Studying the Effectiveness of Teacher Education (SETE)

Teacher Education Forum
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Research Questions:
• How well equipped are teacher education graduates for the diverse settings in which they are employed?
• What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings?
• How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession?
Longitudinal, mixed-methods, iterative design

- Almost 15,000 Queensland and Victoria teacher education graduates in 2010 and 2011 (registered with the VIT or QCT between Oct 2010 - Feb 2012).
- **Database analysis** (4,200+ schools)
- **Mapping of initial teacher education** (550+ programs)
- **Surveys of graduate teachers and principals**
  - 4 rounds over 3 years, 2012-2014
  - Total of 8,460 responses from teachers and 1,001 responses from principals. In total, 4,907 graduate teachers contributed to the survey data - about one third of the target population.
- **Case studies** (30 schools, 182 graduate teachers, up to 5 visits 2011-2014)
SETE Surveys: Development of the datasets


Snapshot: the graduate teacher survey respondents (across surveys 1, 2, 3, 4)

- 47% 2010 graduates; 53% 2011 graduates
- Average age 30 years
- 78% are female
- 94% reported English as their only language
- 1% identify as Aboriginal or Torres Strait Islander
- 43% identify as the first in their immediate family to gain a tertiary qualification
- 85% completed their teacher education in full time study
- 96% had been enrolled as domestic students
- Schools in which employed (Rd 3 example) .. (only those employed)
  - 38% Queensland; 62% Victoria
  - Government 67%; Catholic 14%; Independent 14%; Other 5%
  - Almost 66% in major cities
  - About 44% in primary schools, 35% secondary, 17% P-12
Graduate Teacher Survey Representativeness

Distribution of the SETE survey cohort was compared to teacher demographics reported in:

- Staff in Australia’s Schools (SiAS) survey 2010
- Australian Bureau of Statistics Census, 2011

The distribution of survey respondents is, on the whole, consistent with these collections.
Employment as a teacher

Employment type

Where do you see yourself in three years’ time?

Recommendation of program to others

**Preparedness – more prepared, less prepared:**

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

* Linked to whether they would recommend their teacher education program to others


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**Effectiveness – more effective, less effective:**

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Linking effectiveness and preparedness (mean)

Matched graduate teacher and principal means for overall effectiveness

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Successful in influencing student learning

Challenges - preparedness
**RQ1: How well equipped are teacher education graduates for the diverse settings in which they are employed?**

- Overall, graduate teachers feel **prepared** and feel **effective**, but feel **more effective than prepared**.
- **Principals** rate the graduate teachers **more effective** than they rate themselves.
- **More prepared:**
  - Pedagogy
  - Professional ethics
  - Engagement with ongoing professional learning
- **Less prepared:**
  - Classroom management
  - Professional engagement with parents/carers and the community
  - Assessment and the provision of feedback and reporting on student learning
  - Teaching culturally, linguistically and socio-economically diverse learners

**More effective:**
- Professional ethics
- Engagement with ongoing professional learning

**Less effective:**
- Design and implementation of curriculum
- Pedagogy
- Assessment and provision of feedback and reporting on student learning
- Teaching culturally, linguistically and socio-economically diverse learners

**Perceptions are shaped by the context** *(involves dynamic interaction of personal, employment, and school size, location, and community as well as leadership and support in the school)*

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• **Challenges** in the early years of teaching (both graduate teachers and principals)
  - classroom management
  - catering for diverse learners
  - professional engagement with parents/carers and the community

• **Females** feel better prepared and effective than males

• No differences between the states - Queensland and Victoria

• Graduate teachers see initial teacher education is the first phase of **ongoing learning teaching**

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**RQ2: What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings?**

• Teacher education program characteristics account for little of the variance in overall perceptions of preparedness.

• **No statistically significant differences** between perceptions of preparedness and effectiveness for graduate teachers:
  - with a **specialist qualification** and those without
  - who completed an **internship** and those who did not
  - who completed their teacher education program at a **metropolitan campus** and those who completed at a **non-metropolitan campus**
  - who completed their studies on **campus** and those who completed off campus

• **Program type, mode of study** and **campus location** did not effect perceptions of preparedness over time.
• **Qualification:**
  – Graduate teachers with Master’s or Bachelor’s degrees felt more effective than those with Graduate Diplomas

• **Professional experience:**
  – **Skills developed** during the practicum were important (95% agreement at the beginning of each survey year)
  – Practicum prepared them for their current teaching context (approximately 90% agreement) irrespective of the ways in which it was structured – days per week or blocks of time in schools
  – Regardless of the way the practicum was structured, graduates felt successful in influencing student learning as beginning teachers
  – **Internship** participants felt slightly better prepared but not more effective
  – In all data collections, graduate teachers and principals stressed the importance of **time in schools**

**Graduate teachers called for more:**
– Time in schools
– Practical hands-on pedagogy
– Engagement with school curriculum and content including senior secondary curriculum
– University lecturers and staff with recent school experience
– Practical assessment
– Feedback on assignments (and less group assessments)
– Focus on ‘behaviour management’
– Hands on direct learning of ICT
– Course time – programs of 18 months or less duration were regarded as too short

**Strengths of ITE identified by graduate teachers (longitudinal cohort)**
– High quality university teaching staff
– Practicum experiences
– Small classes
– Opportunity for practical application in assessments and class activities
– Theory-practice links
– Working with fellow classmates
RQ3: How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession?

• <30% start teaching in full time permanent positions.
  Increases to just over 50% over three calendar years
• ~50% start teaching in full time contract positions.
  Decreases to 28% over three calendar years
• Full time permanent positions:
  – Males more likely
  – Bachelor’s degrees more likely
  – Graduate Diploma less likely
  – More likely to feel effective
• Job security raised as a concern when asked about employment (pay, demands of the job). Linked to mobility.

• Principals – transition into profession:
  – supports ... supportive and collegial staff, mentoring, induction
  – inhibits ... poor teaching skills/ classroom management, not listen to advice, lack of understanding of demands of the job
• Future plans: Over the duration of the study
  – Continue as a teacher in a school – decreased
  – Go into leadership positions – increased (especially those with masters and graduate teacher education)
  – Leave teaching altogether - increased
SETE....

- SETE research clearly evidences that graduate teachers are prepared and effective
- SETE research also identifies the major limitations on this preparedness and effectiveness
  - Employment constraints
  - The impact of the enduring and entrenched separation of schools and teacher education
  - Curriculum that does not allocate enough space to developing understandings about issues of student diversity
- Towards a cross-border cooperation in teacher education
  - A hybrid model of teacher education between teacher education providers and schools
  - Ongoing learning teaching
  - Collective action
  - Collective responsibility

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