

Australian Teacher Education Association

Annual Conference Proceedings Archive



Please cite this paper as:

Hall, L., Murphy, J., Poulsen, A. & Combe, C. (2010). *Developing school based teacher education pathways for remote indigenous teachers in the*. Refereed paper presented at 'Teacher education for a sustainable future', the annual conference of the Australian Teacher Education Association (ATEA), Townsville, 4–7 July.

Published by: Australian Teacher Education Association (ATEA)

Available via stable URL: https://atea.edu.au/wp-content/uploads/2010_hall_murphy_poulsen_and_combe.pdf

Review status: Refereed—abstract and full paper blind peer-reviewed

Peer-review refereeing process: The conference committee for the annual conference of the Australian Teacher Education Association (ATEA) facilitates the review of all papers for admission to the conference. Abstracts for all papers presented are reviewed by the organising committee as to suitability for presentation as research at the annual conference, but full paper refereeing is optional. Only full, peer-reviewed papers actually presented at the conference are published on the ATEA website.

Refereed papers were subject to a thorough and anonymous peer review process that involved a blind review of the research publication in its entirety by independent qualified experts from the field of teacher education. Provisionally accepted papers were returned to the author/s for revision before inclusion in the conference proceedings. The refereeing system was administered by the ATEA Conference Convenor and committee. The results of the peer review process are reported directly to the authors and recorded by the Conference Convenor.

The ATEA Conference Proceedings Archive listing on our website is the ultimate authority on which papers were refereed.

© Australian Teacher Education Association, 2010. Although copyright of papers published in the annual conference proceedings is held by ATEA, authors retain the right to rework their papers for publication in other venues. Where a paper is to be reproduced in its entirety, permission should be sought from the ATEA Executive.

Title: Developing school based Teacher Education Pathways for Remote Indigenous Teachers in the NT

Lisa Hall¹, Julie-Ann Murphy², Ann Poulsen² & Colleen Combe¹

1. NT Department of Education and Training

2. Batchelor Institute of Indigenous Tertiary Education

Email: lisam.hall@nt.gov.au, Julie-ann.murphy@batchelor.edu.au, ann.poulsen@batchelor.edu.au & colleen.combe@nt.gov.au

Abstract

One of the key ways of ensuring the sustainability of education for indigenous students in remote communities is to secure a permanent and stable staff. Training local indigenous people to become teachers has been a key part of creating that stability. The Northern Territory has had a strong history of delivering community based teacher education programs for remote indigenous teachers, particularly during the 1980s and 1990s. However, structural changes, changing financial priorities and human resource changes within Government Departments and Institutions have resulted in a shift away from community-based delivery to a more mainstream campus based delivery of teacher education programs. This has resulted in a substantial drop in the number of remote indigenous school staff completing their training as teachers in the NT. A new project in Central Australia aims to reinvigorate the community-based model of teacher education through a renewed partnership between the Northern Territory Department of Education and Training and Batchelor Institute of Indigenous Tertiary Education. This partnership will enable a value-added model of teacher education meeting the training needs of remote indigenous staff members working in NT DET schools, as well as the schools needs for targeted professional learning for their entire staff, with a view to improving student outcomes. This paper will:

- *consider past Teacher Education models in Australia and internationally that have focused on delivery of teacher training for remote populations;*
- *consider current thinking around adult education and training for the knowledge economy;*
- *propose a new inquiry learning sequence that provides structure for professional learning in remote schools and targets the improvement of student outcomes;*
- *propose a new delivery model that will enable Indigenous staff members to enter the learning sequence at any stage of their learning journey and complete units through differentiated assessment tasks.*

While this program is in its infancy, this paper will form part of a road map, the first of several stages in the journey towards a new and exciting era in remote indigenous Teacher Education in the NT.

Part 1 - Introduction, History and Context of the ITUP program

The Indigenous Teacher Upgrade Program (ITUP) was initiated in 2008 as a consequence of Federal Northern Territory Emergency Response (NTER) funding. Funds were available to support teacher development with the aim of improving literacy outcomes for Indigenous students across the NT. Due to the short term nature of the funding the focus was to be on short term teacher development projects with achievable outcomes. Originally up to 40, three year trained Indigenous teachers from across the NT were identified as potential candidates for the upgrade program. The plan was to enrol them in a 4th year of study over two years part time, bringing their teaching qualifications in line with a Bachelor of Education. The course was to be delivered and supported by eight Department of Education and Training (DET) Teacher

Lecturers (TL) in consultation with the Batchelor Institute of Indigenous Tertiary Education (BIITE) who would write the course material. However, policy requirements for 2008 resulted in a large proportion of the funds being handed over to BIITE to pay for lecturers, course fees, travel and other associated expenses for the next two years. The DET TL positions were reduced from eight to two TL's, and ITUP was developed only in the regions with the highest number of candidates – Central Australia and Arnhem. Funding limitations required students be employed as teachers in NT DET schools. Twenty five Indigenous teachers employed in DET NT schools agreed to work toward the Batchelor of Education and BIITE and DET have collaborated to deliver the program in 2009 and 2010.

In Central Australia a TL from DET has travelled out to 6 communities to support up to 11 students while an Arnhem TL based in Darwin travelled (flew) to 8 communities to support up to 14 students. Additionally, BIITE employed the equivalent of 2 lecturers dedicated specifically to the ITUP program. Where possible, Indigenous Tutorial Assistants Scheme (ITAS) Tutors were identified to support ITUP students on a day to day visit and provide guidance between TL and BIITE lecturer visits. Initially, there was an attempt to delineate the roles of DET and BIITE personnel. The main difference identified was between course delivery and study support. BIITE was to be in charge of course delivery with DET TLs supporting work on the ground. The DET TL's were selected based on their skills in ESL in recognition of the fact that studying at a 4th year level would be more difficult for students because of a Language Background other than English. Ultimately, this separation of roles became difficult to manage. Roles became interchangeable but understanding and cooperation between personal was not always guaranteed. Difficulties also arose because visits from personnel from two different organisations were not always easy to negotiate with school principals.

BIITE and DET tutors and lecturers met together as a team in April 2010 to consider and discuss our student's progress, difficulties and challenges. In particular the focus was on the enrolments and comparative predicted completions based on units completed so far and a 'reasonable' expectation of completion based on completion of one unit per semester. *Table 1* summarises our expectations for completion in 2010 and completion after an extension into 2011.

Table 1 – Predicted completion dates for ITUP students

2008 enrolments	2009 enrolments	2010 enrolments	2010 predicted completions	2011 predicted completions
25	23	21	7	17
			28% of original enrolment	68% of original enrolment
			33% of 2010 enrolment	81% of 2010 enrolment

Table 2 - ITUP - Conditions for Success (A-G)

Name	Location	A	B	C	D	E	F	G	Y/N /7
Student 1	CA	Y	Y	Y	Y	Y	Y/N	N	5.5
Student 2	CA	Y	Y	N	N	N	N	Y	3
student 3	CA	Y	Y	N	N	N	N	Y	3
Student 4	CA	Y	Y	Y	Y	Y	Y	Y	7
Student 5	CA	Y	Y	Y	Y	Y	Y	Y	7
Student 6	CA	Y	Y	Y	N	Y	Y	Y	6
Student 7	CA	Y	Y	Y	Y	Y/N	Y/N	Y	6
Student 8	CA	Y	Y	Y	Y	Y	Y/N	Y	6.5
Student 9	CA	Y	Y/N	Y/ N	N	Y	N	N	3
Student 10	CA	Y	Y/N	Y	Y	Y	Y/N	Y	6
Student 11	Arnhem	N	Y	Y	N	Y		Y	4
Student 12	Arnhem	N	Y	Y/ N	N	Y		Y	3.5
Student 13	Arnhem	N	Y	Y/ N	N	Y		Y	3.5
Student 14	Arnhem	N	Y	Y/ N	Y	Y		Y	4.5
Student 15	Arnhem	Y	N	Y	N	Y	Y	Y	5
Student 15	Arnhem	Y	N	Y	N	Y	Y	Y	5
Student 16	Arnhem	Y	N	Y	N	Y	Y	Y	5
Student 17	Arnhem	N	N	N	Y	N	N	N	1
Student 18	Arnhem	N	N	N	Y	N	N	N	1
Student 19		N	Y	N	Y	Y	Y	Y	4
Student 20	Arnhem	N	N/Y	N	Y	N	N	Y/N	2
Student 21	Arnhem	N	N	N	N	N	N	N	0

Key for Table 2: Conditions for Success (A-G)

- A. Consistent & coordinated support from BIITE and DET
- B. Supportive DET school/Principal
- C. Dedicated study release time
- D. Study leave period
- E. Access to technology including lap top roll out
- F. Dedicated study space
- G. On site ITAS/ITUP tutor

The results indicated in Table 1 clearly demonstrate:

- The predicted number of completions by end of 2010 would sit at 28% of the original enrolment figure, or 33% of the current enrolment.
- If we continue to support the ITUP our 2011 completion rate would be 68% of the original enrolments.
- From 21 students enrolled in 2010, 17 are on task to complete in 2011 giving us an 81% success rate.

Based on these estimates it is well worth continuing the support mechanisms which should facilitate 81% success rate being achieved. Table 2 details the conditions met for success. These results indicate that:

- most teachers can successfully manage studying one unit per semester while working full time;
- those who are likely to complete their full upgrade by the end of 2010 have had 4 or more conditions for success in place throughout the program;
- on average those who have had 3 or fewer conditions for success in place have not completed as many units and would require a further year for completion. Student 17, 18, 20, 2 are clear examples of this;
- student 5 is an exception to this trend in that she had all 7 conditions in place but will not complete by the end of 2010. This was due to personal complications during her study leave year;
- one of the Arnhem cohort also had 5 conditions for success in place but some of these were not in place from the beginning and consequently they were not actually enrolled in as many subjects;
- some students had conditions for success that applied purely to them as individuals (eg. Literacy levels, English as a first language, position within the school, office space, strong team teaching support etc) and these have assisted them to complete units faster than others.

There were a number of challenges and difficulties in terms of the course itself including:

- Course content and readiness;
- Developing a model for in-service remote Indigenous ESL teachers;
- Assessment criteria, processes and clarity;
- Ineffective and problematic enrolment processes;
- Lack of flexibility around the unique needs of this group of students;
- The timeline for setting up the program was too short resulting in insufficient communication; between key stakeholders – BIITE lecturers, School Principals etc;
- Finding tutors was difficult;
- Taking account of ESL and literacy needs when preparing materials;
- Encouraging students to be independent learners when lecturers are not around;
- Changing the way students think about themselves as teachers as well as changing the way other staff think about Indigenous teachers;

The experiences gained and the lessons learned from the ITUP program were the impetus behind a series of discussions aimed at developing a more appropriate and sustainable model of teacher education to meet the needs of remote Indigenous learners.

Part 2 - Past Teacher Education models for remote Indigenous populations

The concept of developing a flexible teacher education delivery model to meet the needs of remote indigenous learners is not new. Many similar programs exist to this day in remote regions of Australia and other geographically challenged areas in countries such as Canada and the United States. In the NT there was the Remote Area Teacher Education (RATE) Program which began as the Adult Education arm of the Education Department in the 1970s (Osborne, 1982, p 1). At this time this fell under the purview of Batchelor College, which has now

developed into Batchelor Institute for Indigenous Tertiary Education. This model continued up until the mid 1990s “The number of teachers studying at Batchelor College continued to increase, as teachers returned to upgrade qualifications. In the Remote Area Teacher Education (RATE) mode of study, students spend time at Batchelor College and also back in their community.”¹ Many of the teachers trained through the RATE program are still working in NT Department of Education Schools today. They were trained up to a three-year qualification and many of them are currently undertaking a 4th year of training through the Indigenous Teacher Upgrade Program (ITUP). The South Australian version of this type of program, the Anangu Teacher Education Program (AnTEP), was set up to provide a different model of teacher education for the Anangu people of the APY lands in northern South Australia. It commenced with its first intake of ten students at Ernabella in 1984. This program continues to the present day and by the end of 2006 it had a total of ‘75 graduates from Stage 1 of the course, 35 graduates from Stage 2 and 20 graduates from the final Stage 3 of the course’². In the geographically remote area of far north Queensland the Remote Area Teacher Education Program (RATEP) also aims to provide teacher education ‘at the remote locations where people live and work’³.

This type of remote, community based, teacher education is not limited to the remote regions of Australia. Other countries facing the same challenges of isolation and remote communities have developed models of teacher education to cater for these needs. Canadian programs such as the Brandon University Northern Teacher Education community-based Program (BUNTEP⁴) in Manitoba, the Saskatchewan Urban Native Teacher Education program (SUNTEP), the Aboriginal Teacher Education Program (ATEP) of the University of Alberta and the Northwest Territories Teacher Education Program. If we look to the remote and rural regions of Alaska we also see similar issues being faced in terms of Alaska Native teacher training and programs such as the University of Alaska’s ‘Alaska Native Teacher Preparation Project (ANTPP)’⁵ addressing these issues. While the Alaskan and Canadian climate may be the polar opposite to the desert and tropical rainforest environments experienced in remote Australia, the remote and geographical isolation comparisons make these programs relatable. Additionally both regions are catering for a largely indigenous cohort of students who are seeking teacher training in order to teach in their own community schools. While the Northern Territory has ‘dropped the ball’ in some ways over the past decade or so, it is clear that similar programs are still operating widely both within Australia and internationally. With such a large number of remote communities an ever increasing indigenous population, it is time for the NT to pick the ball up again and learn from it’s own past as well as the experience and wisdom of other programs to start a new era in remote teacher education.

Part 3 - The Knowledge Economy and Adult Education

Whatever the past history of teacher education, whether in the form of remote indigenous community based courses or more traditional campus based courses, all universities are

¹ *National Report on Schooling In Australia: 1996.* http://www.curriculum.edu.au/verve/resources/nt_file.pdf, accessed 7/5/10

² <http://www.unisa.edu.au/antep/>

³ from <http://www.learningplace.com.au/deliver/content.asp?pid=39520>

⁴ <http://www2.brandonu.ca/academic/education/buntep/buntep-1.asp>

⁵ <http://www.uaf.edu/educ/other/antpp/index.html>

currently faced with the challenge of meeting the changing learning needs of learners in a post-industrial/knowledge era. Scott and Dixon (2008) give a comprehensive overview of the major challenges facing higher education in the post-industrial era. Including significant changes as a result of globalization and changing student populations, increasing use of technology both in the world of work and as a tool for learning, the increasing pressure from industry and the corporate world for the academy to align to their needs, decreasing Government funding for post schooling education, renewed emphasis on Quality Teaching and Learning and on meeting student outcomes with more transparency. Many of these challenges are being faced not just at the Tertiary level, but at all levels of education. However, Universities are possibly feeling these changes more acutely than other educational levels due to their more 'cloistered' and 'autonomous' (Scott & Dixon, 2008, p 6) past.

According to Burns 'Knowledge is doubling every seven to ten years' (2002, p 10). This rate of change means that the world of work has to fundamentally change as well, and with it our ability to learn new things to keep pace with the changes. This shift from an 'old approach' workforce to a new modern workforce equipped with increased 'technological skills' greater 'operacy – the ability to make things happen' and more of an ability to learn new skills and 'adopt and operate within new work practices' presents a huge challenge to an educational system that is largely stuck in an industrial age mentality. Old expectations of what a university degree meant no longer apply. Graduates need to see a University degree as a starting point, not the end goal, and Universities must adjust their own perception of their role, ensuring that they instill in their students an ability to continue learning. These "shifting sands" of tertiary education have brought into sharp focus the question of 'where' and 'how' this learning best happens. Is a decontextualised classroom on a university campus still a valid location to locate learning, or should the academy form meaningful partnerships with industry to more closely align what is being taught with the needs and realities of those doing the learning? At least one University in Australia is taking this seriously moving from a Bachelor of Education to a Bachelor of Learning Management. Central Queensland University has developed a program that is,

designed for post-New Economy knowledge workers in education and training. Its intent is to graduate work-place ready and future-oriented 'learning managers' who have a particular skill in achieving student learning outcomes, rather than 'teachers'. (Smith, Lynch and Mienczakowski, 2003)

Recent studies would indicate that in the sphere of teacher education and professional learning some of the best results are coming from projects that are based in schools. Yost et al (2010, p 410) detail a 'site based, collaborative approach to teacher development' that they have trialed in schools in the United States recently. This project used a model of distributed leadership to work toward teacher quality with the aim of improvement of student outcomes. It was based on the 'strong belief that teacher quality results in enhanced student learning' (p 413). It drew on the theories outlined in Robert Marzano's 'Dimensions of Learning' (Marzano, 1992), specifically in the areas of attitudes, knowledge application, extension of knowledge, using knowledge and habits of mind. It saw a 'Teacher Leader' placed in a school whose role included 'coaching, in-service and mentoring of teachers' (Yost et al, p 414).

The student population in this study was linguistically and culturally diverse and students 'resided in low income homes' (Yost et al, p 417). The schools involved faced many of the challenges faced by remote indigenous schools including a high turnover of teaching staff. In terms of their results they found the most significant improvement happened with new and mid

level teachers' (Yost et al, p 429), and they saw not only significant improvement in student outcomes in Literacy and Numeracy but more teachers indicating enthusiasm to stay at their school for longer. The authors also highlighted the important role of the Teacher Leader to the success of the project (Yost et al, p 429).

One of the reasons for the success of this project was that it utilized current theory about adult learning which 'should be situated in the context of the teachers' work and that mentoring and coaching increases learning to a significant degree (Yost et al, p 429). Universities must change to adapt more flexible and diverse course and delivery modes in order to keep pace with the changing world of work in the Knowledge Era. One of the bravest and smartest ways to embrace the change needed is through creative partnerships.

Part 4- A new professional learning and training model for remote schools

What we are working towards in the NT is a new course structure and a new in-service on-site delivery model for the teacher training of remote Indigenous teachers. This will necessarily involve BIITE as the Course Provider and NT DET schools as the sites of learning, working in close partnership. However, it is envisaged that this model will be an example of working smarter rather than harder with one model meeting the combined targets of remote teacher training, targeted school based professional learning and improved student outcomes.

Essentially this process would enable schools to incorporate what Harpaz & Lefstein (2000) call "Communities of Thinking". Harpaz quotes Edward Fiske's comments about our dangerously outdated schooling system. Fiske says,

We are trying to use nineteenth-century institutions to prepare young people for life in the twenty-first century...school grew up around an early industrial model that has outlived its usefulness in education as well as in the industry that created it. (in Harpaz, p 1)

The proposed model is also based on the research evidence quoted by John Hattie (2003) that teachers account for about 30% of variance in student achievement. If we recognise that a) it is teachers who make the difference in term of student achievement, and b) teachers in modern schools are best equipped and empowered by being members of communities of thinking, then it makes sense to develop a delivery model of site-based in-service teacher education that focuses on quality teaching and learning and locates itself in a community of thinking or community of learning.

This new model draws from past experiences in ITUP as well as similar programs run in Australia, Canada and Alaska spanning the past 40 years. It considers the difficulties and successes of these programs and incorporates contemporary thinking and practise around tertiary education and adult learning. Essentially it is a school based model that makes use of the 'Learning Communities' idea and allows indigenous teachers to study using a differentiated assessment model.

INSTEP – The In Service (or in School) Teacher Education Program

INSTEP is a proposed new inquiry learning sequence providing structure for professional learning in remote schools. It targets the improvement of student outcomes, while at the same time meeting the course delivery and assessment requirements for teacher training. In this model the Teacher Registration Board of the Northern Territory Graduate Standards (Fig 1) would be the framework within which units would be organized.

Northern Territory
Professional Standards for Graduate Teachers

trb

Standards for Graduate Teachers		THE NATIONAL TEACHER PROFESSIONAL STANDARDS (DRAFT) - REVISION 1 (2014) (L1) (2014)			
		GRADUATE	COMPETENT	ACCOMPLISHED	LEADERSHIP
PROFESSIONAL ENGAGEMENT	GRADUATE TEACHERS ARE ACTIVE MEMBERS OF THE PROFESSION	1.1	1.2	1.3	1.4
		1.5	1.6	1.7	1.8
	GRADUATE TEACHERS REFLECT ON, EVALUATE & IMPROVE THEIR PROFESSIONAL KNOWLEDGE & SKILLS	2.1	2.2	2.3	2.4
		2.5	2.6	2.7	2.8
		2.9	2.10	2.11	2.12
		2.13	2.14	2.15	2.16
PROFESSIONAL KNOWLEDGE	GRADUATE TEACHERS SHOW THAT STUDENTS LEARN	3.1	3.2	3.3	3.4
		3.5	3.6	3.7	3.8
	GRADUATE TEACHERS SHOW HOW STUDENTS LEARN FROM THEIR TEACHERS	4.1	4.2	4.3	4.4
		4.5	4.6	4.7	4.8
	GRADUATE TEACHERS SHOW THE CONTEXT OF THE TEACH	5.1	5.2	5.3	5.4
		5.5	5.6	5.7	5.8
PROFESSIONAL PRACTICE	GRADUATE TEACHERS PLAN PROFESSIONAL DEVELOPMENT AND PRACTICE LEARNING	6.1	6.2	6.3	6.4
		6.5	6.6	6.7	6.8
	GRADUATE TEACHERS GATHER AND ANALYSE LEARNING EVIDENCE	7.1	7.2	7.3	7.4
		7.5	7.6	7.7	7.8
	GRADUATE TEACHERS USE DIFFERENT TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING	8.1	8.2	8.3	8.4
		8.5	8.6	8.7	8.8

Figure 1 – Graduate Professional Standard for Teachers, NT TRB
www.trb.nt.gov.au

The National Standards, currently in Draft form, would be closely consulted so that when they became the national benchmark the course could be easily adapted to them as the organising framework.

Units of study will then be developed around the graduate professional standards and will follow a common ‘Inquiry learning sequence’ detailed below. This Inquiry learning sequence will provide the dual roles of a road map for school based whole staff critical reflection and learning, and provide outcomes and assessment points to build towards formal teaching qualifications. This Inquiry Learning sequence is significantly informed by the eight learning Management questions (Smith and Lynch, 2006) and Marzano’s Dimensions of Learning (Marzano 2003, 2005).

INSTEP - Inquiry Learning Sequence

1. A conversation- starting with the learner

What's your story? Let's have a conversation with students/schools to develop an individual learning journey.

2. Best practice- what effective teachers do

What is best practice in this area? Let's look at some examples and reflect on what we know or are currently doing.

3. Theoretical Underpinnings-gaining new knowledge

What are the theories that underpin these practices? Let's look at some of the theories/models that underpin this best practice.

4. Reflecting on theories- connecting new knowledge

How are these theories connected to student learning? Let's use reflective practice and develop a metaphor.

5. Investigating – expanding on new knowledge

How can we unpack best practice examples? Let's look at the best practice examples again and consider them based on our knowledge of theories.

6. Action reflection cycle- testing new knowledge and understandings

How can we use this knowledge to change our practice?

Let's work in our teaching team to plan and deliver an action reflection cycle. This may be a sequence of lessons, a unit of work or changes to classroom practice.

7. Reflecting- changed understanding

How has this new knowledge and practice improved school/student outcomes? Collect data and reflect on changes.

8. Documenting- a philosophical position

What is your new position on teaching and learning? This can be a presentation, an essay, a new policy etc...

Figure 2 – Inquiry Learning Sequence of the INSTEP program

Units would focus on different aspects of teaching and learning but would follow the same action learning sequence enabling teachers to become more and more confident in their inquiry skills and reflective practices. It is hoped that the use of this process would also impact upon the teachers' pedagogical repertoire in their own classroom.

The delivery model would involve a number of options depending on the local context. In larger remote schools we could allocate school based Professional Learning co-ordinators or Teacher Lecturers. These schools would be identified based on their critical mass of enrolments or potential enrolments of indigenous staff in teacher training. The school based co-ordinators would support both the professional learning cycle of the whole school staff and support the indigenous staff in their completion of course requirements. Smaller schools with only one or two staff members involved in training could be grouped together and supported by a centrally located professional learning co-ordinator. Ideally other school staff members at each school would still participate in the inquiry learning sequence.

Access to the course for the co-ordinator and the schools would be provided though an online model with resources and materials embedded. Schools would determine their focus for each professional learning period (eg a term or a semester).

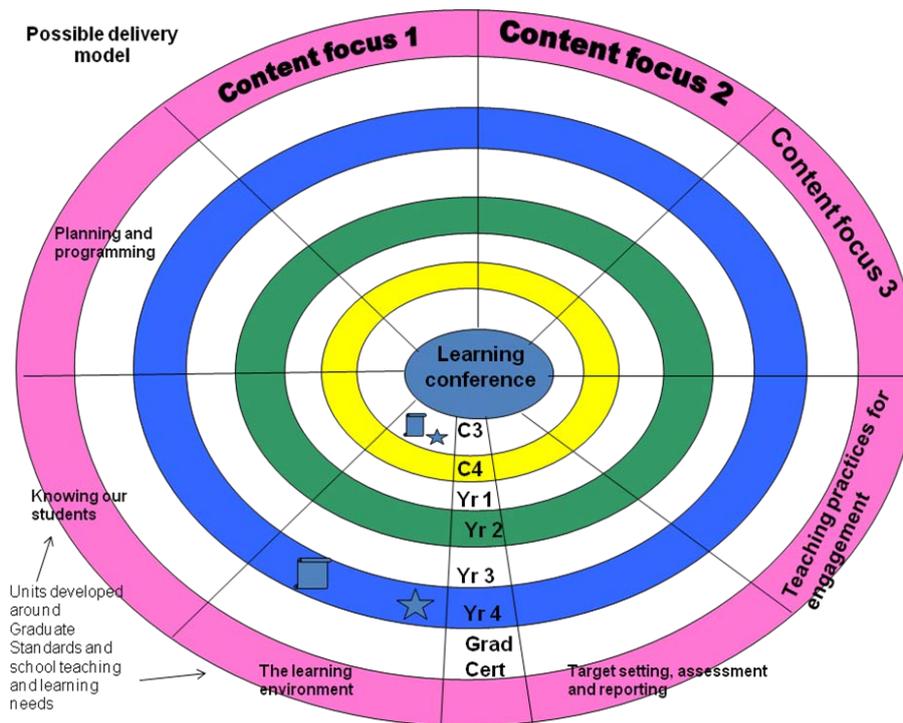


Figure 3 – Possible delivery model

The benefits of this type of delivery model are to:

- Enable staff/students to plan their learning journey according to individual needs and life circumstances.
- Allow teacher development to be seen as a continuum.
- Encourage all staff to learn together using an Action/Reflection cycle to improve student outcomes.
- Create opportunities for the development of a whole school learning community.
- Transform the conversations held in schools from a focus on structures and housekeeping to a focus on teaching and learning.
- Connect the teacher training and professional development in schools to the work of the school.
- Organize the learning using the Teacher Registration Board Graduate Standards.
- Meet the principles of Two-Way education for Indigenous learners.
- Provide for links to the teaching and learning cycle.
- Value the vast knowledge and experiences about teaching that schools encompass.
- Up-skill staff and students in current best practice, new research, theories and models about teaching and learning.
- Build on and use ways of Indigenous learning and knowing.
- Encourage indigenous people to influence the process of schooling including methodology and curriculum.
- Allow for learning to be based on real-life, purposeful contexts rather than in a contrived setting.
- Enable mentoring.

- Provide for practical point of need teaching and learning.
- Improve the quality of teaching in schools.
- Assist teachers to become self-confident and reflective practitioners
- Enable a shift in the power balance between Indigenous staff and non-indigenous staff in schools.
- Cater for Multi-lingual learners needs as well as provide opportunities for purposeful use and modelling of ESL strategies
- Align with NT DET schools Accountability Performance Improvement Frameworks (APIF) APIF is an initiative to improve employment, education and training outcomes in the NT. It provides a framework for schools to shape, monitor and improve their practice.
- Bring BIITE and NT DET into a closer partnership by constructively aligning the areas of their core business that overlap.

Where to from here?

The next steps in developing and implementing this remote delivery model will begin in the second half of 2010. BIITE, NT DET and NT Teacher Registration Board staff will work together in the development and accreditation of the In-Service Teacher Education units as part of the BIITE Bachelor of Education Program. Initially one school in Central Australia has been selected as a potential pilot site and implementation of the first phase of the INSTEP program should begin in Semester 2, 2010. This first phase will be used to determine what changes and adaptations need to be made to the program before it is implemented at other Central Australian Remote School sites in 2011. It is hoped that a pilot of 3-5 years at up to 5 sites can be established throughout Central Australia and that the results and success of the program can be properly documented taking note specifically of:

- Indigenous staff completing levels of training
- Improvements in student outcomes
- Retention of non-indigenous staff

Ultimately, it is hoped that by bringing the process of teacher education more closely in line with a focus on students needs and improving student outcomes, education and school staffing will become once again a more stable and sustainable practice in remote indigenous communities.

References:

- Burns, R (2002) *The Adult Learner at Work, 2nd Ed*, Allen & Unwin, NSW
- Harpaz, Y & Lefstein A, 'Communities of Thinking', in *Educational Leadership*, Nov 2000, 54-57
- Harpaz, Yoram (date unknown) 'Teaching and Learning in a Community of Thinking', in press at the *Journal of Supervision and Curriculum*
- Hattie, J (2003) 'Teachers Make a Difference – What is the research evidence?' University of Auckland, Presentation to Australian Council for Educational Research, October 2003
- Loewenberg Ball, D & Forzani, FM (2009) 'The Work of Teaching and the Challenge of Teacher Education', in *Journal of Teacher Education*, 60 (5), 497-511
- Luft, V.D. (1992) "Teacher recruitment and retention practices in rural school districts", in *The Rural Educator*, 14(2), 20-24
- Marzano, R (2003) *What works in Schools: Translating Research into Action*, Alexandria VA
- Marzano, Waters, McNulty (2005) *School Leadership that works: From research to Results*, Alexandria VA
- Marzano, R (1992) *A Different Kind of Classroom: Teaching with Dimensions of Learning* (Alexandria VA: Association for Supervision and Curriculum Development)
- Milner, HR (2010) 'What does Teacher Education Have to do with Teaching? Implications for Diversity Studies', *Journal of Teacher Education*, 61 (1-2), 118-131
- Osborne, M (1982) Remote area aboriginal assistant teacher and teacher education *International Journal of Educational Development*, Volume 2, Issue 1, Spring 1982, Pages 86-87
- Scott, S & Dixon, K (2008) *The Globalised University: Trends and Challenges in Teaching and Learning*, Black Swan Press, Curtin University of Technology WA
- Smith, R, Lynch, D & Mienczakowski, J (2003), 'The Bachelor of Learning Management(BLM) and Education Capability: why we do not prepare 'teachers' anymore', *Change: Transformations in Education*, vol. 6, no. 2, pp. 23-37
- Smith, R. and Lynch, D. (2006) *The Rise of the Learning Manager: Changing Teacher Education*, Pearson Education, Frenchs Forrest.
- Timperley, H; Wilson, A; Barrar, H & Fung, I (2007) *Teacher Professional Learning and Development: Best Evidence Synthesis Interaction*, New Zealand Ministry of Education. Wellington.
- Yost, D., Vogel, R. & Liang, L (2010) Embedded teacher leadership: support for a site-based model of professional development, in *International Journal of Leadership in Education*, Vol 12, number 4, Jan 2010, pp409-433