

Australian Education Review

Number: 61

Series Editor: Suzanne Mellor

AER 61 discusses the contemporary influences on initial teacher education, with particular attention to the notion of quality teaching, and the role of teacher education and teacher educators in the development of quality teachers.

Section 1 introduces the key concept of 'quality' and explores the notion of quality in teaching. Section 2 reviews the context of education in Australia with discussion of the organisation and management of the educational systems, with particular attention to the different roles Federal and State/Territory governments play. Section 3 considers teaching as a profession by examining the nature of teachers' work, working contexts and demands, and the variations or regularities that exist. The section reviews the characteristics of quality teachers versus those that are demonstrably competent. Section 4 discusses teacher education and the development of quality teachers and teaching with comment on program accreditation processes and the capacity for differentiating between basic teacher competence and quality. The role of the teacher educator is argued as being key to the development of truly quality teachers. Section 5 examines what it takes to be a quality teacher, what the personal attributes might be and how these extend from the competency framework for effective teaching. We challenge the notion that important personal quality attributes are appropriately accounted for in the current selection regimes for entry to teacher education and in the processes of accreditation. Additionally, the authors argue, it is the role of initial teacher education to target and develop these quality attributes.

Nan Bahr is Professor of Education and Dean (Learning & Teaching) of the Arts, Education and Law Group, Griffith University. She has a background as a classroom teacher, and has led, taught, researched, published and mentored in the field of teacher education for more than 20 years. She is extensively published with national and international impact on topics related to teacher education, responsive education for adolescents, and higher education. Nan maintains close school partnerships, leading significant projects for mentoring beginning teachers, and adolescent engagement.

Tania Aspland is Executive Dean of the Faculty of Education and Arts, and Professor in Teacher Education at the Australian Catholic University in Sydney. She is also President of the Australian Council of Deans of Education. She is currently engaged in a number of research projects focusing on higher education pedagogies in teacher education undergraduate and graduate courses, particularly in relation to professional standards and evidence-based assessment.

Suzanne Mellor is AER Series Editor and a co-author of this edition. She is a Senior Research Fellow at ACER, and an experienced researcher with extensive publications in a wide range of fields.

ISBN 978-1-74286-406-8



9 781742 864068

Australian Council for Educational Research



Australian Education Review

Building quality in teaching and teacher education

AER Number: 61

Building quality in teaching and teacher education

Nan Bahr
with Suzanne Mellor

Australian Council for Educational Research



Australian Education Review Series

Series Editor: Suzanne Mellor

This revamped series of the AER provides literature reviews, with analyses, of contemporary issues in education. ACER plans to publish two titles a year.

The titles to date have been:

No. 47 (2004)

The Case for Change:

A review of contemporary research on Indigenous education outcomes

Authors: Suzanne Mellor and Matthew Corrigan

No. 48 (2005)

Balancing Approaches:

Revisiting the educational psychology research on teaching students with learning difficulties

Author: Louise Ellis

No. 49 (2006)

Using Data to Support Learning in Schools:

Students, teachers, systems

Author: Gabrielle Matters

No. 50 (2006)

Early Childhood Education:

Pathways to quality and equity for all children

Author: Alison Elliott

No. 51 (2007)

Re-imagining Science Education:

Engaging students in science for Australia's future

Author: Russell Tytler

No. 52 (2007)

Literacy Education in School:

Research perspectives from the past, for the future

Author: Peter Freebody

No. 53 (2008)

The Leadership Challenge:

Improving learning in schools

Author: Bill Mulford

No. 54 (2009)

Second Languages and Australian Schooling

Author: Joseph Lo Bianco

No. 55 (2009)

Touching the Future:

Building skills for life and work

Author: Johanna Wyn

No. 56 (2010)

Building Innovation:

Learning with technologies

Author: Kathryn Moyle

No. 57 (2013)

Reforming Educational Assessment:

Imperatives, principles and challenges

Author: Geoff N. Masters

No. 58 (2011)

The Arts and Australian Education:

Realising potential

Author: Robyn Ewing

No. 59 (2011)

Teaching Mathematics:

Using research-informed strategies

Author: Peter Sullivan

No. 60 (2014)

Imperatives in Schools Funding:

Equity, sustainability and achievement

Authors: Lyndsay Connors & Jim McMorrow

No. 61 (2016)

Building quality in teaching and teacher education

Authors: Nan Bhar & Suzanne Mellor

The AER series is available by standing order or titles can be purchased individually.

To purchase print copies contact ACER Customer Service

Ph: 03 9277 5447 Fax: 03 9277 5499

Email: sales@acer.edu.au

Order online: www.acerpress.com.au

Postal Address: ACER, Private Bag 55, Camberwell VIC 3124

Copies of this AER and the above titles are also available as a free download at <http://www.acer.edu.au/aer>