Studying the Effectiveness of Teacher Education (SETE)

Professor Diane Mayer, on behalf of the research team

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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?
• 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)
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’
Pathways into teaching

<table>
<thead>
<tr>
<th></th>
<th>Round 1 (n=1,410)</th>
<th>Round 2 (n=2,854)</th>
<th>Round 3 (n=2,094)</th>
<th>Round 4 (n=1,771)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters degree</td>
<td>50%</td>
<td>45%</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>Bachelor degree (including double degrees)</td>
<td>40%</td>
<td>35%</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Graduate or postgraduate diploma</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>


Employment as a teacher

<table>
<thead>
<tr>
<th></th>
<th>Round 1 (n=1,426)</th>
<th>Round 2 (n=2,810)</th>
<th>Round 3 (n=2,215)</th>
<th>Round 4 (n=1,548)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90%</td>
<td>85%</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Employment type

- Full-time permanent
- Part-time permanent
- Casual
- Full-time contract

Where do you see yourself in three years’ time?

- Working as a teacher in a school
- Working as a teacher in an alternative setting; i.e. adult education
- In a leadership position in a school
- In an education project, policy or research position
- Working outside of teaching/education altogether
- Other
Recommenda+on of program to others


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

**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 *

**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
- Professional ethics
- Engagement with ongoing professional learning

Linking **effectiveness** and **preparedness** (mean)

Matched graduate teacher and principal means for overall **effectiveness**
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, 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

• 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

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

• **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
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

• 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