Teacher Education Centres of Excellence are a mandated facilitation reform contained within the Improving Teacher Quality National Partnership. The Centres also address recommendations in the Queensland Education Performance Review and the Review of Teacher Education and Induction. The Centres focus primarily on the attraction, recruitment and development of high quality preservice teachers, and secondarily on developing the capability of the existing schools’ workforce.

The model implemented in Queensland state schools seeks to identify the best candidates from the pool of preservice teachers and provide targeted and supportive pathways into employment as a teacher in state schools. They are aspirational destinations that have a strategic focus and flavour.

Principals’ foreword

The Governance Committee has worked to establish and refine a preservice teacher training model that captures the intent of a clinical practice model. ‘Evidence-driven’ is the mantra for BTECE teachers and this founding year of the program has been focussed on developing this intent in the Centre’s activities. The model for commencement in 2012 will add value for teachers of STEM and already the indications are that prospective students are excited by the BTECE commitment to the development of outstanding practice.

The partnership between the Benowa schools and Griffith University has grown with strong vision and as the courses of study have taken shape, so too has the nexus between theory and practice. The BTECE teacher mentors are poised and ready to develop strong collegial partnerships with the cohort of preservice teachers in 2012 and already secondary schools are showing great interest in the prospect of employing graduates from the program.

The Governance Committee recognises the important role that University Coordinator Professor Robyn Jorgenson and Head of Mentoring Kim Alden have played to establish and implement the many frameworks through which the BTECE will operate and for this we offer our congratulations.

Together with all members of the Governance Committee, we look forward to exciting conversations with our students about their professional practice in 2012.
Centre’s progress towards its goals in 2011

Initially, all efforts were focussed on reaching agreement between the partners on the Operational Plan. The challenge since then remains to achieve the intent and aspiration of the Plan, with decisions and directions continuing to be researched and evidence based.

We are laying the groundwork for recruiting high calibre STEM professionals into teaching, developing skilful and resilient practitioners and providing relevant and useful induction to engage them as professional teachers in state education.

Progress achieved to date includes
- Agreement with Griffith University on Operational Plan
- Development of a targeted marketing campaign
- Recruitment commenced and candidate interviews underway
- Agreement on employment priority for preservice teachers reached with DET SE region and QTU
- Seminar program design commenced
- Research undertaken on best practice elsewhere continues
- Commitment by the university to embed the Centre’s clinical practice model through changes to student assessment
- Schools’ commitment to pedagogical frameworks for lesson observation and feedback to preservice teachers on pedagogy, specifically the Marzano Protocols in the primary setting, and Productive Pedagogies in secondary

Key achievements

Achievements to date include
- Priority for employment agreement sign off
- Attraction of high calibre candidates in sufficient numbers to launch the program
- Commitment of teacher mentors to the project
- MET Training for mentors – 36 mentor teachers trained
- Growth of positive regard between the partners – those tasked with operationalizing the vision of the Operating Plan are characterised by enthusiasm and genuine commitment to the success of the project
- Griffith/BTECE cooperation in marketing and recruitment has been consistently complementary and consultative
- Demonstration of the Centre’s capacity for responsiveness, flexibility and ability to adapt to changing circumstances
- Development of workforce capacity as professional development activities identified for preservice teachers are to be made available for the wider teaching staff of the partner schools
- Changes made to university course assessment to directly develop preservice teachers as evidence based practitioners
- Leveraging benefit afforded by the Centre in terms of personnel, resources and the opportunity for substantive conversations around pedagogy afforded by supervision of preservice teachers
- Increased levels of teacher pedagogical support available through opportunity afforded by the Centre in embedding deprivatised practice and feedback on pedagogy
### Highlights

- Willingness of the university to incorporate changes to assessment across the Graduate Diploma in Education program to specifically address pedagogies and practices identified by the Centre as central to the clinical practice model – for example, use of real data to inform pedagogical practice, an emphasis on differentiated teaching to improve student outcomes and evidence driven practice
- 24 potential candidates identified at the time of writing (26<sup>th</sup> November 2011)
- Positive response to the initiative from industry groups
- Maximising opportunities afforded by proximity and productive relationships between the two schools through partnerships in Science and Mathematics, curriculum alignment, and anticipatory activities in support of Flying Start initiatives
- Appointment of Professor Robyn Jorgensen as the University Coordinator

### Centre profile

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Primary</th>
<th>Secondary</th>
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<td>25</td>
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**Characteristics of the preservice teachers: (candidates only as at 26/11/11)**
- High GPA
- Diverse undergraduate degrees and universities
- Majority are mature students with years of industry experience in a range of careers

**Characteristics of the staff:**
- Primary and secondary trained
- Diverse in terms of age, experience, qualifications
- Enthusiastic about the initiative and welcoming of opportunity to influence preparation for the profession
- Significant number of career changers
Partnerships

The central partnership of the Centre is reflected in the Governance Committee makeup – with Griffith University, the two Benowa schools, the employer (represented centrally and locally) and the Queensland Teachers Union all seeking to achieve best practice in STEM preservice teacher preparation, recruitment and induction.

Additional to this central partnership there have been many other partnerships fostered as offers made to the Centre for provision of support, information and expertise have come from a range of entities.

These have included but are not restricted to

- professional associations’ readiness to promote the opportunity afforded by the Centre to their membership/client base by email, newsletter, direct placement on websites and advertisements
- parallel non school based DET sectors seeking to oblige requests for special consideration and assistance for e.g., Teaching and Learning Branch, Smart Classrooms, CCM, School Performance Branch, the Learning Place
- DET regional personnel facilitating access to resources and expertise

The shared vision that is evident between the two lead principals, the HOM and the University Coordinator demonstrates a solid foundation for the evolution of the partnership with Griffith University into the future.

Program offerings

The key objective and principle underlying the program is to support the preservice teachers to meet the equivalent conditions of an outstanding applicant ranking in accord with DET processes and suitability requirements.

In order to achieve this preservice teachers will be

- mentored and coached to attain designation as an outstanding applicant when assessed against the Graduate Standards
- assisted to develop individual performance development plans to be reviewed regularly with their teacher mentor and the HOM, and each semester with a lead principal

The activities of the Centre will support preservice teachers and

- leverage maximum benefit to partner schools and the region in building workforce capacity, by delivering experiences that are relevant to the professional needs of the preservice teachers, as well as the professional development needs of the teacher mentors, whole school objectives and systemic priorities
- offer programs based on best practice and with a futures orientation
- base delivery on accessing expert practitioners from within DET and beyond
- be sufficiently flexible to address needs, both identified and perceived, of preservice teachers and teacher mentors
Detail of the program is still to be finalised however the following will be included
- Code of Conduct and Student Protection training
- Personalizing learning through differentiated teaching
- Analysis and action on data – using data to enhance student achievement
- Digital tools to enhance pedagogy – developing evidence for the award of the Digital Pedagogical Licence
- Oneschool and Oneportal – including C2C and planning in Oneschool
- The Learning Place – developing familiarity through access
- Professional Standards for Teachers – State and National
- Assessment and moderation – including moderation and verification processes, the QCS Test, using assessment for learning, feedback to students and parents, reporting in Oneschool
- School based initiatives and programs – for e.g. Turnitin, the Steiner stream, French Immersion, Young Scholars
- Developing positive student behaviours - developing a repertoire of skills to manage student engagement, and accessing and interpreting student profiles in Oneschool

Communication

At the time of writing the DET Communication Plan is still under preparation by CCM.

A DET website is under construction, of which the Benowa TECE will be a part. Once live it will be referenced in the Schools Update by the Director General and supported by DET advertising in selected publications. A DET TECE newsletter promoting all centres has been distributed through networks.

Strategies of the Centre based Communication Plan developed by the HOM that have been achieved include
- Email campaign – direct contact made with scientific or mathematically based professional organisations and associations and societies, professional associations of teachers, peak educational bodies, potentially relevant affiliate unions to the ACTU and Queensland Council of Unions, and all of these at state, inter state and national levels. Also contact made with a range of government and non-government community based organisations located in Northern NSW and on the Gold Coast and peak bodies representing health workers, careers advisors and parent organisations, all Gold Coast/South Brisbane state and federal MPs and all councillors of the Gold Coast and Tweed City Councils. The response has been consistently very positive.

- Website placements arising from the email campaign – locally and interstate – to give a taste of the diversity of these : Queensland College of Teachers, Australian College of Educators, Australian Society for Biochemistry and Molecular Biology, Australian Mathematical Society, Australian Institute of Physics, Career Industry Council of Australia, Aussie Educator Magazine, Statistical Society of Australia, Queensland Council of Parent & Citizens Associations, and many more

- Dedicated web pages built at partner sites
E-newsletter - with the primary purposes to be useful to teacher mentors and preservice teachers, to promote a common purpose within the Centre, inform all of research, educational and other opportunities afforded by the Centre, promote excellence in practice, and promote the activities of the BTECE.

University Post Graduate Seminar Evenings – at Southbank and the Gold Coast. Additionally a Centre specific recruitment seminar for graduate entrants to teaching is scheduled for 29/11/11 (Gold Coast campus) with accompanying promotion including direct email invitation to alumni and graduating students.

Future outlook

There is every reason to have high expectations for the preservice teachers and their mentor teachers working together under this program.

BTECE provides an opportunity to fundamentally change teacher practices at the Benowa schools by permitting variations to structures, processes and procedures needed to accommodate and develop preservice teachers into outstanding candidates for the profession. The Centre will experiment in a supported and supportive environment with increased pedagogical and curriculum support afforded by the synergy of BTECE, Collegial Engagement and Flying Start initiatives.

Importantly, the Centre provides a vehicle by which university practices in relation to preservice teacher preparation may be challenged and influenced to better meet industry expectations of beginning teachers. It provides an industry driven model that links theory to practice thus ensuring graduates possess the skills and knowledge required for commencing a career in Queensland state schools.

We will continue to be
- responsive to changing circumstances
- informed by best practice locally and overseas
- advocates for the Centre and the program
- operating in a framework of seeking continuous improvement

______________________ __/__/ 11  ______________________ __/__/ 11
Mark Rickard          Jo Acton
Lead Principal        Lead Principal
Benowa State High School  Benowa State School

______________________ __/__/ 11
Kim Alden
Head of Mentoring
Benowa Teacher Education Centre of Excellence