



Quality Initial Teacher Education (ITE) Review Panel – 8 July 2021

The Secretary has accepted an invitation to meet with the Quality Initial Teacher Education (ITE) Review panel. The Acting Group Deputy Secretary will meet with the Panel on the Secretary's behalf on 8 July 2021. It is recommended that the Group Deputy Secretary use the meeting to inform the review panel of indicative NSW priorities in the submission.

Key Information

The Review Panel has requested the meeting to discuss a number of key questions relating to the Review. The ITE Review will focus on attracting high-quality candidates to ITE and preparing them to be effective teachers.

The Minister has approved NSW developing a submission (DGS21/1416)

As part of the approval process, the Minister was provided with a summary of high-level positions being considered for inclusion in the submission.

A paper setting out suggested positions for the NSW submission was distributed to the Department of Education's Executive for consideration on 18 June 2021. The Executive Paper was co-sponsored by the Chief People Officer and Deputy Secretary, Education and Skills Reform. The Executive Paper is attached at **TAB B**.

The Panel meeting allows NSW to raise issues that align with NSW priorities

It is recommended that the Secretary raise issues and proposals identified in the Executive Paper and subsequent consultation with stakeholders. (Speaking points at **TAB A**).

A NSW submission is being developed which will be lodged with the Review

The NSW submission to the Review will advocate for national take up of NSW reforms to increase teacher supply and improve teacher quality, including those that complement the NSW Teacher Supply Strategy.

The Department has sought a four week extension to submissions deadline

The Commonwealth deadline of 18 July 2021 is not achievable. The new deadline would be 23 August 2021 if approved (Commonwealth secretariat is checking with review panel).

Financial Implications

Nil

Recommendation

It is recommended that the Group Deputy Secretary use the meeting to inform the review panel of indicative NSW priorities in the submission.

Endorsed

Kathleen Forrester, Executive Director, Reform and External Relations,

5 July 2021

K. Forrester

Approved

Lisa Alonso Love, Deputy Secretary, Education and Skills Reform,

7 July 2021

Lisa Alonso Love

GROUP DEP SECRETARY

Quality Initial Teacher Education (ITE) Review Panel – 8 July 2021

Rationale

The Commonwealth's review into Initial Teacher Education (ITE Review) is an important opportunity for NSW to advocate for national adoption of NSW reforms and influence review recommendations. The ITE review will focus on attracting high-quality candidates to ITE, and preparing them to be effective teachers.

The Review Panel is meeting with the Secretary on 8 July 2021 in relation to the Review and has provided a list of questions to NSW to be addressed in that consultation.

The following positions have been identified for a NSW submission:

- A national campaign to promote the value proposition for teachers and attract teachers where there are workforce gaps.
- Tailored pathways to support mid-career workers to become quality teachers.
- A national approach to embedding evidence-based teaching practices in ITE courses.
- Improving ITE and early teacher data to better understand pathways into teaching and identify issues affecting supply and quality.
- Including in ITE courses more units on behaviour management so that new teachers are better prepared for managing student behaviour in and beyond the classroom.
- Integration of professional experience placement requirements into school requirements.

Context

- Minister Tudge launched the Quality Initial Teacher Education (ITE) Review on 15 April 2021.
- The ITE Review is considered a key element of the Commonwealth's stated ambition to lift Australian school standards - including in international assessments such as PISA.
- NESAI and the non-government sector have been consulted on providing input into a NSW submission to the Review.
- The Review Panel have requested a consultation session with the Department Secretary in relation to the Review.

Copy of the discussion paper is at **TAB C** and biographies of the review panel are at **TAB D**.

Author	Patrice Daly, Senior Policy Officer, National, Intergovernmental and Cross-Sectoral Policy, [REDACTED]
Consultation	Sarah Barrett Reid, A/Executive Director, School Workforce, People, [REDACTED] Trisha Ladogna, R/Director Disability Workforce Strategy, [REDACTED] Isobel Semmelroggen, Senior Policy Officer, Higher Education, [REDACTED] Martin Hall, Principal Evaluator, CESE [REDACTED] Christopher Jones, Manager, Transformation Unit, School Improvement and Educational Reform Group, [REDACTED] Karen Jones, Executive Director, Aboriginal Outcomes and Partnerships [REDACTED]
Media release/Communication Strategy	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Media Unit briefing attached <input type="checkbox"/> This briefing sent to Media Unit <input type="checkbox"/> Communication Strategy attached

TAB A

Speaking points for meeting with Review Panel – Quality Initial Teacher Education Review**Introduction**

- As with many other jurisdictions, NSW is facing a large and growing shortage of teachers in specialisations like STEM and Inclusive Education, in rural and regional areas, and secondary.
- Declining enrolments in ITE and an increasing number of students not completing ITE courses, will significantly impact teacher supply.
- NSW has implemented a number of measures to address teacher workforce.
- Most significantly in the NSW budget, \$124.8 million has been allocated for a Teacher Supply Strategy to deliver a sustainable pipeline of teachers.
- The NSW Teacher Supply Strategy will attract and retain high performing teachers through measures such as the development of a new mid-career pathway into teaching.
- NSW is keen to participate in the Review - some of the areas we are interested in exploring are
 - proposals to attract more teachers to the profession
 - more emphasis on evidence-based teaching practices in ITE
 - enhanced and more timely data
 - a greater focus on preparing teachers for behavioural management, and
 - better alignment of professional experience placements with school needs.
- NSW is in the process of developing a submission which will expand on the above issues.

Responses to specific questions included in letter from the Panel**What are your views on the supply of ITE graduates by higher education providers? Are they appropriately prepared when they graduate?**

- Overall, we are seeing quality preservice teachers from NSW ITE providers.
- Some areas that could be improved include:
 - classroom management skills and knowledge
 - deeper understanding of how to manage challenging behaviours and to use trauma informed practices
 - deeper understanding of how to differentiate the curriculum to address complex learners in every class (see below)
 - ability to successfully engage with the full range of parents and carers in our communities.
- NSW's submission will include a focus on ITE curriculums including quality programs and courses which incorporate evidence-based pedagogy/teaching methods eg: phonics in literacy and inclusive education practices.

- A focus on teaching practices that have the most impact on student learning outcomes will contribute to a quality workforce.
- NSW is committed to creating a more inclusive education system.
- One key enabler of delivering on this commitment is ensuring every teacher in NSW schools is equipped with the skills to teach students with disability. NSW considers that teachers could be better prepared with the knowledge and skills to differentiate learning for students with disability.
- Our research suggests that pre-service teachers need training about the specific skills, knowledge and resources required to make adjustments and to meet the complex demands of disability and additional needs in mainstream classrooms.
- In relation to the Teaching Performance Assessment (TPA), it has been an effective tool for the pre-service teacher, Supervisor and University to genuinely reflect on the pre-service teacher's ability to meet the graduate teaching standards and positively impact student outcomes.

Do you think there are barriers to attracting mid-career changers into the teaching profession?

- Yes, the length of time it takes to train as a teacher, the financial impact and the struggle to balance work and study are known barriers to attracting mid-career changers into the teaching profession.

If so, what do you think could be done to attract more mid-career changers to the profession, particularly in areas of short supply?

- NSW is currently in the process of developing a new mid-career pathway into teaching as a key initiative under the **Teacher Supply Strategy**.
- It will be aimed towards attracting and retaining people with significant prior experience, including academics, high-performing professionals and subject-matter experts (for example, teaching-focussed academics displaced due to COVID-19 impacts).
- It will initially be focused on in-demand STEM subjects and regional and rural locations.
- In addition to supporting our existing workforce, the strategy will deliver a sustainable pipeline of teachers with the right subject qualifications and in the right locations.
- The strategy includes innovative ideas for boosting the profession and is due for release later this year.
- NSW's submission to the Review will recommend that this pathway be implemented as a national model.
- The new pathway must incorporate quality safeguards to ensure graduates are appropriately prepared to deliver quality education.

- The NSW Productivity Commission White Paper (2021) has also recommended accelerated pathways to increase supply of quality teachers (Recommendation 2.2).¹

What are the key challenges faced by your Department when recruiting teachers?

- NSW is facing a large and growing shortage of teachers – such as STEM (particularly science and maths), Inclusive Education, in rural and regional areas, secondary and where there has been significant population growth.
- The Early Childhood Education sector also faces significant and increasing workforce challenges which is also significant given research shows a skilled and stable workforce is critical to quality education.
- There is a lack of willingness to relocate for permanent teaching roles and in some locations, having adequate and appropriate accommodation.
- Declining ITE enrolments is a factor contributing to teacher shortages. Increases in entry requirements for ITE courses over the past few years has impacted teacher supply in NSW.
- ITE enrolments in NSW have reduced by almost 30 per cent from 2014 to 2019. In 2019, only 6,780 students began a qualification, compared to 9,620 in 2014. Failing to respond to projected reductions in ITE enrolments in NSW is likely to mean a loss of over 3,000 potential teachers by 2030.
- Projected declines in ITE enrolments will affect teacher supply at a time of increased demand due to growing student enrolments (projected at 1 per cent annually).

How do you overcome these challenges?

- NSW's submission will provide further details about NSW strategies to increase workforce supply.
- We currently offer a range of scholarships and sponsorship programs to pre-service and current teachers.
- These programs support university-level study aligned with current and projected workforce needs - STEM, initiatives including rural and remote education, and specialist teaching areas such as special education and school counselling.

¹ Evidence from the NSW Productivity Commission White Paper suggests that it is the quality of candidates that matters most, not the length of training a teacher has that results in a high performing teacher. Singapore, the second-ranked country in PISA results, offers a one-year graduate teaching qualification alongside an employment-based pathway for those with no teaching qualification. The report references recruiting high-quality teachers as being more about attracting the right candidates than the length of training. It suggests policy should focus on making it easy for those with strong academic backgrounds and the right personality attributes to enter the profession, as they are the candidates most likely to become excellent teachers.

- Examples include:
 - The **teach.MathsNOW** scholarship supports career changers from STEM-related industries, or undergraduates studying STEM-related subjects, to complete a Masters of Teaching and take up a career as a mathematics teacher in NSW public schools. The first cohort of scholars in this program commenced study in 2020. teach.MathsNOW provides financial support of up to \$50,000, employment as a paraprofessional while completing a teacher training qualification and a permanent teaching role as a secondary mathematics teacher on successful completion of study.
 - The **Rural Professional Experience Program** is designed to increase the number of high-quality pre-service teachers undertaking their final professional experience placement in rural and remote schools. In 2019, 55 final year pre-service teachers from six metropolitan universities went to geographically isolated schools. All reported that they would consider returning to rural and remote NSW for full-time employment in the future. While 2020 numbers were impacted by the COVID-19 pandemic, 38 students chose a rural school for their placement.
- NSW is also engaged in ongoing work to increase available teacher housing options and is working on strengthening 'early offer' strategies to provide offers of permanent employment to high performing graduates earlier.

How do you use your role as employer to have higher education providers deliver graduate teachers with skills you require?

- NESA is the agency responsible for the accreditation of ITE courses in NSW and assesses programs against Priority Areas.
- The Priority Areas were first developed in NSW by a joint effort between the Department and the then Institute of Teachers. Departmental expertise in special education, inclusive education, Aboriginal education, literacy etc was particularly important in this work, completed in 2007.
- NSW was successful in having the then Education Council adopt these as priority areas in the national requirements then under development. AITSL did adopt a revised/updated version of these Priority Areas in 2013, but with interstate and national Deans of Education resistance to specifications requiring assessment through Program accreditation, these were downgraded by AITSL to advisory and then removed from the website.
- NSW continues to assess ITE programs against these Priority Areas, and has added requirements in Literacy and Numeracy, special education, inclusive education-EAL/D, ICT, Aboriginal education and classroom management.
- In our submission, NSW will include further detail about these areas and make recommendations about improvements to the ITE curriculum.
- These recommendations will relate to:
 - Developing a national approach to embedding evidence-based pedagogy and teaching practices in ITE courses (including in inclusive education).

The Commonwealth should also recognise innovative courses in ITE in states and territories (such as the indigenous education unit in NSW).

- Inclusion of more units on behaviour management – so that new teachers are better prepared for managing student behaviour in and beyond the classroom.
- Professional experience, including that employers and schools should be more involved in the development of professional experience requirements; and the potential for co-designing professional experience scope and sequence plans across all ITE providers.
- As to the application of this issue to the question of ensuring teachers are qualified in the subjects where there is the most need, this is complex.
- NSW would support in principle more focus on subject specialisations in ITE courses which are in areas of need (STEM). While the Department can discuss with ITE providers, universities are businesses and these conversations have limited impact unless universities can demonstrate a return on investment.
- There can be a disconnect between the most profitable subjects in which to train teachers and the subjects which have the most teaching graduates, which is influenced by the funding arrangements and HECS rates for the individual courses which are set at a Federal level.
- A potential solution could be for the Commonwealth to consider aligning objectives for ITE reforms into broader university funding arrangements. This could include entering into further mission-based compacts with higher education providers and funding and performance incentives under the Commonwealth Grant Scheme (CGS)'s performance-based funding arrangements.

Reflecting on any of your Department's initiatives to attract and/or retain teachers, what do you think works and what could be improved?

- The Department has commissioned research to better understand the effectiveness of incentives to attract and retain teachers in rural and remote areas.
- Early findings suggest incentives are a critical lever to attract staff to rural and remote schools, and should remain as a feature in strategies to address workforce shortages in rural and remote areas.
- Another theme from the research is the need to ensure the focus of incentives extends beyond the financial to other issues such as promoting community engagement and facilitating professional development and support for rural and remote settings.
- There is opportunity to leverage a whole-of-community approach to attract and retain teachers for example by working with other government agencies and local community to address the demographic, socio-economic and infrastructure challenges that contribute to the difficulty of staffing rural and remote schools.

Are there any projects or ongoing work within your Department that may be of relevance to the Review?

The Teacher Supply Strategy

- The NSW Government just announced \$124.8 million recurrent funding over four years to implement the Teacher Supply Strategy which aims to attract and retain high performing teachers for NSW schools.
- In addition to supporting our existing workforce, the strategy will deliver a sustainable pipeline of teachers with the right subject qualifications and in the right locations.
- The strategy includes innovative ideas for boosting the profession and is due for release later this year.
- As noted above, NSW has implemented teach.MathsNOW and the Rural Professional Experience Program.

What are your views on diversity within the teaching profession? Is there more that needs to be done in this area? If so, what would you suggest?

- The Department has proactively developed diversity strategies over the past few years, through the Diversity and Inclusion Strategy 2018-2022, which aims to increase the number of Aboriginal people in senior leadership roles to 3 per cent by 2025 and increase the number of staff with disability to 5.6 per cent.
- There are some encouraging impacts but more work to do.

Aboriginal Teachers

- 3.7 per cent of all Department staff identify as Aboriginal which is above the government benchmark of 3 per cent.
 - The Department is currently developing a comprehensive Aboriginal Employment and Leadership Strategy which will provide a clear plan over the next 5+ years.
 - There is a concentration of Aboriginal staff in the lower pay scales and this is usually associated with Aboriginal School Support Officer roles.
- NSW suggests that this review also consider the issues and barriers that exist to the pipeline for Aboriginal teachers. This would include discussions with universities on plans to reach out to the pipeline of future students (ie secondary school students).
- We recommend the panel consider work that the Department has undertaken regarding barriers and issues along the employee experience for current and existing Aboriginal teachers. This may have relevance to increasing numbers of Aboriginal people in ITE courses.
- We recommended exploring opportunities to promote the new accelerated pathways into teaching for Aboriginal career-changers with significant experience.

People with a Disability

- 2.4 per cent of teachers identify as having a disability. The recently developed Disability Inclusion Action Plan 2021-2025 identifies the following actions which will be implemented:
 - Develop, implement and review a barrier-free inclusive end to end recruitment policy and procedures;
 - Establish continuous improvement mechanisms and embed actions that support a fair and barrier free recruitment experience;
 - That requests for workplace adjustments through the employee experience be normalised and seen as business and usual;
 - All major touchpoints along the employee experience to include information about workplace adjustments; and
 - Promote and encourage the use of inclusive/accessibility design resources to ensure that inclusive design principles are incorporated into all learning and development course content, materials and venues.

Male teachers

- Only 23 per cent of teachers are males. Only 18 per cent of males are primary teachers.
- A study into understanding why males do not pursue a career in teaching would enable the Department to identify and address barriers, the perception of gender in the career and an examination of the role of a teacher.