

Push is on for teacher “apprentices” to get more on the job training

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Universities will be forced to provide apprenticeship-style teaching degrees if demands from Australia’s biggest schooling system for more on-the-job training are met.

NSW Education Minister Prue Car says she will push for national reforms to teacher training at a meeting with her federal, state and territory counterparts in July.

In a damning assessment of initial teacher education, the new Minns NSW Labor government minister said too many young teachers were leaving university unprepared for classroom teaching.

Ms Car said she was concerned that one in five NSW school students was being taught maths by a teacher who had not specialised in the subject at university.

Previous to the Dawkins Review and changes of 1989, Teacher Education was provided by the State Education Dept – they knew how many teachers they would require in 5, 10, 15 years etc and would admit many more than required in the knowledge that some would leave and some would fail.

They also bonded the teachers – paid a small sum as a scholarship and then you were required to work for the Education Department for the same number of years at a placement of their choosing.

If you left employment early, you were required to pay them back for what you’d been paid. It guaranteed teacher numbers.

. Teachers in classrooms can’t be expected to during the practicum or internships what has NOT been taught in the 8 semesters of university-based teacher preparation. There is not time in a teaching day and many student teachers dash off straight after school to jobs.

. If the graduates are unprepared after 4 YEARS of Teacher Education then where does blame rest?

. What is the nature of the programs being taught?

. What are the practical skills and experience of those teaching?

. How are classes being taught?

“Young teachers are telling me that the degrees they’ve done do not prepare them adequately for teaching in the classroom,” she told The Australian in an exclusive interview.

“We need to do something about what’s happening at university. It’s definitely worth looking at ways of getting student teachers more time in the classroom as part of their university degree.

“I’m really interested in working with state and territory ministers and the commonwealth minister (Jason Clare) on how we can improve initial teacher education to be more reflective of what teachers need to know before they get in the classroom, to better prepare them for how to manage kids in a classroom, and to be more aligned with the curriculum they’re teaching.”

- . Who determines what is being taught ?
- . With whom do they discuss contents prior to seeking approval?
- . Universities are well represented on committees of QCOT.

MORE PRAC TIME CAN’T HAPPEN WITHOUT COST. There is an Industrial Award : https://www.qirc.qld.gov.au/sites/default/files/2022-12/2022_cb135.pdf

There is also LANTITE – the Literacy and Numeracy Test for Initial Teacher Education Students – been in place since 2016.

In 2016, 4.8 per cent of the student teachers (628 people out of 13,000 candidates) failed the literacy test.

About 5.8 per cent (759) failed to meet in numeracy.

Testing results publicly released this week following inquiries from *The New Daily* show the fail rate for literacy is up to 8.3 per cent (1716 candidates) for literacy and 9.3 per cent (1925 candidates) for numeracy.

The fail rate is down slightly on the year before, but almost double since the benchmark was set in 2016.

The cost is \$196 for both the literacy test and numeracy test or \$98 for a single test component.

- . What do children have to know by the ends of Years 3, 5, 7 and 9.

See <https://www.qcaa.qld.edu.au/p-10/past-curriculum-documents/years-1-10-syllabuses/english> Queensland Curriculum and Assessment Authority

The federal government's review of 300 ITE programs across 48 education providers has called for a greater focus on classroom management and in-school practicum placements, as well as strategies for teaching literacy and numeracy.

The Teacher Education Expert Panel, chaired by University of Sydney vice-chancellor Mark Scott, will provide its final advice to ministers late next month.

Ms Car said it was “pretty obvious” that undergraduate teachers needed more time in classrooms, learning from experienced teachers. “That would seem like a pretty decent solution to a range of problems that we face,” she said.

Parents and students can see what's broadly required at

<https://www.australiancurriculum.edu.au/parent-information/>

Learning Period	Course	Credit Points
Tri 2	Educational Technologies for Teaching and Learning - 1299EDN	10
Tri 2	Foundations of Curriculum, Pedagogy and Assessment - 1799EDN	10
Tri 2	Philosophy and Ethics in Education - 1699EDN	10
Tri 2	Teaching as a Profession - 1999EDN (see Note 1)	10
Tri 3	Education and Society - 1399EDN	10
Tri 3	Understanding Lifelong Learner - 1499EDN	10
Tri 3	World Indigenous Knowledges - 1599EDN	10
Tri 3	Communication for Teaching and Learning - 1199EDN	10
	OR	
Tri 3	Teaching Area Content 1 course (see Note 2)	10
	OR	
Tri 3	Science Bridging course (see Note 3)	10

Griffith Primary – no specific mention of Behaviour Management

QUT will ensure you step into the classroom with confidence and continue to adapt to ongoing workforce changes and future opportunities. Some key inclusions in the course are:

- a deep understanding of child and adolescent development
- curriculum and pedagogy knowledges and practices
- creating positive learning environments
- inclusion and diversity
- building positive relationships with parents, carers, communities, and education stakeholders
- digital technologies
- entrepreneurial thinking and leadership
- innovation and creativity
- evaluation and assessment
- developing your professional identity
- global perspectives
- resilience.

QUT Primary – no mention of Behaviour Management

Behaviour Management requires a teacher to have a range of strategies at call for Preventive Management, Supportive Management and Corrective Management.

Problem lies now with the push to pay students undertaking practical placements. We can barely afford prac as the Government does not provide sufficient funds – supervising teachers must be paid for the substantial extra load.

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“(It’s about) getting student teachers in the classroom earlier, to give the teachers in schools some relief, as well as give (undergraduate teachers) an on-the-job, realistic opportunity to supplement their important tertiary education.”

Australian Council of Deans of Education president Michele Simons – a member of the expert panel – warned that some universities would need more time than others to implement any reforms ordered by ministers. “We can always do a better job,” she said.

“For some higher education providers it may require significant change, for others no change at all. ITE courses are accredited so any change does have to be signed off by teaching regulatory authorities.”

The Australian Education Research Organisation – whose chief executive, Jenny Donovan, is also part of the six-member expert panel – is pushing universities to offer more “practice-based” teacher training, including internships and work experience placements. In its submission to the panel’s ongoing inquiry into ITE reforms, AERO calls for federal funding to help universities redesign their courses.

“AERO’s board supports ITE postgraduate program designs routinely embodying more sustained school placements, under models that include extended internships and employment options as teachers or teacher aides,” it states. “Undergraduate programs should also evolve into designs with more substantial internships and employment options, at least in the final year.”

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Remember – they are NOT qualified, they are NOT experienced , they are NOT insured, they do NOT belong to a union / guild / society which might be needed to provide legal support. They can’t legally be left alone with children. A teacher has a legal Duty of Care. Remember also that teachers are already teaching 30-35 individuals whose learning progress is their CORE BUSINESS.

Excellent to get them into the classroom early – many may not feel that this is for them and will not have committed time, cost and energy to a course which ultimately, they won’t pursue. In days past, our first prac was within 4 weeks of commencement.

The role of universities in working with and on regulatory boards – Caesar judging Caesar.

Kelvin Grove used to offer ‘micro teaching’ – short lessons were taught to small groups of students from a nearby school and filmed for comprehensive analysis to check openings, transitions, behaviour management, holding attention, questioning, movement, conclusions. Griffith used to offer studies in rural and remote small schools in Old Yarranlea SS, the one teacher school on the grounds at Mt Gravatt.

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