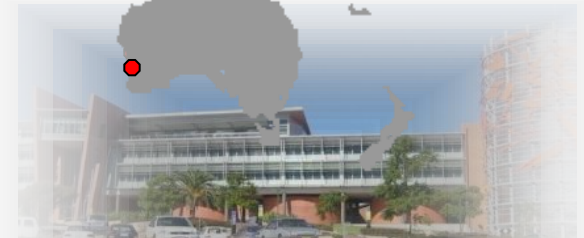


Welcome to the public presentation of Prof. Dr. David Treagust

Curtin University | Perth, Australia



Practice-oriented or academic:
Which kind of teacher education do we need
for the school of tomorrow?



Thursday, 10th May 2012 | 16.00-18.00 h | Lecture hall 1, A14
University Oldenburg



Curtin University

The continuing education of teachers; Practice-oriented or academic: Which kind of teacher education do we need for the school of tomorrow?

ProfaS 2012 | Universität Oldenburg

David F Treagust Curtin University Perth Australia







Overview of Talk

1. Background

Brief History of Australian Teacher Education

Types of Educational Systems and Sectors

2. Formalising Teacher Professional Development

Western Australian College of Teaching

Principles for Design of PD/PL

Professional Standards

Professional Development/Learning

3. Examples of PD Programs

4. Commentary



I. Background

Brief History of Australian Teacher Education

Types of Educational Systems and Sectors



Brief History of Australian Teacher Education

- Teacher training - tradition of apprenticeship
- By 1920s institutions of teacher training in every capital city in Australia
- Move to a theoretical base for teacher training
- Located away from schools and into some teachers colleges and some universities.
- Registration of teaching as a profession

(Dyson 2005)



Brief History of Australian Teacher Education

- 1970s Colleges of Advanced Education
- Reforms late 1980s led to four year university degrees for all teachers
- National Project on the Quality of Teaching and Learning (1994)
- Adoption of National Competency Standards & Guidelines

(Dyson 2005)



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Initial Qualifications of Teachers in Australia

- 4 year Bachelor of Education degree
- 4 year combined Bachelor of Science (BSc) or Bachelor of Arts (BA) and Bachelor of Education (BEd) degrees
- 3 year BSc or BA followed by 1 year Diploma of Education
- New 3 year undergraduate degree (BSc or BA) + 2 year Master of Teaching (1 year theory and 1 year classroom - 3 days/week)
- Ausgelernt?



Teacher Continuing Professional Development (1970-2000)

- Individual Initiative - enrol in Master of Education or Master of Science - both academic and practice-oriented (action research, etc.)
- Focus more theoretical and views the school in broader sense than the classroom
- Teachers attend professional conferences
- Become involved in project development
- Few Professional Development providers
- Competitive scholarships for interstate and overseas PD



Teacher Continuing Professional Development (1970-2000)

- During this time, decline in long-term professional renewal based on postgraduate study
- Exacerbated by
 - Introduction of postgraduate fees
 - Lack of time
 - Aging teacher workforce
 - Moves towards competency-based professional standards
 - Lack of rewards for graduate qualifications

(Blackmore, 2002)

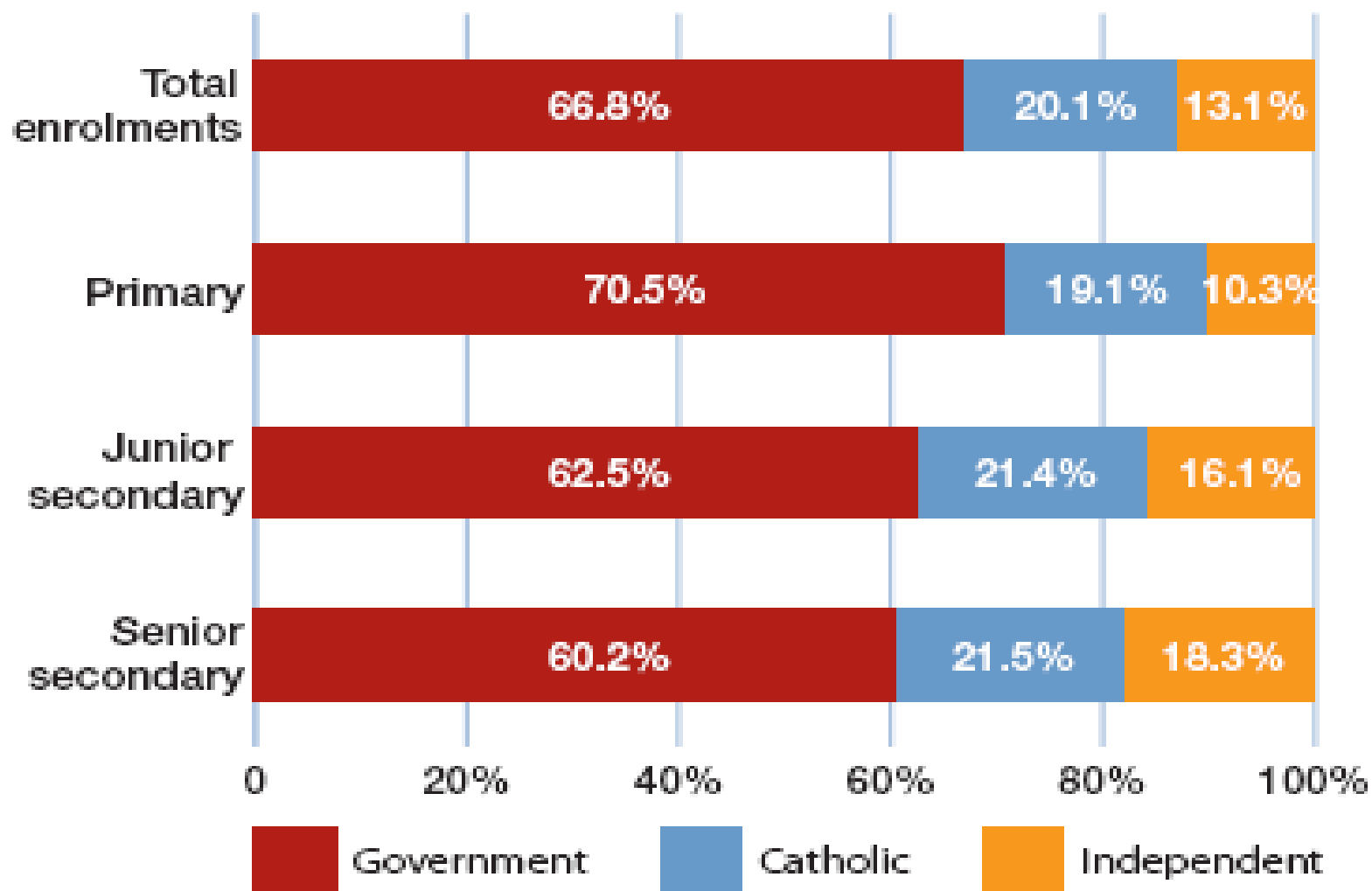


Types of Educational Systems and Sectors in Australia

- Government - Public
- Catholic - Private
- Independent - Private
 - have a range of educational philosophies, mission statements, religious and cultural beliefs
 - strong religious base
 - remote Aboriginal community schools
 - a particular educational philosophy like Montessori or Rudolph Steiner schools

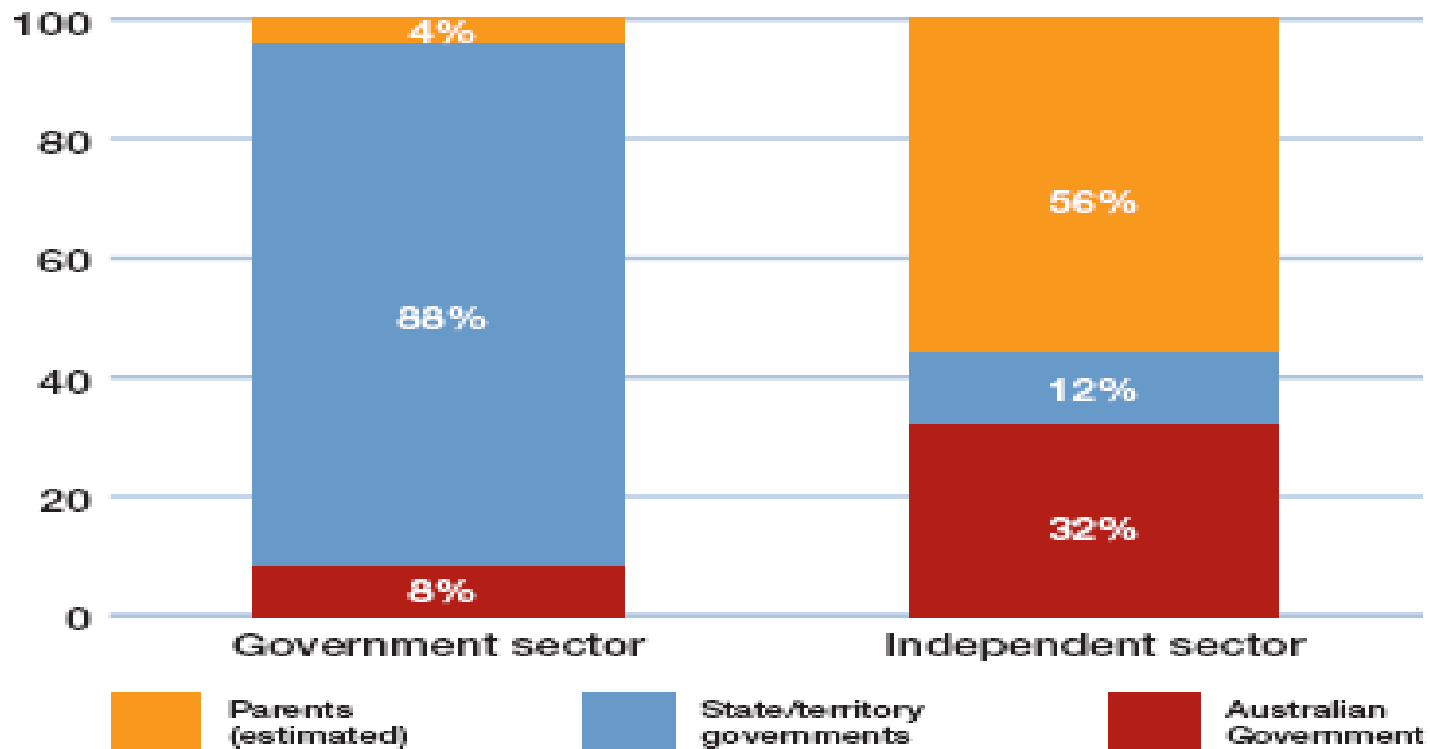


Australian school enrolments by sector and level 2006



School funding comparisons should take account of grants from state and territory governments and the Australian Government.

Sources of recurrent funding of government and independent school sectors 2004-05



Anglican Independent School



Catholic School



Private-Independent School



State Primary School



Remote Aboriginal Community School



Primary State School



Private School



Independent School



2. Formalising Teacher Professional Development (PD) or Professional Learning (PL)

Western Australian College of Teaching (WACOT)

Principles for Design of PD/PL

Professional Standards

Professional Development/Learning



The Western Australian College of Teaching

- Established by law in 2004 to regulate the profession and enhance its status.
- All teachers must be members in order to teach
- Promotes professional standards and values
- Provides and fosters leadership

The Western Australian College of Teaching, 2009



The Western Australian College of Teaching

- Exercises disciplinary powers for registration
- Liaises with employers and universities
- Promotes and encourages continuous education
- **Formalising Teacher Professional Development**

The Western Australian College of Teaching, 2009



Requirements for Achieving Registered Teacher (RT) Status

- Teach in WA school for at least one year
- Show met WA Professional Standards for Teaching
- School principal confirms that you have met the standards
- recommends move to RT
- All teachers can be a mentor

The Western Australian College of Teaching, 2009



Maintaining Teaching Qualifications

- College of Teaching keeps record of professional development/learning
- Employer submits to College of Teaching the activities in which teachers are registered
- Each year, teachers need to do 3 activities of professional development/learning
- Deals with compliance issues



Some principles for the Design of Effective Professional Development

1. Focus on what students are to learn and how to address learning problems.
4. School-based and built into the day-to-day work of teaching.
5. Organised around collaborative problem solving.
6. Continuous and ongoing, involving follow-up and support for further learning.

Hawley & Valli (1999); Ingvarson (2005)



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Eight Professional Standards

Professional Knowledge

1. Students
2. Curriculum
3. Teaching and Learning

Professional Practice

4. Teaching Practice
5. Learning Environment
6. Planning and Assessing

Professional Engagement

7. Professional Learning
8. Professional Responsibilities

Standard 1 Students

Teachers know, respect, and are responsive to the diverse needs of their students

1.1 Teachers know the **learning capabilities** of their students and are aware of factors influencing learning.

1.2 Teachers acknowledge and respond to **social, cultural, historical and religious backgrounds** of the students they teach and value their diversity.

1.3 Teachers develop an understanding of **students' skills, interests and prior achievements** and the potential impacts of these factors on achieving appropriate learning outcomes.

1.4 Teachers know and understand the use of appropriate **assessment strategies** to assist in planning for student learning experiences.

Standard 7 Professional Learning

Teachers reflect on critically evaluate and improve their professional knowledge and skills

7.1 Teachers regularly reflect critically on their **professional knowledge, and teaching and learning practice** to enhance student learning outcomes.

7.2 Teachers **plan for and engage in professional learning activities** as guided by professional standards for teaching.

7.3 Teachers critically **reflect on the relevance of their own professional learning.**

7.4 Teachers **engage in discussion of contemporary educational issues and research** to improve professional practice

The Western Australian College of Teaching, 2009



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3. Examples of Professional Development or Professional Learning

- National Providers
- WA Providers – Western Australian College of Teaching
- Education Department of WA
- Catholic Education of WA
- Independent Schools Association of WA
- Professional Teacher Associations
- Similar providers in each state and territory



Education Department of WA

Welcome to Professional Learning

- **The Institute for Professional Learning** supports the work of schools **to access professional learning** for skills development, personal and professional growth, and any career aspirations they may have.
- There are professional learning opportunities for teaching staff and for support staff **at all stages of their careers.**
- There is also a range of **leadership development** programs for school and system leaders.
- You can look for professional learning offered by the Department and external providers.



Catholic Education of WA

Courses available:

- Accreditation → Catechist Training
- Curriculum & Teaching → Cultural Immersion
- Employee Issues → Faith Formation
- Psychology Religious Education
- School Resources Management → Theological Leadership.
- All staff, regardless of role, begin the accreditation path with two components:
 - Orientation
 - Faith, Story and Witness.



Independent Schools Association

- Well-resourced for conducting PD/PL
- In WA, 40 people offer PD/PL to teachers in independent schools.
- Courses conducted all over the state
- Departments such as Science, Literac.
- Teachers come from all over the state to learn about ... ipads, inclusive education, reporting of new curriculum.



Date	Event
1/05/2012	Leading 21st Century Schools: Engage with ASIA - BUNBURY
3/05/2012	New Graduates Network Meeting
3/05/2012	Adobe CS5 After Effects Motion Graphics
3/05/2012	Leading 21st Century Schools: Engage with ASIA - ALBANY
4/05/2012	CANCELLED Inclusive Education Network Meeting - Term 2
4/05/2012	Year 9 -10 History, Heritage and Headstones
5/05/2012	South West Governance Session
7/05/2012	How Language Works
7/05/2012	Leading 21st Century Schools: Engage with ASIA - KALGOORLIE
8/05/2012	Crossing the Literacy-Mathematics Divide
9/05/2012	Digital Narratives SCREEN ICT day WINDOWS
9/05/2012	Mandatory Reporting of Child Sexual Abuse
10/05/2012	Leadership in Languages
10/05/2012	FULL Adobe CS5 Illustrator - Beginners workshop
10/05/2012	Essential Elements of Early Numeracy

Date	Event
14/05/2012	Gifted Education Network Meeting - SOUTH WEST
14/05/2012	Your iPad and "The Cloud"
15/05/2012	Early Years Network Meeting
16/05/2012	Australian Curriculum Science: Writing Assessment Tasks for Years 7 -10
16/05/2012	Mandatory Reporting of Child Sexual Abuse
17/05/2012	Many Languages - One Methodology
17/05/2012	Digital Narratives ANIMATION COMICS WINDOWS
18/05/2012	Many Languages - One Methodology
18/05/2012	Digital Narratives eSTORYBOOKS iPad
21/05/2012	OSH Representatives - Worksafe Accredited Five-Day Course
22/05/2012	How Language Works
22/05/2012	OSH Representatives - Worksafe Accredited Five-Day Course
22/05/2012	CS5 PHOTOSHOP beginners workshop
23/05/2012	CANCELLED Education Agenda For Governors
23/05/2012	OSH Representatives - Worksafe Accredited Five-Day Course

Date	Event
24/05/2012	OSH Representatives - Worksafe Accredited Five-Day Course
24/05/2012	Digital Narratives for SCREEN ICT PL for MAC
25/05/2012	Year 4 - 7 Historical Inquiry @ WA Museum - Northbridge
25/05/2012	OSH Representatives - Worksafe Accredited Five-Day Course
28/05/2012	EAL/D Network Meetings 2012
28/05/2012	Bringing the Australian Curriculum for Mathematics to life: Measurement and Geometry
29/05/2012	Bringing the Australian Curriculum for Mathematics to life: Measurement and Geometry
29/05/2012	Implementing Australian Curriculum: Science Years 5 & 6
30/05/2012	Bringing the Australian Curriculum to life: Number and Algebra
30/05/2012	Digital Narratives ICT skills SCREEN - iPad
30/05/2012	A day with Morris Gleitzman - a teachers workshop
30/05/2012	AISWA AGM
31/05/2012	Bringing the Australian Curriculum for Mathematics to life: Measurement and Geometry
31/05/2012	New Graduates to Science Teaching Years 7 -10

The Australian Curriculum - Science Achievement standards (29/5/12)

- Standards for each year group indicating the quality of learning that students should typically demonstrate.
- Assessment tasks developed for units of work should be structured so students can show quality of their learning.
- **Three strands of science: Science Understanding, Science as Human Endeavour, and Science Inquiry Skills.**
- Assessment tasks associated with any unit of work also need to address these three strands.
- **Workshop on Achievement Standards will help you to construct assessment tasks integrated across the strands and provide opportunity for differentiation.**



Bringing the Australian Curriculum for Mathematics to life: Measurement and Geometry (28-29/5/12)

- Through engaging in **hands-on problem solving tasks** we will unpack the **achievement standards for Geometry and Measurement.**
- Key ideas in using units, shape, location and transformation will be explored.
- Developmental paths in student thinking will emerge that are very helpful in catering for diversity.



Digital Narratives Project (9/5/12)

- **ALL TEACHERS** who are interested in integrating **Art, English and History** into rich projects via the **Australian Curriculum's "General Capability" of ICT.**
- The rich process of digital storytelling; engaging all literacy skills
- Create an "eBook" storybook and share it
- Creating digital images using painting and drawing apps
- Making a slideshow
- Creating and editing audio files
- Using the iMovie app and built in video capture



National Project - Primary Connections

- National science project for primary school
- Professional learning programme is designed to build teacher confidence and competence for teaching science and literacy.
- Includes the underlying educational and pedagogical principles.
- Any impact on student achievement, need at least 30 hours of professional development.
- **Primary Connections** close to doing this
- **Science by Doing** – national project for Grades 7-10



4. Commentary - Main points so far....

- Over many years, enhanced status of teaching and work of teachers
- Establishment of Professional Standards
- Establishment of College of Teaching
- Many providers of professional development
- Regular PD for all teachers every year
- Providers generally use models of successful programs (or they loose the work)
- Practice-oriented, hands-on



4. Commentary - Changes in Teacher Professional Development in Australia

- Move from

Individual initiative for taking professional development

- to

Requirements of professional standards to maintain Teacher Registration



Research - Investigating the links between teacher PD and student learning outcomes

- What links can be made between the teachers' undertaking PD programs and improved student learning outcomes?
- What have teachers learned from taking this PD program?
- What student learning outcomes have improved? How? To what extent?



Research - Investigating the links between teacher PD and student learning outcomes

- **Students' learning outcomes improved but very complex to see how this is directly attributable to teacher PD**
- Importance of the design of the PD
- Need to consider long-term involvement



Teachers gain Pedagogical Content Knowledge in a non-explicit manner

- PCK goes beyond the acquisition of instructional strategies and techniques
- PCK should include an understanding of how students develop insights in specific subject matter
- PCK development is a complex process that is highly specific to the content, situation and person.



Evidence of Development of PCK

- Most PD tends not to have any “homework”
- Teachers left to develop their own PCK as a result of the PD
- Generally no follow up on the classroom
- PD informed by research but teachers not taught directly about this research
- For some teachers, this level of PD is not informative enough
- Views of teachers



2012 - Awareness to Explicitly Develop Pedagogical Content Knowledge

- Need for PCK now more evident with new national Australian curriculum
- Central/Key Concepts/Big Ideas
- 4-day program (2+1+1) with tasks in between
- Feedback 3-4 weeks later (rather than at the end of the workshop)
- Show-casing at the end of the year



New and evolving PD/PL Programs – Seeking Sustainability

- Network of schools – teachers helping teachers
- Mentor Teachers - Teacher shadowing
- Network leaders in Science, Mathematics, History and Social Studies
- Money given to each school for professional learning in the school
- After school workshops
- What have you implemented?



Decisions - Practice-oriented or academic: Which kind of teacher education do we need for the schools of tomorrow?

- Not a contradiction to have both practice-oriented and academic
- These need to be in balance.
- How to bring them to a balance?
- Need stronger connections between universities and PD providers
- Possibly resulting in formal education qualifications
- Importance of leaders in schools with higher degrees (Masters and doctoral degrees)



Decisions - Practice-oriented or academic: Which kind of teacher education do we need for the schools of tomorrow?

- What would work for Oldenburg?
- What would work for Niedersachsen?

I welcome your discussion.

Thank you!



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- Western Australian College of Teaching (2009)



Professional Learning Providers / Link-List

- Teaching Council of Western Australia
<http://www.ptcwa.wa.edu.au/>
- Australian College of Educators
<http://www.austcolled.com.au>
- Different professional associations and links to online education journals:
<http://www.aiswalibraries.org.au/profassoc.htm>
- Education Network of Australia for school teachers:
<http://www.edna.edu.au>
- Up-to-date information on what is happening in schools
<http://www.teachingaustralia.edu.au/ta/go/home/projects>

