

30 May 2014

Professor Geoff Masters AO
Chief Executive Officer
Australian Council for Educational Research Limited
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A • T • E • A
Australian
Teacher Education
Association

Dear Professor Masters,

Re: Teacher Education Ministerial Advisory Group Report

On behalf of the Australian Teacher Education Association (ATEA), I thank you for your invitation to provide some insights to the research and evaluation of teacher education regularly conducted by our members. We have two important outlets for our membership to profile their research, our annual national conference, and our association journal, *Asia Pacific Journal of Teacher Education*. We are very proud that our Journal rates extremely highly both internationally and nationally for its scholarship and impact. To address your request we have undertaken an audit of our work and have attached an annotated bibliography of the most impactful papers and research projects of our membership in the past 3 years.

This annotated bibliography combines the results of our search through our publications, and responses to a national call to our members for current research projects. Rather than provide you with an exhaustive list of all our work, we have identified those projects that are led by Australian based researchers, those that focus specifically on teacher education rather than with broader higher education, and we highlight those which represent cross institutional collaboration, and/or a national footprint regarding the evidence reported to support recommendations and observations.

The attached bibliography has been organised into 12 themes reflecting the current key areas of researcher focus for our association members:

- Moderation and assessment,
- Reflective practice,
- Professional Experience,
- Indigenous education,
- Cultural diversity,
- Teaching in rural and remote areas,
- Promoting mental health (in school students) and resilience (amongst teachers)
- Cross institutional collaborative research,
- Behaviour management,
- Pedagogical approaches to teacher education,
- Quality/effectiveness of teacher education,
- Early career teachers.

I personally welcome any request for further information to support your work.

Warm regards,

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Teacher Education Research – Research Themes: 2011- 2014

Theme: Moderation and Assessment

Title	Brief Description	Authors	Institution/s	Date
<i>Moderation practices in a faculty of education: The four discourse model.</i>	Four distinct discourses of moderation that academics drew on to discuss their practices were identified in this study. These were: equity, justification, community building, and accountability.	Lenore Adie, Denise Beutel & Margaret Lloyd	Queensland University of Technology	2013
<i>Revisiting assessment grading tools.</i>	The project involved 25 academic peers attending focused workshops, participating in discussions, rewriting criteria sheets using a new design model and reflecting upon the experiences. Feedback indicated that the design of the 'new' tool had significant advantages over the traditional matrix style criteria sheet in regard to explicitly identifying different standards; simplifying the grading process and streamlining moderation procedures.	Dr Peter Grainger	University of Sunshine Coast	2013
<i>'That's not an essay!': Designing & implementing 'bendy assessment' that puts the personal in the professional</i>	This case study shows that 'bendy assessment' enabled our pre-service educators to document the learning processes they had engaged in, rather than the production of 'sausage factory' essays that recounted topic knowledge. Implications for quality learning in both the Early Childhood and teacher-educator sectors are duly considered.	Jessie Jovanovic, Don Houston & Christian Ohly	Cross collaboration between the School of Education, Centre for University Teaching & the Centre for Educational ICT – Flinders University	2012
<i>Authentically Assessing Beginning Teaching: Professional Standards and Teacher Performance Assessment</i> <i>Publications from this project:</i> Dixon, M., Mayer, D., Gallant, A., & Allard, A. (2011). <i>Authentically Assessing Beginning Teaching: Professional Standards and Teacher Performance Assessment</i> . A project funded by the Victorian Department of Education and Early Childhood Education and the Victorian Institute of Teaching. Allard, A., Mayer, D., & Moss, J. (Published online 31 December 2013). <i>Authentically assessing graduate teaching: Outside and beyond neo-liberal constructs. Australian Education Researcher</i> , 41. doi: 10.1007/s13384-013-0140-x	This project investigated the implementation of the Deakin ATA (Authentic Teacher Assessment) developed as the capstone summative teacher performance assessment in the Master of Teaching course at Deakin University. The research questions were: 1. Is the Deakin ATA a valid measure of professional practice for beginning to teach? 2. What are the key considerations in the development and implementation of the Deakin ATA as a capstone assessment in teacher education courses? 3. How does the Deakin ATA inform course evaluation and course improvement? 4. How does the Deakin ATA impact pre-service teachers' professional learning? We argue that structured portfolios that include artefacts derived from preservice teachers' practice in classrooms along with graduate teacher self-assessments provide a stronger accountability measure of effective beginning teaching and demonstrably address the current anxiety regarding 'evidence'. We suggest that such an approach should be reliable enough to be 'read' by external assessors (and moderated across other teacher education institutions). Rigorous research on a national basis is called for in order to develop and implement a structured portfolio as rich evidence of graduates' quality and readiness to teach.	Dixon, M., Mayer, D., Gallant, A., & Allard And Allard, A., Mayer, D., & Moss, J	Deakin University	2011 and 2013

Theme: Reflective Practice

Title	Brief Description	Authors	Institution/s	Date
<i>Developing a framework for pre-service teacher reflective practice: A collaborative research project.</i>	Academics were interviewed to determine how they incorporated reflective practice into their methodology units. The framework evolved from a 4 stage hierarchical model to a two-tier model with two descriptors in each tier.	Judy Adnum, Michael Cavanagh, Greg Robertson, Neil Harrison, Matt Bower & Rod Lane	Macquarie University	2013
<i>Reflective practice: building an evidence base across a teaching career.</i>	This paper outlines in depth the ways in which the QCT is developing and improving resources and processes for assisting teachers to understand and undertake evidence-based reflective practice in meeting professional requirements at all points of their teaching career.	Ros Capeness, Deanne Commins, Sue Lauer & Petrina Rossner	Queensland College of Teachers	2013
<i>Learning in the practicum: engaging pre-service teachers in reflective practice in the online space.</i>	This paper reports on a project designed to improve the practicum in rural areas, using online discussion participation. The results of this study show that PSTs are equally likely to reflect on key matters concerning their teaching such as classroom management and effective teaching strategies regardless of whether they are participating in an unstructured format such as the blog or a structured environment like a threaded discussion.	Jones, Mellita & Ryan, Josephine.	Australian Catholic University	Asia-Pacific Journal of Teacher Education. May 2014, Vol. 42 Issue 2, p132-146.
<i>Preparing pre-service teachers for the profession: Creating spaces for transformative practice.</i>	The paper argues for the value of providing spaces for pre-service teachers to engage in the processes of feedback and critical transformative dialogue as part of their professional preparation.	Graham Daniel & Greg Auhl	Charles Sturt University	2013
<i>Dialogic assessment in blended learning contexts.</i>	This research examines a pedagogic design employed to support pre-service teachers to develop critically reflective learning practices. Qualitative and quantitative data was collected and findings show that students valued the learning/teaching process highly from four perspectives including: critical thinking, grounded learning, applied practice and embedded	Dr Alyson Simpson	University of Sydney	2013

	feedback.			
<i>Developing a framework for pre-service teacher reflective practice.</i>	Six academics from the Department of Education and thirty students were interviewed to explore how pre-service teachers' reflective practice develops during the professional experience component of their studies. A Reflective Practice Framework will be developed from this research and aligned with the Professional Teaching Standards (Australian Institute for Teaching and School Leadership, 2011) to help ensure that beginning teachers comply with the standards of the profession.	Judy Adnum	Macquarie University.	2013
<i>Teacher Reflection Revisited: Supporting transformative processes in teacher learning.</i>	Student reading comprehension gains indicate that substantial progress is possible in schools where teachers engage in supported cycles of reflection and innovation.	Mariann Märtsin, Kathryn Glasswell & Parlo Singh.	Griffith University	2012
<i>Inclusive education: pre-service teachers' reflexive learning on diversity and their challenging role.</i>	The research investigated what it means to be an inclusive education of students with diverse learning needs from the perspectives of participating pre-service teachers and considered wider implications for teacher educators. 2 cohorts consisting of 12 participants each were examined to find that by encouraging a reflexive orientation in participants was conducive to facilitating changes in their understanding of diversity and their teaching role.	Robyn Bentley-Williams & Jennifer Morgan	Cross collaboration between Australian Catholic University and University of Tasmania	Asia-Pacific Journal of Teacher Education (2013) Vol. 41, No. 2, P173-185.
<i>Preliminary Investigations of Pre-service Teacher Numeracy</i>	The requirement of PSTs to demonstrate numeracy has been brought to the forefront by the Australian Government's development of a test for numeracy for PSTs. However, numeracy needs to be seen as more than just mathematics skills, it should also include disposition towards mathematics – the willingness to actually use mathematics skills, as outlined by AAMT (1997). Providing PSTs with tools to improve their numeracy – both their mathematical skills and their disposition towards mathematics - should be part of teacher education.	Dr Audrey Cooke	Curtin University	2014 MERGA

Theme: Professional Experience (Field Experience/Pre-Service Practicum/Integrated Learning/Mentoring)

Title	Brief Description	Authors	Institution/s	Date
<i>Integrating theory and practice in the pre-service practicum and meeting the Australian Professional Standards for Teachers.</i>	This two-phased study drew on sample cohorts of students, university supervisors and school supervising teachers to provide insights into three inter-related issues in teacher education: how different sets of stakeholders perceive and live out their role during the practicum; factors that enhance and impede students' capacity to integrate theory and practice; the role that university-school partnerships play in enabling successful student engagement in teacher education.	Jeanne Maree Allen	University of Tasmania	2013
<i>School staff experiences of pre-service teachers and universities through their involvement in formal Field Experience.</i>	This paper explores Field Experience from the site supervisors and individual supervising teachers' perspective, using data from a recent teaching and learning project: Improving Success in Field Experience (ISiFE). The mixed method study identifies the key innovations these groups of educators believe are needed in Field Experience.	Dr Leanne Crosswell, Professor Nan Bahr & Dr Georgina Barton	Cross collaboration between Queensland University of Technology & Griffith University	2013
<i>Enhancing teacher education: The School-Community Integrated Learning (SCIL) pathway.</i>	This study investigates the outcomes of the School-Community Integrated Learning (SCIL) pathway as a model for advancing preservice teachers' understandings of teaching. Thirty-two final-year preservice teachers were surveyed and 78% or more preservice teachers agreed that they had a range of experiences across the five categories (i.e., personal-professional skill development, understandings of system requirements, teaching practices, student behaviour and reflective practices).	Dr Suzanne Hudson, Associate Professor Peter Hudson, Dr Lenore Adie	Cross collaboration between Southern Cross University / Queensland University of Technology	2013
<i>Beginning teachers' achievements and challenges: implications for induction and mentoring</i>	This article reports on a qualitative study investigating the achievements and challenges experienced by 10 beginning teachers at two points during the school year, April and September.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Developing and sustaining successful mentoring relationships</i>	This study involved eleven pairs of mentors and mentees (n=22) with audio-recorded interviews to explore their relationships, mentors' support and mentors' expectations for mentees' involvement in the school. Findings suggested ways to build and sustain mentoring relationships	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Feedback consistencies and inconsistencies: Eight mentors' observations on one preservice teacher's lesson</i>	In this case study, eight mentors viewed a professional video recorded science lesson facilitated by a final-year preservice teacher during practicum for the purposes of providing oral feedback in a simulated mentor-mentee discussion. Findings showed that mentors' feedback was variable in both their positive feedback and constructive criticisms.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Forming the Mentor-Mentee Relationship</i>	This multi-case study involved: (1) written responses from over 200 teachers involved in a mentoring professional development program, (2) nineteen mentor teachers with written responses and audio recorded focus groups, (3) two pairs of mentors and mentees with audio-recorded interviews. Findings revealed that positive relationships require the achievement of trust and respect by sharing information, resources, and expectations and by being professional, enthusiastic, and supportive with collaborative problem solving.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Mentoring as professional development: 'Growth for both' mentor and mentee</i>	This mixed method study includes surveying mentor teachers (n=101) on a five part Likert scale and interviews with experienced mentors (n=10) to investigate professional development for mentors as a result of the mentoring process.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Mentoring preservice teachers on school students' differentiated learning</i>	Two case studies involving 28 mentor teachers in a professional development program and a mentor-mentee partnership during four week practicum provided data about mentoring teaching	A/Prof Peter Hudson	Queensland University of Technology	2012

Title	Brief Description	Authors	Institution/s	Date
	strategies for differentiated learning. Findings showed that contexts for learning about differentiation occurred at the pre-action, in-action, and post-action stages.			
<i>Strategies for mentoring pedagogical knowledge</i>	This qualitative research investigates mentoring strategies assigned to pedagogical knowledge from 27 experienced mentor teachers. Findings showed that there were multiple strategies that can be linked to specific pedagogical knowledge practices. This paper provides a bank of practical strategies for mentoring pedagogical knowledge practices to assist a preservice teacher's development.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Examining Preservice Teachers' Applied Learning Experiences In The Teacher Education Done Differently (TEDD) Project</i>	This mixed-method investigation involved an analysis of multiple case studies with preservice teacher involvement in university programs, namely: Ed Start for practicum I (n=26), III (n=23), and IV (n=12); Move It Use It (Health and Physical Education program; n=38), Studies of Society and its Environment (SOSE, n=24), and Science in Schools (n=38). The project included preservice teachers teaching primary students at the campus site in gifted education (the B-GR8 program, n=22).	A/Prof Peter Hudson & Dr Suzanne Hudson	Queensland University of Technology	2012
<i>How can universities support beginning teachers?</i>	This qualitative study uses interviews and questionnaires to investigate 10 first-year teachers' understandings of how universities can support them more effectively. The findings indicated that university preparation needed more literacy (particularly reading and spelling), numeracy, catering for lower socio-economic students, understanding behaviour differentiation, and communicating with parents.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Analysing mentoring dialogues for developing a preservice teacher's classroom management practices</i>	This study investigates the mentoring practices used to guide the mentee's classroom management. Using multiple data sources (e.g., lesson plans, preservice teacher reflections, mentor reports, and video and audio-recorded interviews), this case study uses a five-factor mentoring framework to analyse mentor-mentee dialogues about classroom management practices.	Tracey Sempowicz & Peter Hudson	Queensland University of Technology	2012
<i>Analysing mentoring practices to understand how a preservice teacher reflects on practice to advance teaching</i>	This case study uses feedback practices outlined within a five-factor mentoring model to analyse dialogue between a mentor and her respective mentee during different stages in their school-based programs (first practicum).	Tracey Sempowicz & Peter Hudson	Queensland University of Technology	2012
<i>Converting theory to practice: University-school collaboration on devising strategies for mentoring pedagogical knowledge</i>	This qualitative study investigates mentors' pedagogical knowledge as one factor crucial to the mentoring process. More specifically, this study involves a questionnaire and audio-recorded focus group meetings with experienced mentors (n=14) who deliberated on devising practical applications for mentoring pedagogical knowledge.	A/Prof Peter Hudson & Dr Suzanne Hudson	Queensland University of Technology	2012
<i>Mentors Report on Their Own Mentoring Practices</i>	This mixed-method study presents mentors' reports on their mentoring of primary preservice teachers (mentees) in mathematics (n=43) and science (n=29). Mentors claimed they mentored the teaching of mathematics more than the teaching of science; 20% or more indicated they did not provide mentoring practices for 25 out of 34 survey items in the science and 9 out of 34 items in the mathematics.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>School-based experiences: Developing primary science preservice teachers' practices</i>	This research uses a survey, questionnaire with extended written responses, and researcher observations to investigate preservice teachers' (n=38) learning experiences in two school settings.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>How Can Schools Support Beginning Teachers? A Call for Timely Induction and Mentoring for Effective Teaching</i>	This qualitative study uses a survey, questionnaire, and interviews to investigate 10 beginning teachers' needs towards becoming effective teachers in their first year of teaching. Findings were synonymous with studies in other countries that showed they required more support in the induction process, particularly around the school context, networking, managing people, and creating work-life balances.	A/Prof Peter Hudson	Queensland University of Technology	2012
<i>Teachers provide new understandings for effective practicum supervision.</i>	This investigation into the partnerships between universities and schools revealed, for many, the practice of a once-only visit by the university supervisor in conjunction with supervising preservice teachers whilst on practicum was not considered an effective university-school partnership, nor in their view does this structure of supervision properly support preservice teachers while on practicum.	Dr. Debbie Neal	La Trobe University	2013
<i>Advocate, colleague or apprentice: mentor relationships and beginning teacher identity in a partnership program</i>	In a partnership program established between The Queensland University of Technology and four partner schools, pre-service teachers engaged with a school-based mentor for 18-months. Analysis of interview and survey data, from the 14 teacher mentors, revealed the two significant discourses that have implications for the learning opportunities afforded to pre-service teachers.	Miss Alison Welch, Dr Jill Willis & Dr Denise Beutel	Queensland University of Technology	2013
<i>School-based Teacher Learning: Processes of Collaboration and Adaptation</i>	In this presentation, we follow the journey of a teacher development partnership involving teacher educators from Griffith University and teachers from two schools, working to raise reading achievement in some of Queensland's most challenged schools. Our research leads us to argue that intensive cycles of professional learning focused on reflection and innovation for solving real-world problems of practice influence the way teachers see themselves as agentive and adaptive in their own classrooms.	Kathryn Glasswell, Lindsey Judd & Willemina Mostert	Griffith University	2012
<i>Building teacher capacity through sustainable work embedded professional development.</i>	A partnership between Albert St (Moe) Primary School, Faculty of Education Monash University Gippsland and Latrobe Community Health was recently formed based on a National Australia Bank grant to implement a sustainable project focusing on strengthening early years oral language. The project sees a cohort of 63 Graduate Diploma Education students engaging in literacy lectures and workshops with their	Kelly Carabott & Wendy Goff and Monique Osborn & Cathy Curwood	Monash University and Albert St (Moe) Primary School	2012

Title	Brief Description	Authors	Institution/s	Date
	lecturers on the premises of the primary school and results highlight the effectiveness of work embedded professional development for teachers and pre-service teachers.			
<i>Teacher education done differently (TEDD): Changing the experiences in teacher education to promote links between theory and practice</i>	This paper reports on the Teacher Education Done Differently (TEDD) project funded through a federal Structural Reform and Diversity grant. The aim of the project was to better prepare preservice by assisting them to make the links between theory and practice by integrating targeted school-based experiences into the existing Bachelor of Education (primary) program. The TEDD school-based experiences appeared effective in enabling preservice teachers to connect theory with practice, however concern around the sustainability of such programs exist.	Suzanne Hudson, Peter Hudson & Michelle Murray.	Queensland University of Technology	2012
<i>Variation on a theme: Something old in a new key.</i>	The Australian Catholic University (ACU) has created a new type of professional experience that has significantly increased the likelihood of pre-service teachers observing quality teaching accompanied by well-articulated explanations about pedagogy Quantitative and qualitative results from the first evaluation suggest that pre-service teachers who completed the instructional rounds gained benefits in understanding.	Dr. Wendy Moran	Australian Catholic University.	2012
<i>Practicum Partnerships Rhetoric or Positive Action</i>	This research uses quantitative and qualitative data derived from a convenience sample of practicing teachers to verify the value of school-university partnerships in enhancing the quality of the practicum experience.	Dr. Debbie Neal	La Trobe University	2012
<i>Increasing the Rigour: Developing Effective and Sustainable University-School Partnerships through the Advancement Via Individual Determination (AVID) system.</i>	This paper outlines the model by which the Victoria University (VU) has incorporated the Advancement Via Individual Determination (AVID) system into the Bachelor of Education and how it serves to strengthen the existing Site-Based Pre-Service Teacher Education (SBPTE) model. Implications of the survey findings are for the development of stronger university-school partnerships that add value to all-stakeholder learning.	Adam Usher, and Claire Brown and Amanda Mullins,	Cross Collaboration between Brown, Victoria University and Victoria University Secondary College.	2012
<i>Becoming professionals: Partnerships reshaping preservice teachers' transition to full-time teaching</i>	This paper analyses participant perspectives from the first phase of this partnership in particular identifying the benefits and challenges experienced by the preservice teachers and the leaders of the program from the participating institutions. Findings indicate the importance of strong relationships and opportunity for reciprocal learning through ongoing professional conversations as contexts for preservice teachers to develop an identity as an emerging professional.	Jill Willis, Denise Beutel, Alison Welch, Paul Willis	Cross Collaboration between Queensland University of Technology & Department of Education and Training, Queensland	2012

Theme: Indigenous Education

Title	Brief Description	Authors	Institution/s	Date
<i>Knowledge making by Pre-service Teachers on a professional placement experience in a remote Indigenous Community.</i>	Interviews with pre-service teachers on three-week placements around Katherine and in Maningrida in the Northern Territory indicate that remote placement experience challenges, positively disrupts, questions and even (re) shapes the professional learning and identities of pre-service teachers.	Julie Dyer, Glenn Auld, Claire Charles, Alan Marshall & Gary Lew	Deakin University	2013
<i>Impacting practice: The pre-service teacher and the Aboriginal child.</i>	Twenty-four, second year pre-service (Kindergarten to Year 6) teachers engaged in 1-1 teaching dyads with Aboriginal students for a five week reading program. Cultural debrief sessions and on-campus focus group discussions about pedagogical practices ran concurrent to the program. Qualitative case study analysis revealed the key themes of: cultural connections, developing cross-cultural relationships with Aboriginal children and culturally-appropriate engagement.	Maria Bennet & Beverley Moriarty	Charles Sturt University	2013
<i>Indigenous education: teacher education digital resource project</i>	Two digital preservice teacher education resources were produced in 2012 by Charles Sturt University in partnership with the Department of Education and Communities (NSW), the Woomera Aboriginal Corporation, PaCE (Parent and Community Engagement) and Nomad Films. One of the two research-based Indigenous education digital products featured significant community members highlighting key aspects in Indigenous education; whilst the other captured successful, high profile, Indigenous community members sharing their stories of education. These digital resources were used successfully for teacher education and community programs.	Paul Grover	Charles Sturt University	2013
<i>Pathways and roadblocks: Indigenous teacher education in remote Australia</i>	In this symposium, some of those working in the field of Indigenous teacher education share the successes and the challenges currently being experienced in the Northern Territory.	Dr Melodie Bat, Sue Shore and AI Strangeways	Pracademic Solutions and Charles Darwin University	2013

Theme: Cultural Diversity

Title	Brief Description	Authors	Institution/s	Date
<i>International online collaboration: giving voice to the study of diversity.</i>	This paper describes how preservice teachers, inservice teachers and teacher educators inquire into the complex topics surrounding teaching about cultural diversity and teaching in cultural diverse classrooms.	Lock, Jennifer V. and Redmond, Petrea	USQ	2011 One World in Dialogue, 1 (1). pp. 19-25. ISSN 1927-4378

Theme: Teaching in Rural and Remote Areas

Title	Brief Description	Authors	Institution/s	Date
<i>Preservice teacher self-efficacy for teaching in a rural and remote community.</i>	This study investigated preservice teachers' self-efficacy to teach in rural and remote location. This paper indicates a positive response to short-stay rural and remote teaching experiences and highlights the need for inclusion in teacher preparation programs.	Trish Bennell-Kling & Dr Suzanne Hudson	Cross Collaboration between Queensland University of Technology & Southern Cross University	2013
<i>Professional experience in isolated schools: Community & connection.</i>	The findings of the project suggested that providing pre-service teachers with opportunity to live and work in remote communities with high Indigenous populations prior to graduation gave them greater self-awareness of the social and spatial realities of isolated communities and the potential of isolated schools to provide for the personal and professional needs of early career teachers.	Marilyn Pietsch	Charles Sturt University	2013

Theme: Promoting Mental Health (in school students) and resilience (amongst teachers)

Title	Brief Description	Authors	Institution/s	Date
<i>The efficacy of a preventative intervention on regional young people's attitudes and intentions towards help-seeking for mental health issues: A non-government school case study.</i>	This paper reports on the initial results of the HeadStrong controlled randomized trial in a sample of NSW regional secondary schools and provides evidence of the mental health literacy levels of Year 9 and 10 Health and Physical Education (HPE) students.	Lindy Cavanagh, Dr Deb Clarke & Dr Matthew Winslade	Charles Sturt University	2013
<i>Teachers' knowledge and confidence for promoting positive mental health in primary school communities.</i>	This paper reports an investigation into Australian primary school teachers' knowledge and confidence for mental health promotion. Analysis of questionnaire (n = 1397) and in-depth interview (n = 37) data shows that over 50% of teachers felt efficacious and knowledgeable about selected components of mental health promotion and that exposure to the Kids Matter Primary mental health promotion initiative was associated with improvements in teachers' efficacy, knowledge and pedagogy.	Askeil-Williams, Helen Lawson, Michael J.	Flinders University	Asia-Pacific Journal of Teacher Education. May 2013, Vol. 41 Issue 2, p126-143
<i>From evidence to practice and the crucial period in between: Mental health promotion, mental ill-health prevention, early intervention and suicide prevention in pre-service teacher training is vital to ensure a skilled workforce.</i>	Australia is the only country lucky enough to have access to evidence based resources (Response Ability) and support targeted at building the capacity of pre-service teachers in mental health promotion, mental ill-health prevention, early intervention (MHPPEI). This paper presents evidence around the importance of (MHPPEI) in teacher preparation including current pitfalls in teacher preparation and practical strategies for addressing these gaps in a nuanced environment with many competing demands.	Gavin Hazel & Elizabeth Kemp	Hunter Institute of Mental Health	2013
<i>Building teacher resilience: Research and potential for teacher education</i>	This paper reports findings from the ALTC funded project <i>Keeping Cool: Building Teacher Resilience</i> which investigates graduating and early career teacher resilience in order to develop a framework for how aspects of resilience may be embedded in teacher education programs. Using data from an extensive literature review, surveys and interviews, four dimensions of the resilient teacher were identified: profession-related, emotional, motivational and social. Implications for teacher education are considered.	Caroline Mansfield and Susan Beltman	Murdoch University, and Curtin University	2012
<i>Teachers and cross-disciplinary collaboration: the challenges.</i>	The research presented in this paper uses a descriptive, explanatory case study approach to understand the effectiveness or otherwise of the teachers' input to, support and understanding of teacher/social worker collaborations and highlights what pre service teachers need to learn about in order to foster effective cross-disciplinary collaboration in student wellbeing programs.	Doris Testa	Victoria University	2012

Theme: Examples of Cross-Institution Collaborative Research

Title	Brief Description	Authors	Institution/s	Date
<i>Creating synergy in teacher education through robotics-based STEM activities.</i>	This paper reports on the Robotics@QUT project, which is a support network designed to build professional knowledge and capacity of classroom teachers in 31 low SES schools, to use robotics-based Science, Technology, Engineering, and Mathematics (STEM) activities. Teachers' feedback highlighted the value of the project and the benefits of the partnerships formed between the teachers, the preservice teachers, and the QUT academic managing the project.	Christina Chalmers & Peter Macbeth	Queensland University of Technology	2013
<i>A 'Partnership in Teaching Excellence': ways in which one school-university partnership has fostered teacher development.</i>	This paper reports on an effective partnership between an urban Australian university and a State Department of Education. School Centres of Excellence contribute to the preparation of pre-service teachers, addressing the gap between theory and practice and facilitating pre-service teacher recruitment. Two program reviews demonstrate how the partnership has enhanced pre-service teacher engagement and learning.	Jeanne Maree Allen, Kerry Howells, & Ruth Radford	Deakin University, University of Tasmania and DETE	Asia-Pacific Journal of Teacher Education. Feb2013, Vol. 41 Issue 1, p99-110.
<i>Reentering the profession: The Teacher Refresher Program</i>	This paper details a collaborative research project, involving the Victorian Department of Education and Early Childhood Development (DEECD); Ed Partnerships International and; Victoria University; focused on building the knowledge, know-how and confidence of teachers interested in returning to teaching. Over 300 teachers	Bill Eckersley & Celine Chu.	Victoria University	2013

Title	Brief Description	Authors	Institution/s	Date
	completed one of ten courses delivered across Victoria, involving workshops, site-based learning in schools and access to an online learning environment (Wikispace). The program management, design and facilitation were evaluated, with areas for improvement identified and multiple evaluation instruments developed.			
<i>Smart Education Partnerships: Sustaining Educational Innovations</i>	This paper contributes to the empirical and theoretical literature on the sustainability of educational innovations, by examining the sustainability in reading achievements of a primary school involved in an ARC Linkage funded Smart Education Partnership Project. We draw on data collected from the school leadership team about the processes, practices and artefacts that were retained from the collaborative partnership project and how they were embedded into the school culture.	Parlo Singh, Kathryn Glasswell, Barbara Pini & Indika Liyanage	Griffith University	2013
<i>School-university partnerships for site-based teacher education in Melbourne's North and West</i>	This paper details a collaborative research project that investigated school-university partnerships in 4 large secondary schools engaged in site-based pre-service teacher education in Melbourne's North and West. The site-based approach, which locates professional learning and reflection as close as possible to the authentic work of practitioners, is found to play a significant role in enhancing new practices of schooling and learning and is outlined in detail in the final report: <i>Vision Unlimited: Inspiring participant knowledge in schools</i> .	B. Eckersley; M. Davies, N. Hooley; J. Arnold; J. Williams; T. Edwards; S. Taylor.	Victoria University	2012
<i>Retention and Graduation of Aboriginal and Torres Strait Island students in initial teacher education: a review of the literature.</i>	A project on improving the retention, success and graduation rates of Aboriginal and Torres Strait Islander teacher education students is the focus of this paper. The project led by the Australian Council of Deans of Education (ACDE) and managed by Queensland University of Technology forms a sub-set of the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSI) led by Professor Peter Buckskin and the David Unaipon College of Indigenous Education and Research and funded by DEEWR. This paper reports on an initial literature review of teacher education as related to the preparation of Aboriginal and Torres Strait Islanders.	Jo Lampert and Bruce Burnett	Queensland University of Technology	2012
<i>Sharing the stories: developing community learning partnerships that support pre-service teacher knowings.</i>	The Managing Children Program (MCP) program has been designed to provide adults with a learning experience based on active participation with children over a 10 week period. By involving pre-service teachers and immersing them into these programs both as passive observers and as active participants in the role of 'skills coaches', they have the opportunity to acquire knowledge and skills for managing children and their involvement in classroom activities. Quantitative and qualitative data reveal the richness of this experience for pre-service teachers and highlights the benefits of continued partnership development.	Noelene Weatherby-Fell	University of Wollongong	2012
<i>Coaching partnerships for improving literacy achievement in low SES primary schools</i>	The South Australian Supporting Improved Literacy Achievement (SILA) project aims to improve teacher and leader capacity to support literacy teaching and learning in primary schools serving low SES communities. This paper focuses on the coaching phase, based on a recent evaluation carried out in 32 schools during the second year of the SILA Project. The interview data revealed various types of coaching partnerships, diverse understandings of coaching, and different types of professional learning. Of particular interest were the factors shaping the coaching process and learning in the different sites.	Jenny Barnett	University of South Australia	2011
<i>'Longitudinal Teacher Education and Workforce Study' (LTEWS)</i>	The 'Longitudinal Teacher Education and Workforce Study' (LTEWS) ran concurrently with SETE (above) to build a national overview and was funded by DEEWR/ Australian Government. LTEWS investigated the career progression of graduate teachers from teacher education into teaching employment and tracked their perceptions, over time, of the relevance and effectiveness of their teacher education programs. Specifically, it investigated: <ul style="list-style-type: none"> • The career progression of 2011 teacher education graduates from teacher education into, and possible exit from, teaching employment, including their utilisation into teaching, their retention and attrition in teaching in their early years, and their geographic and schools sector mobility; and, • The views of teacher education graduates over time on the relevance and effectiveness of their teacher education for their teaching employment, including the relationship between their views of their teacher education and their early career teaching career. 	Diane Mayer, Brenton Doecke, Pauline Ho, Jodie Kline, Alex Kostogriz, Julianne Moss, Suzanne North, Bernadette Walker-Gibbs.	Victoria University, Deakin University, University of Melbourne	2011

Theme: Behaviour Management

Title	Brief Description	Authors	Institution/s	Date
<i>Does training matter? Comparing the behaviour management strategies of pre-service teachers in a four-year program and those in a one-year program.</i>	Survey-based research was conducted with Australian pre-service teachers enrolled in either a four, or one-year teacher training, in order to identify the classroom management strategies that they would employ, their confidence in employing them, and the effectiveness of the strategies. All of the pre-service teachers found rewards and preventative strategies to be the most effective. The four-year trained pre-service teachers employ preventative strategies significantly more often and with more confidence, than those in the one-year course.	Stuart Woodcock and Andrea Reupert	Cross Collaboration between University of Wollongong and Monash University	Asia-Pacific Journal of Teacher Education. Feb2013, Vol. 41 Issue 1, p84-98.

Theme: Evaluating Specific Pedagogical Approaches

Title	Brief Description	Authors	Institution/s	Date
<i>Metacognitive analysis of pre-service teacher conception of Teaching Games for Understanding (TGfU) using blogs.</i>	This exploratory study analysed blog postings over an eight-week period to understand the challenge pre-service teachers face in understanding Teaching Games for Understanding (TGfU). Adopting the Structure of Observed Learning Outcomes (SOLO) taxonomy it was identified that TGfU represents a challenge to pre-service teachers' pedagogical paradigm which can limit their understanding of TGfU.	Dudley, Dean and Baxter, David	CSU	2013
<i>Making quality teachers: The role of an explicit values-based pedagogy</i>	This paper reports on a qualitative research study, which followed the journey of five pre-service teacher education students as they undertook their second field experience unit focusing on the values-based pedagogy of Philosophy in the Classroom. The research findings demonstrated that an explicit values-based pedagogy does have a positive impact on the development of quality teaching dimensions.	Elizabeth Curtis	Queensland University of Technology	2013
<i>Facilitating group work: A focus on effective teaching for improved student outcomes.</i>	This action research project examined the task design and the effect of explicitly teaching students team processes (team roles, team rules, agendas/minutes, assigning tasks, making decisions) and relationship processes (conflict management and communication) through lectures and tutorials. Findings were used to develop a set of guidelines to facilitate students' group work assessment tasks	Katherine Main	Griffith University	2013
<i>Citizenship education in the social science subjects: An analysis of the teacher education curriculum for secondary schools.</i>	This research analysed ten social science subject syllabuses to find out how pre-service teachers were trained about teaching citizenship education. The study questions the depth and practical application of citizenship ideas learnt through the on-line study of these subjects and recommends a stand-alone offering of citizenship education at the teacher education level.	Aaron T. Sigauke	University of New England	2013
<i>What does "historical understanding" mean to teachers? Middle school teachers' knowledge and approach to key concepts in the national history curriculum.</i>	This paper reports on a case study of a group of five Queensland teachers who undertook a school-based trial of the Year 8 national history curriculum in 2012. The research identified a gap in middle year's teachers' knowledge and the need for effective teacher education to address this area of the national history curriculum.	Mallihai Tambyah	Queensland University of Technology	2013
<i>An introduction to educational research methods: Depicting the learning journey of pre-service teachers.</i>	This paper focuses on the learning of educational research methods by 40 pre-service, primary TEFL teachers. Analysis of self-report data found a significant increase in research methods knowledge, which suggests an enhanced ability for students' to be critical consumers of research and an improved capacity for them to become active teacher-researchers.	Sonia White, Erika Hepple, Donna Tangen & Marlana Comelli	Queensland University of Technology	2013
<i>Exploring PCK development of novice teachers in pre-service teacher education. Can it be done?</i>	This study explores how pre-service physics teachers (n=5) develop their own pedagogical content knowledge (PCK) while on practicum. Results indicate the Content Representations (CoRes) instrument designed to elicit science teachers' PCK around a particular topic was of value and that future research could explore whether CoRes can be adapted for use in other disciplines within teacher preparation programs.	Adam Bertram	Monash University	2012
<i>Beyond the gadgetry of the gallery: using the interactive whiteboard to teach higher order thinking skills.</i>	The inquiry found that the interactive whiteboard (IWB) provides an effective platform for teaching higher-order thinking skills insofar as it offers the user scaffolding affordances to plan and design these activities when otherwise the task can appear too difficult to achieve, especially for the younger pre-service teachers.	Neil Harrison	Macquarie University	2012
<i>Developing a pedagogical framework: Student knowledge construction and teacher engagement</i>	The COR Reading Framework focused on the design and implementation of a professional development program for teachers in the independent school system in Queensland. The project involved approximately 30 independent schools and the framework catered for approximately 2000 students. It was designed to: a) implement an innovative approach to teacher professional development; b) provide a professional development program for teachers, learning support teachers and teacher aides, and c) provide a pedagogical literacy framework to be applied in mainstream classrooms. All schools involved in the project reported significant improvements in reading comprehension and decoding skill. Several participating teachers associated the program with their school's improved Naplan results and have expanded the implementation of the framework as part of their whole school curriculum (Troeger, 2011).	Gary Woolley	Griffith University	2012
<i>Mapping and Engaging the Epistemic Dimension of Pre-Service Teachers' Identity</i>	This paper offers (i) a methodological tool for mapping the epistemic dimension of pre-service teachers' identity, and (ii) a pedagogical tool for developing pre-service teacher's epistemic identity. Binary Epistemic Mapping (BEP) is introduced as a mixed-methods way to collect data relevant to epistemic change. Initial results revealed a general transition towards evaluativistic epistemologies used to construct teacher identity. However, the results also reveal relativity effects in self-identification. The results offer tentative support for (i) incorporating epistemic pedagogies in pre-service teacher education courses, (ii) expanding the dialogue over the importance of teachers' epistemic identity, and (iii) more explicit consideration of relativity effects in models of epistemic development.	Raoul Adam	James Cook University	2011
<i>'Studying the Effectiveness of Teacher Education' (SETE)</i>	'Studying the Effectiveness of Teacher Education' (SETE) is four-year longitudinal mixed methods study (2011-2014) funded by the Australian Research Council (project LP110100003) and industry partners including the Victorian Department of Education and Early Childhood Development, the	Diane Mayer, Andrea Allard, Richard Bates, Mary Dixon, Brenton Doecke, Jodie Kline,	Victoria University, Deakin University, Griffith University	2011-2014

Title	Brief Description	Authors	Institution/s	Date
	<p>Queensland Department of Education Training and Employment, the Queensland College of Teachers, and the Victorian Institute of Teaching. It followed teacher education graduates in Queensland and Victoria to investigate:</p> <ul style="list-style-type: none"> • How well equipped are teacher education graduates to meet the requirements of the diverse settings in which they are employed? • What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings? • How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession? <p>In addition, it investigated principals' perceptions of the graduate teachers' preparedness and effectiveness.</p>	Alex Kostogriz, Leonie Rowan, Bernadette Walker-Gibbs, Simone White, and Julianne Moss		
<p><i>Teaching Teachers for the Future (TTF) Project TPACK Survey: Summary of the Key Findings</i></p> <p>Special Note: The <i>Teaching Teachers for the Future (TTF) Project</i> was funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) through the ICT Innovation Fund.</p>	<p>This paper presents a summary of the key findings of the TTF TPACK Survey developed and administered for the Teaching the Teachers for the Future (TTF) Project implemented in 2011. The TTF Project, funded by an Australian Government ICT Innovation Fund grant, involved all 39 Australian Higher Education Institutions which provide initial teacher education. TTF data collections were undertaken at the end of Semester 1 (T1) and at the end of Semester 2 (T2) in 2011. A total of 12881 participants completed the first survey (T1) and 5809 participants completed the second survey (T2). Groups of like-named items from the T1 survey were subject to a battery of complementary data analysis techniques. The psychometric properties of the four scales: Confidence - teacher items; Usefulness - teacher items; Confidence - student items; Usefulness - student items, were confirmed both at T1 and T2. Among the key findings summarised, at the national level, the scale: Confidence to use ICT as a teacher showed measurable growth across the whole scale from T1 to T2, and the scale: Confidence to facilitate student use of ICT also showed measurable growth across the whole scale from T1 to T2. Additional key TTF TPACK Survey findings are summarised.</p>	Glenn Finger, Romina Jamieson-Proctor, Rob Cavanagh, Peter Albion Geoff Romeo, Margaret Lloyd, Robert Fitzgerald, Trevor Bond, Peter Grimbeek	Griffith University, University of Southern Queensland, Curtin University, Australian Catholic University, Queensland University of Technology, University of Canberra, James Cook University	2013
<p><i>TPACK and Initial Teacher Education: Implications from the Teaching Teachers for the Future Research</i> – presented at ATEA 2013</p> <p>Special Note: The <i>Teaching Teachers for the Future (TTF) Project</i> was funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) through the ICT Innovation Fund.</p>	<p>This paper provides implications for initial teacher education informed by key findings of research and evaluation of the <i>Teaching Teachers for the Future (TTF) Project</i>. The context for initial teacher education is largely situated within an <i>accountability agenda</i>, evidenced by the <i>National Plan for School Improvement</i> which will require the Tertiary Education Quality and Standards Agency (TEQSA) to audit initial teacher education programs in Australia, in addition to the scrutiny and program accreditation requirements by accrediting authorities. The TTF project demonstrated a more sophisticated, <i>improvement agenda</i> which respectfully acknowledged and engaged the collective wisdom of all Australian Higher Education Institutions providing initial teacher education programs... ..The implications from the research and evaluation of the TTF project research and evaluation indicate that the TPACK conceptualisation and AITSL's <i>ICT Elaborations for Graduate Teacher Standards</i> can inform the design of initial teacher education in preparing teachers for the 21st Century.</p>	Glenn Finger	Griffith University	2013
<p><i>Teaching Teachers for the Future Project: Building TPACK confidence and capabilities for eLearning</i></p> <p>Special Note: The <i>Teaching Teachers for the Future (TTF) Project</i> was funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) through the ICT Innovation Fund.</p>	<p>This paper provides insights into the <i>Teaching Teachers for the Future (TTF) Project</i>¹ involving all Higher Education Institutions (HEIs) which provide ITE programs in Australia. The 15 month long, \$8 million TTF Project, funded by the Australian Government's ICT Innovation Fund aimed to develop the ICT capabilities of future teachers. Key findings from the TTF Project indicate that the TPACK conceptualisation and the Australian Institute for Teaching and School Leadership's <i>ICT Elaborations for Graduate Teacher Standards</i> (AITSL, 2011a) can inform the design of ITE programs in preparing future teachers for using ICT to support teaching and to support student learning.</p>	Glenn Finger, Romina Jamieson-Proctor, Peter Grimbeek	Griffith University, University of Southern Queensland	2013
<p><i>Understanding TPACK in Practice: Praxis Through Technological Pedagogical Reasoning</i></p> <p>- Outstanding Paper Award at ICEduTech, Malaysia, 2013</p>	<p>This paper is situated within an understanding of the complexities of the contexts for graduate and early career teachers to develop Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006) to have the confidence and capabilities to use technologies to support their teaching and to support student learning. This paper provides an Australian early career teacher's story through praxis by drawing upon the TPACK conceptualisation and recent attempts to explore teachers' Technological Pedagogical Reasoning (TPR) (Smart et al., 2013). The authors suggest that this approach can significantly contribute to the TPACK literature to inform what TPACK looks like in practice through the experiences and reflections of teachers and explore the 'black box of technology integration' (Tondeur et al. 2013) through teacher perspectives.</p>	Glenn Finger, Paul Finger	Griffith University, Coomera Rivers State School	2013
<p><i>Auditing the TPACK Capabilities of Final Year Teacher</i></p>	<p>This paper provides a summary of some of the findings of the TPACK audit of the 2009 pre-</p>	Romina Jamieson-Proctor,	University of Southern	2010

¹ Special Note: The *Teaching Teachers for the Future (TTF) Project* was funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) through the ICT Innovation Fund.

Title	Brief Description	Authors	Institution/s	Date
<i>Education Students: Are they ready for the 21st Century?</i>	service teachers in their final year, which reveal important insights that could be used to inform the review and design of teacher education programs to more directly improve graduate TPACK confidence and capabilities. The findings are compared with those reported in an earlier study (Watson et al., 2004) that found there was a limited range of applications with which the pre-service teachers expressed high levels of competence. Importantly, high percentages of participants in both studies perceived themselves to have no competence with applications such as multimedia development, visual thinking software and digital video editing which could be used to motivate their future students. Furthermore, the percentage of participants who rated themselves as having no or limited confidence to integrate ICT into student learning with particular integration examples was concerning. The study suggests that current teacher education programs have largely been designed using Pedagogical Content Knowledge (PCK) (Shulman, 1986, 1987) where students undertake studies in a range of curriculum (content, disciplinary) courses, pedagogy courses, and professional studies (practicum, Internship) courses, and this is now insufficient as TPACK capabilities are required.	Glenn Finger, Peter Albion	Queensland, Griffith University	
<i>Auditing the ICT Vocational Self-Efficacy of Teacher Education Undergraduates</i> - Presentation at the International Society for Technology in Education (ISTE) Conference, Denver Colorado, June 27-30, 2010	This paper reports findings from an audit of the vocational self-efficacy of final year pre-service teacher education students from two universities in Queensland (Australia) with respect to their confidence to meet the Information Communication Technologies (ICT) professional competencies expected of teachers. It also describes their beliefs about the usefulness of their university learning experiences in assisting them to develop their Technological Pedagogical and Content Knowledge (TPACK) in comparison to other contexts in which they may have gained ICT confidence and competence necessary for teachers in the 21 st century. Finally, the paper makes recommendations for the design of teacher education programs aimed at improving teacher graduates' TPACK and ICT vocational self-efficacy.	Romina Jamieson-Proctor, Glenn Finger, Peter Albion	University of Southern Queensland, Griffith University	2010
<i>Using Mobile devices to enhance formative assessment.</i>	This paper reports on research into how mobile technologies (i.e., purpose-built website and iPhone applications) can be used by members of teacher education programs to generate opportunities for quality formative assessment and enhance the processes of summative assessment for pre-service teachers in their school-based placements.	Chris Dann & Bill Allen	University of Sunshine Coast	2013
<i>Engaging Teacher Education students with real life video learning of children under three</i>	This project, undertaken by a triad of three Australian institutions that deliver early childhood teacher education programs, aims to use purpose made videos to show authentic and real life learning situations of early years children (i.e. birth to 3 years). This project addresses minimal Australian resources in this area and meets a need within teacher Education to have videos that can assist students to critically reflect on key pedagogical issues.	Dr Susanne Garvis, Dr Narelle Lemon, Dr Bonnie Yim, Professor Donna Pendergast	Cross Collaboration between RMIT, Griffith University, Deakin	2013
<i>Why Facebook is (and isn't) a pre-service teacher's friend.</i>	This paper argues that, used prudently, Facebook can be both an inclusive dialogic learning space and a valuable tool in developing the professional identity and engagement of pre-service teachers.	Pauline Taylor	James Cook University	2013
<i>Prospective teachers teaching technology and building aspirations with robotics</i>	This study investigates 30 prospective teachers using robotics to implement technology activities with 22 primary school students in a low socio-economic area. Results indicate that the prospective teachers gained confidence and knowledge from the experience and felt the activity would assist them to develop and implement engaging technology activities in their future classrooms.	Christina Chalmers, Vinesh Chandra, Sue Hudson & Peter Hudson	Queensland University of Technology	2012
<i>The preparedness of Pre-service teachers to use ICT in the classroom.</i>	Pre-service teachers expressed that their teacher education courses at university did not adequately prepare them to use ICT in pedagogically sound ways.	Justine Cheal, Ruth Geer and Bruce White.	University of South Australia	2012
<i>Demonstrating professional teaching standards through e-portfolios.</i>	Through inter-university collaboration and online learning communities, students in their final years of teacher education across three universities are currently involved in an 18 month ALTC project designed to assist students in developing e-portfolios which exemplify NSW Professional Teaching Standards. Preliminary results drawn from the qualitatively analysed data suggest that the use of e-portfolios enhance critical ICT skills and pedagogical knowledge.	Wendy Moran, Jo-Anne Reid, Marilyn Pietsch, Les Vozzo and Caroline Hatton	Cross collaboration between Australian Catholic University, Charles Sturt University, University of Western Sydney	2012
<i>Acknowledging the complexity and diversity of historical and cultural ICT professional learning practices in schools.</i>	This paper provides case study data from seven schools, drawing attention to the diverse ways in which individual schools approach teacher learning and providing a stimulus for educational leaders to reflect upon how the histories and cultures within their own schools may enable or constrain change in relation to ICT use. This project acknowledges there is no single, linear or fail-safe approach to teach professional development and that it builds on the notion that school communities can be supported to become more reflective and engaged with all teachers' computer learning.	Renata Phelps, Anne Graham and Tony Watts.	Southern Cross University	Asia-Pacific Journal of Teacher Education, Vol. 39, No. 1, February 2011, p47-63.
<i>The continued underrepresentation of girls in post-compulsory information technology courses: a direct challenge to teacher education.</i>	The project involved 14 schools from NSW. 7 from SA and 7 from Victoria to identify, firstly the reasons that students and teachers most commonly put forward to explain subject selection or rejection and secondly the way students and teachers spoke about or accounted for the influence of gender. These explanations were connected to beliefs about: 1. The career opportunities and experiences that are (or are not) associated with the IT field; 2. The curriculum and pedagogy associated with IT subjects	Leonie Rowan and Julianne Lynch	Cross Collaboration between Griffith University and Deakin University	Asia-Pacific Journal of Teacher Education, Vol 39, No. 2, May 2011, p83-95

Title	Brief Description	Authors	Institution/s	Date
	The natural and differing interests and abilities of boys and girls			
<i>Reflection as an indicator of cognitive presence.</i>	In this article, data from the online discussion archives within a blended teacher-education course are analysed using the cognitive presence indicators from the Col with the additional indicator of reflection. This study indicates that when instructors structure online discussions appropriately, learners are able to share and document their thinking and reflect on their contributions and the perspectives of others while developing new or deeper knowledge.	Redmond, Petrea	USQ	2014
<i>Revisiting teacher preparation for mobility: dual imperatives.</i>	Widespread availability of smartphones and similar devices with connection to the Internet is influencing the evolution of higher education across disciplines. For teacher educators there is an additional consideration of how to prepare teachers to use such devices in their own practice once they graduate. This paper addresses some related issues and report results from a study conducted in two Australian universities. The evidence confirms that obtaining the best results from adoption of mobile technologies in teacher education will require adjustments to course design and to the behaviours of both pre-service teachers and teacher educators.	Albion, Peter R. and Jamieson-Proctor, Romina and Fasso, Wendy and Redmond, Petrea	USQ	2013 Research highlights in technology and teacher education 2013. Association for the Advancement of Computing in Education (ACE), Chesapeake, VA, United States, pp. 13-21. ISBN 978-1-9397-9704-9
<i>TPACK: exploring a secondary pre-service teachers' context.</i>	This paper describes the TPACK findings of secondary pre-service teachers who have just completed their second professional experience placement in conjunction with a curriculum and pedagogy course. Pre-service teachers reported that they were developing the necessary confidence in working with the technology and designing learning using a TPACK framework. From the data, it was apparent that teacher educators are able use the framework to design, model and explore innovative teaching with technology to design TPACK learning experiences that are mindful and thoughtful.	Redmond, Petrea and Lock, Jennifer	USQ	2013 Research highlights in technology and teacher education 2013. Association for the Advancement of Computing in Education (ACE), Chesapeake, VA, United States, pp. 101-108. ISBN 978-1-9397-9704-9
<i>Cognitive presence characteristics of online and face-to-face discussions in a blended course.</i>	This paper describes the cognitive presence pre-service teachers demonstrate during online and face-to-face discussions. Through a case study approach it explores student cognitive presence in one Early Childhood Leadership course taught in a blended mode.	Redmond, Petrea	USQ	2012 Research highlights in technology and teacher education 2012. Society for Information Technology & Teacher Education (SITE), Chesapeake, VA, United States, pp. 167-174. ISBN 1-8800-9496-7
<i>Does teaching presence change over time?</i>	This paper investigates ways in which pedagogical practice or teaching presence changes over time by sharing the experiences of two teacher education instructors as they move from teaching face-to-face to teaching online within a collaborative project.	Redmond, Petrea and Lock, Jennifer V.	USQ	2011 2nd Annual Global Learn Asia Pacific Conference, 28 Mar-1 Apr 2011, Melbourne, Australia
<i>From face-to-face teaching to online teaching: pedagogical transitions.</i>	This paper shares the experiences of two teacher education instructors as they moved from teaching in a face-to-face environment to blended teaching and then to online teaching. It describes the four year journey and sheds light on the issues, perspectives and practices as the instructors reflected on the changes to their pedagogical practice and the resulting online student engagement.	Redmond, Petrea	USQ	2011 ASCILITE 2011: 28th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education: Changing Demands, Changing Directions, 4-7 Dec 2011, Hobart, Australia.
<i>Investigating the use of online discussions in an undergraduate face-to-face course.</i>	This paper examines the levels of engagement that pre-service teachers who had enrolled in a face-to-face course, utilised non-compulsory online discussion forums to enhance their learning.	Redmond, Petrea	USQ	2010 Research highlights in technology and teacher education 2010. Society for Information Technology & Teacher Education (SITE), Chesapeake, VA, United States, pp. 27-34. ISBN 9781880094822
<i>Transforming pre-service teacher curriculum: observation through a TPACK lens.</i>	The discussion looks beyond the opportunity for knowledge development of content, pedagogy and technology as components of TPACK towards the interaction between those three components. Implications for practice are also discussed. In today's technology infused classrooms it is within the realms of teacher educators, practising teaching and pre-service	Lock, Jennifer V. and Redmond, Petrea	USQ	2010 ASCILITE 2010: 27th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education:

Title	Brief Description	Authors	Institution/s	Date
	teachers explore and address effective practices using technology to enhance learning.			Curriculum, Technology and Transformation for an Unknown Future, 5-8 Dec 2010, Sydney, Australia.

Theme: Examining the Quality/Effectiveness of Teacher Education

Title	Brief Description	Authors	Institution/s	Date
<i>Final year preservice teacher confidence for teaching in the middle years of schooling</i>	This study demonstrated that universities presenting middle year's teacher preparation need to consider: the quality of the practicum experience; the suitability of mentor teachers; the significance and practicalities of middle year's subjects; university lecturers' modelling of pedagogical practices; and the inclusion of real-world learning experiences.	Dr Suzanne Hudson & Dr Brian Kean.	Cross Collaboration between Southern Cross University/ Queensland University of Technology	2013
<i>Context Matters: SETE Mapping of Teacher Education in Diverse Contexts</i>	The Studying the Effectiveness of Teacher Education (SETE) longitudinal project (2010) investigates notions of diversity as reflected in large-scale longitudinal data sets including quantitative teacher and principal surveys (n=5,000+), national audit of teacher education programs (n=500+), and analysis of data from intensive case studies which track 170 graduate teachers through the first three years of their teaching career. We examine the diversity of ways in which graduates are employed and the impact of said employment status on the way in which they are able to enact the learning's from their initial teacher education program.	Bernadette Walker-Gibbs, Jodie Kline, Diane Mayer, Simone White & Leonie Rowan.	Deakin University	2013
<i>Investigating the effectiveness of teacher education for early career teachers in diverse settings: Analysis of large-scale survey data.</i>	The Studying the Effectiveness of Teacher Education (SETE) project is investigating the effectiveness of teacher education programs in preparing teachers for the variety of school settings in which they begin their careers. This three-year study utilises large-scale surveys and case studies to construct a deeper understanding of early career teachers' experiences. This paper discusses the findings from the first of a series of online surveys completed by teacher education graduates in Queensland and Victoria.	Diane Mayer, & Andrea Allard, Richard Bates, Mary Dixon, Brenton Jodie Kline Doecke, Alex Kostogriz, Leonie Rowan, Simone White, Bernadette Walker-Gibbs, Claire Wyatt-Smith,	Cross collaboration between Deakin University, Victoria University and Griffith University.	2012
<i>The permeability of communities of practice: a social network perspective on early career teacher resilience.</i>	A resilience model (Papatraianou, 2012) is used to the permeability of professional communities by examining the extent to which teachers engage in exchanges of professional knowledge with a variety of social networks that would not usually be considered as key actors in a teacher's formal community of practice. We draw on two qualitative studies, a large-scale study of 60 teachers and an intensive study of 17 teachers. Social networks are identified that can assist beginning teachers to overcome workplace challenges and develop strong supportive networks within and beyond institutional boundaries.	Dr Lisa Papatraianou & A/Prof Rosie Le Cornu	University of South Australia	2013
<i>Creating new knowledge about the literacy practices of preservice teachers</i>	This symposium draws on the experiences and research of five pre-service teacher educators across three Australian states, responsible for planning and delivering courses throughout the four year degrees that prepare primary pre-service teachers to teach literacy and English curriculum.	Dr Eileen Honan, Dr Muriel Wells, Associate Professor Alyson Simpson	University of Queensland	2013
<i>Partnerships with artists supporting teacher education: the way ahead?</i>	The proposed symposium provided a reflective view of this trend in arts education by tertiary teacher educators. Three research projects provide contrasting examples of arts education partnerships between artists and educators working with differing foci in three contexts, each leading to positive consequences.	Jeff Meiners & Janet McDowall, Chris Naughton, Robyn Ewing, Robyn Gibson, Victoria Campbell and Helen Hristofski,	Cross collaboration between University of South Australia, New Zealand Tertiary College, University of Sydney and Sydney Theatre Company	2012
<i>Best start for the future: Participatory research to engage the profession in graduate teacher education standards</i>	This symposium brings together two large multi-institutional ALTC funded projects, Project Assessment and Project Evidence, both aimed at examining the new National Standards for Graduate Teachers to improve pre-service and in-service professional learning in particular at the site of theory-practice nexus in professional experience. These research projects both position teachers as initial teacher education colleagues or 'learning partners', and explore through authentic, unscripted engagement with teachers in workshops, the role of supervising/mentor teachers in developmental work with pre-service teachers in the field.	Andrea Allard, Briony Carter, Cheryl Sim, Di Bloomfield, Jill Frieberg James Goulding, Rosie Le Cornu, Simone White and Denise Wilson	Cross collaboration between Deakin University, University of South Australia, Griffith University University of Sydney, University of South Australia, Monash University and Griffith University	2012
<i>Building effective school-university partnerships for a quality teacher work force</i>	This symposium presents findings from the first phase of a project investigating the school-university partnership approach embedded in the Deakin University Master of Teaching teacher preparation course. The project, <i>Building effective school-university partnerships for a quality teacher work force</i> , was conducted in 2010 and 2011. In this symposium, three aspects of the project are presented: the rationale for the partnership and, in particular, the cluster approach; the development, implementation and outcomes of the professional experiences embedded in the course and	Andrea Allard, Judith Benney, Mary Dixon, Ingrid Galitis, Kirsten Hutchison, Jodie Kline, Jill Loughlin, Diane Mayer, and Simone White, Discussant: Elvira Vacirca	Deakin University, Maroondah Secondary College Deakin University Monash University and Victorian Department of Education and Early Childhood	2011

	implemented within the cluster approach; and the possibilities and practical challenges of building and sustaining these types of partnerships.		Development	
<i>A bridge over troubling waters: a snapshot of teacher graduates' perceptions of their ongoing professional learning needs.</i>	This paper reviews the transition between pre-service teacher education programs and the early stages of beginning to teach. The findings of the study highlighted that universities are well situation to play a key role in the ongoing development of early career teachers and that there is an urgent need for greater continuity between universities and other key stakeholders to develop strategic, cohesive and connected programs of induction.	Leanne Crosswell and Denise Beutel	Queensland University of Technology	Asia-Pacific Journal of Teacher Education, May 2013, Vol 41, No 2, p144-158.

Theme: Early Career Teachers

Title	Brief Description	Authors	Institution/s	Date
<i>Becoming Colleagues: Narratives of early career teaching</i>	This symposium looks at 4 areas for Early Career Academics <ol style="list-style-type: none"> 1. the Becoming Colleagues project: Capturing narratives of early career teacher resilience and professional identity in rural and remote Queensland schools 2. Not losing the plot: Creating, collecting and curating qualitative data through a web-based application 3. Turning points in our own narratives of research design: Research innovation raising new challenges and stimulating unique responses 4. Authoring our stories: Early career teachers in rural settings reflect on resilience 	Leanne Crosswell, Jill Willis, Chad Morrison and Andrew Gibson	Queensland University of Technology, University of South Australia	2013
<i>Looking forward, looking back: Messages from pre-service and early career teachers</i>	In the current climate calling for pre-service teachers to be assessed on their emotional intelligence, and the on-going concerns about retaining high quality teachers, this symposium focused on both the personal and professional aspects of becoming a teacher. The results indicate that pre-service teacher education programs have the opportunity to play a key role in preparing enthusiastic, resilient teachers with not only a clear sense of their professional goals, but also the knowledge, skills, and personal competencies to implement these.	Dr Noelene Weatherby-Fell, Dr Caroline Mansfield, Dr Susan Beltman and A/Prof Rosie Le Cornu,	Cross collaboration between University of Wollongong, Murdoch University, Curtin University and University of South Australia	2013