

Studying the Effectiveness of Teacher Education (SETE)

Professor Diane Mayer, on behalf of
the research team

Victorian Council of Deans of
Education Conference
Melbourne, August 11, 2014.



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?

Project team

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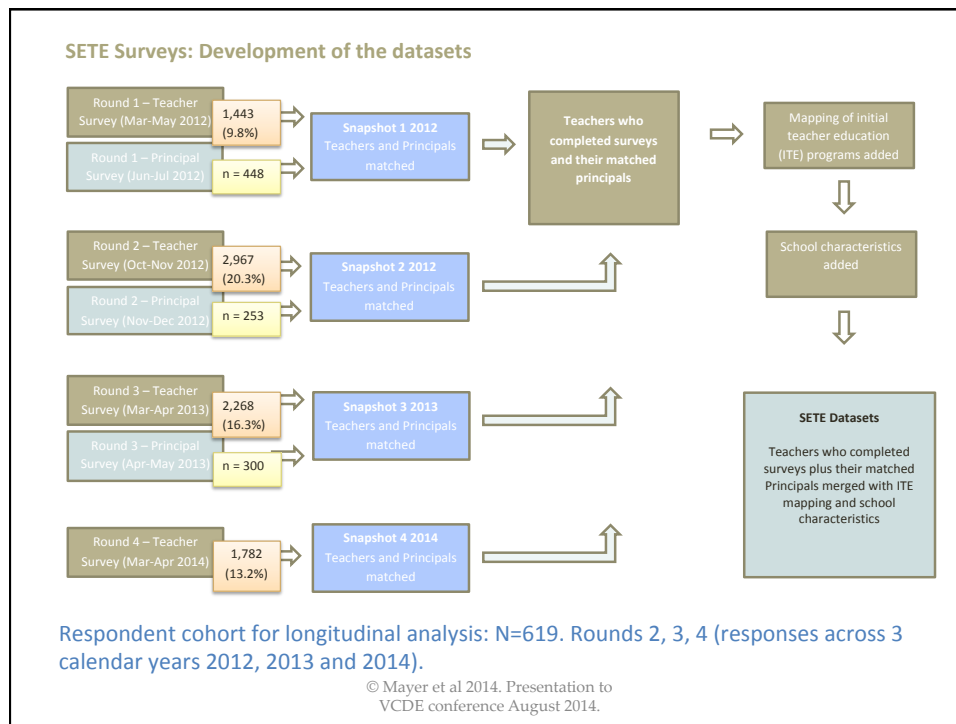
The SETE project ran concurrently with the Longitudinal Teacher Education and Workforce Study (LTEWS) funded by the Australian Government for the first two years of SETE. LTEWS built on the SETE research framework and relied upon SETE data collected in Queensland and Victoria to track teacher education graduates and capture workforce data nationally. The final LTEWS report has been submitted to the Australian Government.



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- Almost 15,000 Queensland and Victoria teacher education graduates in 2010 and 2011 (registered with the VIT or QCT between Oct 2010 - Feb 2012). Responses - 47% 2010, 53% 2011.
- Longitudinal, mixed-methods, iterative design
 - **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 8,465 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 sites, 179 graduate teachers, 3-5 visits per site)

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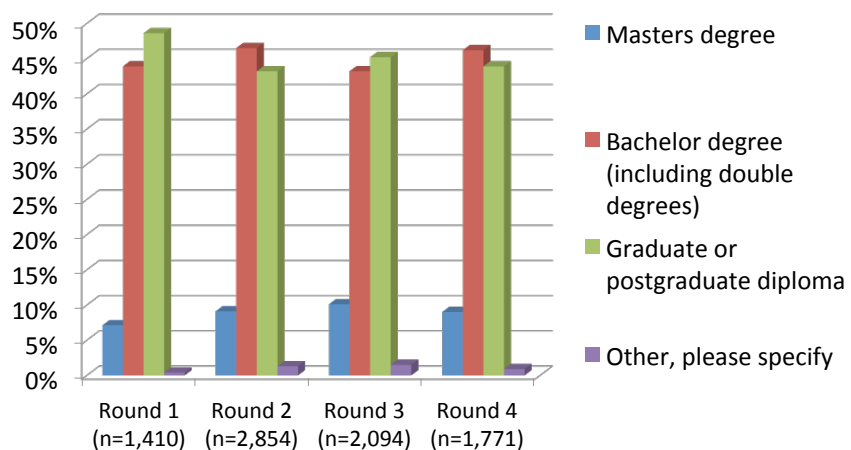


The graduate teacher respondents

- ~60% under 30 years of age
- 76-80% female
- ~94% speak only/mainly English
- <1% Aboriginal or Torres Strait Islander
- ~42% first in their immediate family to gain a tertiary qualification
- Teacher education study: ~20% regional campus, ~10% off-campus, ~65% metropolitan campus.
- ~85% completed their teacher education in full time study
- ~95% were enrolled as domestic students
- Majority had a secondary (46%) or primary school (36%) teaching qualification
- Motivation for teaching: make a difference, work with children. Teaching was not 'a back-up plan'

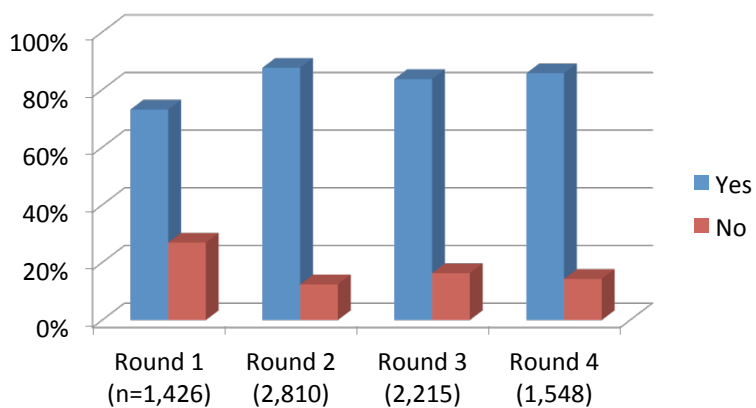
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Pathways into teaching

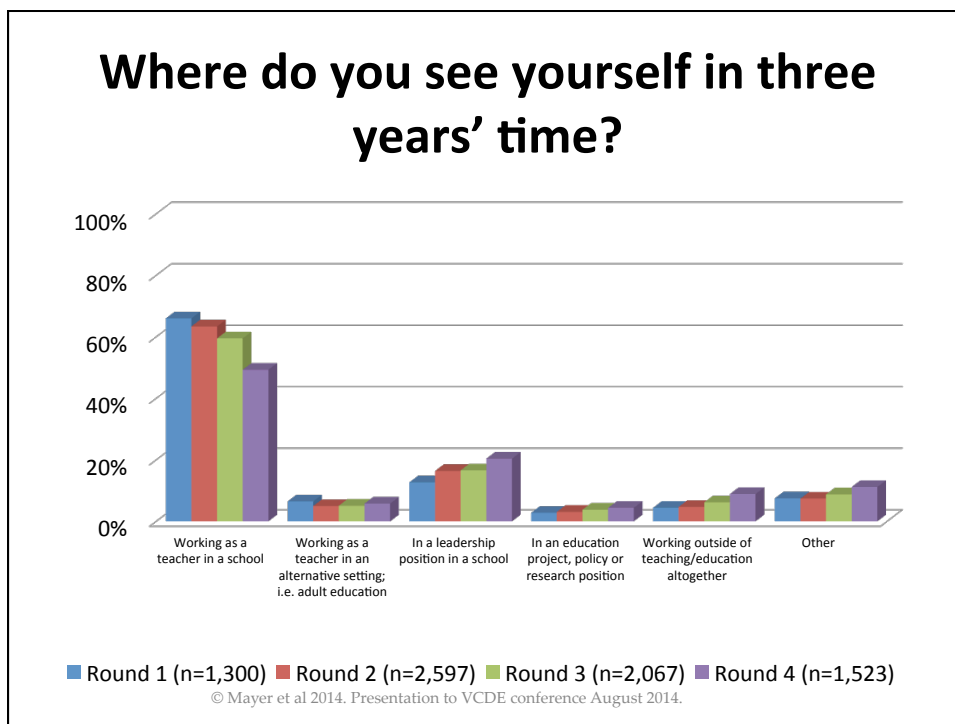
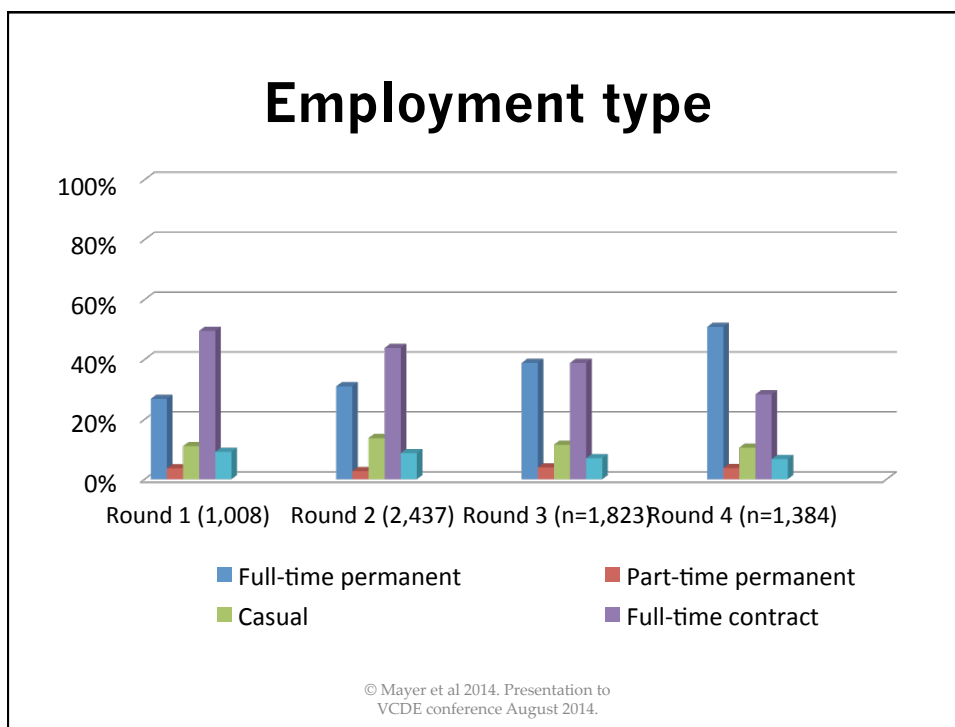


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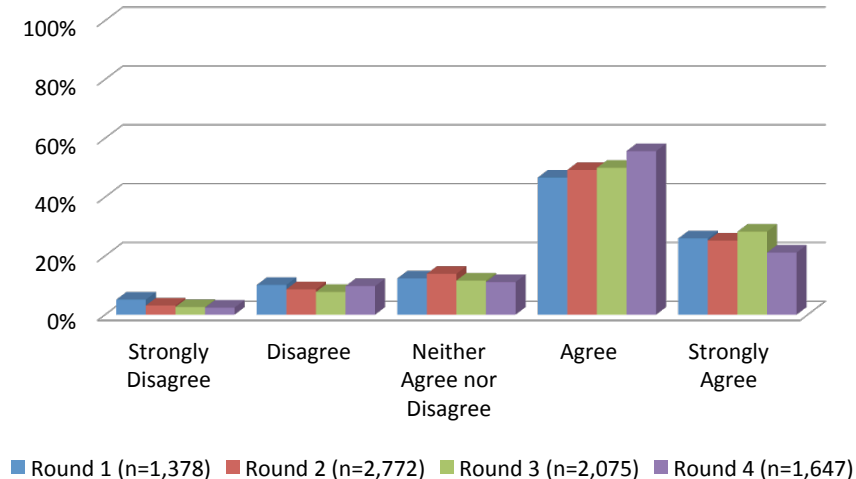
Employment as a teacher



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Recommendation of program to others



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Preparedness and effectiveness

Nine key areas:

- 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

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Preparedness – more well prepared, less well 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 *

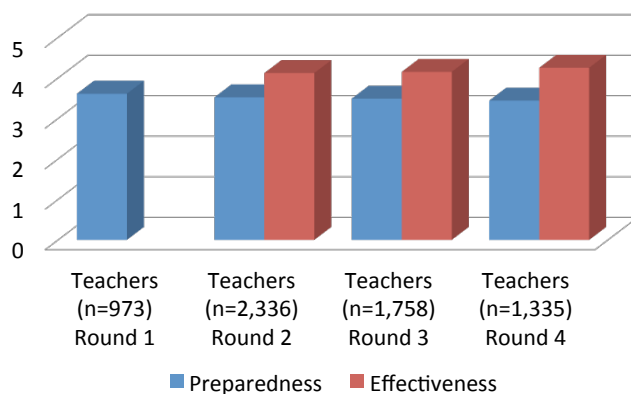
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Effectiveness – more effective, less effective:

- 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
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- Engagement with ongoing professional learning

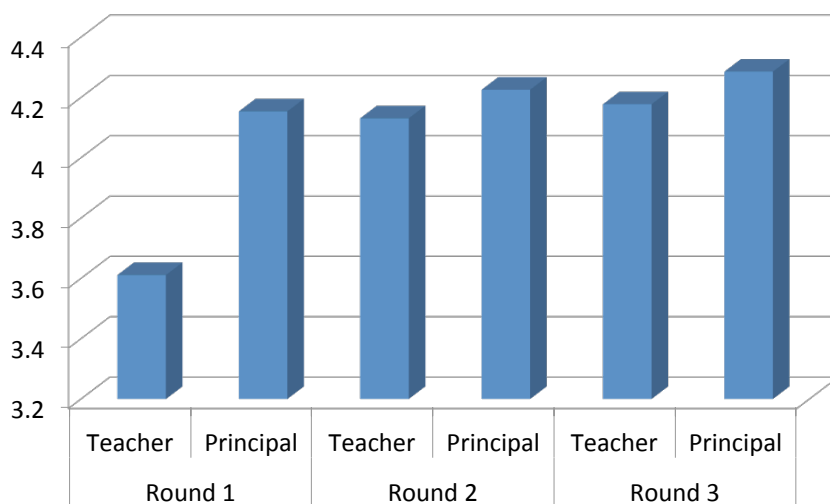
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Linking effectiveness and preparedness (mean)

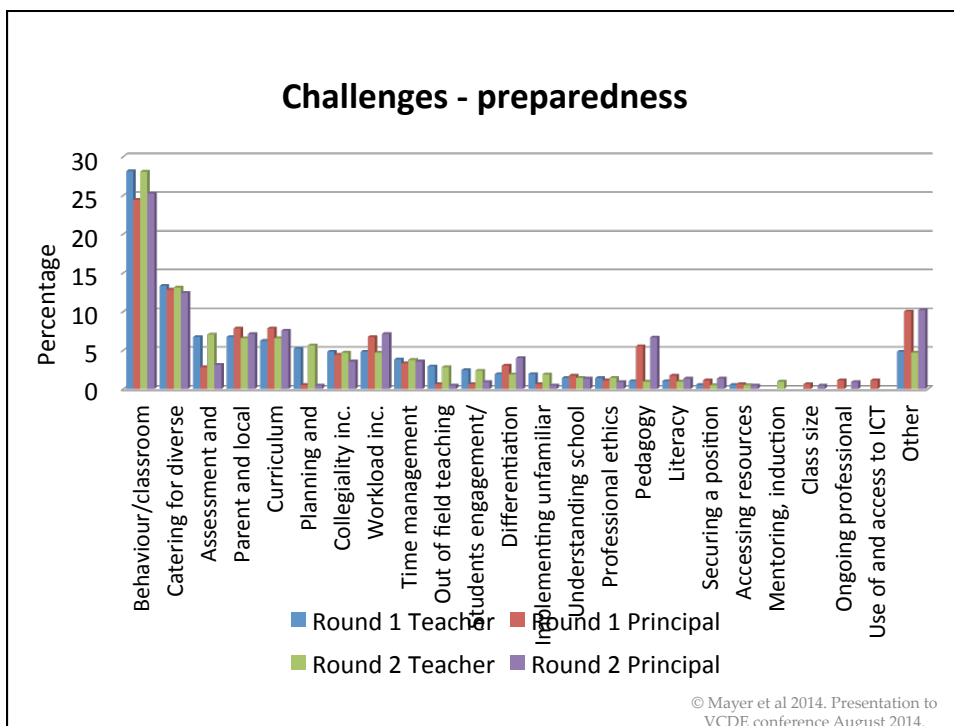
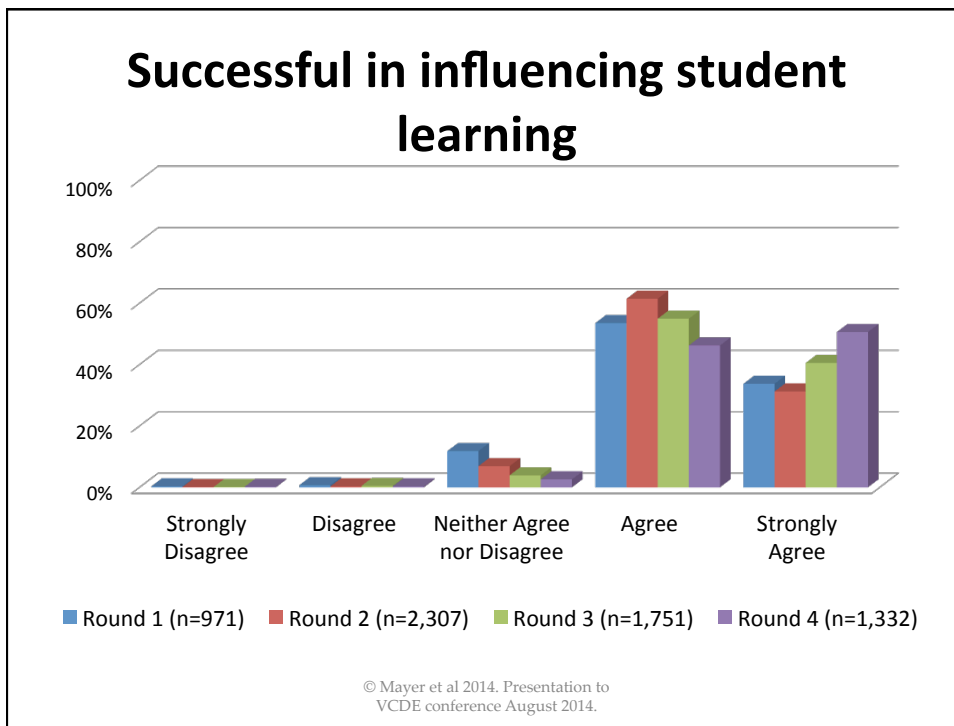


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Matched graduate teacher and principal means for overall effectiveness



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

- Overall, Ts feel prepared, feel effective, but feel more effective than prepared. Ps rate Ts more effective than they rate themselves. Effectiveness increases over time.
- More prepared:
 - Pedagogy
 - Professional ethics
 - Engagement with ongoing professional learning
- Less well 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

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- More effective:
 - Professional ethics
 - Engagement with ongoing professional learning
- Less effective:
 - Design and implementation of curriculum
 - Assessment and the provision of feedback and reporting on student learning
 - Teaching culturally, linguistically and socio-economically diverse learners
- Classroom management & Catering for diverse learners - challenges in the early years (both Ts and Ps)
- Females feel slightly better prepared and effective than males
- No differences between the states
- Ts – initial teacher education is the first phase in a learning to teach continuum
- Perceptions are shaped by the context
- Issues of self reporting

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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?

- **Qualification:**
 - Ts with Master's or Bachelor's degrees felt more effective than those with Graduate Diplomas
 - Those who studied off campus felt slightly less effective
- **Professional experience:**
 - Skills developed during the practicum were important (95% agreement)
 - Practicum prepared them for their current teaching context (90%) 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 – felt slightly better prepared
 - More time in schools

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- **University-based component of the teacher education program**
 - Knowledge gained was important (over three quarters) and helped prepare them for their teaching context (about two thirds)
 - Those with master's degrees were more likely to agree that the knowledge gained through university-based units was important and helped prepare them for their current teaching context, than graduates with graduate diplomas
 - Need to link to schools and classroom experience; be more practical

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RQ3: How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession?

- <30% start teaching in FT permanent positions. Increases to just over 50% after 3 years
- ~50% start teaching in FT contract positions. Decreases to 28% over 3 years
- FT permanent positions
 - Males more likely
 - Bachelor's degrees more likely
 - Grad Dip 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

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- Principals – transition into profession:
 - + ... supportive/ collegial staff, mentoring, induction
 - ... poor teaching skills/ classroom management, not listen to advice/not willing to improve, lack of understanding of demands of the job
- Future plans: Over the 3 years
 - Continue as a teacher in a school – decreased
 - Go into leadership positions – increased (espec. M and grad TE)
 - Leave teaching altogether - increased

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SETE **DEAKIN** **Griffith** **Victoria** Department of Education and Early Childhood Development
Studying the Effectiveness of Teacher Education **Australian Government** **Queensland Government** **Victorian Institute of Teaching**
An Australian Research Council funded project investigating the effectiveness of teacher education for early career teachers in diverse settings.

<http://www.setearc.com.au/>

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Studying the Effectiveness of Teacher Education

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Studying the Effectiveness of Teacher Education (SETE)

The Studying the Effectiveness of Teacher Education (SETE) project is a longitudinal study investigating graduate teachers' perception of the effectiveness of teacher education in preparing teachers for the variety of school settings in which they begin their teaching careers. It is following 2010 and 2011 graduate teachers in Victoria and Queensland during their first three to four years of teaching. The project aims to provide an evidentiary basis for policy decisions regarding teacher education and beginning teaching.

SETE is supported by a strong partnership involving the Victorian Institute of Teaching (VIT), the Queensland College of Teachers (QCT), the Victorian Department of Education and Early Childhood Development (DEECD), and the Queensland Department of Education and Training (DET).

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