

APPENDIX 3

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The teaching profession – inquiries and reports

Over the last 30 years there have been numerous inquiries, reports and policy statements relating to the teaching professions, including entrant selection, pre-service education, teacher education for specific fields of study, induction, professional development and evidence-based research—over 100 inquiries and reports from 1979 to 2006 have been identified.¹ Most of these were generated by federal and state governments and by parliamentary committees. The list is by no means exhaustive as it does not take into account some inquiries that were not specifically about teacher education but had significant recommendations regarding the teaching profession.² Since 2006, there have been more inquiries and reports related to the teaching profession, including a recent Productivity Commission inquiry into the schools workforce.³

These reports have recurring findings and recommendations and, as the findings from the Productivity Commission's inquiry into the schools workforce illustrate, the issues which they repeatedly identified persist.⁴ The following selection of recommendations from some of the key inquiries and reports at the federal level since 1980 shows some of the recurring themes that are relevant to the current inquiry. These include:

- incentives to attract teacher applicants, including university fee concessions and scholarships and targeted incentives to attract Indigenous applicants and those from other under-represented and disadvantaged groups
- raising the standard of teacher entrants, including a demonstrated commitment to teaching and proven literacy standards
- pre-service education – focus on subject areas with teacher shortages; compulsory literacy teaching units of study; targeted practicums in a range of settings; review/accreditation of teacher education courses
- structured induction and mentoring programs for beginning teachers, with reduced teaching loads for beginning teachers
- professional development a prerequisite for ongoing registration, including structured programs with prescribed amounts of PD time
- professional development in specialist fields—literacy (including reading), science and mathematics
- specialist teachers to support teaching in specific fields on a school cluster basis and
- development funds for collaborative approaches to all aspects of teacher education, including evidence-based research to encourage teacher entrants, effective teacher education programs and teacher retention.

1 House of Representatives Standing Committee on Education and Vocational Training, [Top of the class: report on the inquiry into teacher education](#), Canberra, 2007, accessed 19 April 2013.

2 For example, House of Representatives Standing Committee on Employment, Education and Training, *The literacy challenge: strategies for early intervention for literacy and learning for Australian children*, AGPS, Canberra, 1992.

3 Productivity Commission (PC), [Schools workforce](#), Research report, PC, Canberra, 2012, accessed 19 April 2013.

4 Ibid.

Name	Key recommendations	Source document
<p>National Inquiry into Teacher Education (1978–1980)</p> <p>38 recommendations and 60 'positions'</p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – entrants to be in top quartile of academic achievement – other applicant qualities determined by references, interviews and other testing to be taken into account when excess applicant numbers – encouragement of Indigenous and ethnic teachers • Pre-service education and training: <ul style="list-style-type: none"> – core studies and learning experiences – education to cater for individual differences of students. – practicums to include duties and tasks of beginning teachers – selection of appropriate supervising teachers with training and time allowance • Induction: <ul style="list-style-type: none"> – beginning teacher not to be appointed to difficult schools or classes – reduced teaching loads and professional responsibility on full salary during first year of service • Professional development (PD): <ul style="list-style-type: none"> – standard number of hours for PD – PD sabbaticals of one term after every seven years of service – specialist PD courses and centres of specialisation 	<p>National Inquiry into Teacher Education, <i>Report of the National Inquiry into Teacher Education</i>, Australian Government Publishing Service, Canberra (AGPS), 1980.</p>
<p>Joint Review of Teacher Education (1983–1986)</p> <p>7 recommendations and 12 'matters for consideration'</p>	<ul style="list-style-type: none"> • Pre-service education and training: <ul style="list-style-type: none"> – review of teacher education courses – programs to support training of Indigenous teachers • Professional development: <ul style="list-style-type: none"> – post-experience study by practising teachers – in-service training for principals and staff working with disadvantaged students – in-service training for mathematics and 	<p>Commonwealth Tertiary Education Commission (CTEC) and Commonwealth Schools Commission (CSC), <i>Improving teacher education: report of the Joint Review of Teacher Education</i>, CTEC and CSC, 1986.</p>

	<p>science teachers to enhance girls' participation</p> <ul style="list-style-type: none"> • Other: <ul style="list-style-type: none"> – improved consultative arrangements regarding teacher education between the Commonwealth and states 	
<p><i>Teacher Education in Australia</i> (1990) 20 recommendations</p>	<p>Pre-service education and training:</p> <ul style="list-style-type: none"> – initial degree course to provide a strong grounding in general subject disciplines and educational principles and teaching competencies – initial teacher education courses to be a cooperative activity involving higher education providers, school employers and teachers <ul style="list-style-type: none"> • Induction: <ul style="list-style-type: none"> – prior to the award of a Bachelor of Education degree, graduate teachers to be appointed as associate teacher for two years with reduced teaching loads and the support of an experienced teacher responsible for teacher development • Professional development: <ul style="list-style-type: none"> – incentives for PD linked with standards for continuing national registration – prescribed number of PD days and budget allocation for PD – some school discretion in use of PD funds for local purposes • Other: <ul style="list-style-type: none"> – voluntary system of national teacher registration – National Centre of Teaching and Research for the Professional Development of Teachers 	<p>Australian Education Council Working Party, <i>Teacher education in Australia: a report to the Australian Education Council by an AEC Working Party</i>, Commissioned report, no. 6, National Board of Employment, Education and Training, Canberra, 1990.</p>
<p><i>Australia's Teachers: An Agenda for the Next Decade</i> (1990) 12 'key findings'</p>	<ul style="list-style-type: none"> • Induction: <ul style="list-style-type: none"> – internships (6 to 12 months) for student teachers nearing completion of their training – lower teaching load in first year of teaching – experienced teachers to have responsibility for beginning teachers – ongoing training for beginning teachers provided jointly by employer and 	<p>Schools Council, <i>Australia's teachers: an agenda for the next decade</i>, AGPS, Canberra, 1990.</p>

	<p>training institutions</p> <ul style="list-style-type: none"> – performance review after first or second year of full-time independent work <ul style="list-style-type: none"> • Professional development: <ul style="list-style-type: none"> – improved coordination – Industry Training Fund with contributions by employers, teachers and the Commonwealth – four types of PD: to support system or agency initiatives; to support school needs; partnerships between education authorities and higher education institutions to support needs of individual teachers; and to enable upgrading of formal qualifications – periodic professional appraisal to sustain professional growth 	
<p>House of Representatives Standing Committee on Employment, Education and Training, <i>The Literacy Challenge</i> (1992)</p> <p>10 recommendations (3 teacher-related recommendations)</p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – demonstrated aptitude for teaching – minimum standard of mathematics and English proficiency • Pre-service education and training: <ul style="list-style-type: none"> – compulsory component for language and literacy teaching education 	<p>House of Representatives Standing Committee on Employment, Education and Training, <i>The literacy challenge: a report on strategies for early intervention for literacy and learning for Australian children</i>, AGPS, Canberra, 1993.</p>
<p>Australian Language and Literacy Council, <i>Teacher Education in English Language and Literacy</i> (1995)</p> <p>9 recommendations</p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – facilitate credit transfer pathways, articulation arrangements and recognition of prior learning – national guidelines for teacher employment to raise the standard of teacher entrants and retention, including a demonstrated expertise in English literacy, raising of entry requirements, and financial incentives • Pre-service teacher education and training: <ul style="list-style-type: none"> – compulsory English language and literacy study • Induction: <ul style="list-style-type: none"> – induction and probation strategies 	<p>Australian Language and Literacy Council, <i>Teacher education in English language and literacy: preservice and inservice teacher education in both school and adult education contexts, in the fields of English literacy and English as a second language</i>, National Board of Employment, Education and Training, Canberra, 1995.</p>

	<ul style="list-style-type: none"> • Professional development: <ul style="list-style-type: none"> – career-long access to PD with salary and other financial incentives – continued support for PD of English literacy teachers • Other: <ul style="list-style-type: none"> – nationally consistent competency standards for teachers of English literacy – monitoring and review of English literacy teacher education programs and courses 	
<p>Senate Employment, Education and Training References Committee, Inquiry into the Status of the Teaching Profession (1998)</p> <p>19 recommendations</p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – national recruitment campaign to attract high quality applicants – scholarships for university graduates to undertake postgraduate professional teaching qualifications • Pre-service education and training: <ul style="list-style-type: none"> – accreditation of initial teacher training programs • Induction: <ul style="list-style-type: none"> – development of induction programs nationally • Professional development: <ul style="list-style-type: none"> – accreditation of PD providers and courses – PD to be a prerequisite for teachers' continued registration or re-registration • Other: <ul style="list-style-type: none"> – reversal of casualisation of the teaching workforce – a national professional teaching standards and registration body 	<p>Senate Employment, Education and Training References Committee, <i>A class act: Inquiry into the Status of the Teaching Profession</i>, The Senate, Canberra, 2008.</p>
<p>Review of Teaching and Teacher Education (2002–2003).</p> <p>Focus on science, technology and mathematics (STE) education.</p> <p>54 'actions' as part of an <i>Agenda for Action</i></p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – incentives for prospective STE teachers, including payment of HECS debt, scholarships and paid internships – STE teachers to not pay more course fees than other teachers – incentives for Indigenous teacher applicants – recognition of prior learning, including facilitation of teacher entrants from other 	<p>Committee for the Review of Teaching and Teacher Education, Department of Education, Science and Training, 2003.</p>

	<p>specialised fields</p> <ul style="list-style-type: none"> • Pre-service education and training: <ul style="list-style-type: none"> – focus on STE education in primary teacher education programs, including opportunities to specialise – high quality teacher education program and sufficient teacher education places in STE and languages other than English – targeted practicums in a range of settings, including in relation to teaching of Indigenous students – strong link to schools for teaching students and educators, with placements by highly accomplished teachers as teacher educators and teacher educators as school teachers • Induction: <ul style="list-style-type: none"> – structured induction and mentoring for beginning teachers • Professional development: <ul style="list-style-type: none"> – PD in STE for primary teachers – scholarships and other incentives for PD in science and mathematics teaching – science and mathematics coordinators for school clusters – PD for STE teachers to gain relevant work experience – subject specialist PD, including upgrading of qualifications to teach in other subject areas – PD opportunities for school leaders • Other: <ul style="list-style-type: none"> – national professional standards for teachers – national data collection relating to teachers, teacher workforce and teacher education – research relating to teachers' working lives and ways to enhance attractiveness of teaching career 	
<p>National Inquiry into the Teaching of Literacy (2004–2005) 20 recommendations</p>	<ul style="list-style-type: none"> • Pre-service education and training: <ul style="list-style-type: none"> – teaching of reading a key objective of primary teacher education courses – literacy teaching within subject areas included in the coursework of secondary teachers 	<p>National Inquiry into the Teaching of Literacy, Teaching reading: report and recommendations, Department of Education, Science</p>

	<ul style="list-style-type: none"> – personal literacy skills and demonstrated ability to teach literacy a condition for registration of graduates – projects to enhance literacy teaching • Mentoring: <ul style="list-style-type: none"> – ‘appropriate’ induction and mentoring • Professional development: <ul style="list-style-type: none"> – specialist literacy teachers to provide support to staff as well as school literacy strategies – postgraduate studies in literacy provided by higher education providers – ongoing mentoring and PD related to effective literacy teaching • Other: <ul style="list-style-type: none"> – national standards for literacy teaching, initial teacher registration and accomplished teaching – a national program of literacy action incorporating the above – teaching strategies founded on evidence-based research 	and Training, 2005.
<p>House of Representatives Standing Committee on Education and Vocational Training, Inquiry into Teacher Education (2007)</p> <p>12 recommendations</p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – funding for universities to develop innovative programs to increase entrants from under-represented groups and programs of support for applicants from disadvantaged groups – align teacher education places with teacher workforce priorities and shortages – examine effect of student contribution rates – Increased Australian Government contribution amount for education places in universities • Pre-service education and training: <ul style="list-style-type: none"> – a sound research base for teacher education – national system of accreditations of teacher education courses – Australian Government increase funding to universities for practicums and revised payment processes • Induction: 	<p>House of Representatives Standing Committee on Education and Vocational Training, <i>Top of the class: report on the inquiry into teacher education</i>, House of Representatives, Canberra, 2007.</p>

	<ul style="list-style-type: none"> – a one-year structured induction program – reduced teaching load for beginning teachers – mentors assigned to beginning teachers – structured and tailored PD program • Professional development: <ul style="list-style-type: none"> – PD a condition of registration renewal and linked to higher levels of registration • Other: <ul style="list-style-type: none"> – funding for collaborative approaches to practicum, research, induction and professional development – longitudinal study into effectiveness of different models of teacher education – a National Clearinghouse for Education Research 	
<p>Senate Standing Committee on Employment, Workplace Relations and Education, Inquiry into Academic Standards of School Education (2007)</p> <p>7 recommendations</p>	<ul style="list-style-type: none"> • Pre-service education and training: <ul style="list-style-type: none"> – restructure training courses to encourage trainee secondary teachers to undertake discipline studies before commencing education studies – universities to draw on specialist subject expertise outside education faculties to provide specialist tuition to trainee teachers – focus on literacy and mathematics instruction for trainee teachers • Professional development: <ul style="list-style-type: none"> – improved PD in mathematics • Other: <ul style="list-style-type: none"> – improved remuneration and incentives to raise entry standards and retention rates 	<p>Senate Standing Committee on Employment, Workplace Relations and Education, Quality of school education, The Senate, Canberra, 2007.</p>
<p>Productivity Commission, Schools Workforce Study (2012)</p> <p>13 recommendations and 10 findings</p>	<ul style="list-style-type: none"> • Teacher education entrants: <ul style="list-style-type: none"> – accreditation standards revised to provide greater flexibility regarding recognition of prior learning for postgraduate entry into the teaching profession – cease discounts for upfront payments of course fees (a means of controlling teacher surpluses) • Pre-service education and training: <ul style="list-style-type: none"> – guidance on evidence that training providers are expected to use to 	<p>Productivity Commission, Schools workforce, Research report, PC, Canberra, 2012.</p>

	<p>demonstrate that graduates meet Graduate Teacher Standards</p> <ul style="list-style-type: none"> – accreditation standards for initial teacher education programs revised so that two-year graduate teacher training courses optional. If maintained, governments should implement measures to limit adverse impact on teacher shortages <p>• Other:</p> <ul style="list-style-type: none"> – expansion of Longitudinal Teacher Workforce Study to enable analysis of pre-service training, induction, PD, teacher placement and retention, and thereby improve effectiveness of pre-service teacher training – support for school-based improvements in teacher performance appraisal—efforts to improve teacher performance should not focus on performance bonuses – school authority to take disciplinary action against underperforming teachers 	
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Note: many of the recommendations have multiple parts and not all recommendations in some of the reports relate to the teaching profession.

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