What does the Rudd agenda mean for research and teacher education?

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Research is important for the future of teacher education

*Rudd agenda*
- ‘university’ = research

*Relationship with education sectors*
- Increasingly, education sectors are looking for evidence-based, research-driven directions to improve practice.

*Status of teacher education*
- Tertiary Education Quality and Standards Agency (TEQSA) - high quality, cutting-edge teacher education programs need to be informed by research.
- Important for esteem and influence within and across universities.
World-class research quality

Renewal of TE profession

Institutional and end-user collaboration
## ANZSRC Fields of Research (FoRs)

<table>
<thead>
<tr>
<th>Division 13-Education</th>
<th>Education in other Divisions</th>
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<tbody>
<tr>
<td>1301 (Education Systems)</td>
<td>1608 Sociology - Sociology of education</td>
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<tr>
<td>1302 (Curriculum and Pedagogy)</td>
<td>1701 Psychology - Educational psychology</td>
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<td>1303 (Specialist Studies in Education)</td>
<td>1402 Applied Economics - Economics of Ed.</td>
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<td>1304 (Other Education)</td>
<td>2202 – History and Philosophy of Specific Fields - History and Philosophy of Education</td>
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<td>1605 - Policy and Administration – Ed. policy</td>
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Excellence in Research for Australia (ERA)

- Discipline based assessment.
- Journals ranked (A*, A, B, C)
- Journals assigned up to 3 FoRs
  - *Journal of Computing in Teacher Education* (C; 0899 - Computing and Information Technology AND 1303 - Specialist Studies in Education)
  - *Gender and Education* (A; 1303 - Specialist Studies in Education AND 1699 - Other Studies in Human Society)
- Some inconsistency in assigning FoRs
  - *Accounting Education* (B; 1302 - Curriculum & Pedagogy)
  - *Journal of Dental Education* (C; 1302 - Curriculum & Pedagogy)
  - *Advances in Social Work Education* (C; 1607 - Social Work)
  - *Journal of Drug Education* (C; 1117 - Public Health and Health Systems)
- Key areas moved to their ‘parent’ discipline
  - *Journal of Education Policy* (A*; 1605 - Policy and Administration)
  - *British Journal of Sociology of Education* (A*; 1608 - Sociology)
  - *Journal of Educational Psychology* (A*; 1701 - Psychology)
Living in the new ERA

- Building the knowledge and expertise of all staff
- Supporting research leadership.
  - *Powering ideas*: increase the number of research groups performing at world-class levels, as measured by international performance benchmarks.
- Strategic decision-making about publication outlets and recruitment to ensure critical mass
  - 1301 (Education Systems)
  - 1302 (Curriculum and Pedagogy)
  - 1303 (Specialist Studies in Education)
  - 1304 (Other Education)
- Shifting publication practices from quantity to quality (e.g. conference papers to journal articles)
- Build academic cultures and support: e.g. writing groups; senior staff reviewing articles; funding rewards for journal publications.
Powering ideas: Priority 1

- Increase the number of research groups performing at world-class levels.
  - Crucial for the esteem and standing of Australian education to have a number of world-class research centres.

- Challenges:
  - Institutional funding arrangements and structures that encourage trust, collaboration and support between research concentrations and faculty.
  - Cross-institutional arrangements that eliminate institutional impediments and encourage and enable collaboration and sharing of resources
    - e.g. restriction on the number of ‘host’ institutions for ARC grants
  - Shift from New Public Management focus on business and competition to collaboration
    - common, cross-institutional training programs for HDR students; development for ECRs; cross-institutional research collaborations.
Priority 1: Opportunities

- **Collaborative Research Networks (52m)** to implement ‘hubs-and-spokes’ arrangements to enable smaller and regional universities to partner other institutions.
  - **AIM:** ‘boost collaboration’, ‘help universities build on their research strengths’ and to concentrate ‘resources in areas of excellence and strategic importance to develop their research capacity’. Invited universities; grants up to 2m, call July 2009; commence July 2010.

- Use mission-based funding compacts that allow universities to determine their own research and collaboration agendas in line with national priorities, and to pursue opportunities to undertake industry-driven research more vigorously.

- Build new ways of doing and supporting educational research

- New role for national associations as the umbrella organisations that bring together common interests of different institutions e.g. TEC, ACDE, AARE.
Powering ideas: Priority 2

- Significantly increase the number of students completing higher degree research

- Challenges:
  - 11.7% of domestic students are enrolled in Education but only 1.6% of Honours students
  - 70% commencing doctoral students were 40+ yrs (31% sector); 27% are 50+ yrs (12% sector)
  - Education postgraduate students are older, mid-career, with significant family and financial commitments, and few incentives for further study.
  - Australia not attracting OS doctoral students
Opportunities: Priority 2

- New models of doctoral education e.g. Professional Practice Doctorate (Carnegie Institute for the Advancement of Teaching)
- Link HDR study to the government goal of increasing SES participation in university.
- Alternate pathways but intensified/better support
- Broaden our ‘teacher’ market
- Improve capacity and support for international doctoral students.
Powering ideas: Priority 5

- Double the level of collaboration between business, universities and publicly funded research agencies over the next decade for innovation.
  - NOTE: OECD has identified innovation in education as priority area

- Challenges:
  - Articulating/defining innovation in education
  - Engagement with end-users and research collaboration fundamental to the innovation system but Australia performs poorly by international standards
  - Shift from project-based research to longer term collaborations
Opportunities: Priority 5

- Government has allocated $108 million over four years for a new partnerships program, to link universities with low SES schools and vocational education and training providers.

- New terms for Collaborative Research Centres (CRCs) to address the ‘public good’.

- *Joint Research Engagement* to support engagement with end-users with Institutional Grants Scheme (IGS) funds being redirected to collaborative research.
Collaborating to a purpose and the role of trust …

- What does collaborating to a purpose mean?
  - Public good, the big picture (national agenda), the end-user provides an opportunity for Education to define the purpose.

- What about trust?

  ‘Without the general trust that people have in each other, society itself would disintegrate, for very few relationships are based entirely upon what is known with certainty about another person, and very few relationships would endure if trust were not as strong as, or stronger than, rational proof or personal observation’ (Simmel 1978: 178–9).