

TEMAG

Evaluating large scale education reform

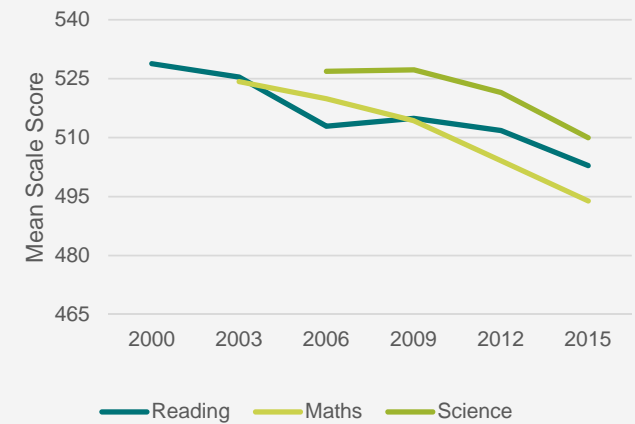


The educational context

- Steady decline/plateau in student achievement
- Steady decline in impact on educationally disadvantaged
- Increasing public concern about the quality of teacher education – declining recruitment standards, perceived declining quality of graduates.
- Concern for teacher quality reflecting the importance of teacher education to the ‘social and economic development of Australia’*

* Louden, W; 2008

PISA mean scores in Australia, 2000 - 2015



ATAR scores of entrants from year 12



Initial teacher education in Australia

- Teaching as registered profession
- “Initial teacher education”- teacher preparation program at higher education institution
- All programs must be accredited by State and Territory regulatory authorities
- National standards for accreditation

101 Damnations*

- As of 2008
 - 101 government inquiries into Australian initial teacher education (ITE) since 1979
 - No impact on policy
 - Regulation of ITE
 - Targeting or increasing government funding



* Louden, W; 2008; Top of the Class, 2007. † Lunt & Davidson, 2002

The TEMAG reforms, 2015

Key focus:

- **evidence of impact on teacher quality**

Evidence to:

- increase community confidence in teacher education through rigorous assessment of those graduates
- ensure graduate teachers were consistently prepared to positively impact student learning.
- ensure there are sufficient numbers of classroom-ready graduate teachers to meet demand
- of active ongoing improvement in ITE programs.

“Action Now: Classroom Ready Teachers”

Australian Government Minister for Education and Training (2014) appointed a **Teacher Education Ministerial Advisory Group (TEMAG)** to provide recommendations on how initial teacher education could be improved to better prepare new teachers.

AITSL

- Key role in implementing the TEMAG reform agenda
 - Quality assurance of teacher education

Accreditation of initial teacher education programs in Australia

Standards and Procedures
December 2015

Road Map of Reform

Overview

Map of reform

Selection

Quality assurance

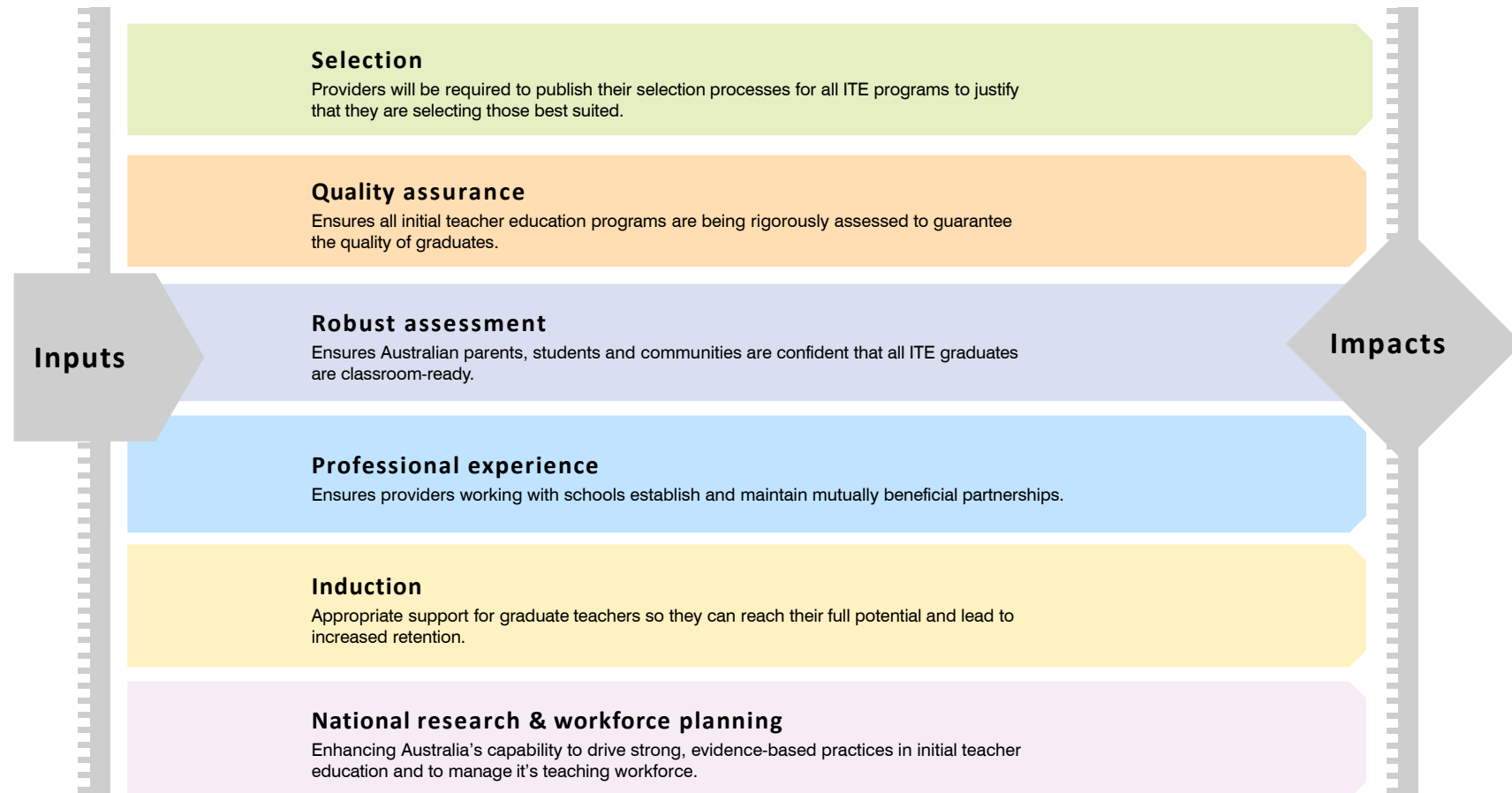
Robust assessment

Professional experience

Induction

National research & workforce planning

Next Steps



Inputs

– a National Agenda

- \ Evidence Base –current understanding of Best Practice
- \ Existing Graduate Teacher Standards
- \ Teachers' supervisors and principals skills and knowledge of effective teaching (BASE)
- \ Relationships between universities and placement schools (BASE)
- \ Continous monitoring research and improvement feedback

Ministerial agreement to implement

2015 Standards and Procedures

Evaluating Reform:

- Measuring program implementation
- Measuring impacts.
- Informing ongoing governance, policy and program implementation to ensure reform success
- Establishing the evidence for effective future policy – what works ?

Evaluation system

- National consensus and approach
- System acceptance and socialisation
- Monitoring and feedback - continuous cycle
- Building evaluation capital
 - building the evidence base for teacher quality
 - informing iterative and effective policy in ITE
 - framework for monitoring and building large scale multidimensional education reform

Multiple, diverse and competing stakeholders

- Shared Implementation

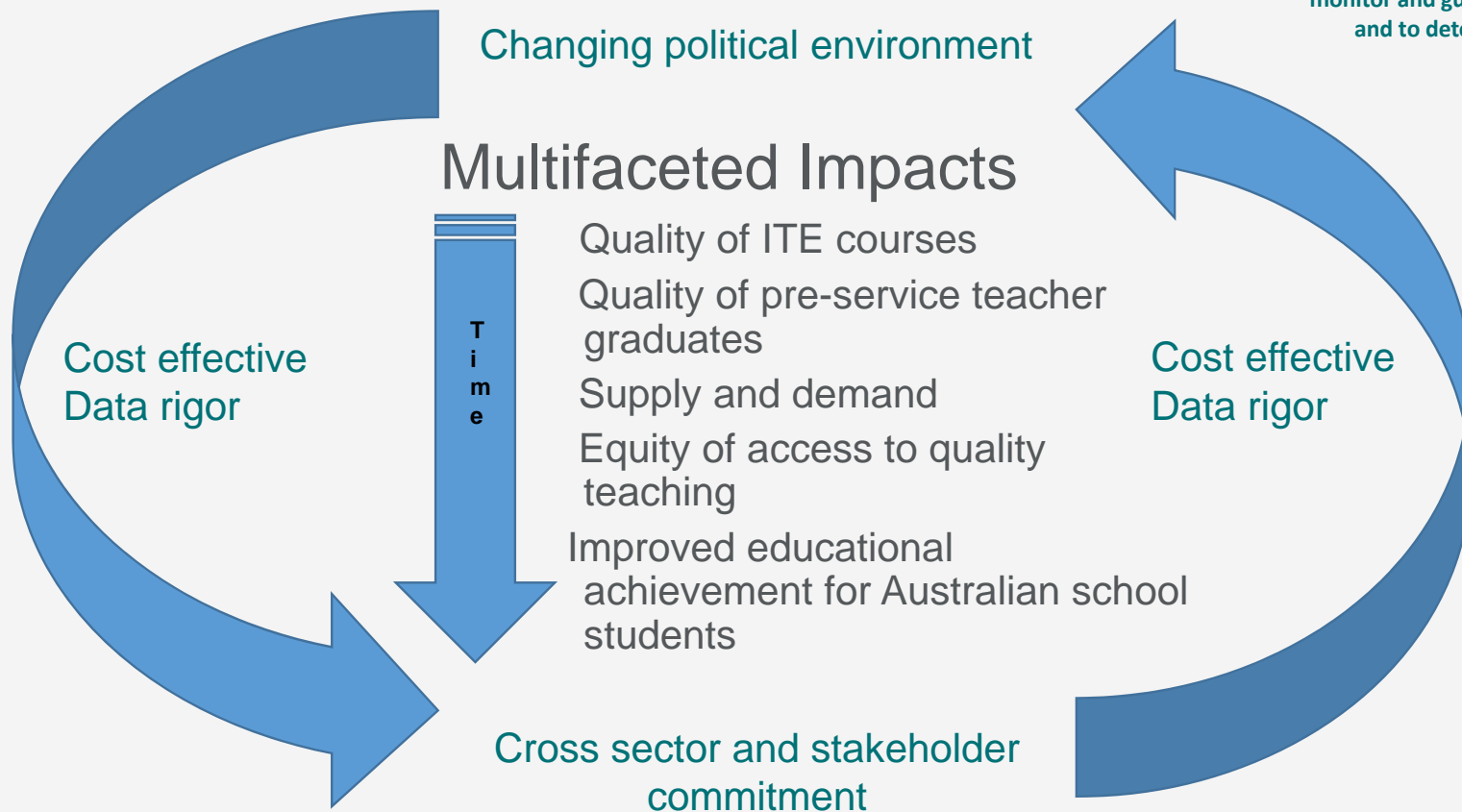
- AITSL
- 9 Education Governments – Commonwealth, State and Territory education departments
- 8 Teacher Regulatory Authorities
- 49 ITE Providers (Higher Education institutions)
- Around 380 ITE programs
- 30,000 commencing ITE students per year
- Australian Schools

Investment > \$16 million

Investment ongoing

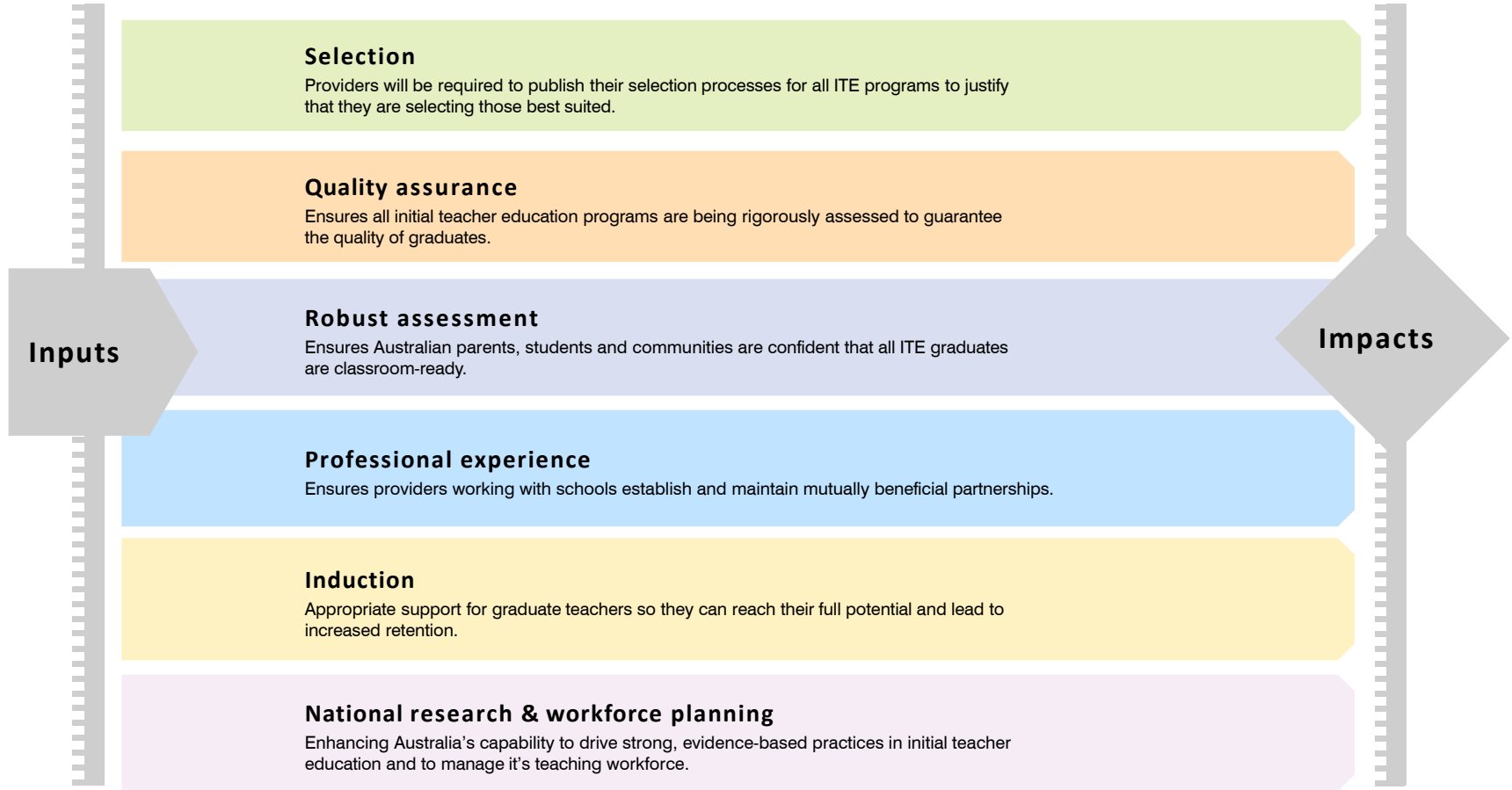
Multifaceted and layered impacts – in a political reform agenda

The TEMAG Evaluation is a cost effective strategy that has been designed to optimise data, and monitor and guide its implementation and to determine the impact.



Road Map of Reform

Overview	Map of Reform	Selection	Quality assurance	Robust assessment	Professional experience	Induction	National research & workforce planning	Next Steps
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Selection

Providers will be required to publish their selection processes for all ITE programs to justify that they are selecting those best suited.

Quality assurance

Ensures all initial teacher education programs are being rigorously assessed to guarantee the quality of graduates.

Robust assessment

Ensures Australian parents, students and communities are confident that all ITE graduates are classroom-ready.

Professional experience

Ensures providers working with schools establish and maintain mutually beneficial partnerships.

Induction

Appropriate support for graduate teachers so they can reach their full potential and lead to increased retention.

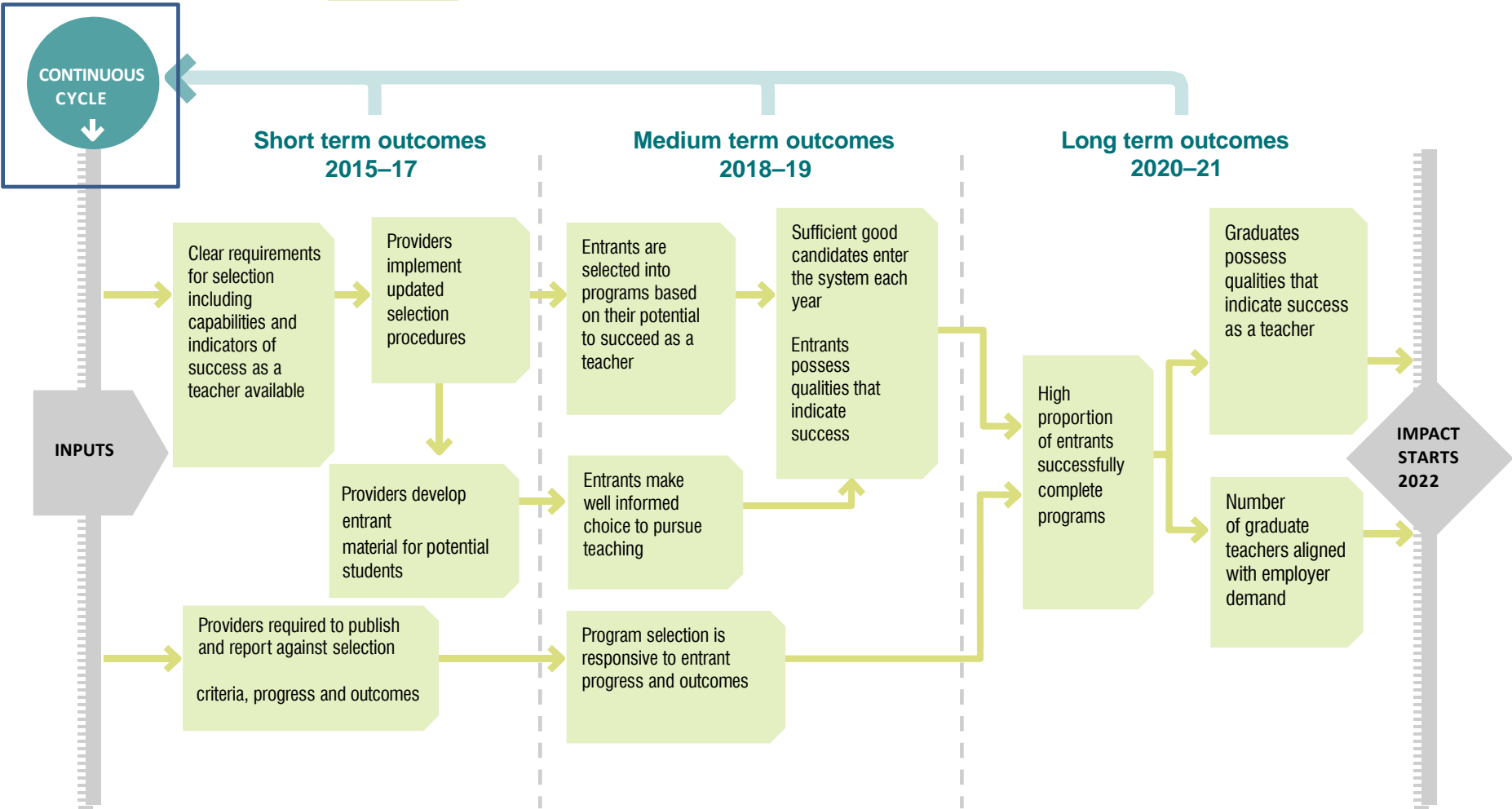
National research & workforce planning

Enhancing Australia's capability to drive strong, evidence-based practices in initial teacher education and to manage it's teaching workforce.

Inputs

Impacts

TEMAG Evaluation



TEMAG Evaluation



Overview

Map
of reform

Selection

Quality
assurance

Robust
assessment

Professional
experience

Induction

National research &
workforce planning

Next Steps

Continuous cycle

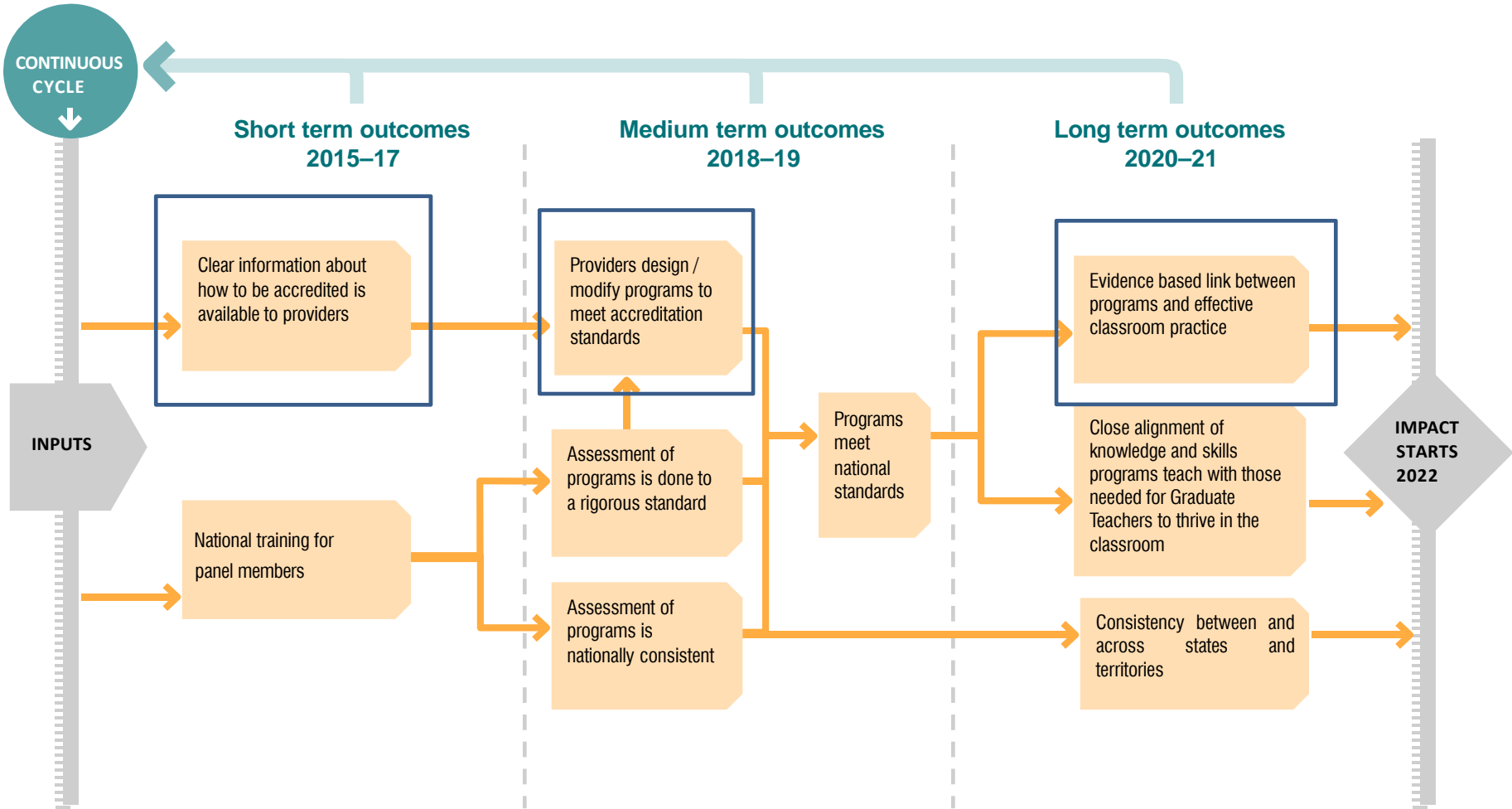
The outcomes should start to be seen in the specified timeframes. The initiating evidence base is continually developing via feedback loops – resulting in stronger flow-on improvements from left-to-right over time.

Short term
outcomes start
2015–17

Medium term
outcomes start
2018–19

Long term
outcomes start
2020–21

TEMAG Evaluation



TEMAG Evaluation

Overview

Map of reform

Selection

Quality assurance

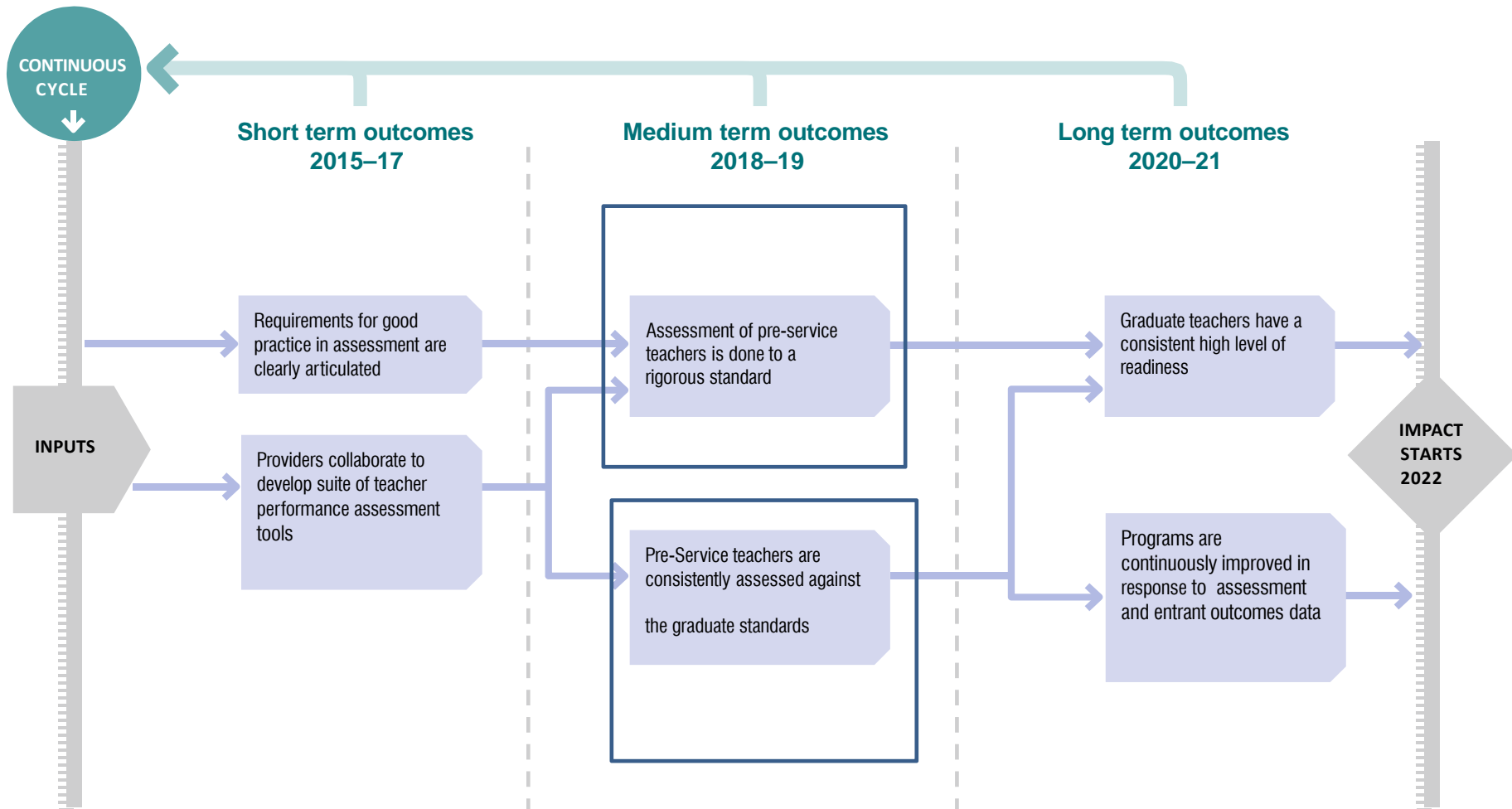
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Key reform: robust assessment

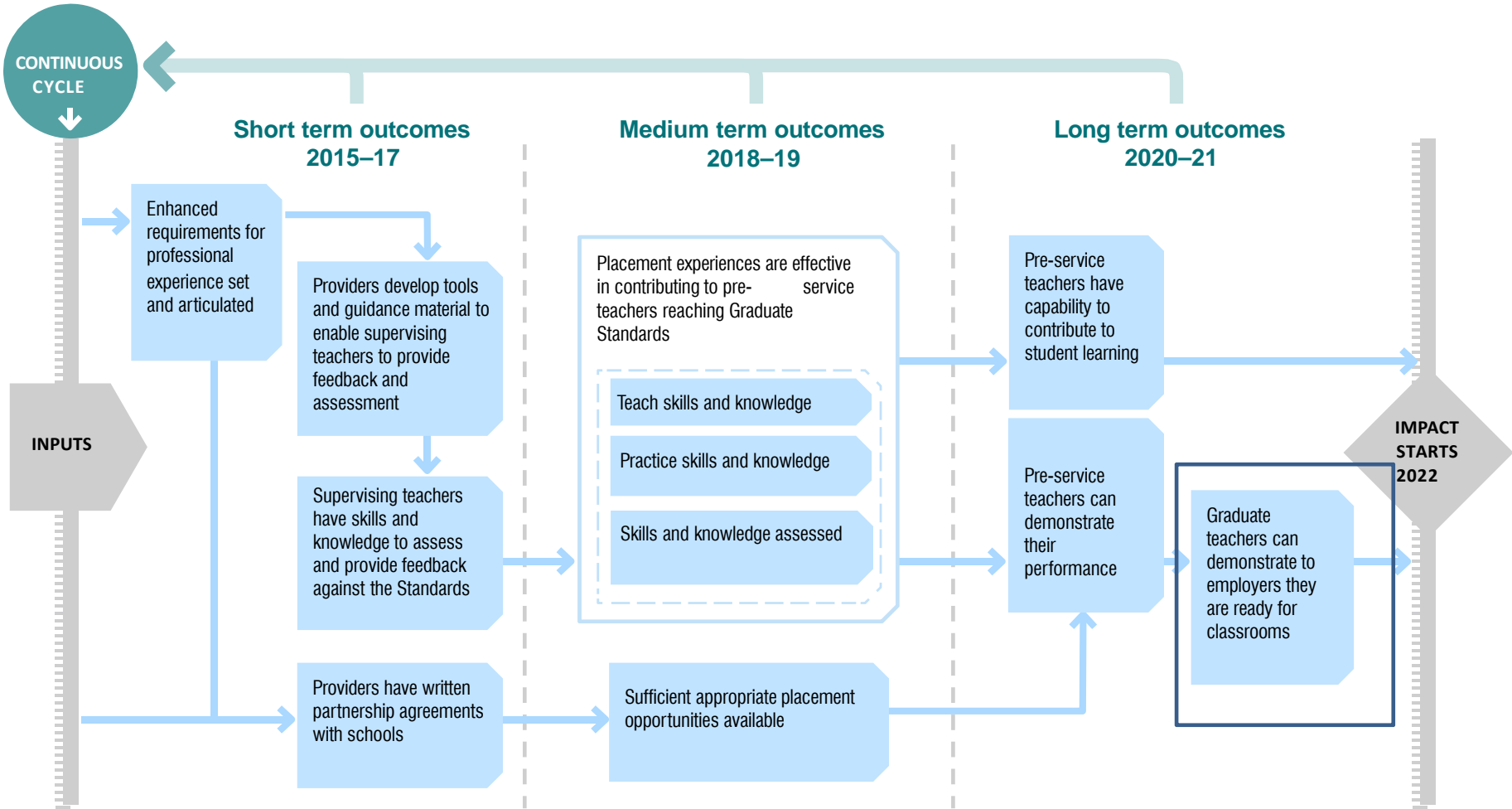
Teaching Performance Assessment

New standard required in all programs

- **final-year**
- **Authentic** reflection of teaching practice
- **valid** assessment
- **measurable and justifiable** achievement criteria
- **reliable** assessment
- **moderation** processes

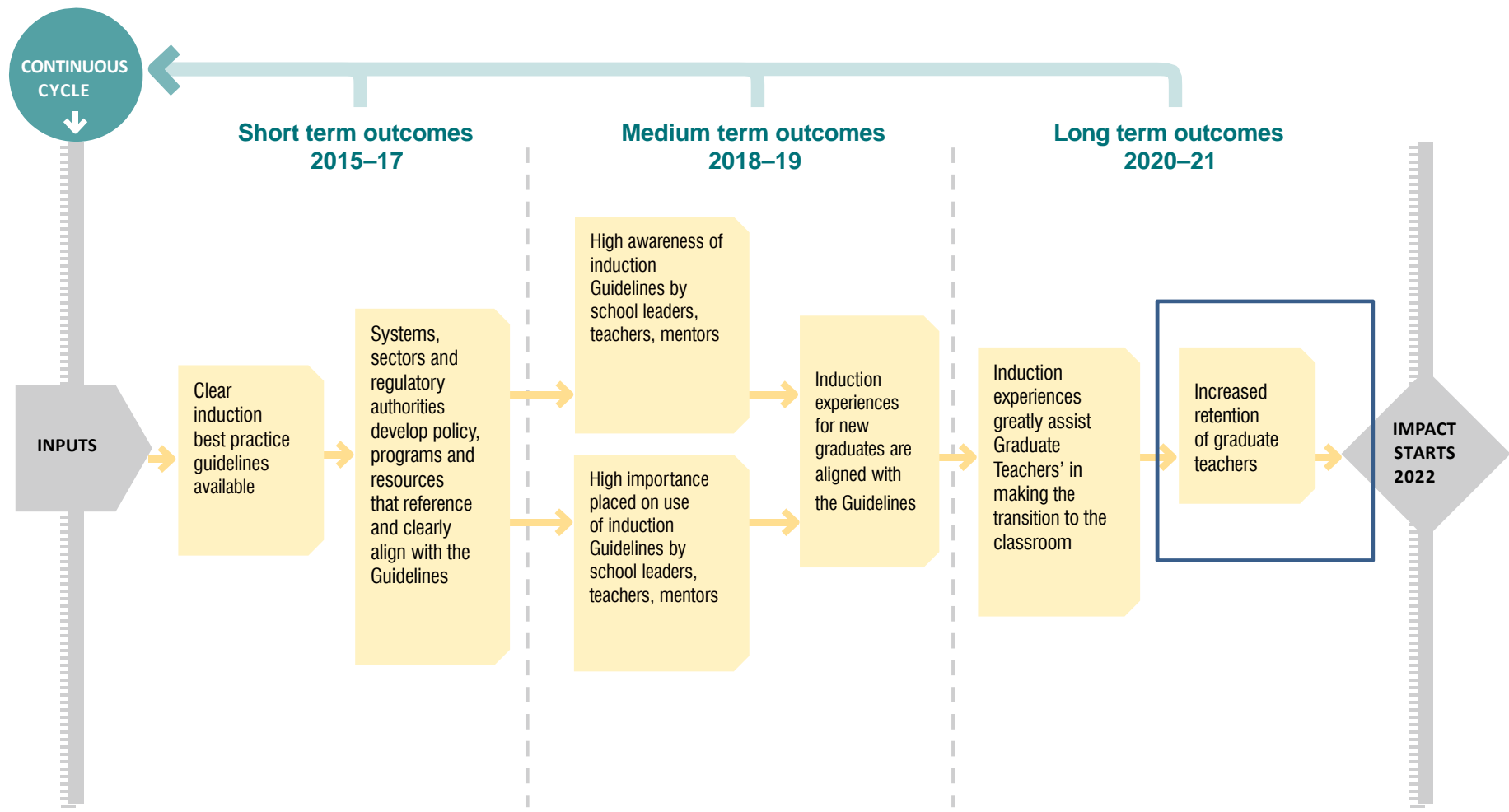
2x teaching performance assessment projects funded by
AITSL

TEMAG Evaluation



TEMAG Evaluation

- Overview
- Map of reform
- Selection
- Quality assurance
- Robust assessment
- Professional experience
- Induction**
- National research & workforce planning
- Next Steps



TEMAG Evaluation

Overview

Map of reform

Selection

Quality assurance

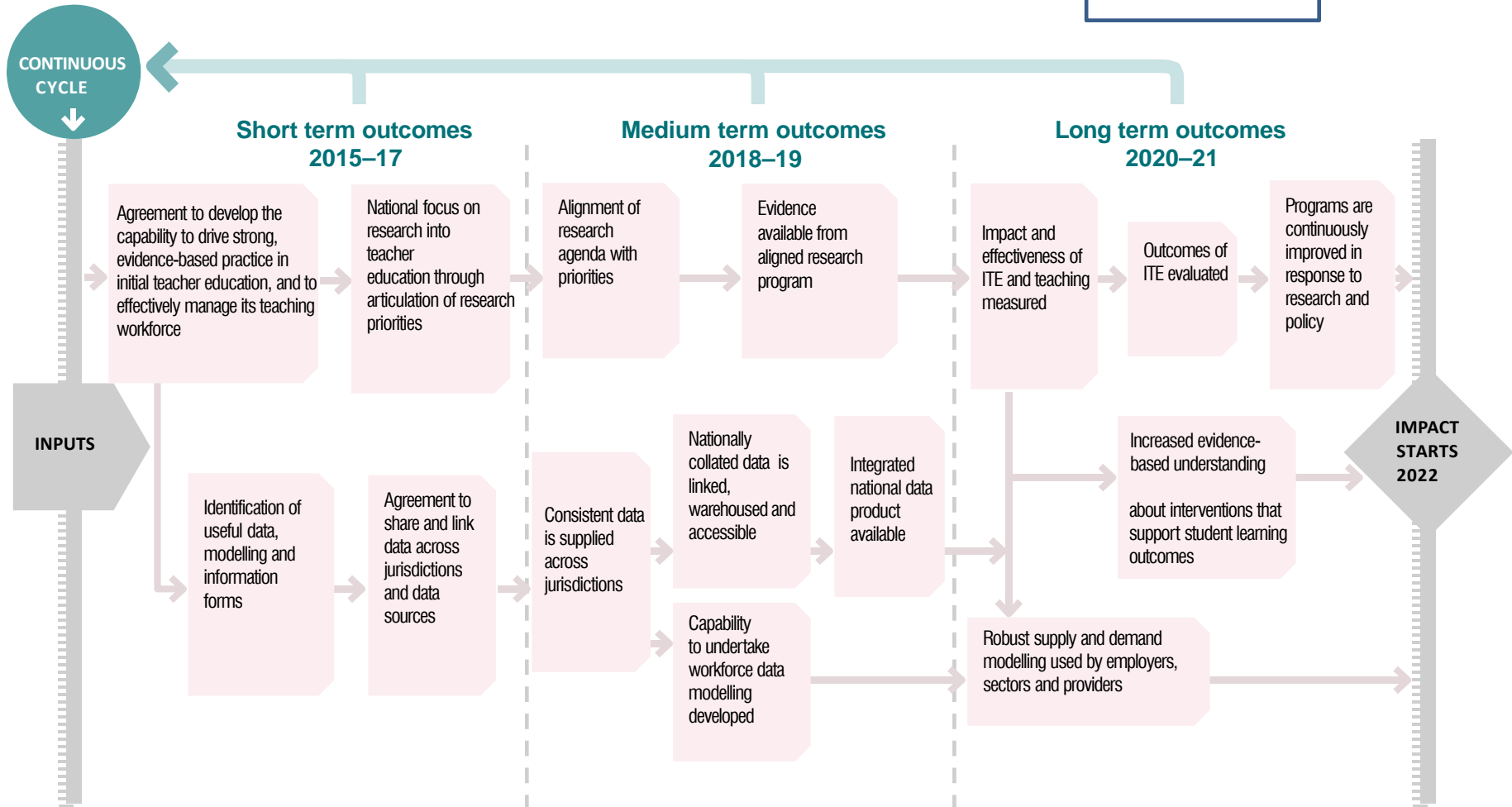
Robust assessment

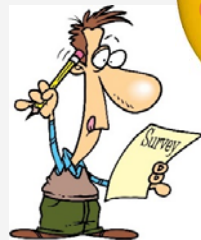
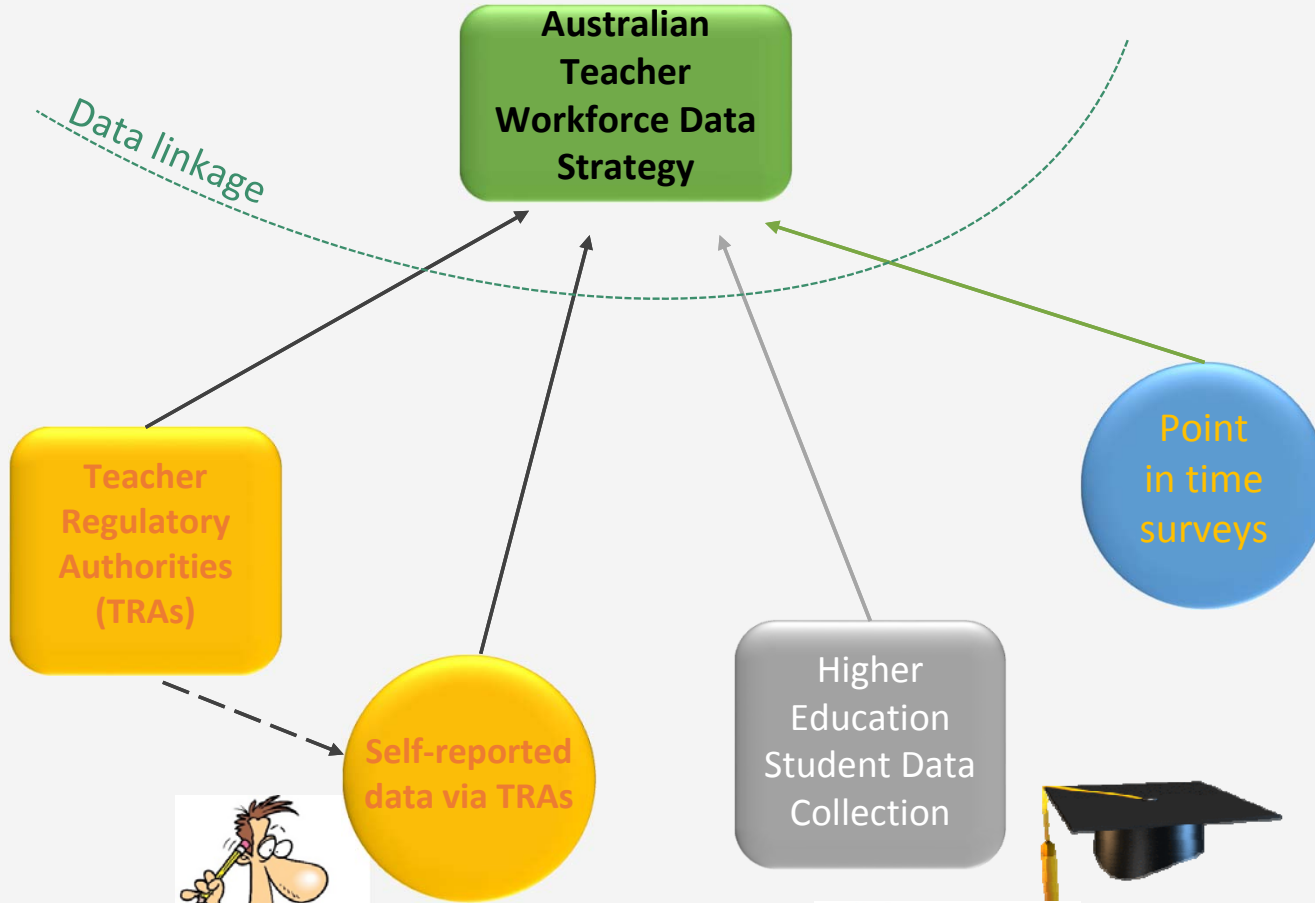
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Impacts from 2022+

Key benefits

- \ All Graduate teachers meet rigorously assessed Graduate Standards
- \ Graduate teachers are consistently equipped to have a positive impact on student learning
- \ Providers consider and demonstrate the impact of their programs
- \ Sufficient classroom ready graduate teachers to meet demand
- \ Community confidence in teacher education

Secondary benefits

- \ Employers have confidence in graduate teachers
- \ Will be more graduate teachers who exceed the minimum standard
- \ Pre-Service Teachers are considered valuable by schools
- \ Any future reviews or reforms will use this as evidence
- \ Teaching is an attractive career to top candidates
- \ Graduate teacher induction experience support the transition from Graduate to Proficient career stages

TEMAG Evaluation

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Next Steps

Following the scoping of the **TEMAG Evaluation**, the next phase involves undertaking a number of evaluation activities and delivering a range of evaluation products. The proposed evaluation activities are as follows:

\ **Reference group**

Engage key stakeholders, including seeking nominees for the TEMAG Evaluation Reference Group, to provide expert advice and oversight of the multi-year evaluation project

\ **Outcomes framework**

Develop an outcomes framework, which maps available data sources and establishes baseline measures against the performance indicators

\ **Reporting dashboard**

Scope and develop a **reporting dashboard**, which will deliver predominantly quantitative data every 6 months, with the first to be delivered in late 2017

\ **Independent analysis**

Identify and engage experts who will be available to provide **independent analysis** (both qualitative and quantitative data analysis and interpretation)

\ **Expert review**

Identify and engage experts who will be available to provide **expert review** of the project, every 2 years (system level review of the evaluation data against the policy intent of the TEMAG reforms)

\ **Stakeholder feedback**

At agreed points throughout the evaluation and where there is a clear need to investigate particular areas of implementation, a deep dive analysis of a particular area of the reforms and/or targeted **stakeholder feedback** will be conducted.

The TEMAG Evaluation

**National approach for
continuous cycle of**

- **reform**
- **measurement of
reform**
- **iterative
development of
effective reform**

building
evaluation
system

building
evaluation
capital

promoting
large scale
successful and
national
program and
policy reform