

SWINBURNE UNIVERSITY OF TECHNOLOGY

23 September 2016

The Hon. James Merlino MLA
Deputy Premier
Minister for Education
Minister for Emergency Services
Parliament House, Spring Street
East Melbourne 3002 VIC

Dear Deputy Premier

Swinburne University of Technology is pleased to submit a response to the Victorian Government's discussion paper Working Together to Shape

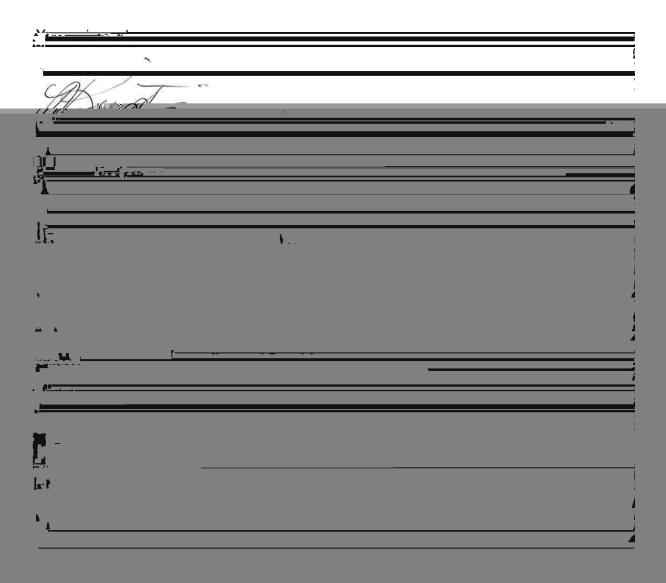
Teacher Education in Victoria

Professor Linda Kristjanson - Vice-Chancellor and President

and equity in Victoria's education system and the teaching profession.

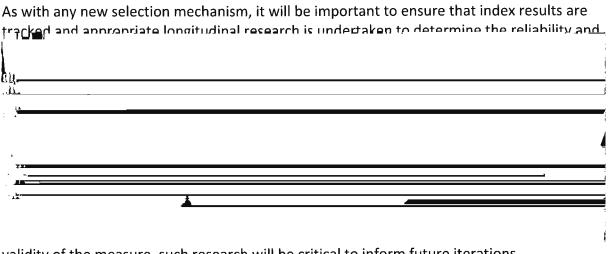
In our submission we make specific recommendations to address these apparent errors.

We would be pleased to provide any further information and are available at any time should your Department or Office wish to discuss these issues.



Working Together to Shape Teacher Education in Victoria

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Swinburn	e University of Technology supports this Area of Focus and believes access and
equity are	e key pillars to ensuring we are producing quality teachers and should be taken into
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validity of the measure, such research will be critical to inform future iterations.

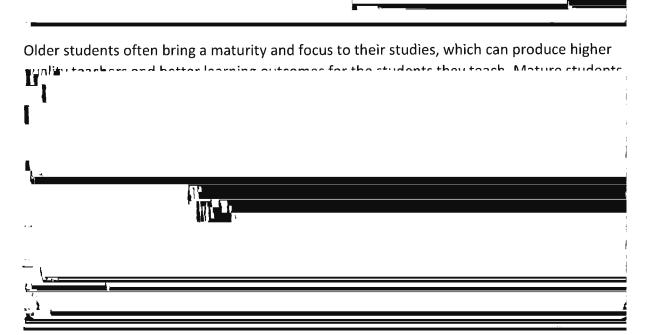
Response to Area of Focus 2

Access to teacher education programs through bridging courses and other alternative pathways are proven conduits for quality students.

"Many prospective candidates"

Swinburne supports recognising the value of life and work experience in our Initial Teacher Education candidates. To this end, the reform process should ensure there is no discrimination on access to education based on age and life

"Many prospective candidates' pursue different careers before developing an interest in teaching. These candidates bring valuable life experience, content expertise and perspective into the teaching profession" (p.8 of the Discussion Paper).



- 2. Completed Certificate III within 10 years
- 3. Demonstrate a Level of Responsibility within their role: eg; Project Management, Team leadership



problem solving, critical thinking skills

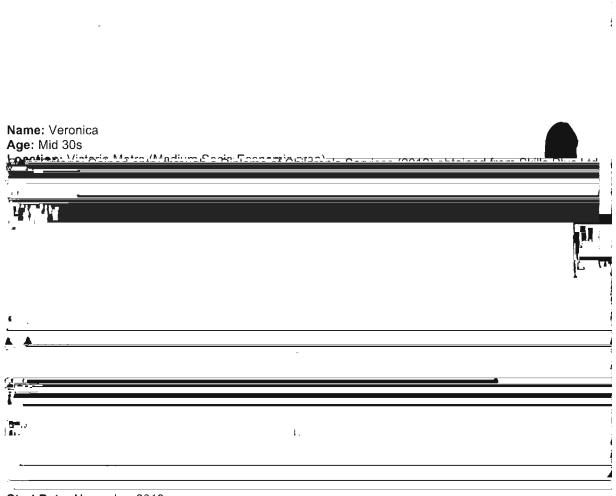
To contextualise Swinburne's position, we have provided the results of an analysis of 2,348 records of student results across second, third and final year Bachelor of Education units at Swinburne Online. The data is based on later year results to ensure it includes students who have practical experience in the classroom.

The results show that highest proportion of our online students who achieve Distinction or above are those who entered based on a Diploma (37%). They also show that the proportion

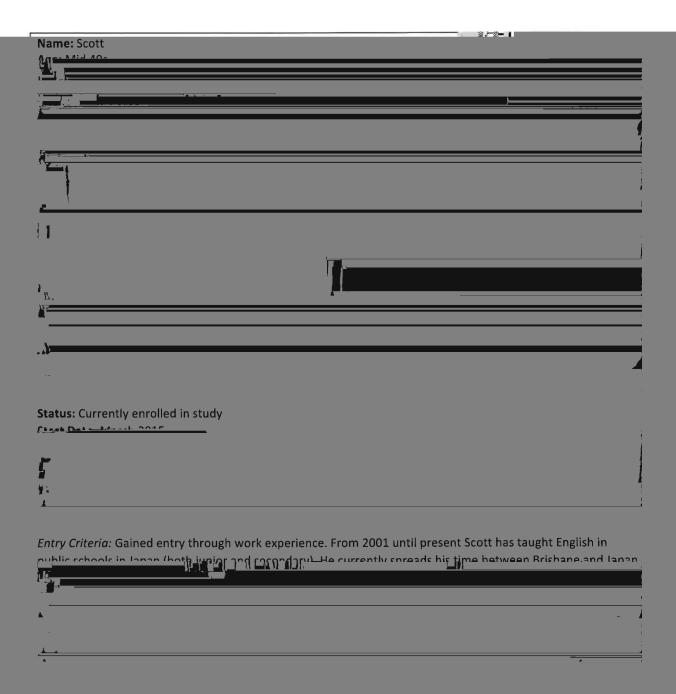
Case Studies

To further highlight this point, we have included several case studies that demonstrate the success of some of our students. Under less flexible entry requirements, these students would be excluded from the teaching profession entirely, despite having proven to be successful students and increasing the quality of the teacher pool.

We can provide many more similar case studies of our top students who have entered our courses through non-traditional nathways



Start Date: November 2013



Swinburne Online

Swinburne University of Technology provides accredited courses and curricula and ensures academic quality. Degree programs offered by Swinburne Online are quality assured and

