



## STUDYING THE EFFECTIVENESS OF TEACHER EDUCATION (SETE)

### RESEARCH BRIEF 3 – December 2012

The Studying the Effectiveness of Teacher Education (SETE) project is investigating the effectiveness of teacher education in preparing graduates for the variety of school settings in which they begin their teaching careers. It is following 2010 and 2011 graduates in Victoria and Queensland during their first three-four years of teaching. It is supported by a strong partnership with the teacher registration authorities and state education departments in both states. It is expected that the findings will inform teacher education practice and provide an evidentiary basis for policy decisions regarding effective teacher education and beginning teaching.

In 2012 the SETE team gathered over 5,000 responses to online surveys representing more than 20 per cent of 2010-2011 graduate teachers and approximately 20 per cent of Victorian and Queensland principals. The surveys examine ten key areas of preparedness for teaching:

- Relationships with students
- Collegiality
- Design and implementation of curriculum
- Demonstrating an understanding of professional ethics
- Engagement with ongoing professional learning
- Assessment and the provision of feedback and reporting on student learning
- Classroom management
- Professional engagement with parents/carers and the community
- Teaching culturally, linguistically and socio-economically diverse learners
- Pedagogy

These key areas are based on findings from the literature and make up sub-scales within the preparedness scale. Using a five-point Likert scale, Round 1 graduate teacher respondents were asked to indicate their level of agreement with a series of statements about how their teacher education program prepared them in these areas. In Round 2 they were asked about their preparedness *and effectiveness* in these areas.

Round 1 graduate teachers' self-report in the areas of preparedness for assessment, pedagogy, ethics and professional learning were higher than the overall preparedness scale mean, while preparedness in the areas of collegiality, curriculum, classroom management, community engagement and teaching culturally, linguistically and socio-economically diverse learners were lower than the overall mean. In Round 2 the areas in which more than 75 per cent of graduate teachers feel well prepared by their teacher education programs were pedagogy and professional ethics. More than 75 per cent of graduate teachers feel effective across all key areas now.

The areas in which more than 25 per cent of graduate teachers feel less well prepared by their teacher education programs were:

- Classroom management
- Professional engagement with parents/carers and the community
- Assessment and the provision of feedback and reporting on student learning.

There were no areas in which more than 25 per cent of graduate teachers disagree or strongly disagree that they are effective now. The key area with the greatest improvement between perceptions of being prepared and perceptions of being effective was 'Professional engagement with parents/carers and the community'.

Principals responses were matched to teacher data and the overall means for preparedness and effectiveness were compared (Round 1 N = 115; Round 2 N = 227). The consistent trend was that principals rated the graduate teachers higher overall than the graduates rated themselves.

The third round of surveys will be distributed to 2010-2011 teacher education graduates in March, 2013, and to principals in May, 2013. Development of these Round 3 surveys is being informed by the case studies and findings from the first and second round of surveys. Round three survey findings will be available in June 2013.

Case studies with over 170 graduate teachers from 30 diverse government schools across Victoria and Queensland are ongoing. All graduates have been visited at least once. The case study data comprises: interviews with the graduate teachers and self-reports on their effectiveness; their sense of their professional trajectories and career achievements; interviews with the principals of these teachers; interviews with senior staff responsible for inducting and mentoring the teachers; and a range of data regarding the learning outcomes of their students.

The major contrast emerging between the schools is the economic circumstances of the diverse communities. The communities have been affected by significant changes in the Australian economy, producing in some communities economic prosperity and in others a marked decline in the employment opportunities available to young people on leaving school. The specific contexts in which these teachers find themselves shape the stories they tell about their induction into the profession in complex ways, raising important questions as to how school context might properly be acknowledged both by teacher educators and policy makers. The experiences that these early career teachers narrate challenge the model of professional growth embodied in professional standards, prompting a reconsideration of the ways in which the institutional settings in which early career teachers mediate their experience. These initial findings will be pursued during the 2013 site visits.

The four-year SETE study runs concurrently with the national Longitudinal Teacher Education Workforce Study (LTEWS). The SETE project is supported by Australian Research Council funding and contributions from each industry partner - the Victorian Department of Education and Early Childhood Development (DEECD), the Queensland Department of Education, Training and Employment (QDETE), the Victorian Institute of Teaching (VIT), and the Queensland College of Teachers (QCT). LTEWS is funded by the Department of Education, Employment and Workplace Relations (DEEWR) and managed by the Sub-Group of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) Teaching Workforce Dataset Working Group.

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