teaching and School Leadership (AITSL)
- Responding to government consultations, inquiries into education related matters including:
 - Australian Universities Accord – including collaboration with universities to support the development of a National Centre for Student Success
 - National Schools Reform Agenda (NRSA): Review to inform a better and fairer Education system
 - Outcomes from the Teacher Education Expert Panel Report *Strong Beginnings*
 - Productivity Commission reports on early Childhood Education and Care
 - Australian and New Zealand Standard Classification of Occupations (ANZSCO) review
 - OECD International Survey on Knowledge mobilisation in Education
 - Australian Framework for AI in Schools
 - Engagement with the development of activities attached to actions in the National Teacher Workforce Action plan (particularly those related to guidelines to support early career teachers and school leaders through induction and mentoring and engagement of Pre-service Teachers, support staff in schools)
 - Development of the Early Years Strategy
- Representation on key government committees concerned with oversight of matters relating to teacher education and development in Australia (LANTITE Advisory Group, Australian Teacher National Workforce Action Plan – (NTWAP), AITSL, Teacher Education Expert Panel (TEEP), and NRSA)
- Working collaboratively with other stakeholder organisations concerned with education and education research in Australia including the Australian Association for Research in Education (AARE), Australian Education Research Organisation (AERO), Australian Teacher Education Association (ATEA), Universities Australia (UA), Australasian Teacher Regulatory Authorities (ATRA), Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Media Centre for Education Research Australia (MCERA).

Webinars

24 March 2023	TEEP Discussion Paper (released for consultation) Dr Jenny Donovan and Emeritus Professor Bill Louden.
28 March and 18 April 2023	ACDE's response to TEEP Discussion Paper – Member consultation sessions
10 July 2023	Release of TEEP Report
28 August 2023	Australian Teacher Workforce Data (ATWD) Edmund Mission, Amanda Stevenson and Dr Tee Schofield (AITSL)

2022 Award for Outstanding Service to the Discipline of Education and the ACDE

Professor Donna Pendergast **Griffith University**

Professor Donna Pendergast was acknowledged by her peers for her outstanding and impactful contributions which include extended services to the ACDE and her role as QCDE President, together with the significant positions she held for the profession at State and Federal government levels. All this work embodies and speaks to Donna's enduring commitment to Education and her passion for the teaching profession.

Professor Helen Huntly **Central Queensland University**

Professor Helen Huntly's services to education and the teaching profession have been acknowledged in many ways and her peers acknowledge her for service to groups such as QCDE and ACDE as well as the work that she has undertaken on several State and Federal government bodies. Helen has been the voice for regional education institutions through her strong advocacy for the provision of quality education and training services in regional, rural and remote areas.



ACDE Awards in 2023

In 2023, the ACDE Board broadened the past Awards of Excellence guidelines to allow for nominations of persons or teams that operate anywhere within the education sector.

The **ACDE Awards of Excellence and Impact in Education** recognises contributions of any person or team operating within the education sector who has made a positive impact through any of the following which has (or will have) resulted in a positive impact or improvement to the education sector.

- Achieved a meaningful outcome through education research.
- Achieved a significant stand-alone success in the education profession.
- Built strong collaborative partnerships in the education profession.
- Developed and implemented positive initiatives in the education profession.

We look forward to receiving nominations and acknowledging the accomplishments of remarkable individuals or teams who have made a meaningful contribution to education.



State and Territory Reports

Australian Capital Territory

Professor Barney Dalgarno
University of Canberra



The ACT continued to suffer from **teacher workforce shortages** during 2023 particularly in certain specialised areas within Secondary schools. The significantly reduced frequency of teacher absences due to Covid has tended to reduce the impact of these teacher shortages, however they are still being felt in many schools.

The ACT Teacher Quality Institute (TQI) established a new **Permit to Teach** category during 2023, allowing Pre-Service Teachers (PSTs) in their final year of study meeting certain criteria to be employed as Teachers in ACT schools. Under these new arrangements, universities and employers are required to submit agreements to TQI outlining the criteria PSTs need to meet, any restrictions to be placed on employment of students from this university by this employer, and the support arrangements in place. University of Canberra, Australian Catholic University, ACT Education Directorate, Catholic Education Canberra and Goulburn, and ACT Association of Independent Schools collaborated on this so that the core elements of these agreements were common across the two universities and the three employer groups. Key conditions agreed include a maximum teacher employment fraction of 0.6 for PSTs studying fulltime, a requirement that PSTs granted a Permit to Teach must have successfully completed all parts of LANTITE, and a requirement for mentoring support similar to that provided to a graduate teacher. An evaluation of these arrangements will be completed before the end of 2023, but initial data suggests that uptake has been strong particularly during the second half of the year and that the restriction to a 0.6 fraction along with the agreed mentoring arrangements have had the desired effect on ensuring that PSTs are well supported to effectively manage their work and study workloads.

After two years of consultation and concerted work within committees the ACT TQI introduced a **new registration category for Early Childhood Teachers** (ECTs) late in 2023. Early Childhood teachers with ACECQA accredited degrees will be eligible for this new category of registration. Initially, registration with TQI will not be an employment requirement for ECTs but this might change in the future. Discussions are underway about what a bridging program might look like which will allow an ECT to obtain Provisional and ultimately Full registration within the main register under which Primary and Secondary teachers are currently registered.

The University of Canberra has reached agreement with the ACT Education Directorate for a **five-year extension to the Affiliated Schools partnership**, from 2023 to 2028. Under the revised agreement the University of Canberra will engage with 25 Affiliated Schools to deliver its clinical model of Teacher Education, to undertake collaborative research, to deliver post graduate programs for ACT teachers, and to provide micro credentialled professional learning including a Teacher as Research program.

Australian Capital Territory

New South Wales

Professor Mary Ryan
Australian Catholic University



Over the past year, the New South Wales Council of Deans of Education (NSWCDE) has been focused on extensive sector engagement and co-designed research projects. The Teacher Education Expert Panel (TEEP) report prompted several of our members to pen opinion pieces in mainstream media and social media channels to dispel some myths surrounding teacher education.

We held our annual conference at the University of Newcastle (a big thanks to Sue Ledger and her team) which showcased the work of each provider, engaged panels of stakeholders around big issues of education, and workshopped the implications of implementing the TEEP recommendations.

1. Engagement

- Submission to NSW Inquiry into Teacher Shortages 2022
 - Several Deans appeared at the Inquiry
- Consultation and feedback:
 - Beyond the Line pilot program (NSW Department of Education)
 - High Performing and Gifted Education (NSW Department of Education)
 - Environmental Scan of Mentoring Programs (Australian Institute of Teaching and School Leadership (AITSL))
- Meetings with Minister Carr and advisors
- Regular consultation with NSW Education Standards Authority (NESA)
- Collaborative agreements between all NSW providers, The Teachers Federation and the Independent Education Union on Professional Experience Agreements

2. Gathering stakeholder views to contribute to our response to the TEEP report.

We hosted a stakeholder roundtable discussion with schooling systems, NESA, teacher unions and teacher education students with five provocations.

Provocation 1: Teacher education students should be in schools/EC services in their first year ITE

Provocation 2: Immersive technology should be used to prepare teacher education students for school and EC service environments

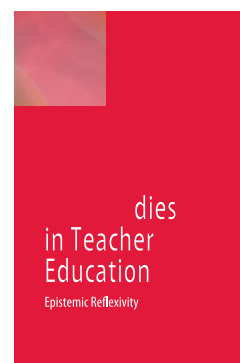
Provocation 3: The professional experience placement system is broken

Provocation 4: Agreements – which outline the responsibilities and relationships between ITE providers, employers and ITE candidates should underpin employment-based models of initial teacher education

Provocation 5: We need agreement about what is best learnt at university and what is best learnt on the job so that theory and practice are well integrated

3. Research engagement

- We launched an edited book from our NSW DoE commissioned project on Hub Schools. The chapters include collaborations between researchers and teachers.
- We launched the final report of our [Grassroots Research Agenda](#)
- We have embarked on a new research project for the NSW DoE on *Supporting Supervising Teachers in Mentoring Teacher Education Students*
- We have initiated our own research project on *Stakeholder Perspectives on ITE Reform: A Mapping of TEEP Submissions* where we intend to analyse the submissions to TEEP to identify: Who says what? Who has authority to speak? Points of (dis)agreement?



PURPOSE

The overarching aim of the Grassroots Research Strategy was to establish a research agenda with and for the NSW CDE, and specifically, identify the 'big' research questions, ideas, and priorities.

We continue to maintain strong collaborative relationships across our membership and with all of our schooling sectors, NESA, teacher unions and AITSL.

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

President: Prof Mary Ryan (ACU)

Vice President: Prof Michele Simons (WSU)

Secretary: Prof Sue Gregory (UNE)

Treasurer: Dr Will Letts (CSU)

New South Wales

Northern Territory

Professor Ruth Wallace
Charles Darwin University



GRADUATING NEW TEACHERS IN SEPTEMBER 2023

I write this report at the end of the September Graduation Ceremony for Charles Darwin University where we applauded the graduation of 169 TAFE and Higher Education students in Education and allied fields. The courses for TAFE relate to Certificates in Education Support, Diplomas in Early Childhood and Education Studies. The higher education degrees and masters all related to Bachelor of Education with Early Childhood, Birth-12 Years, Primary and Secondary with 50 students gaining their Master of Teaching. These students join the other students in Education who graduated in May 2023.

RATE (Remote Aboriginal Teacher Education)

The continuing development of the RATE program has also been celebrated in the above graduation of six students from the Undergraduate Certificate for Remote Educators and one student from the Diploma of Educational Studies. This compliments the five students who graduated in the May ceremony.

Two students are now studying in the second year of their Education degree via online teaching with the support of their Professional Learning Leaders (PLL) at each site.

We reported in 2022 that we had students studying from five remote sites and this has increased to seven sites in 2023.

Whilst the numbers are relatively small in comparison to other programs this cohort is vital to the success of having First Nations qualified teachers in remote and very remote schools in the Northern Territory who are able to teach both-ways and ensure that the cultural upbringing of the current students is strongly delivered.

PLACEMENTS

Staff at Charles Darwin University (CDU) have worked to provide meaningful employment pathways for pre-service teachers (PST).

The objective has been to build stronger participation with sites in providing enhanced pathways to graduate employment for PST as well as increasing the number of placements. This has also enabled alignment with Term 1 and Term 4 placements with summer courses offered at CDU.

The outcomes have allowed for fostering and maintaining strong relationships with schools, clear and concise expectations, roles and responsibilities for key stakeholders and to identify, develop and recruit highly talented prospective graduate teachers.

Another very successful initiative which has been established in the Northern Territory is to have a number of Professional Experience Supervisors who are allocated an area and they work directly with schools in their area to support the mentor teachers and also any students on placement who may have been

identified as at risk and experiencing difficulties. By offering this targeted support any difficulties can be addressed early which provides assurance to the students and the mentor teachers. If a personal visit to a school has not been possible a virtual visit has been warmly welcomed by schools. The feedback from schools has been very positive.

In 2023, the placement of students has been successfully turned around from the experiences from 2020 – 2022. Since January, 2023 there has been a reduction of 68.3% for placements ongoing.

NATIONAL SCHOOL REFORM AGREEMENT MINISTERIAL REFERENCE GROUP

The NT was well represented at the first Ministerial Reference Group Meeting which was held in Canberra on 7th July. Professor Ruth Wallace attended on behalf of CDU and has also been invited to attend the second meeting in Hobart of 6th October. The reference group has been formed at the request of the Federal Education Minister to support Australia's Education Ministers to consider matters related to the next National School Reform Agreement.

RESEARCH

Following on from the review commissioned by the NT Dept of Education into the Effective Enrolments in schools which was accepted and is now in the process of implementation, the Dept commissioned a review into Disability Funding and also Secondary Schooling. Both projects are at the draft report stage and following consultation with the Dept it is anticipated that the final report and recommendations will be taken by the Dept of Education to the NT Education Minister for Education, Hon. Eva Lawler for approval and funding.

REMEMBERING ABORIGINAL EDUCATION 30 YEARS AGO

A forum was held in mid-July where a space was created for all educators to gather and to reflect on some aspects of Aboriginal Education in the NT in the 1990s - the initiatives, the achievements and at times the challenges. To revisit what the educators did, what worked and what didn't work and the role and contribution of Aboriginal Educators across the NT. This reflection was undertaken with a view that this historical sharing and storytelling may contribute to future educational considerations. As well as reconnecting NT Aboriginal and Torres Strait Islander Educators who worked in the education sector in the 1990s there was also time to pause, reflect, reconnect, remember and celebrate all of the Educators who contributed to the successful outcomes in Aboriginal Education at that time. The forum also looked at the challenges in 2023 for all sectors involved in Aboriginal education.

Northern Territory

Queensland

Professor Amy Cutter McKenzie Knowles
Southern Cross University



Professor Donna Pendergast concluded her term as QCDE Chair in December 2022 / January 2023. The QCDE take this opportunity to again thank Professor Pendergast acknowledging her significant contribution to the QCDE, ACDE, and teacher education more broadly.

Professor Amy Cutter-Mackenzie-Knowles is the current Chairperson of the QCDE, with Professor Donna King (ACU) and Professor Susan Irvine (QUT) Deputy Chairpersons. The member universities and Deans are detailed in Table 1.

For QCDE, across 2023 we have achieved, and of note, the following outcomes:

- Establishment of a QCDE SharePoint site for all QCDE meeting documentation and historical records. In addition to keeping members abreast of all QCDE matters, the SharePoint site will afford the smooth transition of QCDE's administration from one institution to another (as Chairs change);
- Submission of QCDE-collective responses to government reports and consultation sessions, including TEEP and the Accord;
- Representation on the LANTITE trial (as elected by the QCDE);
- Engagement with key partners and stakeholders, including the QLD Department of Education, QCT, and AITSL;
- Garnering support for QCDE-led 'Transforming Teacher Education' Taskforce with key stakeholders for implementation in 2024. The concept has received the support of key partners, including the QLD's Department of Education, the QCT, and the QLD College of Teachers (QCT);
- Renewal of the QCDE constitution (see attached). The constitution was accepted at the QCDE 9 October meeting; and,
- Enactment of the QCDE's constitution. This is now in train with the admission of members and administration of office bearer online EOI process.

There have been 7 QCDE meetings to date, with the 8th meeting scheduled as a half-day strategic planning day and annual meeting at ACU. Now that QCDE's constitution is complete, QCDE is highly committed to co-designing its strategic plan to ensure that QCDE is at the forefront of education in QLD.

The QCDE appreciated the opportunity to offer comment on the TEEP discussion paper (see). The QCDE released a response during ABC's Q+A on the teaching profession. We took this opportunity to make our position clear in standing with teachers (noting we are teachers) and what we considered the most positive component of TEEP; viz. professional experience and the critical role of mentor teachers. Our statement was:

The QLD Council of Deans of Education (QCDE) stand with teachers! We are teachers. The most important outcome of the recent TEEP report is the acknowledgement of teachers' critical role in sharing their expertise during professional experience through mentoring teachers. Universities, schools, and early childhood education and care (ECEC) settings work in lockstep to promote the teaching profession and prepare our next generation of outstanding teachers.

Table 1: QCDE Members and Roles

University Name	Dean/Head 2023
Griffith University	Professor Frances Press - <i>Head and Dean, School of Education and Professional Studies</i>
CQ University	Professor Stephen Dobson - <i>Dean, School of Education, and the Arts</i> Associate Professor Rickie Fisher - <i>Head of College, Education</i>
Australian Catholic University (ACU)	Professor Donna King - <i>National Head of School of Education</i> Dr Tracey Sanders - <i>State Head of Education QLD</i>
Southern Cross University (SCU)	Professor Amy Cutter-Mackenzie-Knowles – <i>Executive Dean, Faculty of Education</i>
University of the Sunshine Coast	Associate Professor Deborah Heck - <i>Head of School, School of Education</i>
James Cook University (JCU)	Associate Professor Leanne Dalley – <i>Head of Education</i>
University of Southern Queensland	Associate Professor Peter Cook – <i>Acting Head of School and Dean (Education)</i>
The University of Queensland (UQ)	Professor Robin Shields – <i>Head of School, School of Education</i>
Queensland University of Technology (QUT)	Professor Susan Irvine - <i>Head, School of Early Childhood and Inclusive Education</i>
Christian Heritage College (CHC)	Dr Craig Murison - <i>Dean of Education and Humanities</i>

South Australia

Professor Shane Dawson
University of South Australia



With thanks recognition to all the work of:

- Joss Rankin Flinders University
- Tracy Price Tabor College
- Victoria Warren Tabor College
- Susan James Relly University of Adelaide
- Anne-Marie Morgan University of South Australia

The South Australian Deans group meets bimonthly to discuss various teacher education directions and collaborate on federal and state policy matters and research. The meetings serve as a conduit to galvanise our priorities and approaches to the many policy changes and departmental requirements that continue to raise uncertainty in the sector.

Our work over the last 12 months has largely been driven by state and federal policy. The Teacher Education Expert Panel alongside the glaring teacher shortages have placed much pressure on providers to enable pre-service teachers to undertake short term teaching contracts, employed under a special authority to teach. The SA Government also initiated a Royal Commission into Early Years Education. The outcomes and recommendations have recently been released and if supported will require substantial revisions to early years education offerings as well as legislative changes to enable the registration of newly suggested degrees. Our work this year has covered:

Responding to policy proposals:

We discussed various policy directions and recommendations for submissions and or support on the following matters:

- Teacher Education Expert Panel
- SA government for inclusive education
- Royal Commission on Early Years Education
- National Productivity Commission
- LANTITE advisory committee
- Department of Education purpose and future of public education review
- Department of Education state of current workforce.
- Department of Education rural and remote strategy.
- Department of Education code of conduct.
- AI legislation

Outreach and engagement:

The SA Deans provided support and engagement with the following stakeholder groups including:

- SA Department for Education
- SA Teacher Registration Board
- SA Rural Principals Association
- Rural Youth Ambassadors Forum
- SA Minister for Education
- SA Assistant Minister for Autism

SA Deans have collaboratively worked towards:

- A trial to determine the success rates of LANTITE with removal of capped attempts
- Training and research to support SA teachers to be better informed in working with children with Autism.
- Addressing teacher shortages in regional and rural areas of South Australia.

The SA Deans have a strong and united relationship and our collaborations with the Department for Education, Catholic Education South Australia and Teacher Registration Board can only serve to help address the many complex issues confronting the profession. Personally, I thank all the collegial discussions and good humour within the SA Deans group.

South Australia

Tasmania

Professor Victoria Carrington
University of Tasmania



While our offerings extend beyond ITE, the major issues emerging in 2023 have been directed at initial teacher education: specifically, acute teacher workforce shortages across Australia, National Teacher Workforce Action Plan (NTWAP) and the related recommendations of the TEEP.

UTAS is a member of the Tasmanian Education Workforce Roundtable (EWR) set up to frame collaboration in the sector in Tasmania. The Roundtable has been operating since 2018. The recommendations of TEEP – as the first area of interest to the NTWAP to be addressed - have led to a more active role by the Minister for Education and increased expectation that the EWR's priorities and actions will meet Ministerial priorities that are now directly linked to the NTWAP. Interesting times.

UTAS has been piloting in 2023, with DECYP and the Teacher Registration Board (Tasmania), an approach to final year, final placement arrangements that allow an ITE student currently holding a fixed term LAT to undertake final placement in parallel where the placement meets the needs of specialisation and appropriate supervision can be provided by the school. This trial was limited to 2023 to assist the education sector in the state to meet staffing needs in classrooms, however there is pressure building to extend the pilot into 2024 at a minimum. Evidence on the impact of this approach on ITE students and UTAS coursework units is being compiled and will be presented to the EWR to moderate the expectations of available and flexible workforce under this current model of ITE.

UTAS and DECYP are piloting a front-loaded Master of Teaching model in 2024 to provide one approach to providing a living wage within the existing accreditation framework. In this pilot, coursework is front loaded into Year 1 while ITEs are supported by a DECYP scholarship; Year 2 is an embedded and supported LAT contract year where second year School Experience Placements are supported to take place in the school; additional support for coursework and GTPA + mentoring is provided. Two sites have been selected – regional and outer-city.

Following on from the 2021/22 HALT pilot conducted in Tasmania (TRB, UTAS, DECYP) and the AITSL evaluation, discussions are underway for co-designing and delivering an online GradCert in Education that will provide the framework for the learnings and portfolio required for HALT certification.

Elsewhere, we have been active in engaging with the various sector-related consultations across 2023. Submissions have been made to Tasmanian Literacy Advisory Panel, Teacher Education Expert Panel Consultation, National School Reform Agenda Consultation, Senate Inquiry into Disruption in Australian School Classrooms. We have been very engaged in extending our expertise to the education sector in Tasmania: for example, delivering state-wide professional learning in Trauma Informed Practice for DECYP (in partnership with ACF), developing online modules for DECYP staff on Safeguarding Children; tender for delivery of professional learning in literacy teaching for DECYP (in partnership with Deakin University).

Tasmania

Victoria

Professor Claire McLachlan
Federation University



Current activities

Unlike the VCDE annual reports of recent years, this year has been an easier year for ITE providers in Victoria. We have not had rolling Covid lockdowns and the back log of students waiting for placements has been cleared.

Like other Councils of Deans of Education, VCDE prepared a response to the TEEP panel. This was also shared with ACDE and with our colleagues in the Department of Education (DE) and the Victorian Institute of Teaching (VIT). VCDE have discussed the revised AITSL standards and possible changes in accreditation with the Victorian Institute of Teaching, who have suggested preparing an Audit tool for providers to use to evaluate their current ITE courses prior to re-accreditation.

There have been discussions amongst the providers about the NARTE requirements, which are part of the Victorian Selection Framework. Currently all providers except the University of Melbourne use CASPer, but there are concerns about the cost of this NARTE and the barrier that it presents to low SES and Indigenous students in particular. Federation University gained approval this year to use the Queensland NARTE and Monash has recently gained approval by VIT to use its own assessment. A meeting has been scheduled with Acuity, the developers of CASPer to see if it could be adapted to be free, shorter and available for more test periods. In addition, we have arranged for VTAC to talk to the Deans about the use of CASPer and other assessment methods at an upcoming meeting, with a view to deciding whether a Victorian solution can be found.

VCDE held its annual symposium on 4 August 2023 at Deakin's Waurin Ponds campus in Geelong, with approximately 90 attendees. The symposium started with a panel on the experiences of current students and beginning teachers and their perceptions of the preparation they have had for the realities of classroom teaching and what made the most difference to their sense of preparedness. Next we had a panel of ITE providers from Deakin, ACU, Melbourne Polytechnic and University of Melbourne who talked about the challenges and successes in preparing preservice teachers for their first year of teaching. To follow, we had insights from colleagues at Deakin, La Trobe, Swinburne, and Federation who have recently undertaken "*Access Quality Teaching*" projects, which were funded by the Department of Education. Each university presented insights on how the AQT project had prepared their students to be effective teachers in low SES, disadvantaged, hard to staff or regional and rural schools. Andrea del Monaco, Assistant Deputy Secretary, Department of Education then presented on employment-based pathways in initial teacher education, with a focus on collaboration within and across the profession. Finally, we had some breakout discussions, where we considered some key questions on preparing teachers for the teaching profession in Victoria, such as Permission to Teach, innovative models of ITE, paid placements and the TEEP recommendations. Four discussion groups identified some key solutions and some challenges for government to address. The feedback from these discussions was shared with our collaborators: the Department of Education, VIT, AITSL, Catholic Education and others.

Challenges

Members of VCDE have been working with the Department of Education on two key matters: LANTITE; and the Permission to Teach (PTT) issues, which continue to cause concern in the midst of significant teacher shortages in Victoria.

With regard to LANTITE, Victoria and the Northern Territory have contributed to in-depth discussions of revisions to LANTITE. The new version of LANTITE, which was recently announced for implementation in Test Window 4 is a result of this work.

In relation to PTT, the Victorian DE have worked with VCDE, VIT and the DE Principals' group to establish a set of guidelines which will help to inform a system level approach to PTT. Recently, the 11 providers of ITE in Victoria signed a third MOU with the Department of Education. The first two MOU concerned placements and a data sharing protocol. The former means that government schools now have quotas of preservice teachers to mentor each year. The data sharing protocol procedure has been refined so it will now involve two periods of collection each year, making it easier to complete alongside data sharing with VIT. The third MOU lays out the ground rules for employment of PSTs in government schools, effective from early September 2023. The key change is that principals will be advised to employ PSTs for no more than 0.6, in addition to ensuring that they have appropriate mentoring with the school context and support to complete their university studies.

Future activities

The Victorian Government has just announced significant investment in teacher education and support of beginning teachers through Career Start. It is hoped that these incentives will increase the enrolments in secondary teaching courses, as enrolment will be free, as well as offering opportunities for collaborative work on employment-based pathways at undergraduate level. DE have indicated that they will seek advice from VCDE on undergraduate employment pathways, before releasing a tender for the development of new employment based ITE courses. The announcement is at the following link:

<https://www.premier.vic.gov.au/making-teaching-free-back-our-school-workforce>

This is my last report as President of VCDE, as I am returning to New Zealand in January as the Pro Vice Chancellor, Education for the University of Waikato. VCDE will call for expressions of interest in the role of President shortly, with a view to handing over the role in November of this year. I will advise ACDE when a successor is identified. I want to thank my VCDE and ACDE colleagues for their collegiality and support since I became President in 2020 and for the very helpful advice as Victoria navigated the uncertainties of initial teacher education during a pandemic.

Victoria

Western Australia

Professor Caroline Mansfield
Edith Cowan University



In 2023, Western Australia has seen an increase in workforce shortages in all sectors and levels, right across the state. The WA Deans have continued to support sectors through increasing course flexibility, particularly in the final years, to enable students to work in schools while completing their studies. For the most part this has been mutually beneficial for schools and students, however there have been situations where relatively inexperienced pre-service teachers have been offered work, and where work demands have resulted in students withdrawing from units. It is our shared concern that students may experience additional stress by trying to manage work and study, and that this ultimately may have negative effects on students and graduation rates.

In August a forum was held with Deans, providers, school leaders to identify ways of responding to recommendations 8, 9, 10 and 11 from the Strong Beginnings report. The discussion identified many strengths of the current professional experience arrangements, but equally areas where improvements can be made including in selection of mentor teachers, clear and consistent guidelines for mentor teachers, coordination between schools and providers and supporting rural and remote placements. The Forum has opened a more collaborative dialogue between universities, sector leaders and schools, and a series of actions will be forthcoming.

The Department of Education WA continue to survey Graduate Teachers and School Principals and share findings with universities. In 2022, data gathered from 434 Principals (response rate 78%) showed that:

- 94% (393) of respondents agreed that their graduate had a positive impact on student learning.
- 95% (398) of respondents agreed that their graduate had a positive impact on student wellbeing.
- 90% (375) of respondents agreed that their graduate had a positive impact on the school community (staff and parents).
- 86% (361) of respondents indicated that if they had capacity, they would retain their graduate in 2023.

Data gathered from Graduate Teachers (n=588, response rate 50%) showed that:

- 81% (414) of graduates were very satisfied/satisfied with their university experience in preparing them to be classroom ready.
- 72% (366) of graduates were very satisfied/satisfied that the teaching performance assessment completed, while undertaking their final professional experience placement helped prepare them to be classroom ready.
- 91% (461) of graduates strongly agreed/agreed with the statements that they received 'helpful feedback' and 90% (450) were 'well supported' during their professional experience.

- 62% (305) of graduates indicated that they intended to stay in the teaching profession for 10 years or more, while 2% (11) intended to stay for five years or less. Twenty-nine per cent (143) were undecided.

We look forward to a continued collaborative working relationship to deliver high quality graduates and support the teaching profession.

Western Australia



Network Reports

ACDE Vocational Education Group (ACDEVEG)

Chair: Dr Daryl South
Charles Sturt University



ACDEVEG had another busy year during 2022-2023, holding nine meetings throughout the year; as well as establishing a number of working parties to respond to Federal and State Government advisory groups addressing issues affecting the vocational education sector, and particularly teacher education discussions within the sector.

Professor Erica Smith, Federation University, stepped down from the position as Chair of the Network, after being a founding member and chair of the group and many years' service as the Chair. ACDEVEG would like to thank Erica for her work as Chair, and her continued work as an active member of the group.

The annual ACDEVEG conference, titled 'A new focus on VET teachers', took place online on the afternoon of 8th December 2022 with the online hosting platform provided by the VET Development Centre, a state government-funded professional development body in Victoria. The conference hosted two international keynote speakers: Marieke Vandeweyer, Head of Vocational Education and Training, OECD; and Howard Pilott, National Head of Initial Further Education Teacher Education, Education and Training Foundation, U.K. Feedback from attendees was overwhelmingly positive.

ACDEVEG members are currently conducting a research project investigating the motivations for people to become and remain a teacher in the vocational education sector. Preliminary findings are being shared with staff at the Department of Employment and Workplace Relations to inform its current work on the development of a VET workforce Blueprint.

ACDEVEG prepared and submitted reports:

- Submission to the Productivity Commission on the interim report of the 'Review of the National Agreement for Skills and Workforce Development'.
- Submission to the Australian Government Productivity Commission Interim report no. 5: 5-year Productivity Inquiry: from learning to growth. A couple of ACDEVEG members subsequently met with Productivity Commission members to present our comments on the report in person.
- Victorian VET Workforce initiative: A number of ACDEVEG members met with the project team for this initiative to discuss ACDEVEG case for teacher qualifications as part of the VET workforce.
- Engagement in the review of the TAE Training and Education Training Package.
- Submission of a response to the Draft Standards for Registered Training Organisations.

Engagement with the Hon Brendan O'Connor MP, Minister for Skills and Training

ACDEVEG members met with the Minister's senior advisor, and subsequently with the Minister in person at a later date. Unfortunately, the meeting with the Minister was cut short due to the bells calling the Minister to a vote. Whilst a short meeting, it allowed us to gain an insight to the Minister's priorities for the sector, and thus allow us to target these as we address issues affecting teacher qualifications in the sector. The Minister was provided with a two-page report presenting ACDEVEG's position on an appropriately

qualified VET workforce. The Government has released a number of initiatives affecting the vocational education sector, including a White Paper addressing Working Future: The Australian Government's White Paper on Jobs and Opportunities and Australian Universities Accord – Interim Report. ACDEVEG continues to engage with the Minister's office at this important time for the vocational education sector with a follow-up meeting scheduled for 10th November 2023.

The ACDEVEG annual conference is being planned as an 'in-person' conference on 4th December 2023 at the VET Development Centre in Melbourne. The conference theme is '*Shaping VET teachers for Australia's future*', allowing for conference presentations to focus on the VET teacher workforce to meet the intent of current Federal Government initiatives.

ACDEVEG appreciates the continued support the ACDE staff provide to facilitate ACDEVEG activities, including administrative assistance and managing the web presence of the group.

ACDE Vocational Education Group (ACDEVEG)

Australian Early Childhood Teacher Education Network (AECTEN)

Co-Chair: Associate Professor Gill Kirk
Edith Cowan University



In 2023, Associate Professor Gillian Kirk (ECU) joined Associate Professor Marianne Fenech (USYD) in co-chairing the Australian Early Childhood Teacher Education Network (AECTEN).

Current 2023 branch members are: Associate Professor Marianne Fenech ([Co-Chair] USYD), Associate Professor Wendy Boyd (SCU), Associate Professor Kym Simoncini (QUT), Dr Frances Fan (UTAS), Associate Professor Megan Gibson (QUT), Dr Rachael Hedger (Flinders), Dr Georgina Nutton (CDU), Dr Susie Raymond (UNISA), and Dr Elly Thomson (Melbourne Polytechnic). In February 2023, Professor Sue Irvine resigned from the AECTEN committee. AECTEN would like to thank Professor Sue Irvine for her support and insights during her time on the committee.

Submissions

The work of AECTEN members has 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. This year AECTEN have been active in responding to three key discussion papers that affect the early years. First was the Teacher Education Expert Panel (TEEP) which presented many changes that would impact on those early year programs that are situated in birth to 8 year or birth to 12-year programs (April, 2023). This overlap required a voice as early years programs were subsumed into primary and secondary programs for which the report was intended.

The second was the Early Years Strategy Discussion paper which, led by Ministers Amanda Rishworth and Anne Aly, provided opportunity for a national conversation about what we want for young children and their families (April, 2023). Finally, the third was the Australian Children's Education and Care Quality Authority (ACECQA) Review of National Quality Framework (NQF) Staffing and Qualifications Regulations (June, 2023). This consultation paper was in direct response to the workplace shortage issues and was aimed at re-examining early childhood teacher regulatory requirements in light of this workforce crisis.

Workforce challenges

AECTEN members remained concerned about ongoing challenges for the early childhood teacher workforce in Australia, which have led to some weakening in regulatory requirements. For example, in some jurisdictions, primary and secondary teachers with a Certificate III are being recognised as early childhood teacher-equivalent. In NSW, there are calls to reduce grandfathered early childhood teacher regulations to minimum standards. The challenge of ensuring graduate and teacher quality appears to be intensifying in the current early childhood workforce situation.

In light of these challenges, AECTEN met with Commissioners leading the Productivity Commission's Inquiry into Early Childhood Education and Care (April). Members highlighted workforce challenges specific to early childhood teachers, and developed a submission focused on the need for transformative policy approaches

to address what have been longstanding barriers to high-quality ECEC in Australia.

AECTEN continues to monitor and 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. Members have supported the *Teachers in Early Education (TEE)* study, led by Associate Professor Marianne Fenech (USYD), Professor Sandie Wong (MQ), and Dr Tracy Durksen (UNSW), which aims to build an evidence base about what factors best support the supply of a quality ECT workforce in Australia. This work involved the administration of a national survey to preservice ECTs enrolled in their first and/or final year of an early childhood teaching degree (May). A total of 587 participants from 45 institutions across all eight states/territories in Australia completed the survey. Analysis of survey data is underway.

Acknowledgement

Marianne and I would like to thank all AECTEN members for their ongoing support and commitment to early childhood teachers and quality early childhood education. Members have been active in their respective states and territories in advocating for quality early childhood, education with ensuing endeavours including representations to the South Australian (SA) Royal Commission on Early Childhood Education and Care. The endurance of this engagement has forged new ITE pathways for early childhood teachers addressing the divide between workforce challenges and quality early childhood education. We would also like to thank our members of the NSW/ACT, QLD, SA/TAS, VIC, and WA/NT branches for their ongoing commitment, support and collegiality. Once again, we would also like to acknowledge the wonderful support afforded by ACDE President, Professor Michele Simons to AECTEN throughout 2023.

Australian Early Childhood Teacher Education Network (AECTEN)

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. Our 85 members are passionate about advancing Technologies education through the development of pre-service and in-service teacher capabilities. ATTEN has had a particularly successful year in 2022-2023, accelerating our activities on a number of fronts.

Research (led by Professor Petrea Redmond, USQ)

The ATTEN Research sub-committee has had its most active year yet, with several research projects underway:

- An investigation of how generative AI is being integrated into teacher education (led by Dr Leanne Cameron, JCU)
- An exploration of national digital technologies teaching readiness (led by Dr Jo Blannin, Monash)
- An examination of the most significant trends in computing teacher education in Australia (led by A/Prof. Jason Zagami, Griffith)
- An international investigation on pre-service teacher preparedness to integrate technology into their future classrooms throughout their programs (led by Professor Petrea Redmond, UniSQ).

Each of these projects is aiming to have top-tier publications submitted or accepted by next year.

Teaching (led by Dr Jo Blannin, Monash)

The teaching team held several meetings throughout the year, with a view to members collaboratively creating high quality curriculum and resources for initial teacher education. Initial discussions have been held with industry partners (Microsoft, Grok Learning, Adobe) to explore how they might also be involved in supporting contemporary technologies education, for instance through provision of resources that keeps teacher education curriculum at the cutting edge of innovation. ATTEN is also planning to collaboratively develop a reference book entitled “Technologies Education - Students as Digital Designers” that enables pre-service (and in-service) teachers to base their teaching on the latest evidence relating to effective Technologies teaching. to make a seminal scholarly contribution to the field of Technologies Education. The book will highlight the connectedness of the Digital Technologies and Design & Technologies areas. ATTEN is aiming to raise funds to publish the book open access, allowing pre-service and in-service teachers across the world to freely benefit from the resource.

Communications (led by Dr Fiona Mayne, UWA)

The ATTEN website (available at <http://atten.net.au>) has continued to attract attention, with hundreds of unique visitors and well over 1000 views throughout the year. The website, which is currently undergoing a review to update information and refresh branding, 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

Ongoing communication between members throughout the year occurred through an active ATTEN Teams site, as well as regular emails to all members.

Events

ATTEN members met at the Australian Design and Technologies Teachers Association Research Conference held at Southern Cross University in December of 2022. This provided an opportunity for the approximately 15 members in attendance to progress our research, teaching and advocacy ambitions, as well as strengthen relationships within the Network through allocated ATTEN break-out sessions. Many of the participants also presented their research and teaching projects at the conference, to raise awareness of our work and form connections with other researchers present. ATTEN was also represented at a number of events throughout the year including the 2022 Out of Field Teaching Across Specialisations (OOFAS) Symposium and the 2023 Australian Academy of Technological Sciences & Engineering and Engineers Australia symposium. Presentations at these symposiums showcased solutions for Addressing the Crisis Undermining Technologies Education (ACUTE), with a particular focus on improving the Technologies education ecosystem to attract and maintain more Technologies teachers.

Advocacy

ATTEN has been strongly engaged in advocacy work throughout the year, for instance through meetings with the Australian Department of Education, Skills and Employment (DESE), the Tech Council of Australia (TCA), Microsoft, Grok, Adobe, and a number of other incidental exchanges. In each case, ATTEN representatives are expounding the importance of Technologies education for the Australian economy and society, and attempting to garner support for our initiatives. Throughout the year, ATTEN also provided responses to the Parliamentary Inquiry into Artificial Intelligence in Education and the national Framework for Generative AI in Schools (on behalf of the Australian Council of Deans of Education). In each case, these submissions highlighted the need for further research relating to the use of AI in schools, and how ATTEN was an extremely well placed and expert Network to lead this research.

Fundraising (led by Martin Levins)

ATTEN has been proactively fundraising this year, approaching a number of industry partners in an attempt to secure funding for our research, teaching and advocacy work. This has resulted in an agreement for sponsorship by Google. Promising negotiations are underway with Grok Learning for significant financial support, and discussions with other key technology organisations are underway. Funds will be put towards holding a symposium of all members in late 2023 or early 2024, as well as to support the ongoing research, development and advocacy work of ATTEN.

Australian Technologies Teacher Educators Network (ATTEN)

Community of Associate Deans Research in Education (cADRE)

Chair: Professor Catherine Manathunga
University of Sunshine Coast

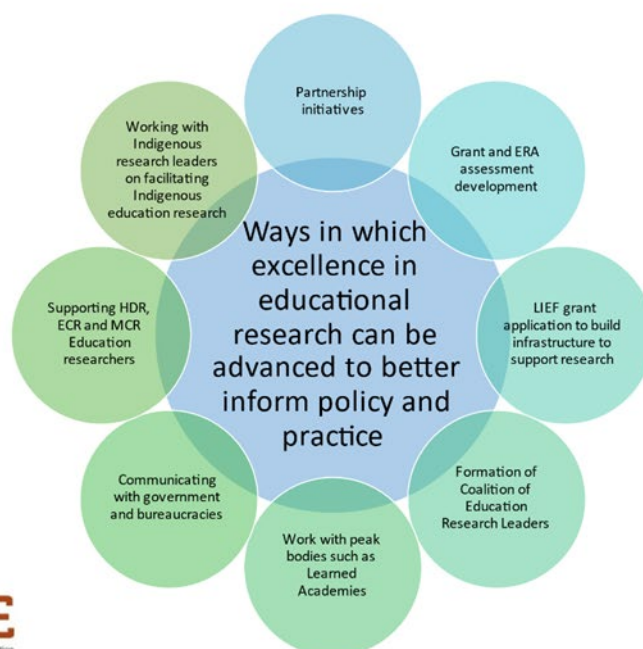


The Community of Associate Deans in Research (cADRE) is a network of Associate Deans of Research or equivalent in the university sector. Its role is to provide advice to the ACDE Board on policies and matters relating to educational research. cADRE also extends the links and enhance collaboration between 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. During the period July 2022 to July 2023, cADRE has continued to build upon its 2021/22 priorities and has particularly focused on enhancing links with other key education research stakeholder groups like AARE, ATEA and the Australian Education Professoriate. Prof. Catherine Manathunga (UniSC) and Prof. Elke Strache (UniCanberra) continued in their roles as Chair and Deputy Chair and then A/Prof. Louisa Tomas Engels (JCU) became the Deputy Chair in July 2023 after Elke stepped down.

Follow-up from cADRE/AARE National Education Research Leaders' Summit in Adelaide

cADRE has continued to follow up on the activities of the 8 working parties that were established during the joint cADRE and AARE National Education Research Leaders' Summit in Adelaide on 29th and 30th of June 2022. The figure below summarises the 8 working parties that were formed at the Summit:

ActionPlan



Good progress has been made in 5 of the 8 Summit working parties. Professor Jo Lampert (Monash) and Professor Susanne Gannon (WSU) are leading the Research Partnerships working party in collaboration with ATEA President A/Prof. Terri Bourke (QUT) and A/Prof. Jen Clifton. Professor Anna Sullivan (UniSA) and Professor Sam Sellar (UniSA) are leading the Grants Assessment working party and have added 160 assessors to the ARC register and convened a meeting with the CEO of ARC, Prof. Judi Zielke during the AARE Conference in November 2022. Professor Jill Blackmore (Deakin) and Professor Julie McLeod (UniMelb) have made progress on building Education's relationship with the Learned Academy of the Social Sciences. A working group was established for the Communicating with Governments and Bureaucracies working party and Prof. Jill Blackmore (Deakin) and Prof. Michele Simons (WSU) have led a series of initiatives in collaboration with government and bureaucracies. Professor Michele Simons (Chair of ACDE) was appointed to the National Teacher Education Review Panel.

Progress on cADRE's working party: Supporting HDR, ECR and MCR Education Researchers

The cADRE Steering Group agreed to lead the working party on Supporting HDR, ECR and MCR Education Researchers across the nation. Given the urgency of succession planning in Education, we began focusing on MCR researchers. On 15 June, 2023 cADRE held a very successful 2-hour interactive webinar designed to present some of the research on the needs of Education MCR researchers and then gather the perspectives of Education MCR researchers from around Australia. These issues were then be presented to



the ACDE Board for discussion and action. 56 participants attended from across Australia and a Education MCR Network has been established, led by Dr Sharon McDonough (Federation Uni) and Dr Amanda Gutierrez (ACU).

View the recorded webinar [here](#)

Catherine and Louisa would like to thank those who have now stepped down from their roles on the cADRE Steering Group including Prof. Elke Strache (UniCanberra); Professor Lexi Lasczik (SCU); Dr Birut Zemits (CDU) and A/Prof. Edward Palmer (Adelaide). We would also like to thank Ms Carolyn McDonnell from WSU for her assistance with cADRE.

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



Associate Professor Greg Oates (University of Tasmania) continued as Chair of NADLATE, with Co-Deputy Chairs, A/Prof Paula Mildenhall (ECU) and Dr Mia O'Brien (Griffith, now USQ).

The steering group has had a strong and collegial membership with a welcome level of consistency this year. State Representatives currently forming the NADLATE Steering Group are:

- ACT: Dr Duncan Driver (Canberra)
- NSW: Dr Ken Cliff (UOW)
- NT: Dr Sulay Jalloh (CDU), and Dr Nicolas Gromik as proxy
- QLD: Dr Mia O'Brien (USQ), and Dr Alison Willis (USC), with Margaret Marshman (USC) as proxy
- SA: Dr Deborah Green (UniSA)
- TAS: Associate Professor Greg Oates (UTAS)
- VIC: Associate Professor Amanda Mooney (Deakin)
- WA: Associate Professor Paula Mildenhall (ECU) and until September 2023, Dr Anne Coffey (Notre Dame). Dr Veronica Gardiner (Murdoch) replaces Dr Coffey as the second WA State rep. Thanks to Anne Coffey for her contributions over the year.

The Steering Group is highly appreciative of the support provided by Carolyn McDonnell, in liaising with ACDE, and maintaining membership records and connections with State groups.

As Chair, I would like to record a sincere vote of thanks to all members of the steering group for their support, active engagement, and wisdom in what has been a very challenging year for ITE providers.

Meetings

The NADLATE Steering Group have held regular Zoom meetings (four, plus the October mini conference) 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.

We are pleased we are able to hold a combined face-to-face and online mini conference this year and acknowledge the support of Deans of Education in bringing NADLATE members as accompanying participants for the October 2023 ACDE conference in facilitating our face-to-face engagement. The program (circulated previously to members and ACDE) is exciting, focusing on challenges in the ITE sector, with a keynote presentation by colleagues from ACARA (see later in the report). Given many of us have not met face-to-face as a group (either at State level, or as a national network) for some time, we therefore are excited about this opportunity for personal networking and building relationships as an effective professional body.

Key Activities and Challenges

Meetings have identified that all States and providers are facing similar issues and challenges, and there has been great value in sharing our experiences. The three key challenges for 2022-2023 that have dominated our discussions and meetings this year have been:

- LANTITE: Extreme stress for many students, and increasing examples of students failing attempts, and issues with their attempts. A key issue here is we see an unfair disadvantage on particular groups of students, who are less well prepared for the tests.
- Teacher shortages and the impacts on our ITE students, and the capacity of schools for effective supervision and placements: more students failing their TPA's, not completing coursework; Larger numbers of our students are now working considerable teaching loads in schools (some report teaching loads as high as 0.8 fulltime), and the repercussions of this are manifold: Inadequate time for study; a perception that 'real' classroom time is more important than academic study; unfairness for students, some of whom are being paid while on placement while others aren't; inadequate supervision because of teacher shortages; ineffective recognition by schools of the demands on our ITE students, because of their needs to fill classroom vacancies, and many more.
- The repercussions of the National Teacher Workforce Action Plan, and the Teacher Education Expert Panel (TEEP). One major issue with this is that the recommendations and required work are causing large demands on us, and to date there has been little indication of any additional resourcing to help respond to these demands and implement the necessary changes. A critical concern is in respect of accreditation- what do these changes mean, and what support/thought has been given to any programs for whom accreditation is due in 2024-2025?

NADLATE prepared a submission in "Response to the Teacher Education Expert Panel Discussion Paper", that was circulated to members and ACDE in April. It is interesting that all the points we raised are pertinent to the subsequent recommendations for immediate attention in 2023-2024, especially the explicit inclusion of (Reform Area 1) core content and improved practical placements requirements (Reform Area 2).

In addition, NADLATE have connected with colleagues in ACARA with respect to building connections across curriculum areas (similar to what has been established through ATTEN). As a first step in this relationship, Sharon Fraser and Julie King from ACARA have been invited as keynote presenters at our October mini-conference, where they will consider updates with respect to ACARA Version 9; current ACARA Projects (NTWAP-development of resources; Formative Assessment); and developing ways to share research, and curriculum initiatives between ACARA, teachers, and teacher educators.

NADLATE members have been enthusiastic about the network funding opportunity made available by ACDE, and will present a proposal led by our WA delegates, for ACDE consideration following the October meeting.

We look forward to the continued collegial support of our NADLATE members in 202-2024, links with other networks in ACDE in furthering our understanding of current issues and building on our newly formed relationship with ACARA. A key priority will be sharing our experiences and approaches as we navigate the implementation of the TEEP recommendations and respond to the continually evolving ITE landscape.

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



Pending

Network of Academic Directors of Professional Experience (NADPE)



Australian Council of Deans of Education
C/- Western Sydney University, School of Education
Locked Bag 1797
Penrith NSW 2751

www.acde.edu.au
administration@acde.edu.au