

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*

[Redacted]

Swinburne supports the Victorian Government's commitment to excellence

[Redacted]

Professor Linda Kristjanson
Vice-Chancellor and President

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

[Redacted]

[Redacted]

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[Redacted]

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.

[REDACTED]

Working Together to Shape Teacher Education in Victoria

[Redacted]

Response to Area of Focus 1

[Redacted]

Swinburne University of Technology supports this Area of Focus and believes access and equity are key pillars to ensuring we are producing quality teachers and should be taken into account when developing threshold and entry standards

Swinburne supports the introduction of the national language and numeracy test for initial

As with any new selection mechanism, it will be important to ensure that index results are tracked and appropriate longitudinal research is undertaken to determine the reliability and

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.

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 experience.

“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).

Older students often bring a maturity and focus to their studies, which can produce higher quality teachers and better learning outcomes for the students they teach. Mature students

2. Completed Certificate III within 10 years
3. Demonstrate a Level of Responsibility within their role: eg; Project Management, Team leadership
4. Demonstrate a level of Data Analysis: eg; data analysis, report writing

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 pathways

Name: Veronica

Age: Mid 30s

Location: Victoria Metro (Medium Density Residential) - Census (2006) - Highest from 0.1% to 1.4%

Start Date: November 2013

Name: Scott

Age: Mid 40s

[REDACTED]

Status: Currently enrolled in study

Start Date: March 2015

[REDACTED]

Entry Criteria: Gained entry through work experience. From 2001 until present Scott has taught English in public schools in Japan (both junior and secondary). He currently spends his time between Brisbane and Japan.

[REDACTED]

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

accredited by the Australian Council on Educational Accreditation (ACEA) in accordance with the threshold

standards for higher education institutions (HEIs) in Australia.

The university is a member of the Australian Quality Standard for Higher Education (AQSH) and

is committed to continuous improvement and quality assurance.

For more information, please visit our website at www.swinburne.edu.au

or contact our admissions team at admissions@swinburne.edu.au

or call 1300 309 309.

Swinburne University of Technology is a leading provider of education and research in Australia.

Our online programs are designed to be flexible and accessible, allowing you to study at your own pace

and from anywhere in the world. We offer a range of undergraduate and postgraduate programs

in business, engineering, health, science, and the arts.

Our online programs are supported by a range of resources, including interactive learning materials,

live online support, and a dedicated online learning environment.

We are committed to providing a high-quality online learning experience that meets the needs of

our students and ensures that they are well-prepared for their future careers.

Join our online community and experience the benefits of Swinburne Online today.

Visit www.swinburne.edu.au/online for more information.

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