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UNIVERSITY OF MELBOURNE SUBMISSION TO  
*WORKING TOGETHER TO SHAPE TEACHER EDUCATION IN VICTORIA*  
SEPTEMBER 2016



The University of Melbourne welcomes the opportunity to have input to the Victorian Government's consultation regarding initial teacher education (ITE).

The paper focusses on the quality of student intake, courses and professional experience, the quality expected of graduates and the quality of the support and development graduates receive in their early years of teaching.

Top-performing international education systems value expert teaching and recognise that highly effective teaching improves student outcomes. While there are some reforms in development, including those recommended by The [Teacher Education Ministerial Advisory Group](#) (TEMAG), further work is required in Australia to lift the quality of teaching. This includes attracting the brightest candidates into the profession and ensuring they receive the best preparation and ongoing support.

Universities will need to be able to demonstrate the positive impact they have on their graduates and that their graduates have on student learning. The latter is the mark of effective teaching and effective teacher education programs.

The Melbourne Graduate School of Education (MGSE) offers three postgraduate professional entry clinical teaching courses of study: the Master of Teaching for those who want to become teachers; the Master of Clinical Teaching for practicing teachers; and the Master of Instructional Leadership for educational leaders. The M. Teach is an ITE pathway that ensures high quality graduates suited to a professional teaching career.

MGSE recognises that teaching is a complex, challenging, clinical practice profession that requires high calibre individuals. For that reason, we only offer ITE as a graduate course and have created the Teacher Capability and Assessment Tool to aid candidate selection. The tool supports a rigorous and multi-dimensional selection process that assesses a candidate based on their likelihood of academic success and possessing the professional competencies required for effective teaching. The tool includes consideration of non-cognitive attributes, such as communication and resilience, and has broadened selection into teacher education.

Further, our Master of Teaching has pioneered evidenced-based teaching interventions that require our teachers to assess data on student performance to evaluate the impact of their decisions on the learning of students and to adopt differentiated instruction based on this evidence.

This capability is developed from the earliest days of entry into the M. Teach in which students are immersed in the classroom from the outset. Candidates are in schools two days a week in each semester and clinical teaching modules are used with university-based Clinical Specialists and school-based Teaching Fellows working together. Candidates are taught skills and practices underpinned by the core and discipline subjects delivered at the university. The weekly school experience is supplemented with three weeks of full-time teaching practice during each semester. The close working relationship with our networks of schools is a vital part of the program's success as it ensures mutual dialogue and benefits, with our academics remaining closely in touch with contemporary classrooms and our engagement helping schools continually improve their practice. Many of our partner schools are working with us to involve more of their teachers in our evidence-based model to enact whole-school change.

For Victoria to become the Education State there is an urgency with which we must collectively work to address the falling performance of schools in international comparisons and the need to provide a challenging 21<sup>st</sup> century-relevant learning environment staffed by excellent teachers.

In terms of addressing the quality of graduating teachers entering and those already working in our school system, there is a need to embrace evidenced-based training that produces teachers who use data and a student-focussed approach to their teaching. We need to focus on developing a profession of teachers who are critically involved in building their practise to embed change within the classroom, based on what we know works.

The University's submission focusses on the following as areas that will advance Victoria's aspirations for its schools:

- High quality ITE that is based on best practice selection of candidates who have a high likelihood of completion and success as a teacher and the need for rigorous accreditation of teacher education providers and of the courses they provide.
- ITE is a first step on the continuum of practise in ensuring excellent teaching in schools – continuing professional education ( for early career and established teachers) is essential to ensure classroom teachers remain up-to-date on classroom teaching best practice, their own professional reflection and professional improvement and subject content knowledge.
- Evidence-based policy decision making:
  - using what works best in classrooms – curriculum quality and support to teachers, particularly those teaching outside of field, and in areas of known weakness such as primary maths and science curriculum;
  - effective workforce planning to ensure areas of under/over supply are addressed; and
  - best use is made of resources.
- Measurement and public reporting is important in order to engage the community and inform policy makers and ITE providers in a discussion about outcomes and as a basis to establish policy frameworks that advance excellent teaching and educational outcomes for students.
- Continuing professional education for teachers and school leaders is critical.

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## Area of Focus 1: Raising the quality of teaching and the status of the profession through a robust approach to selection into teacher education

The quality of Australia's classroom teachers is only as good as the training they receive and their suitability for a teaching career.

The recent draft Productivity Commission report found that:

*"...there is a substantial body of evidence suggesting that teachers have the greatest impact on student performance outside of students' own characteristics, and that directing attention to higher quality teaching can have large positive effects on outcomes across the board. All of this suggests that looking within the classroom, particularly at teaching practices, can be more effective at providing insights into how to improve education outcomes across schools and students."*<sup>1</sup>

We agree. Our research and clinical classroom observations provide the evidence base for this assertion and informs our course design in training teachers.

The overarching theoretical framework for the selection of teacher candidates needs to be understood in the context of the professionalisation of teaching.

One of the signposts of professionalisation is a strong focus on the quality of professional training and education. This is evidenced in other professional contexts such as psychology and medicine, where there is professional interest and involvement in educational pathways by registration bodies and professional organisations. The rationale employed is to demonstrate rigour associated with joining a profession, which in turn raises the status and profile of the profession more broadly.

In order to lift the status of teaching, selection processes for ITE cannot be seen as simply a hurdle into entry. Rather than considering the selection of teacher candidates in isolation, selection processes need to be connected to evaluation and research into program and teacher candidate effectiveness. We also need to test the assumptions made by the selection process and any tool/s used. Selection therefore becomes an important part of program evaluation and research into the factors that enable teacher candidates to make a positive impact on student learning.

### **Q1. What academic capability threshold should be set for entry into initial teacher education (ITE)?**

There is a large corpus of studies showing the best predictor of success at university is prior achievement at school. Trapmann, Hell, Weigand, and Schuler (2007)<sup>2</sup> reported an overall  $r=.41$  between prior achievement at high school and university grades. Therefore, evidence of high prior achievement is not an either/or but a necessary, although not sufficient, criteria when selecting teacher candidates.

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<sup>1</sup> National Education Evidence Base Draft Report, Productivity Commission, September 2016, pg. 7  
<http://www.pc.gov.au/inquiries/current/education-evidence/draft>

<sup>2</sup> Meta-analysis of the relationship between the Big Five and academic success at university, S Trapmann, B Hell, JOW Hirn, H Schuler - Zeitschrift für Psychologie/Journal of Psychology, 2007

In relation to the importance of non-cognitive measures as part of the criteria for selection into ITE programs (see next section), evidence suggests that a combination of cognitive and non-cognitive measures should be used as the basis for selection into ITE programs. Selection criteria must also be set within the context of an ITE provider's theory of change and, combined with the selection criteria, used to make a judgement about entry.

### **A recommended approach to entry selection into teacher education**

Entrance into an ITE program requires thresholds that can increase the likelihood of candidate success and completion; identify suitability to teach; and, consequently, ensure best use of the allocation of Commonwealth funding to teacher education.

The following threshold framework is suggested:

#### **1.1 Prior cognitive achievement**

A minimum threshold to apply for entry into a teacher education course to include:

- i. Minimum ATAR of 70 AND
  - a. Study score thresholds for English and two other teaching subjects, or three other subjects OR
  - b. Entry into a graduate degree with at least an undergraduate minimum of C or 65% and a GPA in the upper 50% of the cohort (or whatever is equivalent across Victoria to these attainment levels), and be pre-approved as a student teacher by the Teacher Registration Board OR
  - c. Passing the National Literacy and Numeracy tests (if no ATAR available within the past five years at time of application) and prior to entry into the teacher education course.
- ii. AND evidence of meeting threshold criteria in various non-cognitive measures.

#### **1.2 Cognitive and non-cognitive selection measures**

Cognitive and non-cognitive measures used in selection should be publicly identified by each provider and include:

- i. Their choice of cognitive and non-cognitive measures;
- ii. How these measures are weighted to make judgements; and
- iii. Evidence that these measures and weighting are related to success in their ITE programs.

Over time, a consistent, statewide set of measures should be developed.

#### **1.3 ITE Governance**

- a) A Certificate of Authority to Teach should be provided to all students in accredited programs that:
  - i. Have met the above selection criteria;
  - ii. Have a current Working With Children check; and
  - iii. Have applied to the Teacher Registration Board for pre-registration as a student teacher (see TEMAG recommendation #34).

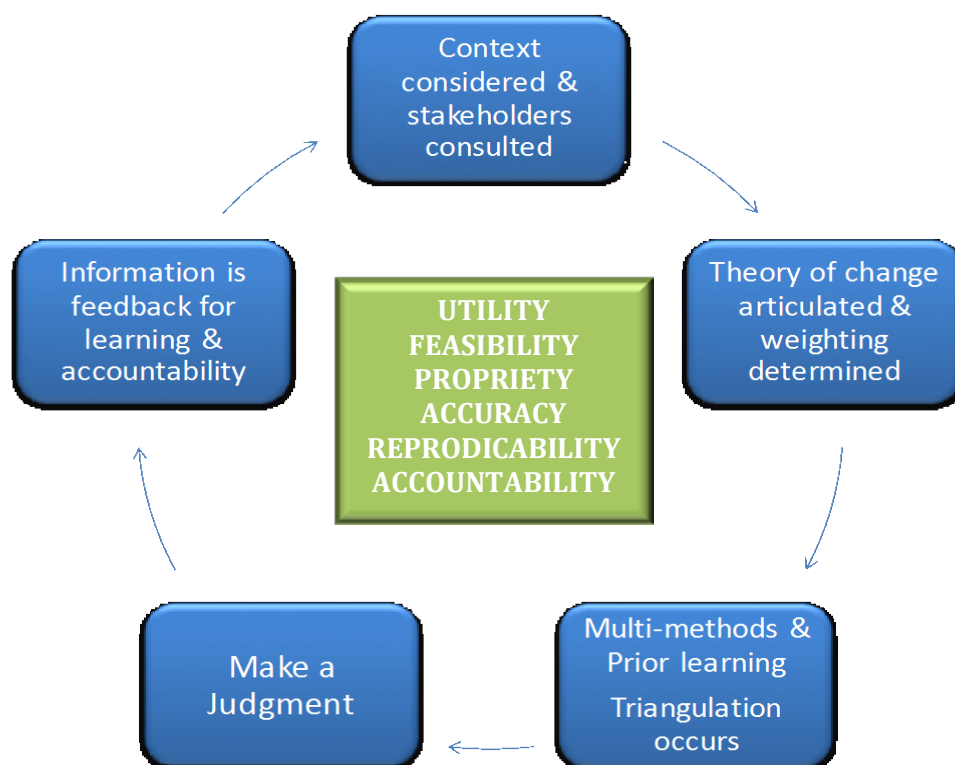
- b) Providers would be required to meet these minimum criteria prior to seeking accreditation of their program.
- c) All students would be required to meet the above criteria prior to being permitted to practice in a Victorian Government school.

**Q2. What personal attributes are important for teachers? How might these be measured in a Victorian context?**

It is more difficult to determine specific non-cognitive variables that best predict success within a teacher education program. However, research demonstrates that students with high levels of the following characteristics would be well suited to a career in education (Bowles et al., 2014):<sup>3</sup>

- Motivation and passion for teaching (see Richardson & Watt, 2016)<sup>4</sup>
- Interpersonal skills (time management and organisation, professionalism)
- Adaptive personality traits (openness, conscientiousness, resilience, self-regulation).

Therefore, we believe that there needs to be guiding principles for selection procedures that encompass the contextual and the theoretical stance of a program being offered. The model below is utilised by the Melbourne Graduate School of Education (MGSE) and partners.



This model relates to a set of principles that outlines approaches providers need to take for selection of teacher candidates. The steps require programs to articulate a context and specifically formulate a theory of change and a clear set of impacts. From this theory of change and the understanding of

<sup>3</sup> Bowles, T. V., Hattie, J., Dinham, S., Scull, J., & Clinton, J. M. (2014). Proposing a comprehensive model for identifying teaching candidates. *Australian Educational Researcher*, 41(4), 365-380. doi: 10.1007/s13384-014-0146-z

<sup>4</sup> Richardson, P. W. & Watt, H. M. G. (2016). Factors influencing teaching choice: Why do future teachers choose the career? In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education, Vol. 2 (Part IV)*, pp. 275-304. Singapore: Springer doi: 10.1007/978-981-10-0369-1\_8

appropriate impacts, criteria for selection can be developed. As suggested, these criteria need to be both cognitive and non-cognitive. MGSE has utilised this model to develop a theory of change that now guides its evaluation and monitoring framework for all programs in the Master of Teaching. Within this framework, achievement gain, mindset, behaviour against a set of standards, attitudes, knowledge and skills, and intention to continue to engage in education and demonstrate impact are considered. Rigorous selection tools that also provide a means of understanding the program's impact are essential.

Review of evidence related to methods of selection in professions suggests that multiple methods are appropriate. No one method or criterion predicts successful outcomes. The following table provides a summary of research relating to the predictability of various measures (Clinton, McLean-Davies & Dawson, 2015):<sup>5</sup>

Method of selection	Contributing value to successful selection
GPA/Prior learning	✓✓✓
Interviews	X
Multiple mini interviews	✓
Portfolio	✓
Group interviews	X
Letters of application	X X
Work experience	✓
Senior attestation	X
Situational judgment assessment	✓✓✓
Standardized assessments cognitive & non cognitive	✓✓✓
Non-cognitive dispositional assessment	✓✓✓
Cognitive assessments	✓✓
Teaching demonstration	✓✓

Since 2012, the MGSE has developed a method of selection into ITE education that utilises an evidence-based approach that encompasses a number of criteria and methods of selection. Prior learning, cognitive measures, dispositional measures and situational judgements are core aspects assessed for selection into the ITE program.

The non-cognitive measures are included into a single framework to assess ITE candidates. Initially known as *Teacher Selector*, the online tool has been renamed the *Teacher Capability and Assessment Tool* (TCAT) and has been used to support selection at MGSE for the past three years. This online tool was first developed with funding from the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) as part of the Teach Next initiative. TCAT is used by a number of other universities within Australia and overseas and several employing bodies at the state system level have used the tool to select for targeted scholarships and internships.

Grounded in research on teacher readiness and effective teaching, TCAT provides profiles of each candidate's strengths and weaknesses on the professional competencies that underpin effective teaching, including motivation to teach, work habits, non-cognitive profile, and cognitive ability.

<sup>5</sup> Clinton, J.M., Mclean-Davies, Dawson, G., & Hassim, E. (2016). What is a sophisticated approach to selecting candidates for Teacher Education? *International Teacher Education Effective Research Hub*. Retrieved from <http://education.unimelb.edu.au/cpe/publications>

It is important to note that selection is not undertaken automatically by TCAT. The evidence from TCAT is used by selection panels so they can make informed decisions about the cognitive and non-cognitive profile of candidates in selection decisions. This ensures ITE providers articulate their theoretical and practical stance. They are then able to weight specific attributes as part of their student selection process as well as adding other data to complement a rigorous and multi-dimensional selection process. For example, MGSE has now approximately 8,000 candidates who have used the tool and, it is critical to note, this information from TCAT is used as the basis for selection teams to then make their decisions. TCAT does not automatically make cut-off score decisions. MGSE uses a minimum academic cut-off score then weights the non-cognitive measures to consider all candidates above this academic cut-off score.<sup>6</sup> Students near the cut offs are individually considered by the selection panel.

TCAT includes:

- Three **ability measures**: numerical, verbal and spatial reasoning tasks;
- Three **self-measures**: personality (i.e., Conscientiousness, Agreeableness, Openness), self-regulation, and resilience; and
- Four **social interaction measures**: communication style, fairness and norms, cultural sensitivity, self-awareness.

TCAT has two additional optional modules: a structured teacher demonstration; and a structured behavioural interview. The interview involves a trained panel of interviewers who assess the candidates in six key research-supported areas (including interpersonal skills and behaviour under pressure). All items in TCAT have been extensively evaluated for necessary and desirable psychometric properties. The items include closed, Likert, and situational judgement formats (i.e., assessing how an individual reacts in educational situations).

Clinton, Lewsey and Arifin (2016)<sup>7</sup> demonstrate the relationship between TCAT and students' overall performance on course work (course weighted average). This was a retrospective study on the 2014 Master of Teaching cohort, the year prior to its introduction for all streams of the Master of Teaching. The research demonstrated that those who would have been selected using TCAT were more likely to complete the course, and gain higher coursework grades, than those who would not have been admitted based on the TCAT results.

Research continues, however the findings show that the TCAT non-cognitive attributes predict success at becoming a teacher.

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<sup>6</sup> For example, Candidates cannot be in the bottom 10-20% of the distribution in non-cognitive measures with academic scores close above the cut; but not in the bottom 10% across no more than 5 of the 25 non-cognitive measures when in the upper distribution of academic scores).

<sup>7</sup> Clinton, J., Lewsey, J., & Arifin, D. (2016). Are we selecting the right teaching candidates? Finding the best selection model using TCAT. In preparation. Also, Clinton, J.M. Lewsy, J. & Afrin. D., (2016). Predictive Capacity of Cognitive and Non-Cognitive Characteristics of Preservice Teachers on Course Performance. A paper presented at the European Educational Research Congress, Dublin. September.



## **Area of Focus 2: Ensuring high quality pathways into the teaching profession for capable and committed candidates from diverse backgrounds**

The discussion paper raises the idea of graduate-only entry into teaching courses in Victoria.

It is our argument that teacher education courses should be at the post-graduate level. This would ensure a solid grounding in subject domains via an undergraduate degree, and ensure appropriate academic standing is attained prior to ITE entry, which ultimately will enhance the status of the profession and the efficacy of classroom teaching. Such a move would require a renegotiation of funding arrangements with the Commonwealth for tertiary providers moving from undergraduate to graduate teacher education.

As the paper notes, the MGSE Masters employment-based pathways attracts strong candidates for teaching to disadvantaged and hard-to-staff locations. As a graduate entry option, MGSE attracts career changers, mature age students and those with a proven academic record of accomplishment through undergraduate study. In particular, the program has attracted many mature high achievers, who have made a carefully considered decision to become teachers and have already proven themselves academically and as professionals in their own field.

In order to encourage capable and committed teacher candidates from diverse backgrounds, universities must provide appropriate courses to allow a pathway into teaching via graduate entry programs. We believe that bridging should occur through a tailored undergraduate degree that should focus on developing sufficient skills and knowledge to allow entry into graduate courses. Gaining the Certificate of Authority to Teach before entering a school for teaching practice remains mandatory.

Entry criteria become more critical when it is noted that there are currently over 30 Registered Training Organisations (RTOs) seeking higher education status (and funding) through TEQSA to provide teacher education courses. Appropriate standards for accreditation are critical, particularly with respect to the eligibility to teach students in schools, to prevent a widespread negative consequence for the quality of course offerings and graduates.

We argue that with graduate entry the existing education pathways meet the needs of students from diverse backgrounds and opportunity. A low school leaving score, for example, can be followed by appropriate VET/TAFE study and then to an undergraduate program at a university. On graduation, the applicant has demonstrated both disciplinary knowledge and analytic thinking required to enter a teacher education program.

## **Area of Focus 3: Improving course quality, including through feedback loops between graduates, schools and ITE providers**

Recommendation 19 of the TEMAG report (2014) states that 'higher education providers deliver integrated and structured professional experience throughout initial teacher education programs through formalised partnership agreements with schools'.

The clinical model in the Master of Teaching at the University of Melbourne recognises that Universities and schools engaged in the provision of ITE need to work closely in partnership to develop a common understanding of ways in which teachers can impact positively on student learning and to support and coach Teacher Candidates through their training.

Programs need to be designed to enable transparent and meaningful feedback between key stakeholders. In the Master of Teaching, designated academic staff (clinical specialists) and school-based staff (Teaching Fellows) work in concert to support the integration of the program and ensure a quality and coherent experience for Teacher Candidates. The close partnership between the University and the schools in the program facilitates regular and timely feedback, which leads to program innovation and improvement.

As noted earlier in this submission, the M.Teach uses both clinical teaching practice and in-classroom practice to develop Teacher Candidate capability. Candidates are in schools two days a week in each semester and this weekly school experience is supplemented by three weeks of full-time teaching practice during each semester.

We note the AITSL initiative to fund assessment projects that must involve at least three Universities to produce assessments to meet Standard 2 of the Graduating Standards. This should be supported, and investment increased, to engage Victorian universities to cooperate on common measures. For example, Queensland and NSW have common assessments for the final practicum, and such data could be provided to the Teacher Registration Board and AITSL as part of evidence of accreditation. Another possible common assessment could be the final capstone performance assessment from each program – which should closely reflect and measure against the Graduate Standards.

Similarly, the State could devise measures of teacher success in their first three years in schools, and then relate these back to their graduating program (such as retention in the profession, standard of preparation, principal evidence of their impact, progress testing, etc.). This information would be critical to support an accreditation application by the provider – and as important evidence about the success of the schools in mentoring new teachers into the profession.

The 2016 AITSL Data Report begins to provide some of these comparative measures related to each provider. It is recommended that the Victorian Department work with AITSL to develop the Data Report further to provide information from providers on: methods of selection, entry cut-off scores on these measures, evidence that they relate to success in teacher education programs, and also include other measures such as employment data, and longitudinal data on teacher effectiveness.

It is also critical for providers to submit evidence of the “classroom readiness” of its graduates (as required by TEMAG). We acknowledge this requirement has been requested in each State, and Victoria could support and require evidence that each teacher education course demonstrates the impact of courses on the preparation of teachers.

MGSE is currently validating a new assessment tool - The Teacher Exit Capability and Assessment Tool (TEX-CAT) - to measure and provide evidence of ‘value-add’ and it aligns with TCAT. TEX-CAT will enable ITE providers to assess a candidate’s pedagogical knowledge and skills as well as demonstrating the impact of their course of study on the Australian Professional Standards for Teaching (APST).

Grounded in research on teacher readiness and effective teaching,<sup>8</sup> TEX-CAT provides a profile of each candidate's strengths and weaknesses on the professional competencies that underpin effective teaching, including: motivation to teach, work habits, non-cognitive profile, cognitive ability (including numeracy) and the APST. The table below illustrates the domains of impact of the ITE program and how TEX-CAT assesses against these domains.

DOMAINS OF IMPACT	TEX-CAT Domain	TEX-CAT Domain Description
Achievement Gain	Literacy	<b>Comprehension:</b> Ability to understand and analyse written information. <b>Vocabulary:</b> Receptive and Expressive language ability
	Numeracy	<b>Maths Computation:</b> written maths problems requiring addition, subtraction, multiplication and division using whole numbers, fractions and decimals. <b>Quantitative reasoning:</b> Ability to apply basic mathematics skills, such as algebra, to the analysis and interpretation of real-world quantitative information
Mindset	Situational Judgement	Assesses how graduates approach situations encountered in the workplace using the seven Australian Professional Standards for Teachers (APST) and rating them against a developmental continuum.
Behaviour	Informed Self-Selection	<b>Motivation to teach:</b> Outline reasons for wanting to teach. <b>Applied Teaching:</b> Identify characteristics of effective teaching and provide examples of teaching against each of the seven APST. Candidate responses are rated against a developmental continuum
Awareness, Attitudes, Intentions	Self	<b>Personality:</b> Self-report ratings against Five Factor Model of Personality <b>Self Regulation:</b> Self-report ratings against four factors of planning, organisation, and evaluation <b>Resilience:</b> Self-report ratings against four factors of ability to adapt to demands of teaching
Knowledge & Skills	Self-Efficacy Informed Self-Selection Situational Judgement	<b>Teacher Personal Self-Efficacy:</b> one's belief in one's ability to succeed in specific teaching situations or accomplish tasks related to teaching <b>Applied Teaching:</b> See above
Sustained Engagement and Impact in Education	Sustained Engagement	<b>Attitudes towards teaching:</b> xxx <b>Job Satisfaction &amp; Intention to leave teaching:</b> Self-report likelihood to remain/leave teaching <b>Occupational Coping &amp; Burnout:</b> xxx

Combined with information from TCAT (upon entry into the course), the TEX-CAT (upon exit) can be used to assess the development of core educational professional competencies against The Australian Professional Standards for Teachers. Both TCAT and TEX-CAT can also be used by academic staff to assist in planning and fine-tuning course offerings to help better prepare pre-service teachers for classroom teaching. TEX-CAT can be used by graduating teacher candidates to inform their professional development pathway. For further detail see Dinham, S. (2015).<sup>9</sup>

<sup>8</sup> Coe, R., Aloisi, C., Higgins, S., & Elliot Major, L. (2014). *What makes great teaching? Review of the underpinning research*. London: Sutton Trust. Retrieved November 1, 2014 from <http://www.suttontrust.com/wp->

<sup>9</sup> Dinham, S. (2015). *Issues and perspectives relevant to the development of an approach to the accreditation of initial teacher education in Australia based on evidence of impact*. Melbourne: Australian Institute for Teaching and School Leadership. Available at: <http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/ite-reform-stimulus-paper-03-dinham.pdf?sfvrsn=6>

## Area of Focus 4: Developing Early career teachers to become excellent teachers and leaders

Teachers play a crucial role in improving student outcomes. We need not only to lift course and graduate standards, but also to ensure teachers are well-supported so they can contribute fully as highly developed experts in a widely respected profession.

ITE is not a panacea for the problems with the comparative international performance of Australia's education system more broadly. No other profession would expect that the initial period of training would suffice to meet the ongoing needs of a professional. Improving educational outcomes will require us to recognise the importance of focusing on teacher professional learning through the whole of career, and the vital role universities can play in this endeavor. Strong partnerships between schools and universities have benefits for more than those undertaking ITE. MGSE research (McLean Davies et al 2016)<sup>10</sup> has shown the impact of a clinical approach to teaching, and the strong partnerships formed by a clinical model, on beginning and established teachers in partnership schools.

### *School networks*

The MGSE has created a collaborative partnership for Victorian schools to learn from each other and to work together with world class researchers on strategies to improve student learning. The Network of Schools offers a framework for schools to achieve improvement goals and enhance teacher capacity.

The purpose of the Network is to [collectively impact](#) on improving the learning outcomes and experiences of students, through a structured program that focuses on teaching and learning, and to inform, build and use the evidence base of the University of Melbourne. The Network assists schools to achieve things together that they may not be able to achieve on their own.

### *Evaluating and supporting early career teachers*

There is an urgent need for a program of longitudinal research and evaluation relating to teachers' first years of teaching both to evaluate the effectiveness of the training and also the induction, support and training they receive in educational settings.

The process for gaining certification at the Proficient level needs to be rigorous, supportive, valid, and reliable. It should not be left to the individual school and/or system. The process could also require that those mentoring and supervising beginning teachers need to have completed relevant professional development including certification at the Highly Accomplished and/or Lead levels.

### *Professional development for experienced teachers*

To this end, there is a need for professional development for school teachers based on collecting and interpreting assessment data, targeted instruction and collaboration. Schools need to be able to develop and apply school dashboards to support and promote data-informed instruction.

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<sup>10</sup> McLean Davies, L., Angelico, T., Hadlow, B., Kriewaldt, J., Rickards, F., Thornton, J., Tuckerman, B., and Wright, P. (In Press) Supporting the development of the profession: the impact of a clinical approach to teacher education. In Glenn Savage, Tom Bentley and John Hattie (Eds). *Educating Australia: Challenges for the Next Decade*. Melbourne University Press

MGSE's Assessment and Learning Partnerships project found that teachers can produce substantial gains in student learning but that they do so most effectively with middle and low performers, not high performers. This finding is consistent with Australia's performance in PISA measures. Releasing this latent talent requires professional development content that focusses on preparing teachers to use data to assess the stage of each student's learning, and to understand how to take them to their next level. It would incorporate subject discipline skills and discipline-based pedagogy.

### *Career progression*

To attract the best candidates, prospective teachers need to see a career trajectory. Using the current Lead Teacher and Accomplished Teacher categories but linked with an appropriate pay level progression would be a good start to recognise excellent teachers. Moreover, teachers must be supported to work in collaborative teams, with Lead Teachers elevated to support their colleagues. Just as teams of lawyers, engineers and doctors problem solve difficult issues together, the complexity and challenge of teaching should not be undertaken in isolation. The discussion paper's suggestion of a statewide approach to induction and mentoring is welcomed.

Self-efficacy of school leaders and teachers, including well-trained graduates, is a powerful source of occupational satisfaction and a predictor of student learning growth. Raising educational outcomes in our schools will require a determination to ensure every child progresses effectively – that all students achieve at least a year's growth for a year's effort.

### *School leadership*

School leaders must be able to engage and inspire the school community in the work of the school. They are a critical enabler of a high performing school. Professional learning for school leaders and emerging leaders completes the model of professionalisation of educational practise. School leaders need to be leaders on instruction and clinical teaching best practice, guided by student data, to support teachers to build a whole-of-school differentiate learning experience for students.

School leaders have a role to play in encouraging teachers across their schools to engage in professional discussion, debate and evidenced-informed collaboration. Importantly, this requires a school-wide undertaking. School leaders require professional development that focusses on building collaborative teams to critique, support and provide expertise to one another; and supporting the development of an evaluation mindset whereby school leaders and teachers routinely evaluate the impact of programs, teaching interventions and curricula on the learning outcome of students.

The University of Melbourne has extensive and successful experience in preparing practicing and aspiring educational leaders with such professional development through programs offered through the Bastow Institute, the Professional Certificate in Instructional Leadership through MGSE, the University of Melbourne Network of Schools and various bespoke programs and consultancies with educational employers and jurisdictions across Australia (Dinham, 2006).<sup>11</sup>

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<sup>11</sup> Dinham, S. (2016). *Leading Learning and Teaching*. Melbourne: ACER Press. [Part E Leadership Preparation and Development]