Strengthening a research-rich teaching profession for Australia

A joint funded initiative of ATEA-AARE-ACDE(cADRE)
Welcome
What is this project about?

This project aims to identify ideas, issues, challenges and opportunities in Australian education systems and provide recommendations for how system participants (teachers, teacher educators, principals, bureaucrats) and other stakeholders can further develop a research-rich and self-improving education system.

“Teachers and students thrive in the kind of settings that we describe as research-rich, and research-rich schools and colleges are those that are likely to have the greatest capacity for self-evaluation and self-improvement.” (Furlong, 2013, BERA/RSA Report)
Who is running the project?

Steering group

- Chair – Professor Simone White – ATEA
- Professor Joce Nuttall – ATEA
- Professor Barry Down – ACDE
- Professor Sue Shore – cADRE
- Professor Annette Woods – AARE
- Professor Martin Mills – AARE

This profession-led project has been conceptualised, designed and is funded equally by three national associations in Australia. Each and together, focused on building a research-rich teaching profession and committed to the important work of linking education and teacher education research, policy, and practice. The three associations are the:

- Australian Teacher Education Association – www.atea.edu.au
- Australian Association of Research in Education – www.aare.edu.au
  - cADRE is leading this initiative as a key research grouping of ACDE
Our reference group:

• Universities Australia (UA) – Mike Preece - Canberra
• Research Education Network (REN) - Liliana Ructtinger - Sydney
• Australian Indigenous Lecturers in Teacher Education (AILITE) - Shirley Gilbert - Sydney
• Australian Alliance of Associations of Education (AAAE) - Malcolm McInerney – Adelaide
• Australian Education Union (AEU) - David Colley - Melbourne
• Early Childhood Australia (ECA) - Wendy Gorman – East Freemantle
• Australian Primary Principals Association (APPA) - Dennis Yarrington - Canberra
• Australian Secondary Principals Association (ASPA) - Rob Nairn - Perth
• Association of Heads of Independent Schools of Australia (AHISA) - Beth Blackwood – Canberra
• Catholic Secondary Principals Australia (CaSPA) - Frank FitzGerald - Melbourne
• Australian Catholic Primary Principals' Association (ACPPA) - Mark Mowbray – Taree, NSW
• National Tertiary Education Union (NTEU) - Jeannie Rea - Melbourne
• National Aboriginal and Torres Strait Islander Principals Association (NATSIPA) - Dyonne Anderson Coffs Harbour
What will the project do?

This project aims to develop recommendations to Australian teaching, teacher education, and education policy development at a systemic level through:

• Enhancing the quality of research consumption across the education field
• Supporting practitioner research and inquiry within and across Australian education systems
• Enhancing relationships between the education academic community and the teaching profession
• Enhancing the impact of educational research in Australia
• Considering the needs of all stakeholders.
Project design – 2 stages

Stage one

6 Workshops with a total of 18 roundtables conducted across Australia

Representatives drawn from these groups:
• Schools and early childhood services (Teachers and educators)
• Teacher Education providers (education academics, teacher education providers, pre-service teachers)
• Education system leaders (Deans of Education, Principals, education policy makers and bureaucrats)

Stage Two

• Draft recommendations from Stage One circulated widely via survey.
  • online survey distributed to peak representative groups to provide feedback on the draft recommendations. Survey responses will be used to develop and refine the project recommendations.
• Opportunity to discuss widely (cross groups) and comment on recommendations.

Final report

Deliverable: A final report with recommendations to be presented to the Minister of Education and other key groups. Project to be launched at a National Summit in Canberra in mid-late 2017.
What do we mean by ‘research’?

• We deliberately use an inclusive and wide-ranging definition of research in order to describe research-rich and self-improving education systems across Australia from early childhood services through to higher education.

• By research, the inquiry means any deliberate investigation that is carried out with a view to increasing knowledge about a particular educational issue.

• The project understands research-rich teaching and teacher education as inclusive of all elements of research engagement and activity at all levels related to teaching: i.e. including (but not limited to) teachers as consumers of research, teachers’, institutions’ and systems’ capacity to systematically enquire into their own policies and practices, teacher educators as researchers, and research-informed teacher education programs.
Data-gathering questions

How do you encounter research at present in your professional life?

What are the barriers to participation and engagement with research for education professionals in Australia?

What unrealised opportunities are there for participation and engagement with research for education professionals in Australia?

What are your recommendations for overcoming these barriers and realising these opportunities?
Thank you

What happens next?

• Development of draft recommendations from the workshop data
  • National survey to test and endorse the recommendations
  • Launch of the final report at a National Summit in Canberra

• Do we have your email address?