

# **External Faculty Review:** ***Executive Dean's Report***

**Faculty of Education**  
**Executive Dean: Professor Barney Dalgarno**

16<sup>th</sup> March, 2021

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# 1 Executive Summary

## 1.1 Background to the review

Following the University of Canberra's TEQSA registration in 2015, a decision was made to undertake cyclical external reviews of Faculties. In 2020 the decision was made that the Faculty of Education would be the first Faculty to undergo such a review.

The absence of cyclical external reviews of academic units was noted within the summary of findings from the 2015 renewal of TEQSA registration and this was seen by TEQSA as a significant gap in the University's Quality and Standards Framework. Notwithstanding TEQSA's advice, the benefits of external review to faculty quality processes, development plans and strategic focus were acknowledged by senior leadership and a commitment was made to establish processes for regular external reviews of Faculties, with the first cycle to occur before the next TEQSA reregistration submission in 2025. The Faculty of Education was selected by the Quality Steering Committee to be the first Faculty to go through this process.

In 2020 the Quality Steering Committee accepted a paper defining the scope, terms of reference and process model for External Faculty Review (EFR). The agreed process begins with a self-assessment by the Faculty culminating in a summary report to the external review panel (this report). The following extracts from the paper set out the broad scope of the review and the focus of this report:

*The review will determine the extent to which the faculty has contributed to the University's Strategic Plan, achieved its objectives and those of the University, and addressed challenges and opportunities to ensure sustainability and viability.*

*The review should give recognition to good practices, successful outcomes and faculty strengths in addition to providing recommendations for improvements in practices, performance or approach to assure and continually improve quality. It should also identify approaches to ensure sustainability and viability by addressing challenges and reflecting on opportunities now and into the future.*

*The faculty will undertake a self-assessment and provide the Review Panel with a summary report of data based on the terms of reference ... with interpretation, analysis and narrative provided by the Executive Dean, matched to historical data and future plans.*

The following table, adapted from the Terms of Reference within the Quality Steering Committee paper, outlines the scope of the review, and indicates the section within this report where data and analysis aligned with each component of the Terms of Reference can be found.

**Table 1.1 Terms of reference addressed within this report**

Component	Sample Data and Reporting
Learning and teaching performance, priorities and opportunities (primarily 3.2)	Student performance and satisfaction reporting (3.2) Student load, distribution and profile trends (2.2 and 3.2) Staffing profile (including staff qualifications) (2.3 and 3.1) Third party provider reviews and evaluations (2.5 and 3.4) External benchmarking of courses/units (2.2)
Student experience and satisfaction (primarily 3.2)	QILT reporting (3.2)
Governance and management of the faculty (primarily 2.3 and 2.4)	Council reporting (provided separately) Faculty operational plan (4) Faculty structure (2.3) Faculty workforce plan (1 and/or 2.1) Faculty risk plan (1) Faculty VOICE survey results action (2.1) University and faculty KPIs and progress (throughout)
Research and innovation performance, strategic approach to research, impact, priorities and opportunities, benchmarked globally (primarily 3.3)	Research performance reporting (3.3) Student satisfaction reporting (3.2)
Management and generation of resources, including financial (primarily 2.7)	Faculty financial reporting over past three years (2.7)
External engagement (primarily 3.4)	Reporting identified/developed by the University Relations and Strategy portfolio (3.4) Research and Innovation reporting (3.3) Industry collaborations (3.4)
Internal quality assurance and compliance processes (primarily 2.4)	Faculty Board minutes (provided separately) Course Advisory Group minutes (provided separately) Faculty Assessment Board minutes (provided separately) Faculty Risk Assessment Plan (2.8) Academic Risk Assessment Plan (2.8)
Future positioning addressing strategic plans and objectives of the University (4)	Faculty Operational Plan (4)

## 1.2 Background to the Faculty

Education was a foundation discipline of the University and the Faculty is celebrating its 50th year of delivery of Educational Programs in the ACT from its beginnings as part of the Canberra College of Advanced Education. The Faculty's major areas of strength are its innovative Initial Teacher Education (ITE) programs, its diverse Post Graduate offerings including domestic and transnational programs and its very strong research performance sustained over many years. The Faculty has strong relationships with its key stakeholders which has led to the development of impactful partnerships, most significantly the current Affiliated Schools partnership with the ACT Education Directorate.

The Faculty has a range of undergraduate Initial Teacher Education (ITE) courses, preparing graduates to teach in early learning centres, pre-schools, primary schools, high schools and colleges. Postgraduate courses include Master of Primary Teaching and Master of Secondary Teaching courses (for students graduating from non-Education disciplines), Master of Education and Master of Education Studies courses (for experienced teachers), and a Master of Teaching English to Speakers of Other Languages (TESOL) and Foreign Language Teaching (FLT) course. A number of Graduate Certificates and Graduate Diploma courses are also offered, which articulate into these Masters courses. The Faculty also has Doctor of Philosophy (PhD) and Doctor of Education (EdD) programs. Finally, the Faculty has two Transnational Education (TNE) partnerships through which a Master of Educational Leadership and Management is delivered in Hangzhou and a Master of TESOL and FLT is delivered in Hanoi. In addition to international students studying offshore the Faculty has had steady numbers of international students enrolling on its Canberra campus, primarily in postgraduate courses.

In 2020 the Faculty's Equivalent Fulltime Student Load (EFTSL) was 1296.8 with a total student headcount of 1879. This load was split approximately 82% domestic, 13% onshore international and 5% offshore international. In terms of the spread of 2020 load across the Faculty's main course clusters undergraduate ITE makes up 63%, postgraduate ITE 12%, other postgraduate Education 14%, postgraduate TESOL 10% and Higher Degrees Research 1%. The domestic load in 2020 was 99% Commonwealth Supported Place (CSP) and 1% Full Fee Paying (FFP).

The Faculty currently employs 49 continuing or contract Academic Staff, 46 Sessional Academic Staff, 16 continuing or contract Professional staff, and 15 Casual Professional Staff. In February 2020 Professor Barney Dalgarno commenced as Executive Dean of the Faculty, following the retirement of Professor Geoff Riordan and a subsequent period where Professor Barbara Pamphilon acted in the role of Interim Executive Dean. The Faculty has two university research centres, the Centre for Sustainable Communities (CSC) led by Associate Professor Katharine McKinnon and the Science Technology Engineering and Mathematics (STEM) Education Research Centre (SERC) led by Professor Tom Lowrie. The Wiradjuri Childcare Centre is also located within the Faculty.

## 1.3 Faculty performance

The report provides performance data and explanatory narrative for the period 2016 to 2020.

The following areas of strength are identified within the report:

1. The Faculty has seen a positive trajectory in student load in recent years, particularly within postgraduate courses, where load grew by 30% in 2019 and another 24% in 2020.
2. The Faculty has well established transnational education programs in China and Vietnam and has seen excellent onshore international demand for its postgraduate courses.
3. Graduates of the Faculty's courses have very good employment outcomes, for example 87% of 2020 domestic graduates were in fulltime employment compared with the sector average of 83%. The Faculty's undergraduate programs were ranked 3<sup>rd</sup> in the sector for median salary in 2020.
4. The Faculty has a sector distinct school partnership with the ACT Education Directorate. The Affiliated Schools partnership which commenced in 2019 encompasses a clinical model of teacher education, capacity development for teachers as researchers, master classes on contemporary topics at the nexus of research and practice, a Master of Education program tailored to the learning needs of Capital Region teachers, and a \$2m program of collaborative research.
5. The Faculty's teacher education programs include an innovative in-school clinical model, where students engage in teaching practice in school classrooms immediately after participating in workshops on pedagogical practice within a specialist content area, and then undertake guided reflection with the UC academic and the classroom teacher. In 2020 44 units across the Faculty's UG and PG ITE courses were delivered entirely using this model.
6. The Faculty has exhibited outstanding research performance over many years particularly in terms of research grant income, with \$23.7m awarded during 2016 to 2020 representing \$153k per research academic per year.
7. The Faculty hosts two high performing research centers, the STEM Education Research Centre (SERC) and the Centre for Sustainable Communities (CSC).
8. The Faculty has a well-balanced mix of research active and practice oriented academic staff, an experienced and well-balanced professional staff team, and a strong trajectory in staff satisfaction, wellbeing and culture.
9. The Faculty is in a strong financial position, with surplus returns to the University increasing from 38% in 2018 to 43% in 2020.
10. The Faculty responded very well to the disruptions caused by the COVID-19 pandemic, with a successful transition to remote teaching leading to improved student satisfaction levels (the highest levels across the University during 2020).

The following challenges are noted in the report:

1. The Faculty has a very high reliance on Commonwealth Supported Place (CSP) income and on load in Initial Teacher Education courses, during a period when CSP funding associated with these courses has been reduced.
2. The Faculty has traditionally delivered its programs almost entirely face to face and is faced with the likelihood of increased student demand for flexible, blended and online delivery models following COVID, while the University does not have a strong reputation or supporting infrastructure for online delivery.
3. The Faculty is under resourced in support for course accreditation and quality assurance and there is an ongoing risk to its compliance with internal accreditation requirements.
4. The Faculty is currently dispersed across four locations spread across the campus which creates ongoing challenges in supporting a cohesive collaborative working environment.
5. The SERC research center has experienced challenges in progressing the establishment of a commercial entity through which to nationally distribute resources from the ELSA project in a context where the University has few successful precedents to draw upon and is under resourced in supporting infrastructure for commercialisation.

## 1.4 Faculty objectives and plans

Major Objectives within the 2021 Faculty Operational Plan include the following:

1. Ensuring that the Faculty course profile and delivery models meet market needs and are financially sustainable;
2. Ensuring that the Faculty structure and culture facilitate positive staff engagement;
3. Ensuring that the Faculty staff profile aligns with current and future needs;
4. Continuing to progress and expand the Affiliated Schools Program and ensure systematic evaluation and demonstration of impact;
5. Supporting Research Centres and Academic Staff to continue their excellent research performance.

These objectives and the associated actions are summarised in the following paragraphs. The full details of the objectives and committed actions within the 2021 Faculty Operational Plan can be found in Section 4.

**1. Course profile, unit offerings and delivery models aligned with faculty values, meeting market needs and financially sustainable.** Building on early work in 2020, the Faculty plans to grow the course profile gradually over the next 2-3 years with a particular focus on the following areas:

- Review of on campus delivery models to incorporate greater use of blended and flexible learning approaches to address the risk of losing load to online providers;

- Enhancements to undergraduate Early Childhood Education offerings to address the workforce needs of the ACT Early Childhood Strategy;
- New postgraduate offerings incorporating short courses and professional learning offerings awarded with micro credentials as part of a stackable curriculum model;
- Broadening the footprint of postgraduate offerings by refining delivery models towards greater use of online and blended models; and
- New offshore international offerings drawing on new kinds of partnerships beyond the existing transnational education models.

Complementary to this body of work towards expanding the course profile and growing load is a scrutiny of the viability of existing courses and units. This work will draw extensively on University level work towards development of an activity-based costing model for the delivery of units, courses and clusters of courses at the discipline or Faculty level. The Faculty will be engaging very closely with this initiative and will draw on the results in scrutinising the viability of existing and new programs.

**2. A Faculty structure and culture enabling faculty wide engagement in planning and decision making and ensuring clarity of expectations for all staff.** In response to shortcomings of the Faculty structure that emerged during 2020, a restructure was undertaken in late 2020, following extensive staff consultation. Under the new structure staff have been allocated to one of seven discipline teams, with all team leaders also being members of the Faculty Executive and with an allocated leadership role (three Associate Deans, two Research Centre Directors, a Faculty Manager and a School Partnerships lead). The intended benefits of the new structure include clearer lines of communication and consultation, greater visibility of staff issues by the Executive, and a greater utilisation of the capabilities of staff with strong leadership capabilities. Having established the new structure, work during 2021 will focus on successful implementation of the new structure drawing on change leadership principles, including professional development for team leaders and culture building within teams.

**3. A Faculty staff profile aligned to our curriculum, teaching and operational needs and our areas of research focus.** The Faculty staff profile includes a good balance between PhD qualified research active staff and academic staff with strong professional teaching and educational leadership experience. However, difficulties in staffing some units highlights the need for systematic work to analyse the capabilities of existing academic staff against curriculum design and teaching needs. The importance of maintaining a critical mass of research staff within areas of identified research concentration and excellence is an additional consideration. A body of work will be commenced in 2021 towards an analysis of existing academic staff capability which will underpin future recruitment decisions. The Faculty is also experiencing significant workload pressures in our Academic and Professional teams due to external and internal accreditation and quality assurance requirements. In line with this a review of professional staff allocations of responsibilities, followed by refinements to position descriptions and adjustments to task allocations to better align with Faculty priorities, work volumes and projected future needs, will be undertaken during 2021.

A key underpinning philosophy within the course profile refinement work described above is the idea of incrementally testing the market with new offerings, evaluating their success early and frequently, and based on these evaluations either expanding or pulling back on offerings in these new areas. In order for this to work the Faculty needs a degree of agility within its staffing so that areas can relatively quickly grow and shrink to meet identified changes in industry need and market demand. Key to this is having the right mix of continuing, contract

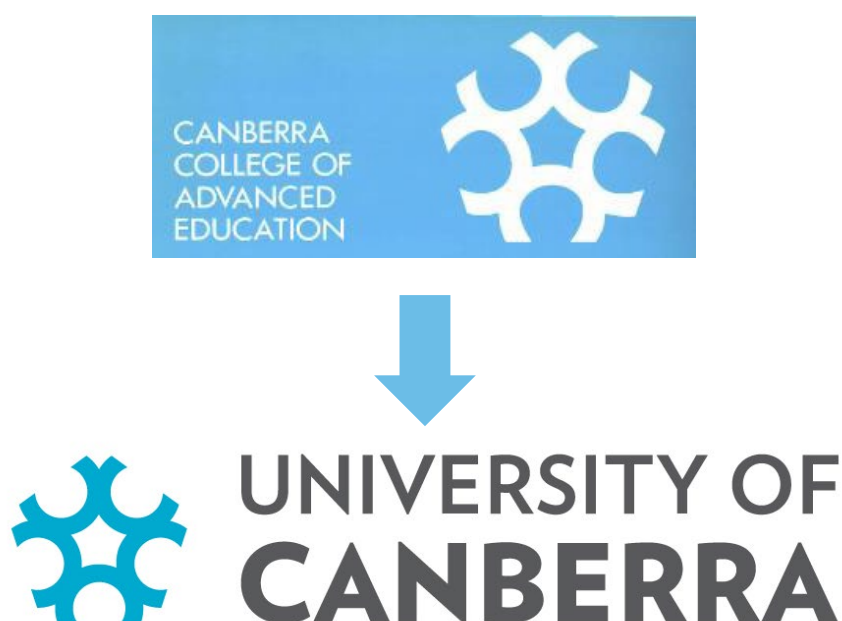
and sessional staff and this need will also be a key element of the thinking that underpins the Faculty's workforce planning during 2021.

**4. Affiliated Schools Research Program engaging increasing numbers of Faculty academic staff, school leaders and teachers, positively impacting on schools and leading to follow up external funding and Affiliated Schools Program Evaluation Plan finalised and data collection, analysis and reporting responsibilities allocated.** The Faculty plans to bed down processes for establishing school-university collaborations for academic initiated or school-initiated research projects and improve synergies between the Teacher as Researcher program, Masters research units, school planning and the Affiliated Schools Research Program. Additionally, the Faculty plans to support the leaders of successful projects in disseminating their results and facilitating uptake within schools and in the case of larger projects, supporting follow up applications for ARC Linkage grants. In order to maximise the value of the Affiliated Schools Program as a whole to ensure longer term sustainability, the Faculty plans to finalise the evaluation plan and responsibilities for implementation and report on progress and initial evaluation and results for 2020 and 2021, and, based on this, refine evaluation processes and affiliated schools activities for 2022.

**5. Research centres meeting KPIs for research income, publications and citations, and continuing to make a positive impact on target professions and communities, All ER and RF Academic staff meeting research expectations, and all EF Academic staff engaged in scholarship aligned to their teaching or engagement activities.** SERC and CSC directors will regularly review progress against KPIs and work with Executive Dean to ensure appropriate faculty support is provided. The recently established Faculty Research Leadership Group will play a key role in improving research coordination processes across the Faculty. Under the new Faculty structure, supervisors and mentors will work closely with team members and mentees and provide support to help them set and achieve research performance goals. Research support and development activities will be provided, targeted at early career researchers or academic staff not aligned to a research centre along with scholarship support activities targeted at Education Focussed academic staff. The Executive Dean will continue to work with University and SERC leadership to help progress the establishment of a company to undertake commercialisation of ELSA.

## 2 Faculty Overview

### 2.1 Background and history



The School of Teacher Education within the Canberra College of Advanced Education (CCAЕ), the University of Canberra’s predecessor institution was established in 1970 and accepted its first students in 1971. In recognition of a broadening of the course profile (with the addition of courses in Health Education) the School was renamed to the School of Education in 1981. The School became the Faculty of Education at around the same time that CCAЕ became the University of Canberra in 1990. During the 1990s the Faculty was reorganised into three Schools, a School of Teacher Education, a School of Professional and Community Education and a School of TESOL before eventually returning to a structure consisting of a single organisational unit. In 2013 the Faculty was merged with the Faculty of Science and the Faculty of Information Sciences & Engineering, to form the Faculty of Education, Science, Technology, Engineering and Mathematics (ESTeM). It was re-established as the Faculty of Education in January 2018.

The Faculty’s major areas of strength are its innovative Initial Teacher Education (ITE) programs, its diverse Post Graduate offerings including domestic and transnational programs and its very strong research performance sustained over many years. The Faculty has strong relationships with its key stakeholders which has led to the development of impactful partnerships, most significantly the current Affiliated Schools partnership with the ACT Education Directorate.

The Faculty has been physically located on the Bruce campus of the University of Canberra for all of its existence. From 1974 up until 2012 the Faculty was located in a single building (Building 5). In 2012 the Inspire Centre for Educational Innovation was built near to building 5, with funding from the ACT Government. From 2012 to 2018 the Faculty employed a Director and a number of other staff within the Inspire Centre as part of a major initiative towards the fostering of digital technology innovations for school and higher education. The building is still a part of the Faculty but is largely used for teaching and Faculty meetings. Plans are under development for enhancements to the building to make it an exemplary site for teacher education and teacher professional learning (see Section 3.5). The majority of the Faculty's Building 5 staff moved to Building 6 in 2016, a building shared with Science and Technology staff and staff from Marketing and Communications and Alumni, leaving only the Wiradjuri Centre operating out of Building 5. Subsequently the academic members of SERC and the SERC employed professional staff moved to Building 22 in 2018 and then to Building 18 in 2019.



*Figure 2.1 University of Canberra, Bruce Campus, Building 5, which housed the Faculty of Education until 2016.*

The Wiradjuri Preschool and Childcare Centre was established within the Faculty in 1986. It provides Pre-School and Childcare for up to 38 children and employs 2 fulltime staff members and a number of part time and casual staff, a number drawn from students within our Early Childhood and Primary Education degree. It has provided valuable Work Integrated Learning opportunities for the Faculty's Early Childhood students as well as a site for collaborative research.

## 2.2 Course profile and student load

The course profile has evolved over time, with the initial offerings in 1971 consisting of Bachelor of Education courses including specialisations in Early Childhood, Primary and Secondary Teaching and a Graduate Diploma of Education course for Secondary Pre-Service Teachers with an undergraduate degree in their teaching discipline. The Master of Education was introduced in 1974 along with various other specialist postgraduate courses for

experienced teachers. Courses in Health Education were added in the late 1970s leading subsequently to courses in Community Education. In 1985 the discipline of Teaching English to Speakers of Other Languages (TESOL) was added before moving back to the Faculty of Arts and Design for a time before returning to the Faculty of Education along with the Community Education discipline in the early part of this decade. Community Education courses were gradually phased out around 2015.

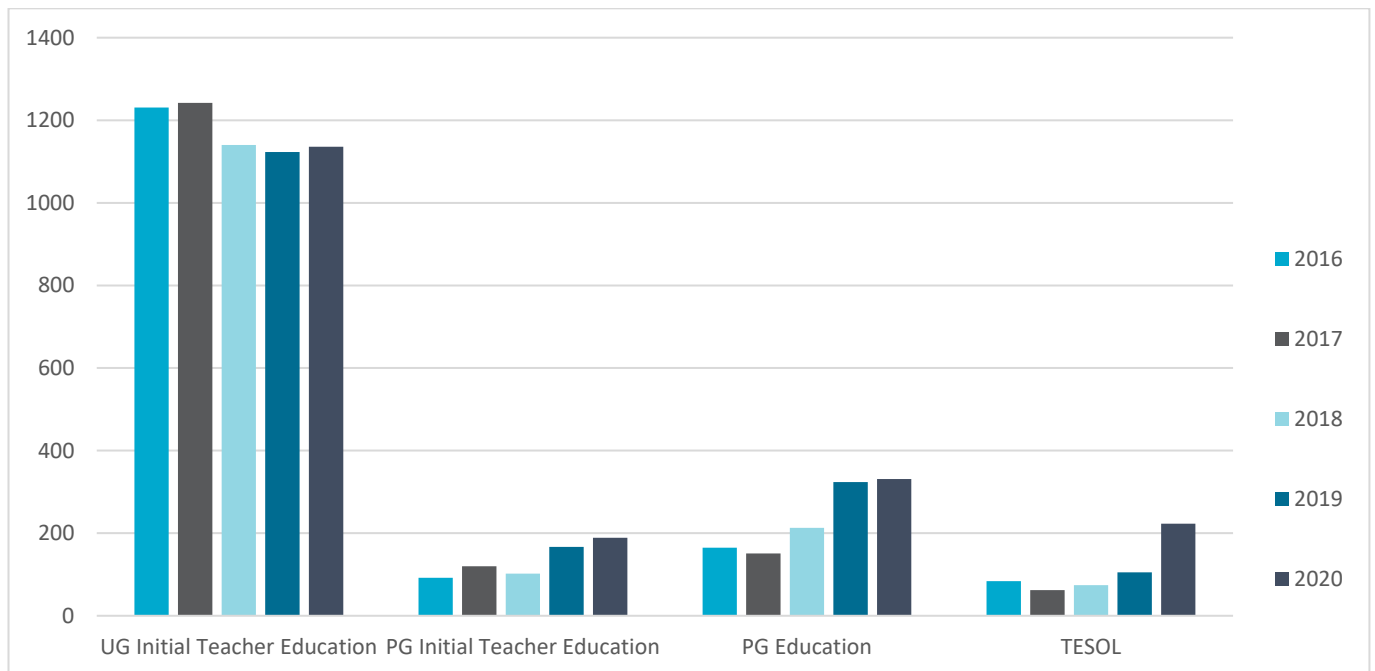
The Faculty now has a range of undergraduate Initial Teacher Education (ITE) courses, preparing graduates to teach in early learning centres, pre-schools, primary schools and high schools. Postgraduate courses include Master of Primary Teaching and Master of Secondary Teaching courses (for students who have graduated from non-Education disciplines), Master of Education and Master of Education Studies courses (for experienced teachers), and a Master of Teaching English to Speakers of Other Languages (TESOL) and Foreign Language Teaching (FLT) course. A number of Graduate Certificates and Graduate Diploma courses are also offered, which are nested within or articulate into the various Masters courses. The Faculty also has Doctor of Philosophy (PhD) and Doctor of Education (EdD) programs. Finally, the Faculty has two Transnational Education (TNE) partnerships through which a Master of Educational Leadership and Management is delivered in Hangzhou and a Master of TESOL and FLT is delivered in Hanoi. In addition to international students studying offshore the Faculty has had steady numbers of international students enrolling on its Canberra campus, primarily in postgraduate courses.

**Table 2.1** shows enrolments within Faculty of Education courses by course level and year 2016 to 2020. Overall enrolments remained relatively static from 2016 to 2018 but increased noticeably in 2019 and again in 2020 particularly within postgraduate coursework courses. The increase in headcount enrolments in 2019 and 2020 has translated into increased EFTSL load within the Faculty (which counts all students enrolled in units taught by the Faculty). Additional detail has been provided below showing the breakdown by course cluster and domesticity. Additional details about student load in specific courses and further discussion about the student load trajectory can be found in Section 3.2.1. The load data for HDR students counts only actively enrolled students and due to data recording inconsistencies, some active students are recorded in UC systems as inactive. For example, in terms of headcount, including technically inactive students, the Faculty had 52 HDR students in 2019 and 51 in 2020.

**Table 2.1. Faculty of Education Enrolments by Course Level and Year 2016 to 2020.**

	2016		2017		2018		2019		2020	
	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL
<b>Undergraduate</b>	1705	928	1493	927	1328	865	1336	838	1390	856
<b>Postgraduate</b>	323	181	327	188	387	246	600	336	782	429
<b>Higher Degree Research</b>	33	21	32	21	30	17	26	13	23	12
<b>Grand Total</b>	2061	1130	1852	1136	1745	1127	1962	1187	2195	1297

**Figure 2.2** shows Faculty course enrolment broken down into the main Faculty course clusters and by year. There is a visible trend towards increased demand for postgraduate courses and reduced demand for undergraduate courses. Further discussion about observed load trajectories can be found in Section 3.2.1.



**Figure 2.2. Faculty of Education Enrolments by Course Cluster and Year 2016 to 2020**

**Table 2.2** shows EFTSL load within units taught by the Faculty broken down into domestic and international students and by campus location. Note that this table includes students enrolled in courses belonging to other faculties studying units taught by the Faculty of Education and consequently the total EFTSL is greater than in the table above. Further information about the Faculty’s Transnational Education partnerships in Hangzhou and Hanoi can be found in Section 2.4.

**Table 2.2. Student Taught EFTSL by Domesticity, Location and Study Mode**

	2016	2017	2018	2019	2020
<b>Domestic</b>	<b>1032</b>	<b>1022</b>	<b>965</b>	<b>980</b>	<b>1066</b>
UC - Canberra, Bruce	1032	1022	965	980	1017
UC - Canberra, Online					49
<b>International</b>	<b>98</b>	<b>114</b>	<b>163</b>	<b>207</b>	<b>231</b>
UC - Canberra, Bruce	79	91	133	159	162
UC - University of Canberra College, Bruce				3.5	11
UCI - Hangzhou Normal University, Hangzhou	19	23	29	30	30
UCI - Hanoi University, Hanoi				14	28
<b>Grand Total</b>	<b>1130</b>	<b>1136</b>	<b>1127</b>	<b>1187</b>	<b>1297</b>

**Table 2.3** shows the breakdown of international and domestic students into undergraduate and postgraduate. As discussed above there has been a slight upward trend in domestic postgraduate numbers and slight downward trend in domestic undergraduate numbers. The majority of international students studying onshore are postgraduate and all offshore international students are postgraduate.

**Table 2.3 Student Load by Level and Domesticity**

	2016	2017	2018	2019	2020
<b>Domestic</b>	<b>1032</b>	<b>1022</b>	<b>965</b>	<b>980</b>	<b>1066</b>
Undergraduate	913	904	830	796	814
Postgraduate	120	119	135	183	252
<b>International</b>	<b>98</b>	<b>114</b>	<b>163</b>	<b>207</b>	<b>231</b>
Undergraduate	15	24	35	42	42
Postgraduate	83	90	128	166	189
<b>Grand Total</b>	<b>1130</b>	<b>1136</b>	<b>1127</b>	<b>1187</b>	<b>1297</b>

As shown in Figure 2.3 the major countries of origin of onshore international students within the Faculty are Bhutan and China. The majority of Bhutaneese students enrol in the Master of Education Studies degree.

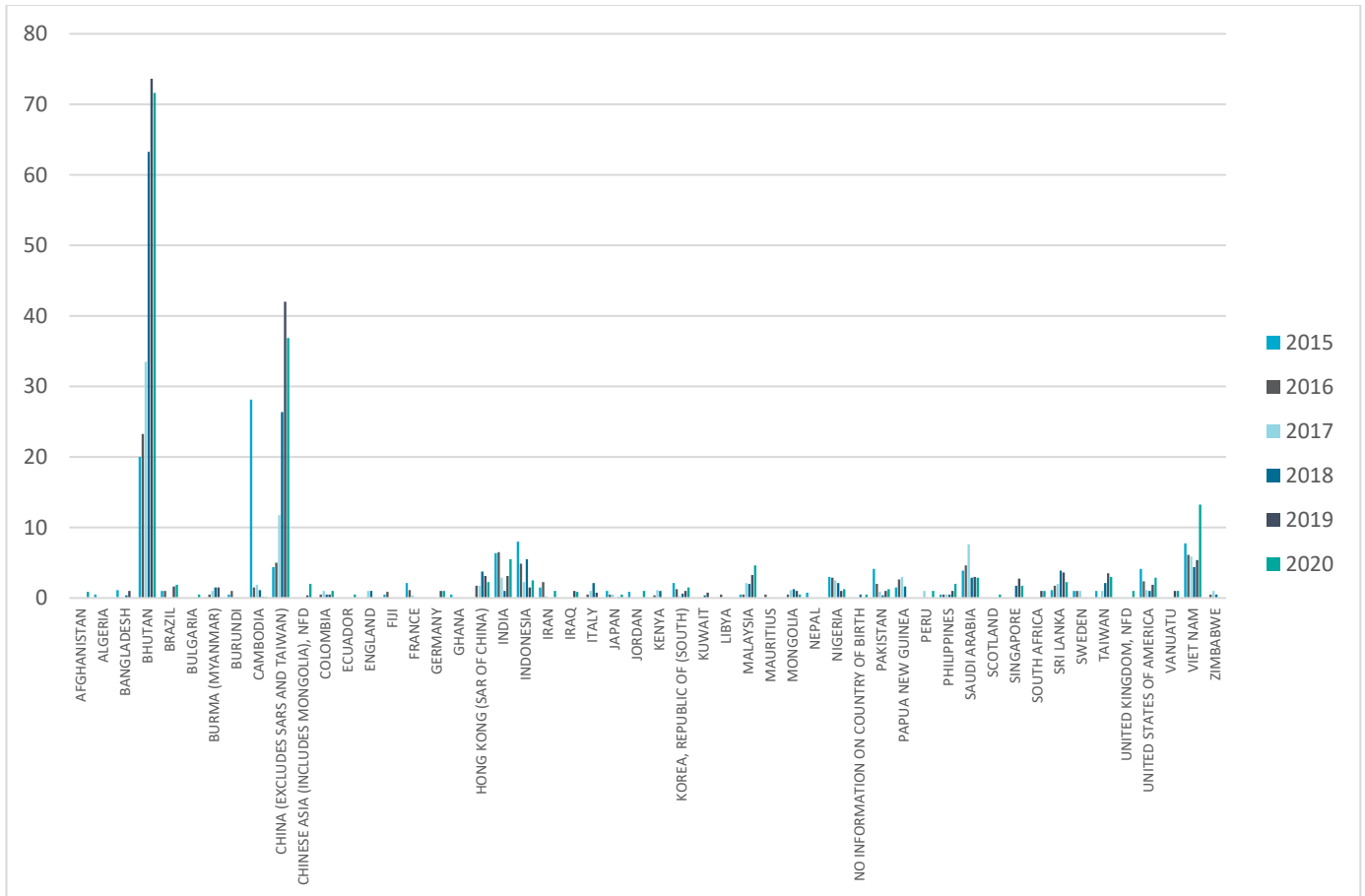


Figure 2.3 Onshore International Students by Country of Birth

## 2.3 Staffing

The Faculty grew somewhat rapidly in terms of its staff numbers during the 1970s and 1980s before stabilising at approximately its current size in the 1990s. As shown in Table 2.4 the Faculty has maintained a relatively stable workforce size during the period 2016 to 2021. As part of the wider University measures to constrain costs during the COVID-19 pandemic we have 3 academic positions that are vacant with recruitment decisions to be made depending on the Semester 2 2021 student load. Recent growth in professional staff numbers is within the 2 research centres, providing support to the Faculty's research active staff and administration for our research projects, largely funded by external grants.

**Table 2.4 Faculty staff profile (continuing and contract staff not including casual staff)**

Year	Academic	Professional	Senior Manager	Total
2016	45.9	14.8	1	61.7
2017	45.7	19.0	1	65.6
2018	41.9	19.8	1	62.7
2019	46.6	15.1	1	62.7
2020	46.8	17.7	1	65.5
2021	45.9	18.4	1	65.2

The Faculty staff profile is in relatively good shape, with a good balance between PhD qualified research active staff and staff with strong professional teaching and educational leadership experience and a distribution of academic staff across levels of appointment. However, following the identification of shortages within some teaching areas and the potential to bolster emerging research specialisations, a review has been committed to within the 2021 Operational Plan. The aim of the review is to ensure a staff profile to ensure alignment to our curriculum, teaching and operational needs and our areas of research focus (see Section 4.1). Table 2.5 shows academic staff headcount by academic level. Note that one of the Level Es is on a transition to retirement contract and is on a 0.5 FTE fraction, while a second is on a contract to help a group of HDR students complete their programs and will finish up in March. Consequently, by April there will be 4.5 FTE Level E academic staff. See Section 3.1 for an explanation of the Assistant Professor academic role. University of Canberra has three main categories of Academic staff role, Education and Research (ER), Education Focussed (EF) and Research Focussed (RF). Of the 47 academic staff currently employed in the Faculty, 30 are ER, 15 are EF, and 2 are RF. **Table 2.6** shows the academic staff break down by levels and academic categories 2016 to 2021.

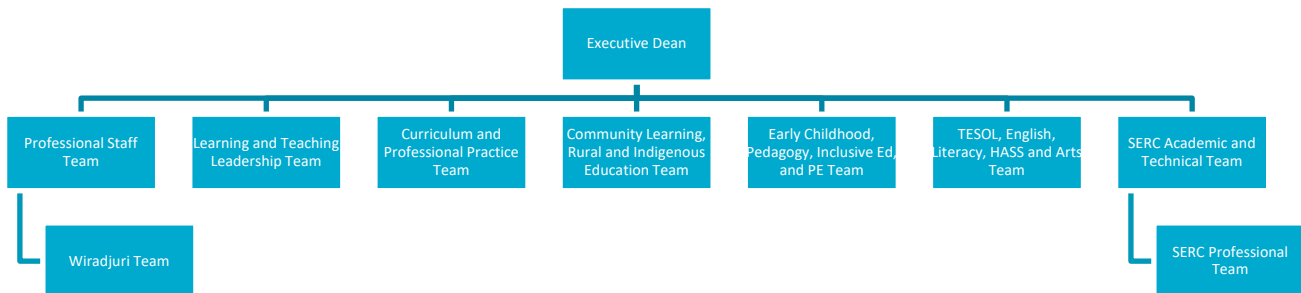
**Table 2.5 Distribution of Academic Staff Levels**

Year	Assistant Professor	Level A	Level B	Level C	Level D	Level E	Total
2016	16	1	5	3	12	10	47
2017	20	1	7	2	8	10	48
2018	13	1	11	3	6	10	44
2019	17	2	12	1	10	7	49
2020	12		15	5	10	6	48
2021	12		13	5	11	6	47

**Table 2.6 Academic staff 2016 to 2021 by level and academic category**

Year	ASSISTANT PROFESSOR			LEVEL A			LEVEL B			LEVEL C			LEVEL D			LEVEL E		
	RF	EF	ER	RF	EF	ER	RF	EF	ER	RF	EF	ER	RF	EF	ER	RF	EF	ER
2016	-	1	14.5	-	-	1	2	1	2	-	3	-	-	-	12	2.4	-	7
2017	1	3	15.11	-	-	1	-	4.75	2	-	2	-	-	1	7	2.4	-	6.4
2018	1	3	9	-	1	-	1	7	3	-	3	-	-	-	5.5	2.4	-	6
2019	-	3	14	0.2	1	-	-	5	7	-	1	-	-	3	7	2.4	-	3
2020	-	4	8	-	-	-	-	6	9	-	1	4	-	3	7	1.8	-	3
2021	-	4	9	-	1	-	-	2	6.8	-	2	2.7	-	1	10	1.6	-	3

A review of the Faculty structure was undertaken during 2020 in close consultation with staff through Faculty Executive, Faculty Board and Faculty All-staff Meetings. The identified issues leading to this review are explained in Section 3.1 and centred primarily on the hierarchical nature of the leadership, a consequent lack of proximity to decision making for staff, and an absence of cohesive and regularly meeting communities and teams within the Faculty. An absence of discipline teams at the time limited both accountability for performance, and the co-designing of high performance, as required by Pillar 1 of the Strategic Plan. The structure arrived at is illustrated in **Figure 2.4.**



**Figure 2.4. Faculty Structure as of 1<sup>st</sup> January 2021.**

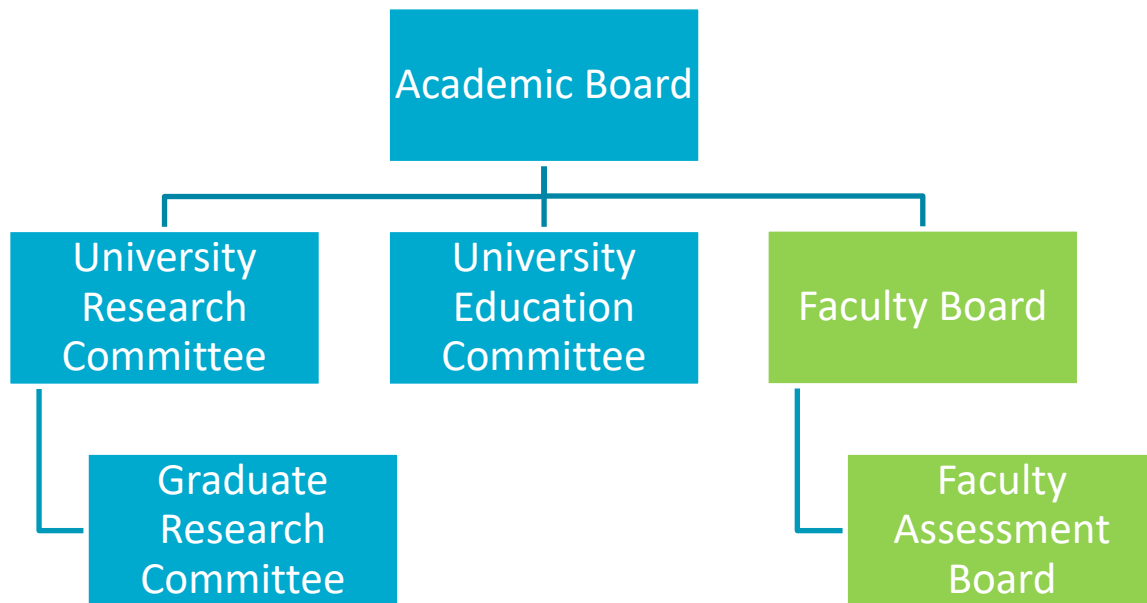
Leadership roles within the new structure are as follows:

- The Executive Dean, Professor Barney Dalgarno, who supervises the Team Leaders as well as other members of the Professoriate;
- The Faculty Manager, Peter Carling, who leads the Professional Staff Team;
- The Associate Dean Education, Professor Ting Wang, who leads the Learning and Teaching Leadership Team including the Program Directors and Deputy Program Directors responsible for each course;
- The Director School Partnerships, Chris Morrissey, who oversees the Affiliated Schools Program and Teaching Placements as well as leading the Curriculum and Professional Practice Team;
- The Director of the Centre for Sustainable Communities, Associate Professor Katharine McKinnon, who leads the Community Learning, Rural and Indigenous Education Team;
- The Associate Dean Research (Higher Degrees), Deborah Pino Pasternak, who leads the Early Childhood, Pedagogy, Inclusive Education and Health and PE Team;
- The Associate Dean Research (Research Development), Associate Professor Elke Strake, who leads the TESOL, English, Literacy, HASS and Arts Team; and
- Professor Tom Lowrie who leads the SERC Team.

Having established the new structure, work during 2021 will focus on successful implementation of the new structure drawing on change leadership principles, including professional development for team leaders and culture building within teams. A key aspect of the culture building approach is the alignment with cultural integrity and Indigenising the curriculum initiative led by the Indigenous academic staff within the faculty. This body of work is described in Section 3.1.

## 2.4 Governance

Figure 2.5 shows the academic governance committees of most relevance to the Faculty's work and their relationship to each other, with University committees shown in blue and Faculty committees shown in green.



*Figure 2.5 Key Governance Structures (University committees are shown in blue and Faculty committees are shown in green)*

### 2.4.1 Faculty Board

The Faculty of Education Faculty Board is chaired by Professor Peter Bodycott. The following are the primary responsibilities of the Faculty Board, as given in the *UC Faculty Board Charter*<sup>1</sup>:

1. To play a lead role in strategic and operational planning of the Faculty including monitoring and reviewing the implementation of the Faculty's Operational Plan.
2. To monitor academic standards and student outcomes in teaching, learning and research within the Faculty.
3. To develop processes and practices within the Faculty with regard to education, research, staffing and student activity consistent with the framework policies of Academic Board.
4. To monitor existing courses and approve new courses and course components to ensure that they are aligned with the strategic aims of the Faculty and make recommendations to Academic Board.
5. To monitor, facilitate and assess research within the Faculty.
6. To advise Academic Board on the activities of the Faculty.
7. To advise on other matters referred by Academic Board and/or the Vice-Chancellor.
8. To establish relevant sub-committees or working groups that facilitate the work of Faculty Board.

Faculty Board reports to the Academic Board and advises the University Education Committee for Education related matters and advises the University Research Committee for Research and Higher Degrees related items.

**Table 2.7** shows the current membership of Faculty Board.

2020 proved a transitional year for the Faculty of Education Faculty Board. The Board developed an ambitious workplan which was integrated and mapped to the Faculty Operational Plan. The shift to such an extensive work plan was challenged by existing University and Faculty processes and procedures, the need to develop staff understanding of governance-related issues and associated reporting responsibilities, the volume of course accreditation and reaccreditation requirements. To this end, the Chair of the Academic Board, Dr Martinez-Marroquin, was invited by Faculty Board chair Professor Bodycott to attend Faculty Board to workshop Academic Board and Faculty Board roles and their relationship to UC Governance and TEQSA reporting. The Chair of the Faculty Board, the Executive Dean and the Secretary continue to work with the Chair of Academic Board and UC Governance to refine the future work plan of the Faculty.

In 2021, the Faculty Board will seek a more proactive role in monitoring and developing processes and practices regarding student engagement, teaching and learning, research, and operational governance-related matters. To begin, this will involve the development of new reporting guidelines to the Faculty Board. Such guidelines will require all policy and operational issues that come to the Board to refer directly to the related University's policy and procedural frameworks. In this way, the Board will have more detailed and accurate information on which to review compliance and developmental clarity and coherence. Similarly, with the Chair of Academic Board and UC Governance's assistance, the 2021 Faculty Board work plan will be more streamlined. Therefore, it will assure

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<sup>1</sup> <https://www.canberra.edu.au/about-uc/governance/academic-board/committees/standing/faculty-boards/03042019-Faculty-Board-Charter.pdf>

more prompt and cohesive reports to University Committees and the Academic Board. Finally, the Chair of Faculty Board and the Executive Dean are committed to ensuring knowledgeable, professional staff are dedicated to the Faculty Board secretariat. Together, these individuals, the Executive Dean, Faculty Board Chair and other selected Board members, will develop ways to ensure greater Faculty Board involvement in the Faculty's strategic and operational planning, delivery and quality assurance.

**Table 2.7 Faculty Board Membership**

Member	Position	Term Commenced	Term Ends
Prof Peter Bodycott	Chair	Sep 2019	
Prof Barney Dalgarno	Executive Dean	Ex Officio	
Prof Ting Wang	Associate Dean Education	Ex Officio	
Assoc Prof Elke Stracke	Associate Dean Research	Ex Officio	
Prof Thomas Lowrie	Director of SERC	Ex Officio	
Assoc Prof Katharine McKinnon	Director of CSC	Ex Officio	
Dr Sandra Heaney-Mustafa	Acting Program Director – Primary EducEx	Officio	
Dr Duncan Driver	Program Director – Secondary Education	Ex Officio	
Assoc Prof David Paterson	Program Director – Education Studies	Ex Officio	
Assoc Prof Chris Morrissey	Director – Affiliated Schools Program	August 2020	December 2021
Dr Eleni Petraki	Program Director – TESOL/FLT	Ex Officio	
Peter Carling	Faculty Manager	Ex Officio	
Emily Hills	Elected academic staff	March 2020	March 2022
Dr Rohan Nethsinghe	Elected academic staff	March 2020	March 2022
Prof Moo Sung Lee	Elected Professor	March 2020	March 2022
Vacant	Elected Professor		
Peter Fock	Elected professional staff	March 2020	March 2022
Hamish Jackson	UG Student Representative	March 2020	March 2021
Vacant - TBC	PG Student Representative		
Serena Chong	Academic Program Manager	February 2018	Continuing
Royce Daviss	Executive Officer to Faculty Board	9 September 2019	9 September 2020
Mark Anthony	Secretary to Faculty Board	23 November 2020	Continuing

## 2.4.2 Faculty Assessment Board

The Faculty Assessment Board, chaired by Associate Dean Education, Professor Ting Wang, has responsibility for approving grades in all units offered by the Faculty and reports to Faculty Board.

The Faculty is represented on Academic Board by Executive Dean, Professor Barney Dalgarno and by elected academic staff representative Associate Professor Phil Roberts. The Faculty is represented on the University Education Committee by Associate Dean Education Professor Ting Wang. The Faculty is represented on the University Research Committee by Associate Dean Research (Research and Development) Elke Stracke. The Faculty is represented on the Graduate Research Committee by Associate Dean Research (Higher Degrees)

Deborah Pino Pasternak. In addition, Dr Ann Hill is the University Representative for supervisors at Graduate Research Committee and MEd Research Candidate, Natalie Downes is the University Representative for HDR students.

### 2.4.3 Non governance committees

Non governance committees within the Faculty include a Learning and Teaching Leadership group and a Research Leadership Group. There is also a monthly all of Faculty meeting and monthly Team meetings.

The Learning and Teaching Leadership Group, chaired by the Associate Dean Education Professor Ting Wang was initially established early in the COVID-19 pandemic to focus on the challenges in maintaining continuity of delivery during a period when the campus was closed, but has continued as a weekly forum to discuss all issues within the ADE portfolio. Members of the group include the four Faculty Program Directors and the three Faculty Deputy Program Directors, the Director School Partnerships, the Faculty Manager, the Faculty Academic Programs Manager, the Faculty Projects Manager and the Executive Dean as an optional attendee. Some key areas of focus for the group include:

- Developing Faculty teaching and learning strategy and policy;
- Implementing quality assurance strategies to monitor and improve teaching quality, student progress, student experience, and graduate employment;
- Implementing strategies and policies related to internal and external accreditation, monitoring, review and improvement, and course developments in teaching, learning and assessment; and
- Developing a teaching culture committed to excellence and innovation within the Faculty.

The Research Leadership Group (RLG) was established in early 2021 and is chaired by the Associate Dean Research (Research and Development) Elke Stracke. The RLG is intended to play a central role in developing policies and procedures for research and research training in the Faculty, thus extending the research culture and activities across the Faculty of Education. In addition to the Chair, membership consist of the Executive Dean, Associate Dean Research (Higher Degrees), one HDR Student Representative, the Director or nominee of the Faculty's two Research Centres, Leader of the Affiliated Schools Research Program, one Early Career Researcher and Professional Senior Administrative Support Staff. The RLG's specific functions are as follows:

The RLG's functions are to

- Advise the Executive Dean on research objectives and strategies, the Faculty's research performance, research and research training policy and practice, research facilities and infrastructure, and Higher Degree by Research (HDR) courses, supervision, progress, and scholarships;
- Advise the Executive Dean on the Faculty research budget (the Research Support Program (RSP) and the Research Training Program (RTP));
- Ensure collaborations with the Centre for Sustainable Communities (CSC), the STEM Education Research Centre (SERC), the Affiliated Schools Program (ASP), and adjuncts are effective and foster enhancements in research culture and activities across the Faculty;

- Encourage and facilitate the highest quality research, grant applications and management, and forms of research dissemination by developing and implementing supportive mechanisms (e. g. research development events, conference attendance); and
- Formulate and monitor the Faculty's Operational Plan research strategy as an integral part of UC's research strategy.

## 2.5 Partnerships

The Faculty has two Transnational Education (TNE) partnerships, a partnership with Hangzhou Normal University (HZNU) and a partnership with Hanoi University (HANU). Through the HZNU partnership, which was established 20 years ago, a Master of Educational Leadership and Management course is delivered in Hangzhou, China, with an annual intake of 30 students. The agreement requires academic staff from UC to travel to Hangzhou twice per year to deliver units using an intensive model. The current partnership with HANU commenced in 2019 building on earlier partnerships between the two universities. Through this partnership, a Master of TESOL and FLT is delivered in Hanoi, Vietnam, under a model in which UC staff provide curriculum materials and guide the partner university staff in the delivery, as well as providing quality control through moderation. Intakes in 2019 and 2020 were 29 and 28 respectively.

The Faculty also delivers its Bachelor of Early Childhood and Primary course in partnership with the Canberra Institute of Technology (CIT). Under the partnership, CIT deliver the first year of the program on behalf of the University, and at the end of the first-year students are awarded a Diploma of Early Childhood Education and Care. They then undertake three further years of study at UC before graduating with a Bachelor of Early Childhood and Primary Education. The course is accredited with both the ACT Teacher Quality Institute (TQI) and the Australian Children's Education & Care Quality Authority (ACECQA). The course took in 52 commencing students in 2020.

The Faculty has maintained a strong long-standing partnership with the ACT Education Directorate along with important partnerships with the Catholic Education Office within the Canberra and Goulburn Diocese, the ACT Association of Independent Schools and with NSW Schools within the Capital Region.

The sector distinct Affiliated Schools partnership with the ACT Education Directorate commenced in 2019 encompassing a clinical model of teacher education complemented by high quality professional experience placements, capacity development for teachers as researchers, master classes on contemporary topics at the nexus of research and practice, a Master of Education program tailored to the learning needs of Capital Region teachers, and a large program of collaborative research. The partnership currently includes 25 schools including 10 full program schools implementing all elements of the program. 44 of the Faculty's teacher education units are delivered entirely in Affiliated Schools through a clinical model and 50 teachers are currently engaged in the Teachers as Researcher program. The collaborative research program, which commenced in 2020 will see \$2m awarded in collaborative research grants over four years, enabling research on topics aligned to the ACT Education Directorate's Future of Education strategy. More details about this partnership including recent developments can be found in Section 3.4.

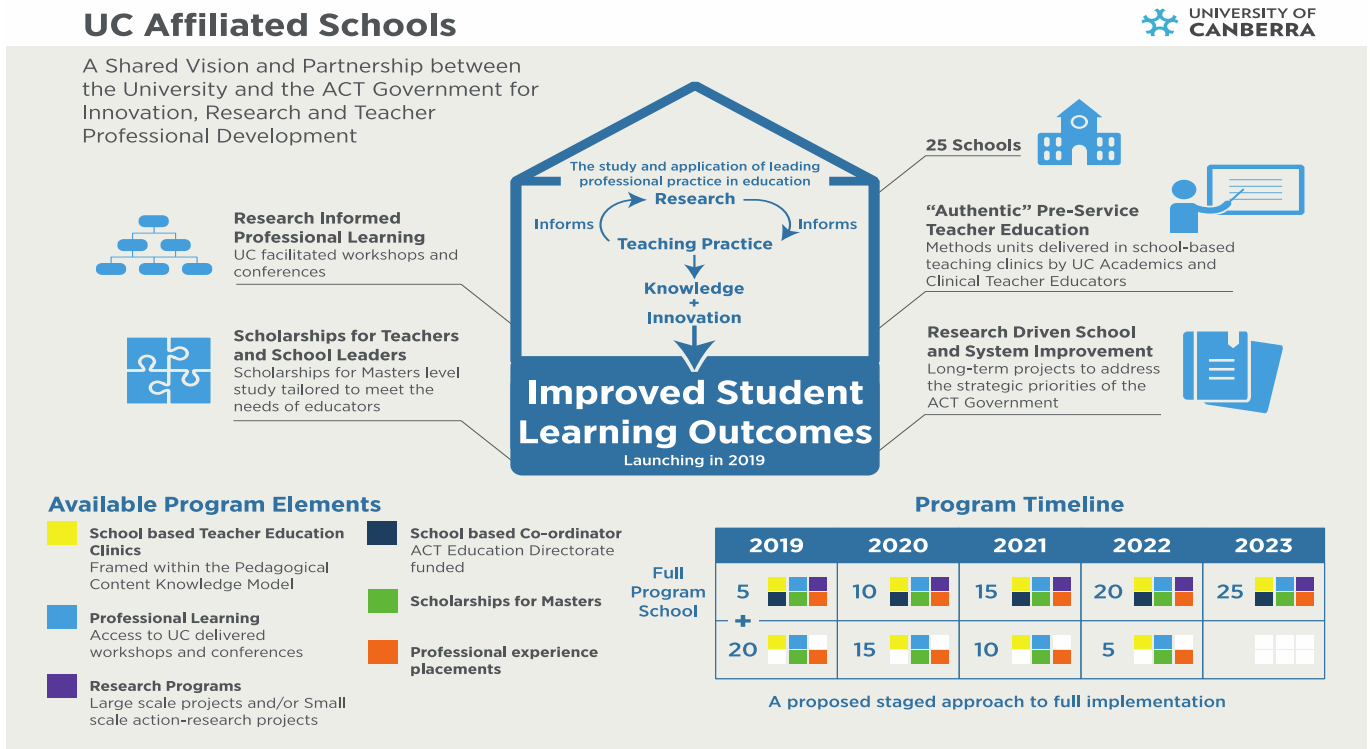


Figure 2.6 Schematic showing the elements of the Affiliated Schools Partnership with the ACT Education Directorate

The Faculty also has a close partnership with and is a co-sponsor with the Faculty of Arts and Design of the Australian National Museum of Education (ANME). The ANME is a centre of the University of Canberra, founded in 1996 to promote an historical understanding of Australian education, through the development of its collection, through support for research and through collaboration with our network of school museums. As well as occupying seats on its Board and contributing financially, the Faculty also partners with the ANME in Work Integrated Learning and in the hosting of community events.

## 2.6 Research and Higher Degrees

The Faculty houses two University of Canberra Research Centres, the Science Technology Engineering and Mathematics (STEM) Education Research Centre (SERC), and the Centre for Sustainable Communities (CSC). The Faculty also has a small number of non-aligned active researchers in the area of TESOL and in the area of applied school focussed research. The Faculty has been very successful in securing external research grant income for a number of years, as shown in **Table 2.8**.

Additional Faculty research performance data and associated discussion can be found in Section 3.3.

**Table 2.8 Faculty research income 2016 to 2019 (HERDC reportable income)**

Year	Category 1	Category 2	Category 3	Total
2016	\$1,511,062	\$1,563,802	\$298,631	\$3,373,494
2017	\$1,825,656	\$3,025,329	\$266,017	\$5,117,002
2018	\$712,874	\$2,100,784	\$110,415	\$2,924,073
2019	\$471,839	\$2,854,155	\$82,253	\$3,408,247
<b>Total</b>	<b>\$4,521,431</b>	<b>\$9,544,070</b>	<b>\$757,316</b>	<b>\$14,822,817</b>

The **STEM Education Research Centre (SERC)**, led by Centenary Professor Tom Lowrie, had its university centre status renewed in late 2019. Nine academic staff from within the Faculty are members of the Centre, along with five adjunct professors and partner investigators. The Centre also employs seven professional staff. The Centre focuses on innovations in technology and STEM education research with a mission to influence policy and practice through applied social and cognitive research situated within contextually-bounded settings. The Centre's research covers three overarching themes:

- **STEM Pedagogy and Practice:** Our researchers examine STEM practice(s) in context. We investigate how school and out-of-school learning opportunities and situated environments influence the way in which students solve tasks and problems.
- **Learning Environments and Communities:** Given the trend toward using digital technologies, our research in this area explores how technological platforms and tools influence the way in which information is collected, represented, accessed, analysed and interpreted.
- **The Role and Nature of Spatial Thinking in STEM:** Individuals with high spatial-reasoning skills are more likely to enter into STEM professions. Our team has developed and systematically trialled intervention programs that develop students' spatial reasoning skills in ways that transfer to mathematics performance.

A major body of work within SERC has been the Early Learning STEM Australia (ELSA) project, which was funded through grants totalling \$8.3m from the Department of Education Skills and Employment during 2016 to 2020, ELSA has recently received an additional commitment of \$5.4m from 2021 to 2024. Early Learning STEM Australia (ELSA) is a play-based digital learning program for children in preschool to explore science, technology, engineering and mathematics (STEM). The digital program utilises 4 children's apps, an educator app and a families' app and is complemented by a range of physical play-based resources and books, all developed by the ELSA Team. As discussed in Section 4.3 part of the dissemination strategy for these resources is the establishment of a commercial company.

The **Centre for Sustainable Communities (CSC)** was approved as a University Research Centre in late 2019 building on areas of strength that had previously been housed in Faculty research groups including the Australian Institute for Sustainable Communities (AISC) and the Centre for Asia and Pacific School and Community Advancement (CAPSCA), led by Professor Barbara Pamphilon. Associate Professor Katharine McKinnon joined UC in July 2020 as the CSC Director, with Professor Barbara Pamphilon AM moving to the position of Associate Director during her transition to retirement. The CSC contributes to sustainable social, cultural and economic

development by providing research and professional development services to communities, government and the private sector. The centre's name signals a link to the UN Sustainable Development Goals, and reflects strengths in collaborative and participatory research in rural, regional and community contexts, local and international.

The CSC brings together 15 Faculty of Education researchers, into the following four research groups, all contributing to the overall aim of supporting evidence-based sustainable development through partnership with community, government and non-government organisations, schools, policy makers and families.

- The **Action Research for Development** research group uses asset-based community development analysis, appreciative inquiry, participatory action learning and the co-construction of knowledge to work with, and for, marginalised groups and/or those with low literacy. The research focuses on how groups can be reached through experiential and informal learning that harnesses and values their local knowledge.
- The **Comparative and International Education for Development** research group specialises in the use of data in large-scale comparative research that directly informs quality development of the school system as a whole, rather than on the more common approach of studying schools, classrooms and individual teaching practice. This is complemented by research on international education leadership and communities of practice.
- The **Rural Education and Communities** research group leads research focused on empowering rural schools and their communities. With a focus upon the sustainability of rural communities the group aims to make a lasting contribution to both theoretical and practical developments in rural education research. Situated within rural sociology, the sociology of knowledge, educational sociology and social justice, the group is at the forefront of developing this field in Australia and is internationally advancing rural education and rural studies in new directions utilising a plurality of theory and methods.
- The **Learning Communities** research group brings together academics who work with students, teachers and families to support transitions towards more inclusive and diverse ways of knowing, being and doing. Engaging diverse ways of learning through the arts, play and embodied learning, and Indigenous approaches to learning and teaching, this group uses a range of innovative and emergent culture and asset-based methodologies to promote social change in families and schools, through to whole communities.

The Rural Education and Communities research group, led by Associate Professor Phil Roberts, is noteworthy as one of the Faculty's key areas of emergent strength. Associate Professor Roberts has had exceptional grant success during 2019 and 2020 including an ARC DECRA titled 'Engaging Rural Knowledges for Sustainable Futures: Spatial Justice and Rural Schooling' and an ARC Discovery Project with University of Sydney titled 'Building on rural knowledges to unlock the potential of rural students' as well as five other grants and research consultancies. A feature of the work of the group is strong collaborations with key stakeholders including the NSW Department of Education, NSW Education Standards Authority, NSW Teachers Federation, UNSW Gonski Institute for Educational Research, National Centre for Student Equity in Higher Education and UTAS Centre for Rural Health. The research focus of this group aligns with the Faculty's broader goal of extending its footprint further beyond the ACT borders. The Faculty will be looking for opportunities to grow this area of research in the future.

In 2020, the Faculty Research leadership team consisted of three staff, Associate Dean Research, Associate Professor Elke Stracke, Higher Degrees Research (HDR) convener Associate Professor Deborah Pino-Pasternak,

and Senior Project and Research Support Coordinator Kylie Reece. The team coordinates and administers all research activities across the Faculty in close collaboration with the DVC Research and Innovation's (DVCRI) office and the Graduate Research Office (GRO). Since January 1st, 2021 the role of HDR Convener of the Faculty of Education has been absorbed into the newly developed role of Associate Dean Research (Higher Degrees) which Associate Professor Deborah Pino Pasternak now occupies. Associate Professor Elke Stracke has been appointed to the role of Associate Dean Research (Research & Development) with a focus on Research Development and Innovation matters. The new ADR (HD) position elevates the significance of HDR provision at Faculty level and provides the ADR (HD) with the necessary delegation of authority to make decisions on all matters HDR, minimising duplication of load across two leadership positions. Despite the division of the ADR portfolio in HDR matters, on the one hand, and Research & Development on the other, both ADRs will continue working as a team with the support of Senior Project Coordinator, Kylie Reece. The new structure will be trialled for one year and reviewed at the end of 2021.

The Faculty aims to provide Higher Degree by Research (HDR) students with high quality supervision and a vibrant and supportive community in which they can develop their research skills. In collaboration with the University's Graduate Research Office the Faculty strives to support supervisors at different stages in their career, so their efforts result in successful and timely candidature completion. The Faculty offered a Doctor of Philosophy (PhD) program for the first time in 1989 and subsequently introduced a Doctor of Education (EdD) program. There are currently 23 students enrolled across these two programs. New intakes into the EdD have been paused during 2020 and 2021 to allow a review of its structure during 2021. The Faculty employs six academic staff members under a Doctoral Lectureship appointment. These staff are employed on a four-year contract as a Level B, and as well as taking a full academic teaching load are allocated a research workload during which they are supported to complete either an EdD or a PhD. This has proven to be an excellent way to allow Masters qualified teachers to transition into an academic career. The intention is that at the conclusion of their four-year contract these staff will be competitive for a continuing position.

## 2.7 Finances

The Faculty has maintained a strong budget position underpinned by high demand for its courses and excellent research grant performance over the period of its existence. As indicated in **Table 2.9** below, the Faculty has been able to return a balanced budget (in relation to expenditure compared to budgeted expenditure) in 2018, 2019 and 2020. The percentage returned to the University has increased each year from 38% in 2018 to 43% in 2020. The 2020 result occurred in the context of strong load and income and intensive work to reduce costs in support of the University's overall position in the context of COVID-19 disruptions to income in some other faculties and to the University's commercial income.

**Table 2.9 Income and expenditure summary (000's omitted)**

	2018			2019			2020		
	Actual	Budget	Variation	Actual	Budget	Variation	Actual	Budget	Variation
<b>Revenue</b>									
Student Revenue	\$19,052	\$18,787	\$ 265	\$19,911	\$19,502	\$ 409	\$21,185	\$20,272	\$ 913
Research Revenue	\$ 4,432	\$ 5,913	\$(1,481)	\$ 3,528	\$ 4,461	\$ (933)	\$ 2,235	\$ 3,237	\$(1,002)
Other	\$ 1,538	\$ 1,572	\$(34)	\$ 1,460	\$870	\$ 590	\$ 1,600	\$ 1,616	\$(16)
Partner Payments	\$ (1)	\$-	\$(1)	\$ (5)		\$(5)	\$-	\$ 2	\$(2)
<b>Gross Revenue</b>	<b>\$25,021</b>	<b>\$26,272</b>	<b>\$(1,251)</b>	<b>\$24,894</b>	<b>\$24,832</b>	<b>\$61</b>	<b>\$25,020</b>	<b>\$25,127</b>	<b>\$ (107)</b>
<b>Expenses</b>									
Salary and Benefits	\$ 9,489	\$ 9,660	\$ 171	\$10,941	\$10,952	\$11	\$11,391	\$11,409	\$18
Operating Costs	\$ 5,914	\$ 6,412	\$ 498	\$ 4,197	\$ 4,522	\$ 325	\$ 2,816	\$ 3,342	\$ 526
<b>Gross Expenses</b>	<b>\$15,403</b>	<b>\$16,072</b>	<b>\$ 669</b>	<b>\$15,138</b>	<b>\$15,474</b>	<b>\$ 336</b>	<b>\$14,207</b>	<b>\$14,751</b>	<b>\$ 544</b>
<b>Net Surplus</b>	<b>\$ 9,618</b>	<b>\$10,200</b>	<b>\$ (582)</b>	<b>\$ 9,756</b>	<b>\$ 9,358</b>	<b>\$ 398</b>	<b>\$10,813</b>	<b>\$10,376</b>	<b>\$ 437</b>
<b>Percent returned</b>	<b>38%</b>	<b>39%</b>		<b>39%</b>	<b>38%</b>		<b>43%</b>	<b>41%</b>	

## 2.8 Strategic risks

The Faculty maintains a risk register which is reviewed on a 6-monthly basis through a collaborative process with other Faculties and organisational units across the University. Table 2.10 highlights the major strategic risks faced by the faculty and the treatments planned or in place.

The risk ratings for the two risks to the Faculty's financial position (risks 2 and 3) are Medium but beyond the University's risk appetite even after treatment and so will require careful ongoing monitoring and review. We are

confident that any long-term reduction in our expenditure budget can be handled through careful refinement of the Faculty's workforce profile and unit delivery models.

The risk rating for the risk of not meeting accreditation requirements is also High and beyond the University's risk appetite even after the planned treatment. We are confident that we will continue to meet our external accreditation requirements. However, the University has recently introduced highly complex and labour-intensive internal course reaccreditation requirements and even with additional resourcing within the Faculty we still believe that it is possible that we won't meet these requirements for all courses within the expected timelines. Additional resourcing at the University level to support Faculty staff in monitoring and complying with these requirements along with refinements to centrally administered processes and systems will be required to reduce the likelihood from Possible to Unlikely.

**Table 2.10 Major strategic risks and treatments planned or underway**

Risk	Category	Likelihood	Consequence	Rating	Major treatments planned	Residual likelihood	Residual Consequence	Residual rating	UC risk appetite	Status
<b>Inability to place students</b> in clinics and professional placements as required by accreditation leading to threats to graduation timelines	Learning and Teaching	3 – Possible	4 – Major	High	Collaboration with government, Catholic and independent schools towards increased placement capacity	2 – Unlikely	4 – Major	Medium	Medium	Within appetite
<b>Losing load to online providers</b> as a result of increased expectations of flexibility following COVID	Financial Vulnerability	4 – Likely	3 - Moderate	High	Revisions to delivery models to provide greater flexibility for students particularly in post graduate courses	3 – Possible	3 - Moderate	Medium	Low	Beyond appetite
<b>Downward pressure on future Faculty budgets</b> due to reduction in CSP income per student	Financial Vulnerability	4 – Likely	3 - Moderate	High	Adjustments to mix of continuing and sessional staff and revisions to unit offerings and delivery models	4 – Likely	2 - Minor	Medium	Low	Beyond appetite
Failure to meet mandatory external and internal <b>accreditation, quality assurance and academic governance</b> requirements.	Governance, Legal and Compliance	4 – Likely	4 – Major	High	Appointment of additional academic and professional staff members to assist with accreditation activities	3 – Possible	4 – Major	High	Low	Beyond appetite
<b>Non-renewal of Affiliated Schools Program agreement</b> at end of current period in 2024	Learning and Teaching, Research and Innovation	3 – Possible	4 – Major		Maintain strong stakeholder relationships  Progress evaluation to demonstrate value and impact	2 – Unlikely	4 – Major	Medium	Medium, High	Within appetite

## 3 Faculty Performance Aligned to *Distinctive by Design*

### 3.1 PILLAR 1 - Our People: The Drivers of Our Success

Pillar one within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Actively search for the best and brightest talent in line with the University's priorities and provide support and professional development to achieve high standards of performance.
2. Promote a culture of consultative and participative management and foster a commitment among all our people to a healthy, enjoyable, safe, intellectually stimulating and collaborative environment.
3. Co-design measures of individual and University contributions to drive performance in the new work environment.
4. Encourage innovation, co-creation and considered experimentation while setting a high standard for accountability.
5. Develop our capability and capacity through a renewed workforce strategy, planning and design.
6. Build a community of outstanding leaders and collaborative teams, encourage and celebrate individual and team success, and reward these through fair and inclusive pay and recognition.

The Faculty of Education has contributed to Pillar One through a deliberate workforce strategy, aiming to attract talented and innovative staff who are accountable and supported to achieve high performance and who are actively involved in Faculty decision making.

#### 3.1.1 Staff profile

**Table 3.1** details the staff profile during 2016 to 2021 expressed in Head Count and Fulltime Equivalent. Academic staff numbers have remained relatively stable during this period noting that in 2021 three positions have remained unfilled awaiting student load figures for Semester 1, as part of austerity measures associated with the COVID-19 pandemic. The number of core Faculty Office professional staff have remained relatively stable with 8 staff members supporting core teaching and non-centre research activities. Aside from these 8 core professional staff members, the majority of the remainder are SERC staff servicing specific externally funded research projects.

**Table 3.1 Faculty Workforce Profile 2016-2021, by Head Count (HC) and Full Time Equivalent (FTE)**

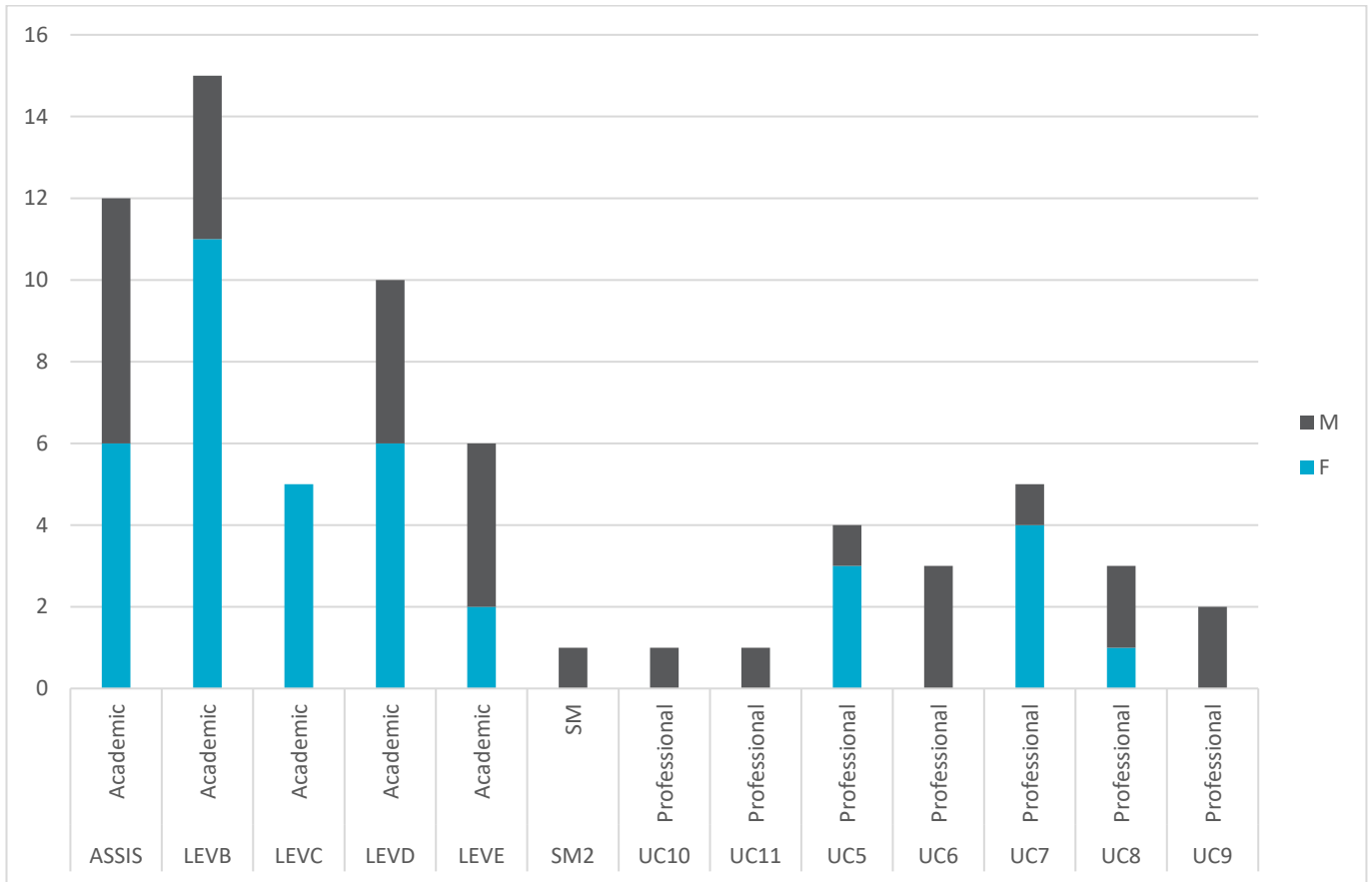
	Academic		Professional		Senior Manager	Total		Ratio Acad./Prof.
	HC	FTE	HC	FTE	HC/FTE	HC	FTE	FTE
<b>2016</b>	47	45.9	16	14.78	1	64	61.68	3.11
<b>2017</b>	48	45.66	21	18.95	1	70	65.61	2.41
<b>2018</b>	44	41.9	23	19.83	1	68	62.73	2.11
<b>2019</b>	49	46.61	16	15.13	1	66	62.74	3.08
<b>2020</b>	48	46.8	19	17.7	1	68	65.5	2.64
<b>2021</b>	45	43.05	20	18.37	1	66	62.42	2.34

Table 3.2 shows the number of Full Time Equivalent Academic Staff members by level of appointment from 2016 to 2021. The Assistant Professor classification was introduced in the mid-2010s. Assistant Professors are normally appointed on a 7-year contract, starting at a salary equivalent to Level B and then progress through accelerated increments through the Level B and Level C pay scales. After 7 years they are required to demonstrate suitability for promotion to Level D and if successful they are offered a substantive position at this level. If unsuccessful their contract ends. Following a review during 2019 some Assistant Professors were offered and accepted the opportunity to exit the scheme and instead take a tenured position at Level C or D.

**Table 3.2 Academic staff by level of appointment**

Year	ASSISTANT PROFESSOR						LEVEL E
	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E		
2016	15.5	1	5	3	12	9.4	
2017	19.1	1	6.8	2	8	8.8	
2018	13	1	11	3	5.5	8.4	
2019	17	1.2	12	1	10	5.4	
2020	13		15	5	10	4.8	
2021	13	1	8.8	4.7	11	4.6	

In terms of gender, the 2020 makeup of the faculty consisted of 38 females and 30 males amongst continuing and contract staff, with 30 out of 48 academic staff being female and 8 out of 20 professional staff being female. Figure 3.1 shows the gender breakdown of each position level within the Faculty. There is a slightly higher proportion of males within the higher academic and professional staff levels than in the lower levels. This said, the Faculty Executive consists of four females and four males.



**Figure 3.1 Gender breakdown for each position level**

Table 3.3 shows the staff turnover from 2016 to 2020. Aside from a period of substantial turnover across the University in 2018 following implementation of a university wide voluntary separation scheme, turnover has been relatively low during this period.

**Table 3.3 Staff turnover**

Year	Staff departures (headcount)
2016	7
2017	10
2018	23
2019	12
2020	7

Academic appointments have remained relatively stable and commensurate with teaching load, although a steady upward trend in Student Enrolments per academic is visible in Table 3.4.

**Table 3.4 Academic / Student Ratios by FTE 2016-2020**

Year	Academic	Student enrolments per year	Students per academic
2016	FTE 45.9	1575	34
2017	FTE 45.66	1576	35
2018	FTE 41.9	1529	36
2019	FTE 46.61	1719	37
2020	FTE 46.8	1879	40
2021	FTE 43.05	NA	NA

### 3.1.2 Academic promotion and Assistant Professor reviews

**Table 3.5** shows Academic Promotion outcomes for Faculty of Education academic staff from 2016 to 2020. The relatively high success rate particularly over the past two years suggests that Faculty staff have been well advised and well supported in their applications for promotion.

**Table 3.5 Academic Promotion Outcomes 2016 to 2020**

Year	Level applied for	No of applicants	No. successful	Success rate
2020	Level D	3	2	67%
	Level C	1	1	100%
2019	Level D	2	2	100%
2017	Level D	3	1	33%
2016	Level D	3	2	66%

Assistant Professors undergo a review every two years as a condition of their employment and the accelerated progression through increments that is a key part of their contracts. Table 3.6 shows the outcomes of these reviews each year from 2016 to 2019 (note that reviews scheduled for 2020 were postponed to 2021 and all staff employed under the scheme were given a one-year contract extension due to the COVID-19 pandemic). The high success rate suggests that the scheme is working well within the Faculty and that staff with these kinds of appointments have been well supported. Noteworthy, however, is that when the scheme was reviewed in 2019 and staff employed under the scheme prior to that year were given the option of reverting to a continuing appointment at their current level, three staff took up this option leaving 13 remaining in the scheme.

**Table 3.6 Assistant Professor Review Outcomes 2016 to 2019.**

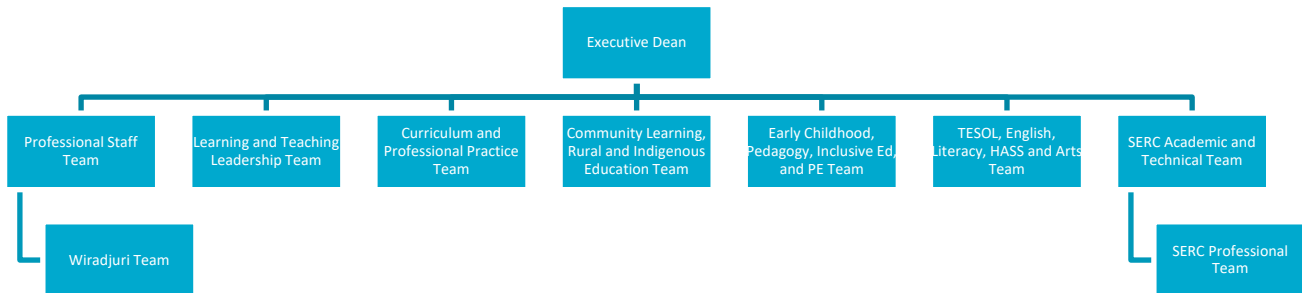
	Assistant Professor Review Outcomes				Yearly success rate
	1st review		2nd review		
	Number reviewed	Number Satisfactory	Number reviewed	Number Satisfactory	
2019	4	4	1	1	100%
2018	2	1	2	2	75%
2017	2	2	0	0	100%
2016	0	0	1	1	100%

### 3.1.3 Faculty structure and culture

A review of the Faculty structure was undertaken during 2020 and a new structure implemented from the beginning of 2021. Excepting the short period in the 2010s when the Faculty was part of a larger entity containing a wider range of disciplines, and another period during the 1990s, the Faculty has retained a structure consisting of a single academic unit for most of its existence, that is, it has not tended to have a structure consisting of more than one School within the discipline of Education. In early 2020 a number of shortcomings of the Faculty's existing structure began to emerge and a commitment was made to review and refine the structure before the commencement of 2021. The structure at the commencement of 2020 was quite unusual for a University Faculty, with a very distributed allocation of supervision responsibilities so that 19 out of approximately 70 continuing and contract staff were supervising staff, with supervisors drawn from academic levels E (6 supervisors), D (10), C (1) and A (1) and professional staff level 10. Additionally, supervisors were drawn from staff with designated leadership roles such as Research Centre Directors, Associate Deans as well as 11 staff without a designated leadership role. A key problem identified with this structure was the number of tiers, with at least 10 staff more than two tiers below the Executive Dean in the structure, which resulted in a lack of visibility by the Executive Dean of emergent issues involving these staff and a lack of a sense of closeness to decision making for the staff members themselves. A second problem identified was the fact that many staff were not part of a cohesive team meeting regularly, with risks to staff wellbeing through a sense of isolation from other staff. Finally, the absence of discipline teams meant that teaching workload allocation was necessarily managed centrally and many staff felt disconnected from the process.

In scrutinising the existing structure, it was acknowledged that the Faculty has some unusual opportunities and challenges in relation to its organisational structure, predominantly due to its relatively small size. Although similar in size to some Schools of Education, the Faculty has the full range of collective responsibilities as other Faculties, including strategic workforce and program planning and associated budgeting and financial oversight. Additionally, the Executive Dean has substantial responsibilities in contributing as a member of the University's senior leadership team. Consequently, it is not feasible for the Faculty to operate with a School-like structure where most or all of the academic staff report to the Head (i.e., to the Executive Dean). The challenge then, was

to arrive at a structure that provides effective management and support of the staff in the Faculty as well as portfolio leadership, without the Executive Dean or any of the portfolio heads within the Faculty leadership team being inundated with line management responsibility. The new structure implemented from the beginning of 2021 is shown in Figure 3.2.



**Figure 3.2. Faculty Structure as of 1<sup>st</sup> January 2021.**

Some of the characteristics and anticipated benefits of the new structure are the following:

1. Academic staff members are now allocated to a team with a degree of commonality to their research and/or teaching areas of focus, meeting regularly and providing avenues for dissemination of ideas and consultation about Faculty directions and major decisions, for small group discussion of issues with emergent proposals relating to Faculty wide issues brought to Faculty Executive by the team leader, and for discussion of discipline specific issues.
2. All leaders of Academic staff teams are senior academic staff (level D or E) with a designated leadership role which includes team leadership within the position description, while all leaders of Professional Staff teams are senior Professional Staff, again with team leadership as a responsibility within their position description.
3. In addition to improvements in consultation processes within the Faculty, it is anticipated that having a small group of team leaders who sit on the Faculty Executive and have been provided with support and professional development for their leadership role will improve processes associated with Performance planning, monitoring and management; Leave planning, monitoring and approval; Teaching workload allocation; and Travel and professional development planning and recommendation.

Following this significant structural change, the Faculty is hoping to achieve a major step toward a consultative and participative management model. Team and leadership groups are now established with all staff having the opportunity for active involvement in Faculty decision making. All academic staff members are active in multiple team-based touchpoints that contain a degree of commonality to their research and/or teaching areas of focus. Professional staff are involved in discussions at various touchpoints according to their area of support and actively contribute to discussions. All staff meet regularly, with the Faculty Executive ensuring time is reserved in the monthly Faculty calendar of activities to attend to major decisions, Faculty directions, and general dissemination of ideas and opportunities for individual staff to raise specific proposals. Discipline specific issues, as well as faculty strategic issues are consequently directly engaged with by all staff. Importantly, team structures are based in trust, and actively ensure the necessary autonomy for academic and professional staff to collaborate and

independently contribute toward common goal, co-create outcomes. Staff are encouraged to express themselves and consequently celebrate individual and team success.

During 2019 as a strategy to improve the collective sense of belonging within the faculty and to establish some collectively developed protocols for interpersonal engagement and meeting processes, the two Indigenous academic staff within the Faculty Dr David Spillman and Ben Wilson were asked by the Interim Dean Professor Barbara Pamphilon to lead a series of workshops with Faculty staff. The workshops were designed using the Engoori<sup>2</sup> process, which enables whole-of-faculty conversations, affirmation of identity and relationships, and collective decision-making and sense-making.

*“The Engoori story belongs to ‘Tjimpa’ of the Mithaka people of South West Queensland and historically was used as a method of diplomacy between conflicting ideologies and groups. Traditionally, Engoori was used as a set of diplomatic protocols to create and maintain robust challenging cultures that embrace diversity to enable forward movement with the big issues.” – Murrimatters, 2014*

Dr Spillman is Mallion (eagle), Bunda (red kangaroo), strongly connected and obligated to Country cared for by Karilkiyalu, Ngemba speaking people from south of Brewarrina, NSW. Ben Wilson is Wagan (Crow) and Dhinawan (Emu) and belongs to Jagera country, around the southern suburbs of Meanjin (Brisbane). Ben is obligated to take care of that place and is also strongly connected and obligated to the lands of the Central Coast of NSW and Brewarrina.

Regular dedicated days of Engoori conversations have resulted in the creation and consistent revisiting of a Faculty *Cultural Action Plan*, specifically focused on collective values, ways of being with each other, culturally underpinned by agreed behaviours and rituals. The COVID-19 disruptions allowed only one Engoori workshop during 2020 but further workshops are planned for 2021. The intention during 2021 is to focus Engoori conversations on reviewing and refining cultural processes within the Faculty following the implementation of the new structure, and on the integration of Indigenous Ways of Knowing, Being and Doing into the curriculum, pedagogy and assessment of the Faculty.

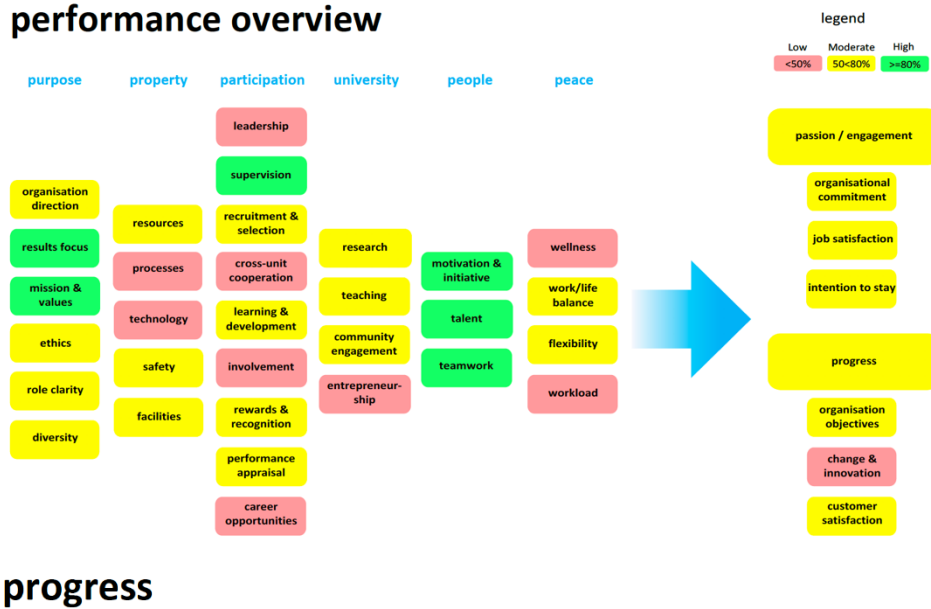
### 3.1.4 Staff satisfaction and sense of wellbeing

The University of Canberra implements the Voice Survey every second year as a way of obtaining a comprehensive picture of staff perspectives on the directions of the university and on their work environment. The most recent implementation of the survey was during May 2019. The response rate to the survey during 2019 was relatively low (25 responses representing 21% of all Faculty staff and approximately 33% of continuing and contract staff Faculty). Additionally, it is important to note that there has been substantial change within the Faculty since the last implementation of the survey, following the retirement of Executive Dean Professor Geoff Riordon, a period where Professor Barbara Pamphilon acted as Interim Dean, and then the appointment of Professor Barney Dalgarno as Executive Dean commencing February 2020. Nevertheless, the results of the survey have been valuable in informing work undertaken by both Professor Pamphilon and Professor Dalgarno towards

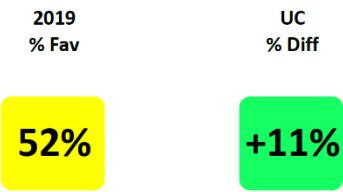
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<sup>2</sup> <https://www.murrimatters.com/engoori>

improvements in staff culture and general levels of positivity towards the university. **Figure 3.3** shows the overall results for the Faculty.

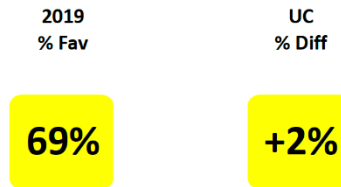


### progress



- Progress reflects staff perceptions about organisational performance. Your survey data shows that progress for your work area is moderate, with 52% of survey respondents indicating they are satisfied with the University's progress and success in delivering outcomes.
- Your results are 11% higher than the University wide results.

## passion/engagement



- Passion/Engagement represents the level of engagement of your work area. Your survey data shows that engagement for your work area is moderate, with 69% of survey respondents indicating they are engaged.
- Your results are 2% higher than the University wide results.

*Figure 3.3 Overall Faculty results from 2019 Voice survey*

Figure 3.4 shows the top five questions in terms of degree of favourability compared to the UC results and in terms of overall favourability. These results suggest that in 2019 Faculty staff had a tendency to feel positive about working with each other within the Faculty and about the overall directions of the University.

## top 5 questions compared to UC overall results

		2019 % Fav	UC % Diff
<b>Facilities</b>	The buildings, grounds and facilities I use are regularly upgraded	57%	<b>+28%</b>
<b>Organisation Objectives</b>	The future for the University of Canberra is positive	70%	<b>+24%</b>
<b>Community Engagement</b>	Community engagement by co-workers within my work unit is of a high quality	83%	<b>+23%</b>
<b>Organisation Objectives</b>	Overall, the University of Canberra is successful	74%	<b>+23%</b>
<b>Entrepreneurship</b>	Entrepreneurship within my work unit is of a high quality	62%	<b>+22%</b>

### top 5 questions % favourable

		2019 % Fav	UC % Diff
<b>Teamwork</b>	I have good working relationships with my co-workers	100%	+10%
<b>Teamwork</b>	My co-workers and I work well as a team	96%	+14%
<b>Teamwork</b>	My co-workers give me help and support	96%	+11%
<b>Motivation &amp; Initiative</b>	My co-workers put in extra effort whenever necessary	92%	+13%
<b>Results Focus</b>	High standards of performance are expected	92%	+18%

**Figure 3.4 Top five questions compared to UC as a whole and top five questions in terms of overall favourability within Faculty 2019 Voice Survey results**

Figure 3.5 shows the bottom five questions in terms of degree of favourability compared to the UC results and in terms of overall favourability. This data suggests that in 2019 staff had a tendency to feel negative about their degree of involvement in decision making, about the degree of about workplace flexibility, about their career opportunities, about how the University handles change.

### bottom 5 questions % favourable

		2019 % Fav	UC % Diff
<b>Involvement</b>	I have input into everyday decision-making in the University of Canberra	16%	-18%
<b>Change &amp; Innovation</b>	The University of Canberra is good at learning from its mistakes and successes	24%	-1%
<b>Career Opportunities</b>	Enough time and effort is spent on career planning	25%	-2%
<b>Survey Response</b>	I have seen improvements at University of Canberra resulting from the last "Your Voice" Staff Survey	25%	-4%
<b>Change &amp; Innovation</b>	Change is handled well in the University of Canberra	26%	+4%

## bottom 5 questions compared to UC overall results

		2019 % Fav	UC % Diff
<b>Flexibility</b>	I can change my working hours if I need to	52%	-18%
<b>Involvement</b>	I have input into everyday decision-making in the University of Canberra	16%	-18%
<b>Flexibility</b>	The University of Canberra has enough flexible work arrangements to meet my work and caring responsibilities	59%	-16%
<b>Work/Life Balance</b>	I have a social life outside of work	54%	-15%
<b>Diversity</b>	There is equal opportunity for all staff in the University of Canberra	40%	-14%

**Figure 3.5 Bottom five questions compared to UC as a whole and bottom five questions in terms of overall favourability within Faculty 2019 Voice Survey results**

Some of the changes that have been implemented within the Faculty which have been intended to address these emergent issues include the following:

- The new Faculty structure consists of teams with an expectation of information flow up and down, and an opportunity for all staff to have a closer involvement in decision making;
- As part of the establishment of the new structure and as part of decision making in relation to course directions and evolving delivery models, there have been regular opportunities for staff to discuss options, through workshops during Faculty meetings, and through Faculty Board;
- Leading up to and following the COVID-19 enforced campus shutdown staff have been provided with a great deal of flexibility about their working hours on campus or off campus;
- There have been a number of discussions with staff and supervisors about the Performance Development and Planning (PDP) processes to be followed in the Faculty, with a view to ensuring that all staff have the opportunity to engage in regular planning (including career planning) discussions with their supervisors;

In addition to the two-yearly Voice survey, the University also uses the Teamgage<sup>3</sup> survey to give all staff a monthly opportunity to respond to some quick questions about their work environment and about the university's directions. Only some of the questions in the Teamgage survey correspond closely to Voice survey questions so it is difficult at this stage to make a judgement about whether all the issues identified in the Voice results have been addressed. However, it is noteworthy that positive responses during 2020 to the Teamgage question on involvement "I have input into everyday decision making that affects me" ranged from 50% to 56% which is a substantial improvement on the 16% favourable response to a very similar question in the 2019 Voice

<sup>3</sup> <https://www.teamgage.com/>

survey. It is hoped that the additional work to improve staff involvement in decision making through the new structure will lead to further improvements in 2021.

A frequent item on the agenda at Faculty meetings is a display of current Teamgage results and the opportunity for staff to provide additional explanations for issues that are visible within the data. This has proved a valuable strategy for encouraging constructive feedback through the survey and for helping staff to see themselves as active agents in improving aspects of the work environment and culture.

## 3.2 PILLAR 2 - Exceptional Student Experience and World-Ready Graduates

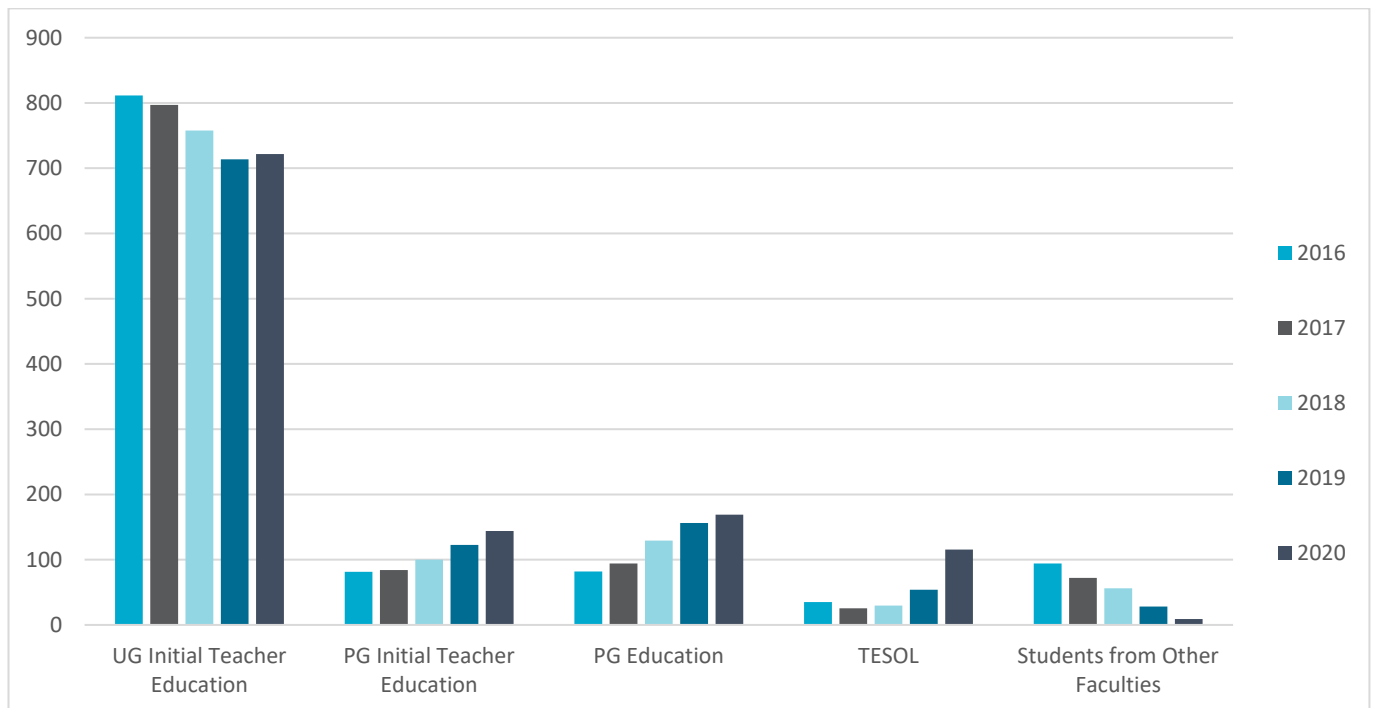
Pillar two within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Create a standing advisory committee representing various student groups to work with the Vice-Chancellor and senior administration on matters of curriculum, policy and student experience.
2. Make new models of authentic experiential and entrepreneurial learning a feature of all courses, including the use of co-working spaces and start-up training, to equip our students for the evolving workforce and lifetime success.
3. Expand and diversify opportunities for international academic exchanges.
4. Enhance our support services and systems across the entire student journey into and through the University to improve participation, retention and success for all our students.
5. Invest in comfortable, attractive, safe and technology-enabled spaces and residences to foster an enriched environment for living and learning.
6. Widen and strengthen opportunities for participation in sports, cultural and social activities.
7. Structure our degree programs and support services to provide lifetime career assistance for our graduates, including access to professional development, discounted further studies, career services and professional affiliations.

The Faculty contributes to Pillar Two through authentic learning, including school-based experiences and international academic exchanges, strategies to improve participation, retention and success through student support services and learning environments, and lifelong learning and career support for students.

### 3.2.1 Student load trajectory

The Faculty has seen a gradual increase in student load during 2019 and 2020 from a relatively stable based in 2016 to 2018. Early indicators suggest that there will be a small growth in commencing load in 2021. Figure 3.6 shows the Equivalent Fulltime Student Load (EFTSL) within units taught by the Faculty during the period 2016 to 2020. The data behind this chart includes the load within Faculty of Education units studied by students enrolled in courses offered by other Faculties.



**Figure 3.6. Equivalent Fulltime Student Load (EFTSL) within units taught by the Faculty of Education by Course Cluster and Year 2016 to 2020.**

There has been an upward trend in enrolment in PG Initial Teacher Education (ITE) courses and a slight downward trend in enrolment in UG ITE courses consistent with national trends. The increase in enrolments in PG Education courses during 2019 and 2020 has occurred as a result of strong demand following the introduction of scholarship programs in partnership with the ACT Education Directorate and the NSW Department of Education (and from 2021 Catholic Education). The substantial increase in enrolments in the TESOL program in 2020 reflects strong demand for the Graduate Certificate in TESOL and FLT when offered as a Short Online Courses within the 2020 Higher Education Relief Package.

The Semester 1 2021 intake included an increase in demand for undergraduate ITE courses. There are a number of potential reasons for this, including a greater use of alternative course entry pathways in response to anticipated challenges for year 12 students during the COVID-19 pandemic, increased attractiveness of teaching as a profession during uncertain economic times, and new ways of promoting the quality and innovation within our Initial Teacher Education offerings which we put in place during 2020.

Most of the student load of the Faculty is made up of domestic students studying on the Bruce campus in Canberra, with a modest number of international students studying in Canberra, and smaller numbers again studying at overseas campuses through partnership arrangements in Hangzhou, China and Hanoi, Vietnam. In 2020 the Faculty delivered fully online short courses in teacher education and TESOL. Table 3.7 (copied from Section 2.2) shows the student load from 2016 to 2020 by location and study mode. There has been a gradual increase in Faculty of Education international students studying within Australia. The Faculty has a long-standing partnership with Hangzhou Normal University, through which a Master of Educational Leadership and Management is delivered. A Master of TESOL/FLT was introduced in partnership with Hanoi University in 2019. University of Canberra College is a Pathways College now operated by the University of Canberra in partnership with Navitas. Further information about the Faculty's international partnerships can be found in Section 2.5 and in Section 3.4.

**Table 3.7 Student Taught EFTSL Load by Domesticity, Location and Study Mode**

	2016	2017	2018	2019	2020
<b>Domestic</b>	<b>1032</b>	<b>1022</b>	<b>965</b>	<b>980</b>	<b>1066</b>
UC - Canberra, Bruce	1032	1022	965	980	1017
UC - Canberra, Online					49
<b>International</b>	<b>98</b>	<b>114</b>	<b>163</b>	<b>207</b>	<b>231</b>
UC - Canberra, Bruce	79	91	133	159	162
UC - University of Canberra College, Bruce				3.5	11
UCI - Hangzhou Normal University, Hangzhou	19	23	29	30	30
UCI - Hanoi University, Hanoi				14	28
<b>Grand Total</b>	<b>1130</b>	<b>1136</b>	<b>1127</b>	<b>1187</b>	<b>1297</b>

The Faculty undertook important work during 2020 towards identification of opportunities to expand the course profile and grow load. Growing sustainable load is a key University objective with benefits including improved economies of scale in the provision of university wide services. Increasing our own load, income and workforce size is also important to ensure the sustainability of the Faculty given its relatively small size. Central to the Faculty's course profile expansion plans is the notion of post graduate programs with stackable architectures beginning with micro credentialled professional learning offerings, building up to discrete units, graduate certificates and full Masters programs. During 2020 the Faculty has done important foundational work in this space including revisions to our Masters and Graduate Certificate programs incorporating a stackable architecture, and establishment of governance processes within the Faculty for approving professional learning offerings to be eligible for credit. Additional strategies to expand the course profile and grow load are discussed in Section 4.3.2.

As shown in Table 3.8 all undergraduate domestic students in the Faculty are Commonwealth Supported, and the majority of postgraduate students are commonwealth supported. The University of Canberra exceeded its CSP cap for the first time in a number of years in 2020, and consequently there is pressure to move some of the Faculty's postgraduate courses from CSP to Fee Paying, particularly the TESOL and Master of Education courses. The postgraduate ITE courses, the Master of Secondary Teaching and the Master of Primary Teaching are expected to remain fully CSP for the foreseeable future given that most if not all competitors offer these courses as CSP.

**Table 3.8 Domestic Students by Fee Type (headcount)**

	2016	2017	2018	2019	2020
<b>Undergraduate</b>	<b>1683</b>	<b>1461</b>	<b>1281</b>	<b>1281</b>	<b>1334</b>
CSP	1683	1461	1281	1281	1334
<b>Postgraduate</b>	<b>210</b>	<b>223</b>	<b>250</b>	<b>357</b>	<b>492</b>
Fee Paying	18	10	12	15	32
CSP	192	213	238	342	460
<b>Grand Total</b>	<b>1893</b>	<b>1684</b>	<b>1531</b>	<b>1638</b>	<b>1826</b>

As shown in **Table 3.9** the largest undergraduate course group in the Faculty has been Primary Education, with 358.6 EFTSL in 2020 closely followed by Secondary Education with 352 EFTSL in 2020. Early Childhood and Primary Education has been the next largest, with 110 students enrolled in 2020. Community Education courses were phased out from 2016. The Graduate Entry undergraduate courses have been replaced with Masters courses in recent years.

**Table 3.9 Undergraduate Course EFTSL**

Course	2016	2017	2018	2019	2020
Bachelor of Community Education	1.1	0.3			
Bachelor of Early Childhood and Primary Education		98.1	126.5	128	137.6
Bachelor of Education	358	83.9	0.13		
Bachelor of Education (Graduate Entry)	36.4	7.5			
Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU)	1.4	0.8			
Bachelor of Education (UC)/Bachelor of Science (ANU)	1.3				
Bachelor of Education in Early Childhood Teaching (Birth-8) (UC/CIT)	0.1				
Bachelor of Education in Primary Teaching	0				
Bachelor of Education in Secondary Teaching (Health and Physical Education)	0.25				
Bachelor of Education/Bachelor of Arts	66.8	16.8			
Bachelor of Education/Bachelor of Science	59.8	17	0.3		
Bachelor of Educational Studies	1.3	2.3	2	0.9	0.3
Bachelor of Primary Education	122.8	233.3	231.6	219.4	217.3
Bachelor of Primary Education (Creative Arts)	22.5	38.6	44.8	44	50
Bachelor of Primary Education (Graduate Entry)	18.9	38.6	31.5	15.5	3
Bachelor of Primary Education (Health and Physical Education)	31.5	50.4	54.5	55	57
Bachelor of Primary Education (STeM)	11.5	25.1	33.4	30.6	31.3
Bachelor of Secondary Education (Graduate Entry)	16	24.9	13.3	3	1.1
Bachelor of Secondary Education (Health and Physical Education)	41.6	78.1	110.8	121.3	128.5
Bachelor of Secondary Education/Bachelor of Arts	72.1	126.3	136.4	143.9	151.5
Bachelor of Secondary Education/Bachelor of Mathematics and Computing Technology Studies	7.5	14.7	18.6	17.7	8
Bachelor of Secondary Education/Bachelor of Science	33.25	64.6	61.1	58.8	62.9
Bachelor of Social and Community Studies	0.6	0			
Bachelor of Social and Community Studies/Bachelor of Social Science in Justice Studies	1.4	0.5	0.1		
Bachelor of Teaching (Graduate Entry)	22	5.8			
Undergraduate Certificate in Education					7.4
<b>Grand Total</b>	<b>927.9</b>	<b>927.3</b>	<b>864.9</b>	<b>838</b>	<b>855.8</b>

As shown in Table 3.10 the largest Postgraduate courses have been the Secondary ITE courses, the Master of Teaching, and its two replacements (from 2019) the Master of Primary Teaching and Master of Secondary Teaching. The Master of Education Studies saw very strong load during 2018 to 2020, but has suffered a downturn in 2021 due to the COVID-19 pandemic as the majority of students in this course are international fee paying students. The Master of Primary Teaching has grown in load in 2019 and 2020 following its replacement of the Graduate Entry Bachelor of Primary Education degree. The Master of Education course was revitalised with a new intensive delivery model targeted at the needs of working teachers, and with the introduction of scholarships funded by the ACT Education Directorate and the NSW Department of Education and Training. These initiatives

led to strong growth in load during 2019 and 2020. Further scholarships funded by the Catholic Education Office were introduced in 2021 and incoming numbers have again been strong. The large increase in load in the Graduate Certificate in TESOL in 2020 was as a result of strong enrolments in a discounted version of the course offered under the Commonwealth Government's COVID-19 short course initiative.

**Table 3.10 Postgraduate Course EFTSL**

Course	2016	2017	2018	2019	2020
Doctor of Philosophy (Education)	11.5	6.8	4.5	3.3	1.3
Graduate Certificate in Academic Foundations				3.5	10.5
Graduate Certificate in Education					0.5
Graduate Certificate in Tertiary Education			1	2	11.5
Graduate Certificate in TESOL and Foreign Language Teaching	6.9	5.3	5.3	2	0.5
Graduate Certificate in TESOL and Foreign Language Teaching (FLT)				5.3	40.8
Graduate Diploma in TESOL and Foreign Language Teaching	8.1	8.6	9.8	2.9	1
Graduate Diploma in TESOL and Foreign Language Teaching (FLT)				2	7.4
Master of Arts in TESOL and Foreign Language Teaching	20.1	11.6	14.6	9.9	1
Master of Education	12.1	10.6	14.3	45.3	45.8
Master of Education (Research)	1.3	0.5		0.8	1.3
Master of Education Studies	34.9	45.5	73	78	70.3
Master of Primary Teaching				24.9	45.4
Master of Secondary Teaching				58.1	100.4
Master of Teaching	81.6	84.9	100.5	40.6	0.5
Master of Teaching English to Speakers of Other Languages (TESOL) & Foreign Language Teaching (FLT)				17.5	30.9
Professional Doctorate in Education (Research)	7	12.5	10.3	8.3	8
<b>Grand Total</b>	<b>183.5</b>	<b>186.3</b>	<b>233.1</b>	<b>304.1</b>	<b>376.8</b>

Also shown in Table 3.10 above is student load in the Faculty's two Higher Degree Research (HDR) courses, the Doctor of Philosophy (PhD), the Professional Doctorate in Education (EdD) and the Master of Education (Research). The EFTSL data for the PhD is incomplete due to data issues regarding the way in which students' active status is recorded. In terms of headcount, including technically inactive students, the Faculty had 52 HDR students in 2019, 51 in 2020 and 54 in 2021. The Faculty has put in place a number of initiatives to attract students into the Professional Doctorate in the past including a cohort model alongside the recruitment of Doctoral Lecturers in the Faculty, and a cohort model delivered to a group of academic staff at Holmesglen TAFE in Victoria. The course has not accepted students during the past two years but a review is planned for 2021.

### 3.2.2 Student learning experiences

Prior to 2019, the majority of the Faculty's domestic courses were delivered using a traditional face to face delivery model. Beginning in 2019, however a number of innovations were introduced or scaled up within the Faculty's courses.

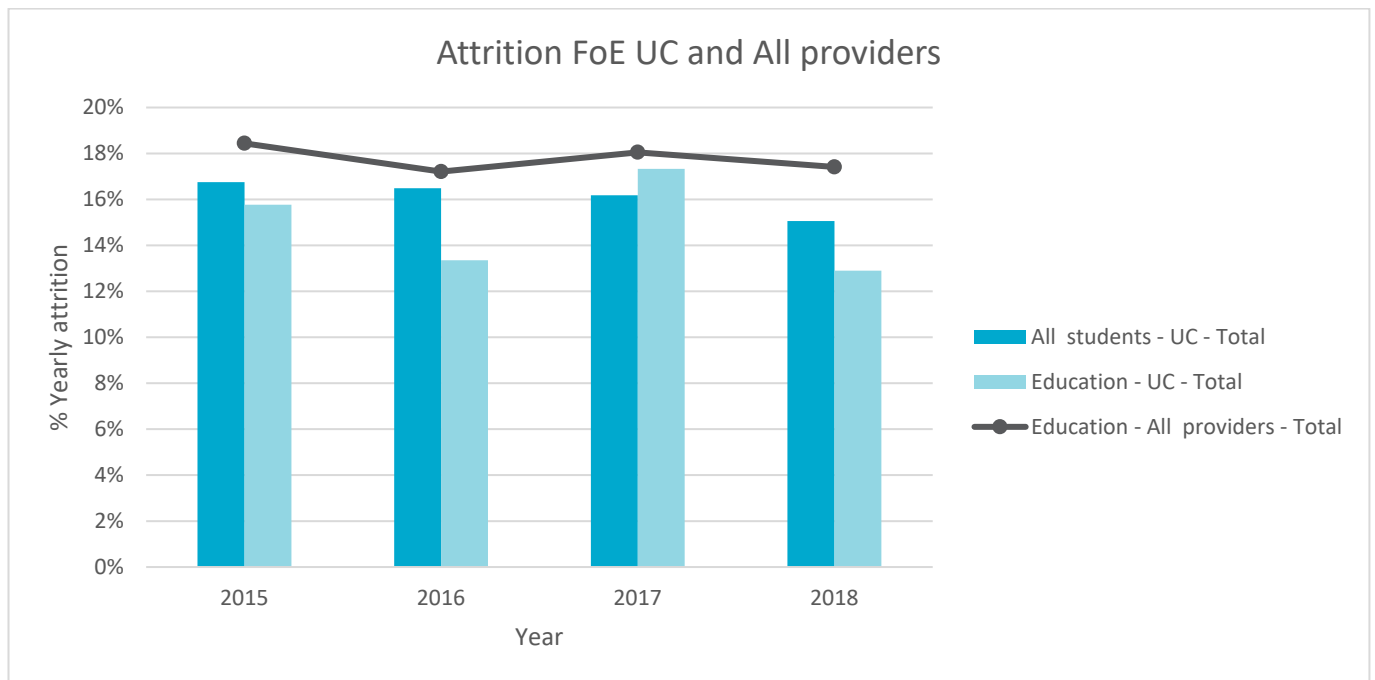
In 2019 a new Intensive model was introduced in the Master of Education degree. Under this model all of the face-to-face engagement occurs during 3-day intensive sessions scheduled during school holidays, with students supported through online resources and facilitation for the six weeks prior to and the six weeks after these intensive sessions. The delivery model in this course was co-designed with ACT Education Directorate and NSW Department of Education leadership staff. Learning is deeply authentic as the content is explored in a context directly tailored for a given cohort and with direct accommodation for the school strategic and operational context. Active engagement by cohorts is further typified by integration with an Annual Affiliated Schools Conference, associated project and workplace learning and the networking opportunities that students receive from the delivery model. Learner engagement and long-term capacity building for the local and regional network is embedded through unique learning opportunities and cross fertilisation of practice between the ACT Education Directorate, NSW Department of Education and Training and Catholic Education Office teachers. Student feedback for the value of the learning within the Master of Education continues to reinforce its success as a model that accommodates teaching load, is built around school holidays and has ongoing endorsement from the ACT Education Directorate.

Also in 2019, a clinical approach to ITE curriculum method (Pedagogical Content Knowledge) units, which had been implemented in a small number of units in previous years, was implemented at scale across most ITE courses through the Affiliated Schools partnership. Under this model all classes in specific units are held within a school, with each week's class consisting of a three hour workshop, the first hour spent learning a particular pedagogical approach or technique within the designated curriculum areas, the second hour spent in a classroom with primary or secondary school students being taught in small groups by Pre-Service Teachers (PSTs) with the classroom teacher and the academic present, and in the final hour undertaking guided reflection with the academic and often the teacher present. In 2020, 25 schools including senior colleges, high schools and primary schools hosted clinics across 44 units.

In Semester one 2020 when the campus was shut due to COVID, classes were delivered using recorded lectures and remote video conferenced tutorials and workshops. Building on this experience, the Faculty delivered two Short Course programs during the 2020 national short course initiative, a Graduate Certificate in TESOL and FLT and an Undergraduate Certificate in Education. Following particularly strong student demand in the TESOL short course, a decision was made to offer a fully online Graduate Certificate and Graduate Diploma in TESOL in 2021. A series of workshops were undertaken with Faculty learning and teaching leaders, TESOL academics and other innovative teaching academics in the Faculty were undertaken during late 2020 to co-design an online learning experience model and to implement this model in the units to be offered online in 2021.

### 3.2.3 Student success and satisfaction

As shown in Figure 3.7 the Faculty's attrition rates across all courses are lower than those across the University of Canberra and lower than the national average for Education courses. The Faculty saw a substantial improvement in attrition for the 2018 commencing cohort compared to the 2017 commencing cohort.

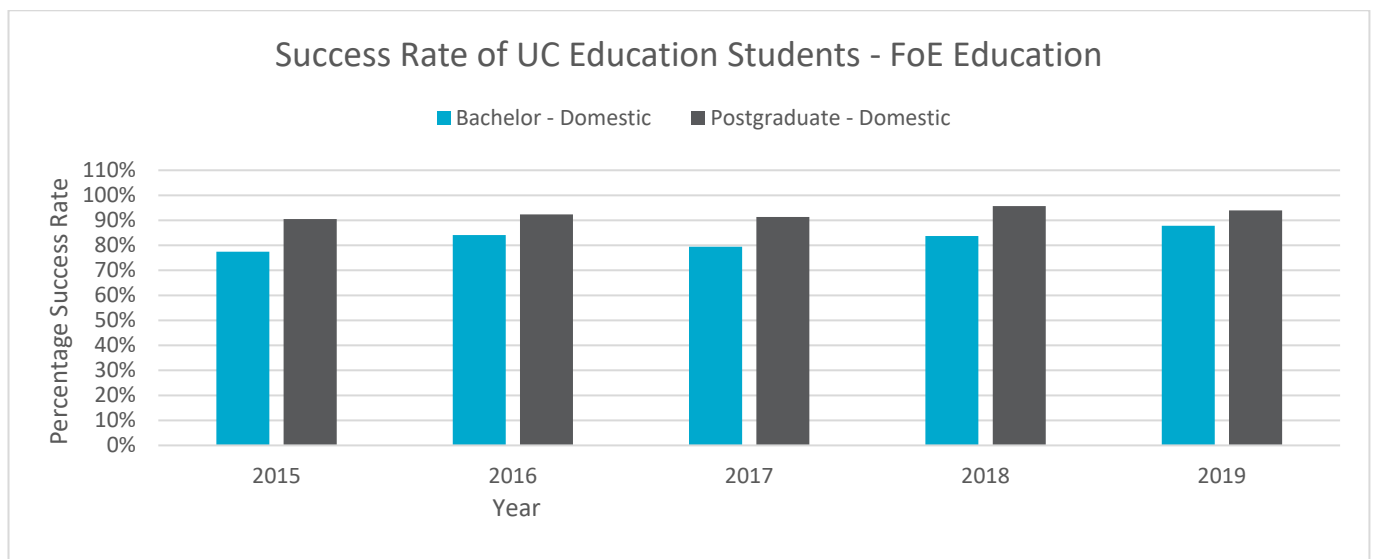


**Figure 3.7 First year attrition rates for Faculty of Education students compared to University of Canberra as a whole and national Education courses. Note that first year attrition counts students who do not enrol in any units the year after commencement.**

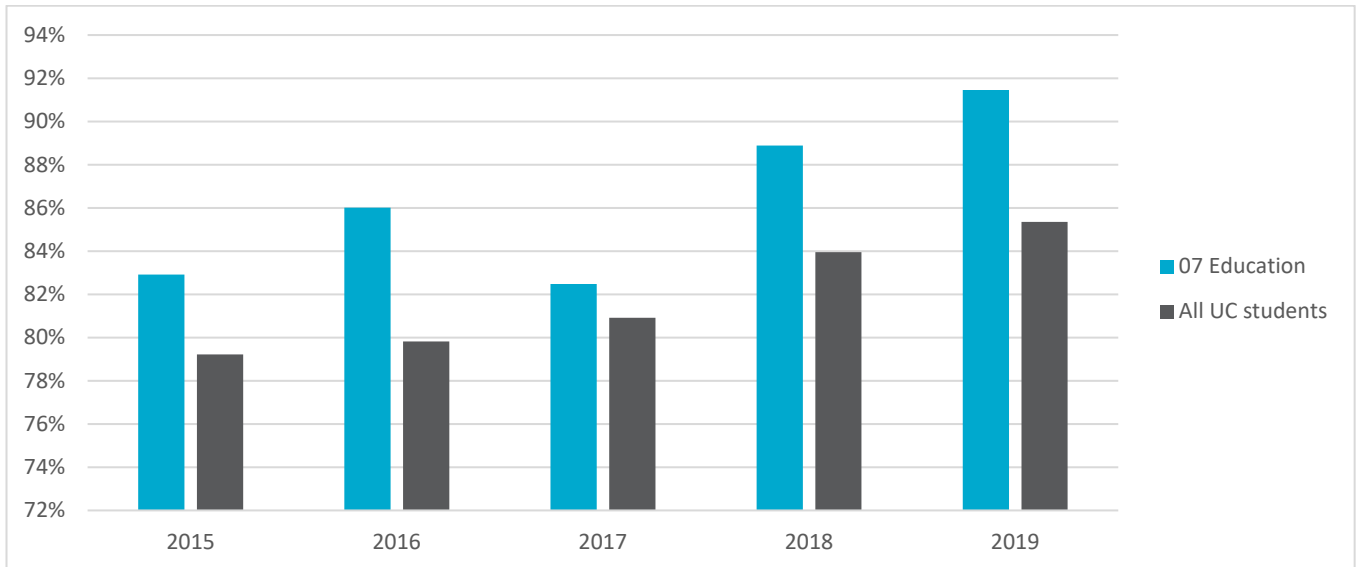
Figure 3.8 shows the retention rates for all Faculty of Education courses for the 2017 to 2019 commencing cohorts. The data suggests that there might have been a retention problem within TESOL courses and within some of the undergraduate Primary Education courses. The Faculty will be undertaking a body of work during 2021 to better understand the retention and attrition data and to explore anecdotal information suggesting that there may be a retention problem in some ITE programs later in the students progression, for example from 2<sup>nd</sup> year to 3<sup>rd</sup> year.



Figure 3.9 compares the success rate of Faculty of Education undergraduate and postgraduate students from 2015 to 2019. Understandably postgraduate students tend to have higher rates of passing their units than undergraduate students. Figure 3.10 compares the success rate within Faculty of Education units to that within other units at UC. Overall, the data suggests that the Faculty’s success rates are quite respectable. Success rates too high can indicate that the Faculty is not sufficiently discerning in its assessment practices or is setting too low a bar for satisfactory performance. Success too low can suggest that students are not being well supported through the teaching of units to allow them to achieve the learning outcomes of units, or that students are being admitted to the course who are not sufficiently capable or well prepared to enable them to be successful. The success rates shown in this data suggest that the Faculty does not have either of these problems.



**Figure 3.9 Success rate within units within Faculty of Education. Note that success rate measures academic performance by comparing the equivalent full-time student load (EFTSL) of units passed to the EFTSL of units attempted.**



**Figure 3.10 Success rate of Faculty of Education units compared to the rest of UC. Note that success rate measures academic performance by comparing the equivalent full-time student load (EFTSL) of units passed to the EFTSL of units attempted.**

**Figure 3.11** displays the Faculty of Education Student Experience Survey results for Teacher Education courses in 2019. The data suggests that the Faculty’s postgraduate courses are rated more highly than the sector mean on all indicators. The undergraduate courses on the other hand are more positively rated by students than students on average at other units in relation to teaching quality but lower than average on learner engagement, skills development and overall quality of the educational experience. The data for 2020 has recently been released but national comparative data is not yet fully available. It is generally accepted that courses across the sector saw a downturn in student satisfaction during COVID-19 and so reviewing the Faculty’s 2020 data in isolation from the sector data could be misleading.

During early 2020 UC Planning and Analytics undertook some important analytical work to better understand the factors in the student experience that most impact on their overall satisfaction. Due to the more pressing challenges presented by the COVID-19 pandemic, the Faculty has not yet made use of the results of this analysis to help determine the changes needed within our own courses to improve student satisfaction. It is clear from the data below that work is needed to improve the quality or the students’ perceptions of quality in our undergraduate programs.

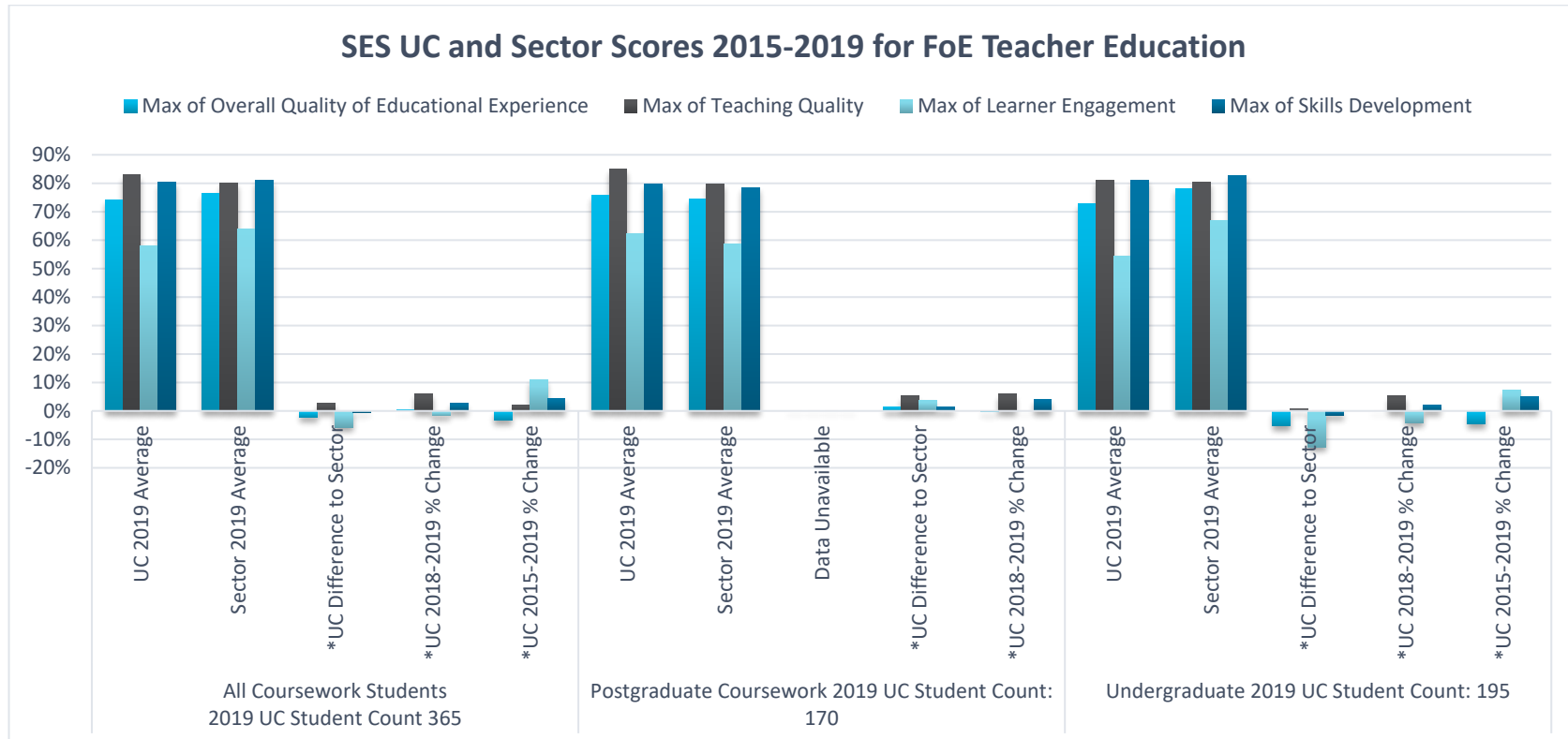


Figure 3.11 Faculty of Education Student Experience Survey results for 2019 and showing changes from 2015 and 2018

Figure 3.12 shows the percentage of students from the faculty in fulltime employment from 2016 to 2020. Graduates in 2018 and 2019 had very strong rates of employment. The slight downturn in 2020 reflects the impact of COVID primarily on international students. For example, 87% of domestic graduates in 2020 were in employment, whereas only 35% of international graduates (a fall of 32% from 2019).

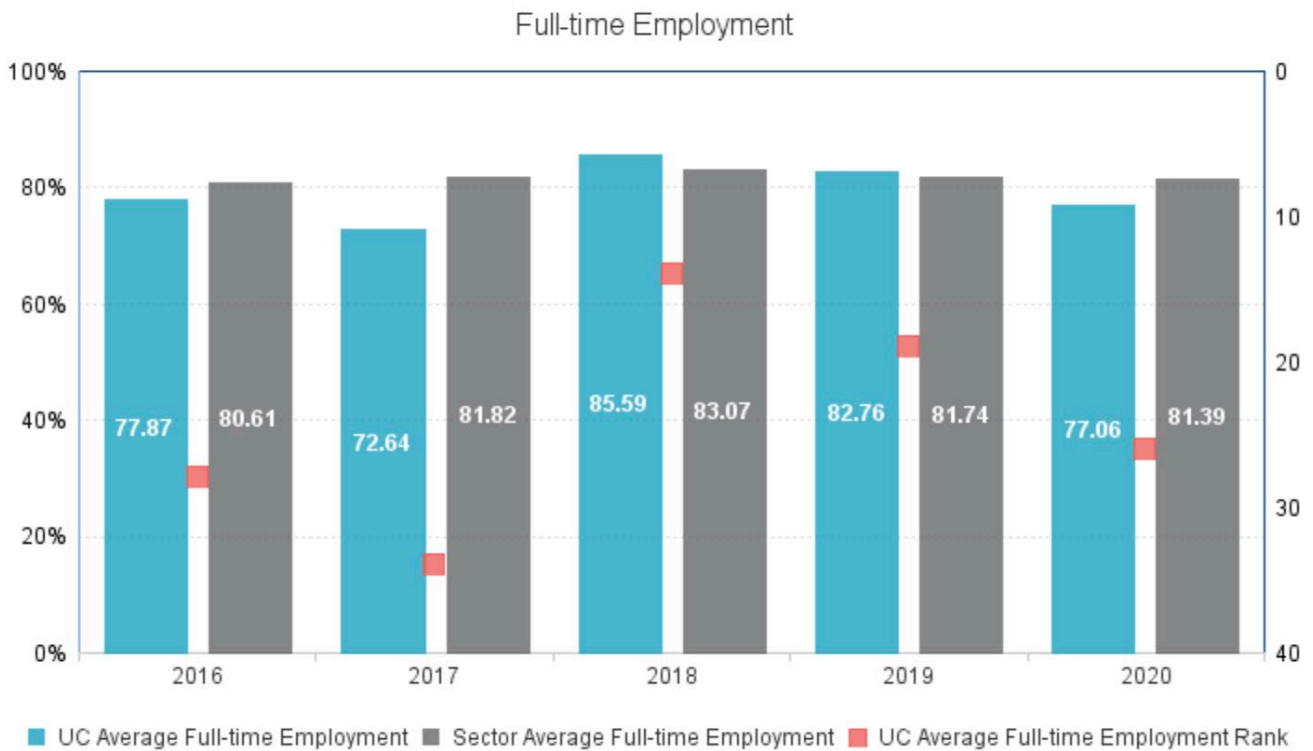


Figure 3.12 Fulltime employment outcomes for Faculty courses compared to national data within Teacher Education discipline area

### 3.2.4 Higher Degree Research student support

At UC, Higher Degree Research (HDR) students have an annual opportunity to express their degree of satisfaction with their HDR courses. The latest available data on HDR student satisfaction is from 2019. On this occasion, 26 students (50% of the Faculty cohort) responded to the survey (a similar response rate to 2018). The 2019 survey results showed clear improvement compared to 2018, with 96% of students agreeing with the statement “I am satisfied with the quality of my experience as a research student at UC” compared to 69% in 2018. This positive change can be attributed largely to concerted changes made at Faculty level to provide students with stable and expert supervisory panels after a period of staff attrition.

Other selected measures directly relevant to the work we do in the Faculty show a clear increase of level of satisfaction (2018-2019 period):

- Item “Overall, I am satisfied with the effectiveness of my supervisory arrangements” improved from 64% to 88%;

- Item “Overall, I am satisfied with and feel part of the research culture within my faculty” improved from 64% to 73%; and
- Item “Overall, I have received clear information on the expectations of my course and how to seek assistance within my Faculty” improved from 67% to 81%.

The progress of HDR students at UC is assessed through the completion of four candidature milestone seminars and four Annual Progress Reports. According to the latest data set provided by the University’s Graduate Research Office our Faculty is one of the highest performing Faculties across the University in terms of milestone completion, showing completion rates that exceed 80% for all milestone seminars reported in the period 2020.

The positive outcomes highlighted above can be attributed to the Faculty’s ongoing work on three focal areas: (a) supporting candidatures at risk; (b) supporting HDR students’ research development and Faculty presence; and (c) supporting supervisors’ development. The following is a summary of work undertaken during 2019/2020 under within these three strategic areas:

- **Supporting Candidatures at Risk.** Since mid-2019, the team has monitored closely the Annual Progress Reports submitted to Faculty and has enacted systematically the University’s Progress Support Strategy (PSS), a three-month period of strict supervisory monitoring of goal completion that has the oversight of the ADR - Higher Degrees. Currently less than 5% of students are under PSS. This process is deemed critical in supporting students whose candidatures have been interrupted due to personal circumstances or COVID -19 related disruptions. While for the majority of students the PSS paves a way towards a systematic re-engagement with studies, in other cases, it provides a route for exiting the degree, which is important for historically complex cases.
- **Supporting HDR Students Research Development and Faculty Presence.** One of the most significant changes observed in the Faculty since 2019 has been the increased visibility and profile of our HDR community. Currently our students: present all their milestone seminars as part of the Research and Innovation Seminar series, occurring fortnightly; they are part of a dedicated online research site where information and resources are disseminated, while opportunities of online exchange are encouraged, and they participate in a calendar of events that combines social events, writing intensive sessions, and development sessions addressing issues affecting their progress. Despite the disruptions created by the pandemic in 2020, students presented 31 milestones seminars during last year and continued engagement with their research activity via our dedicated online site.
- **Supporting Supervisor Development.** In collaboration with the University’s Graduate Research Office, we support supervisor development by: directing Early Career Researchers to University wide professional learning in this area; scaffolding admissions and candidature processes with new supervisors; providing thoughtful consideration to panel composition to maximise capacity and combined expertise, and providing a platform for supervisors to share experiences and areas of concern.

### 3.2.5 Teacher Education quality and compliance

In 2014 The Australian Government appointed a Teacher Education Ministerial Advisory Group (TEMAG) to make recommendations to improve initial teacher education (ITE) to better prepare new teachers and ensure new graduates are classroom ready. Following the acceptance of the TEMAG report by state and commonwealth education ministers in 2015, Initial Teacher Education providers have been required to make a number of changes to their programs in order to ensure the quality of graduating teachers. Three key areas addressed by the TEMAG reforms are the requirement for all graduates to have completed the national Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test, the requirement for all graduates to have completed an AITSL approved Teacher Performance Assessment (TPA), and improvements in the quality of professional experience placements. The Faculty's work in each of these areas are discussed within this section.

#### LANTITE

The Teacher Quality Institute required all students commencing in 2017 or later to complete LANTITE prior to graduating. **Table 3.11** shows the success rate on the first attempt for the literacy and numeracy component of the test. The high 2017 success rate is considered an anomaly occurring because only students who were confident in passing, volunteered to take LANTITE in that year (with very few students graduating in that year required to complete it). Success rates of 75-80% have been fairly consistent since 2017.

**Table 3.11 Success rates on first attempt at LANTITE literacy and numeracy components**

	2017	2018	2019
First attempts	114	229	234
Literacy passes	109 (96%)	179 (78%)	181 (77%)
Numeracy passes	97 (85%)	184 (81%)	176 (75%)

Following initial benchmarking and data analysis LANTITE was prioritised as an area requiring additional scaffolding and support. From the beginning of 2020, all undergraduate ITE students were required to enrol in a unit called Engaging with LANTITE. This threshold unit requires successful LANTITE completion, and students cannot progress to Year Three in their degree without completing this unit. Students are encouraged to engage with LANTITE as early as possible in their degree. All students have access to preparatory material, both from ACER and within the Faculty. They also complete a seminar on test taking strategies and managing test anxiety. Prior to 2020, LANTITE was embedded in all capstone placement units. This approach meant that students were undertaking LANTITE in the final year of their course and did not allow sufficient opportunity for intervention and support for those who were unsuccessful in their first attempt.

A new role of Student Success Coordinator was created in 2020. The purpose of this role was to better identify and support students who may be at risk including at risk of failing at LANTITE. A range of other culturally appropriate supports such as pastoral care, tutoring and culturally safe places for Aboriginal and Torres Strait

Islander are provided by the Ngunnawal Centre, further enabling cohorts of interest to achieve success.

### Teacher Performance Assessment

The Faculty joined the Assessment for Graduate Teaching (AfGT) consortium for the implementation of the new Teacher Performance Assessment (TPA) requirement in 2018.

In 2019 the undergraduate Primary Education cohorts completed the TPA assessment and 111 students successfully completed it that year. No student who attempted the assessment was unsuccessful. In 2020, 116 students from the undergraduate Primary cohort completed the TPA successfully and there are currently 7 still to be completed.

The Faculty began to phase the TPA into undergraduate Secondary courses in Semester 1, 2020, with 3 students completing it ahead of midyear graduation. In Semester 2, 37 undergraduate Secondary Pre-Service Teachers (PSTs) were scheduled to complete their TPA assessment but some of these are still awaiting their placement to be able to complete this. 24 of these students have successfully completed the TPA so far.

In Semester 2, 2020 the Faculty also phased the TPA into the postgraduate Primary and Secondary Education programs. In the Primary cohort we had 13 students successfully complete the TPA and in the Secondary cohort we had 28 students successfully complete the TPA during 2020.

As yet no student has failed the TPA outright, but a small number of students from Semester 2 2020 have been asked to resubmit. Policies and processes for managing unsuccessful completion were refined during the later part of 2020. Table 3.12 provides a summary of TPA completion data for 2019 and 2020.

*Table 3.12 TPA Completion Data for 2019 and 2020*

Year	Cohort	Completions	Pending
2019	UG Primary	111	
2020	UG Primary	116	
2020	UG Secondary	27	10
2020	PG Primary	13	
2020	PG Secondary	28	3

### Professional Experience Placements

It is well accepted that students' experiences on professional experience placement are of critical importance to their graduate capabilities and classroom readiness. The Faculty has instituted a wide range of strategies in recent years to improve the quality of student experience on placement.

From 2017, we have **visited all schools** (approx. 50) hosting PSTs for the 1st Year Observational Placement to meet with school leaders and staff and check-in with the PSTs. These annual visits are appreciated by schools who are grateful for the opportunity to meet UC staff and to share their reflections on aspects of the UC Professional Experience program. The Faculty particularly values the opportunity to further develop relationships with schools

and receive their feedback and ideas. In 2017, we also **surveyed School Professional Experience Coordinators (SPECs), teacher mentors and PSTs** seeking their views on our Professional Experience program and processes. Following a year of 'listening' and improvement in 2017, 2018 and since have been years for consolidation and development. The following are the key developments emanating from the feedback from these consultations.

**Changes to placement arrangements.** Schools had expressed concerns in the past about PSTs not having their first regular placement until 3rd year so placements were introduced for 2nd year PSTs. A further change in Placement arrangements for Early Childhood and Primary (ECP) students was an addition of 5 extra days to the 3rd year Second Semester placement bringing the total number of days to 85 over the course of the degree. Further school-based clinics (see below) were also added to our ITE model to increase our PSTs hands on classroom experience.

**Affiliated Schools Program.** 2019 saw the introduction of the Affiliated Schools program involving 25 Education Directorate schools selected to represent the social, cultural and educational diversity of the ACT. The Affiliation includes schools from all segments- Early Learning Settings, Primary, Secondary and Senior Colleges. This unique partnership involves a number of elements including 'school-based clinics' that provide additional placement opportunities for PSTs (see below).

**School liaison team.** Also, from the beginning of 2019, the Faculty resourced a school liaison team with five members. Each team member was responsible for five Affiliated schools and was also involved in the Faculty 'Intervention and Support' team that responded to requests from schools or PSTs during Placement periods. Members of the liaison team are committed to building strong, mutually-beneficial relationships with schools, partnering with them to achieve the objectives of the Affiliated Schools program and supporting them to provide our preservice teachers with quality Professional Experience.

**Increased demand for practicum places.** Several changes have occurred in placement requirements since 2019 resulting in a total of approximately 1400 placements in local schools each year. The introduction of the new Master of Primary and Master of Secondary Teaching courses resulted in an additional placement each Semester for these cohorts. These changes resulted in an additional 135 secondary placements and 65 additional ECP placements over the year. While the ECP placement offers from schools were sufficient to meet demand, initial Secondary offers fell well short of demand and several additional requests needed to be made. With the assistance of many Affiliated and other schools, the demand was eventually met although some placements were slightly delayed.

**School based clinics.** The Clinical model of professional experience has been a feature of the Faculty's placement arrangements for around ten years. With the introduction of new courses from 2016 with a focus on the PCK model, two school-based clinics were integrated into third year ECP courses in both Semester 1 and 2 along with one EC unit in S1, that came online from 2018. In 2019, two more 2nd Year ECP units became school-based increasing the total to 7 and Secondary school-based clinics commenced for UG Methods units. In S1 2019, a total of 21 school-based units were offered involving approximately 600 students. In Semester 2 additional Secondary clinics were introduced that included PG students bring the total number of clinics to 24. For UG Secondary students, this represents the equivalent of 10 additional placement days over and above the 80 days of regular placement and for PG Secondary students an additional 5 days over and above the 60 days of regular placement

**Workshops for SPECs and Mentors.** Continuing a practice from previous years, workshops have been facilitated by Faculty staff since 2017 for school-based SPECs and mentors of PSTs. In 2019 and 2020, workshops attracted large numbers of participants and feedback was very positive. Our objectives are to present a contemporary approach to mentoring based on research and literature.

**Awards for mentors and schools.** In 2019, we introduced awards to recognise significant contributors to the professional experience program. The awards acknowledged the work of teacher mentors who support our pre-service teachers on their journey into the profession and also schools, not only for the number of preservice teachers that they hosted in both regular placements and in school-based clinics, but also for the high-quality support that they offered to the educators of the future.

The supply of Secondary placements each semester remains an issue for the Faculty which needs to be addressed. Strategies to address this include a more proactive approach in securing placement offers from schools, working directly with the Education Directorate to identify schools that may have additional capacity and the development of school partnerships, including Affiliated schools and a cluster of nearby NSW schools. The development of partnerships with Catholic and Independent schools is also being explored.

**Table 3.13** shows the total number of days of school contact in each course. For most courses the number of days in schools is substantially greater than accreditation requirements.

**Table 3.13 Days of school contact per course across the whole course**

		Observation Placement	Supervised Placement	School-based Clinic
<b>UG ITE</b>	EC	40	65	25
	Primary	10	55	20
	Secondary	10	70	10
<b>PG ITE</b>	Primary	0	60	0
	Secondary	0	60	6

### 3.2.6 COVID-19 Response

The COVID-19 pandemic presented a major challenge to the University's ability to maintain continuity of delivery of its teaching programs including on campus classes, assessment processes and professional placements required by accreditation. Building on the foundation provided by the University's COVID-19 response leadership, the Faculty established a business continuity group from early March, which initially met daily progressing to a regular weekly meeting to identify and respond to Faculty specific risks. Emerging from the work of this group were changes to unit delivery (from face to face to video recorded lectures and video conferenced workshops and tutorials), to assessment design (replacing in class activities with remote or online activities), to school-based placements (replacing with placements that included online teaching when schools were shut). Complementing the decision-making work of the group was an extensive program of professional development and peer support to enable academic staff to rapidly upskill in the technologies and teaching strategies needed for online delivery.

The four specific elements underpinning successful student support in 2020 that continue to be applied and reinforced in 2021 are:

1. Regular and frequent Leadership Groups with consisting of Executive Leadership, Learning and Teaching Leadership, and Research Leadership (added for 2021);
2. Effective communication strategies to students and staff that strike the right balance between face-to-face engagement and supervision and economic use of available hours;
3. Decision implementation that is collaborative, data-driven, iterative and responsive; and
4. Monitoring, review and replanning processes that are agile and adaptive.

Fundamental to ensuring student success was flexibility of assignment submission during the remote teaching transition. The Faculty engaged a faculty-wide one-week extension for all assessments due during the transition period of 6 April and 13 April. Complex student needs were addressed on an individual basis ranging from lack of access to internet and hardware, to personal issues of welfare. All students received consistent advice and support as a consequence of decision making within the Leadership Group and communication strategies across the Faculty – that were assured to be consistent with the messaging to UC students generally.

Placement continuity was a critical concern for students due to graduate in 2020 and one that was severely impacted by the closures of schools nationally. The Faculty was the first nationally to achieve regulatory agreement from their Teacher Regulatory Authority (TRA) and school partners for contingency measures for ITE professional placements. These measures allowed UC students to undertake online placements with a suitable teacher mentor, while also including provisions to work onsite, or remotely according to the placement that was available and the unique circumstance of the school. Consequently, the Faculty was able to directly and explicitly reassure students that their placement was secure and to ensure that every student due to graduate in 2020 was able to continue to do so with the best possible chance of success.

Ensuring communication with students that was consistent with the central support services provided was paramount. The Faculty was cognisant of inadvertently confusing students with conflicting messages and duplicating existing efforts centrally. Students were consistently put in contact with the relevant support units according to their need.

An analysis of ISEQ reporting for Semester 1 2020, encompassing the COVID-19 context has provided valuable experience and opportunities for reflection for the Faculty, as well as important lessons that will provide a basis for the mid-term work of the Faculty:

1. The importance of effective and agile leadership that is sufficiently informed to make student-centred decisions.
2. The importance of dedicated Faculty academic leaders that focus collaboratively on student success and progress.
3. The importance of faculty-wide engagement in groups of practice that improve the way the Faculty communicates and effects outcomes for students.

With a staged return to face to face teaching over the following months, the attention of the Faculty turned to continuing to maintain existing strong relationships with our student body. The Faculty subsequently leveraged

and built upon demonstrated remote teaching capacity and has commenced investigation of options for blended learning, including the redesign of TESOL for online delivery. These actions will proceed with a view to further increasing the attractiveness and flexibility of our course offerings to students while maintaining the value and connection of the face-to-face experience.

As a result of this critical work, the Faculty was able to successfully deliver all scheduled units during 2020 and most professional placements (one non graduating cohort had their semester 2 placement deferred to Semester 1 2021). Student feedback through the InterFace Student Experience Questionnaire (ISEQ) suggests that the strategies adopted were very well received by students with 'Strongly Agree' (SA) and 'Agree' (A) responses in Semester 1 actually increasing compared to the Semester 1 2019. As shown in **Table 3.14** the Faculty was also well above the University mean in student satisfaction as measured by ISEQ results in 2020.

**Table 3.14 Comparison of InterFace Student Experience Questionnaire (ISEQ) performance in 2020 against University averages and against equivalent 2019 Faculty results**

Year / Semester	Student Group	SA	A	N/A	D	SD	Responses	Response rate
2020/S1	Faculty of Education	41%	45%	6%	6%	3%	4083	34%
2020/S1	Whole University	33%	49%	7%	7%	4%	33371	30%
2020/S2	Faculty of Education	36%	47%	6%	6%	3%	3855	30%
2020/S2	Whole University	33%	49%	7%	7%	4%	33371	26%
2019/S1	Faculty of Education	37%	47%	5%	7%	4%	4271	36%
2019/S1	Whole University	37%	50%	8%	8%	4%	37882	35%
2019/S2	Faculty of Education	40%	47%	4%	6%	3%	3386	31%
2019/S2	Whole University	33%	50%	7%	7%	4%	27285	26%

## 3.3 PILLAR 3 - Excellence and Innovation through Integrated Teaching, Research and Entrepreneurship

Pillar three within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Actively build teams with outstanding performance and potential to deliver our education and research missions, and recognise and equitably reward excellence in teaching, research, innovation and entrepreneurship.
2. Further develop our current areas of research excellence through strategic investment and support and align these with teaching excellence. Periodically examine opportunities to recognise and support emerging areas of strength to be added to institutional priorities.
3. Comprehensively review and regularly update the curriculum to keep it closely aligned with market needs, and incorporate experiential learning and entrepreneurship opportunities across all courses.
4. Use real-time data to provide feedback to staff to support excellence in student-centred teaching and adopt an evidence-based approach to drive a culture of continual improvement in teaching performance .
5. Redevelop our intellectual property policies to create a sector-leading environment for IP ownership and enable staff to more easily participate in commercial and social ventures that are spun out of their research and scholarship.
6. Leverage government, business and innovation networks, including opportunities afforded by the development of the campus, to build excellence in teaching, research and entrepreneurship capability within the University.

Faculty of Education strategies to address Action 1 have been discussed under Pillar one. This section focuses particularly on Actions 2 (research excellence) and 3 (Curriculum review).

### 3.3.1 Research excellence

#### Overall research performance

**Table 3.15** shows the Faculty's research grant income by research income category 2016 to 2019. The Faculty has had a steady stream of research income during this period, with a spread of grants across categories.

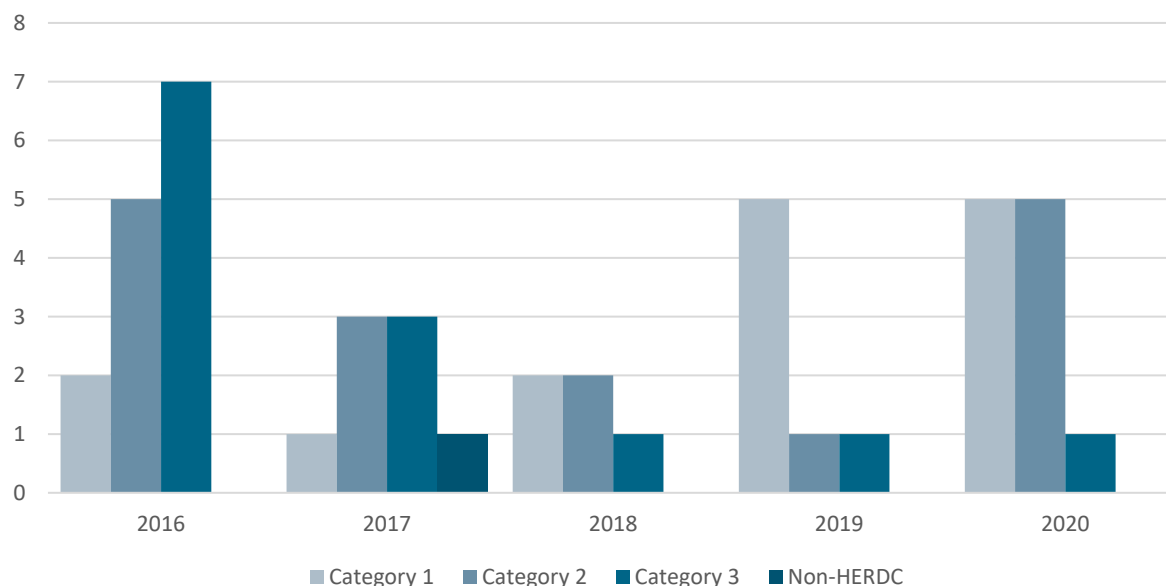
**Table 3.15 Faculty research income 2016 to 2019 (HERDC reportable income)**

Year	Category 1	Category 2	Category 3	Total
2016	\$1,511,062	\$1,563,802	\$298,631	\$3,373,494
2017	\$1,825,656	\$3,025,329	\$266,017	\$5,117,002
2018	\$712,874	\$2,100,784	\$110,415	\$2,924,073
2019	\$471,839	\$2,854,155	\$82,253	\$3,408,247
<b>Total</b>	<b>\$4,521,431</b>	<b>\$9,544,070</b>	<b>\$757,316</b>	<b>\$14,822,817</b>

Table 3.16 summarises Faculty research grants awarded in each category from 2016 to 2020 while Figure 3.13 shows the number of grants awarded within each category during the same period. Although grant success in 2016 was phenomenal, with over \$11 million awarded across 14 grants, there has been a steady stream of new grants since 2016 with an average of just under 8 new grants per year and an average of just under \$1.4 million per year.

**Table 3.16. Faculty research grant income awarded: 2016 - 2019**

Category	Category 1	Category 2	Category 3	Non-HERDC	Grand Total
2016	\$2,278,150	\$8,426,095	\$401,354		\$11,105,599
2017	\$544,419	\$21,000	\$778,298	\$3,000	\$1,346,717
2018	\$631,699	\$49,545	\$10,000		\$691,244
2019	\$2,609,455	\$5,000	\$-		\$2,614,455
<b>Grand Total</b>	<b>\$6,063,725</b>	<b>\$8,598,539</b>	<b>\$1,231,034</b>	<b>\$3,000</b>	<b>\$16,896,296</b>



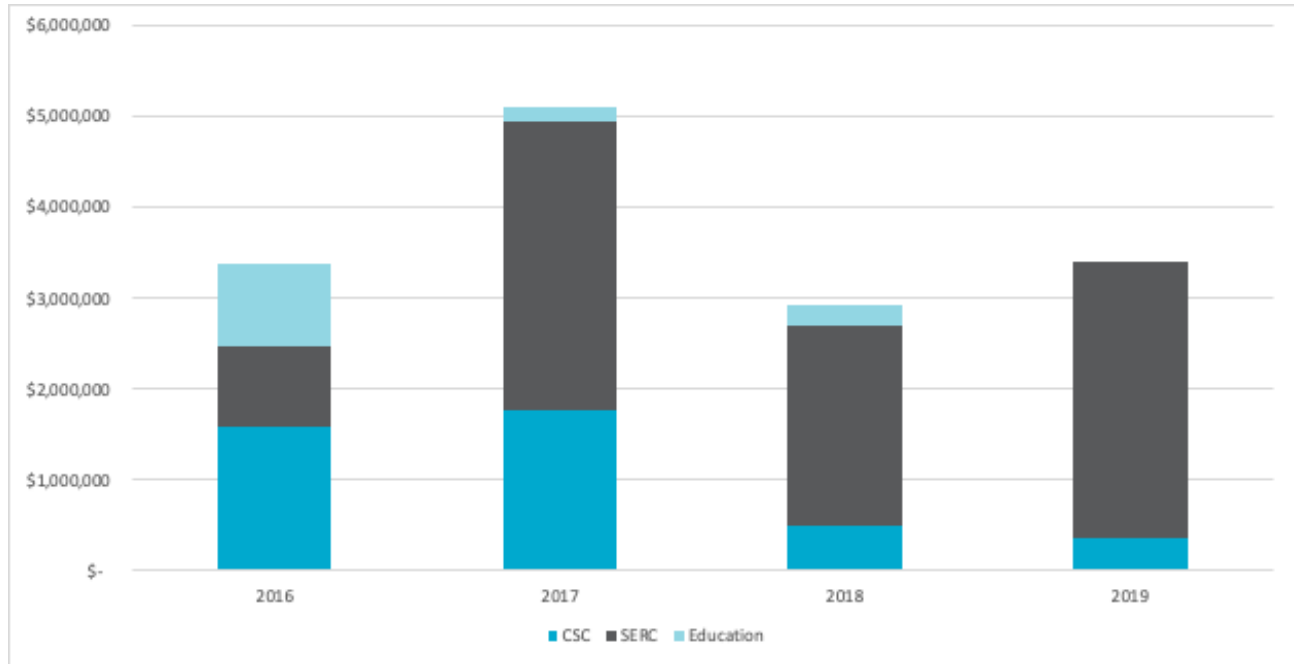
**Figure 3.13** Number of grants awarded by income category 2016 to 2020 (note that 2020 data is incomplete in this chart – see below for complete list of grants awarded during 2020)

The strength of the Faculty’s research performance is particularly noteworthy when considering the relatively modest size of the Faculty. This is best illustrated by the grant income earned per FTE research academic. **Table 3.17** compares Australian Research Council (ARC) research grant income in the Field of Research (FOR) 13, the discipline of Education, from 2016 to 2020 for University of Canberra academic staff versus the Sector as a whole. The table shows that the UC income per FTE research academic staff member was \$49,587 versus a national average of \$30,794 per academic staff member. Because of the diverse range of grant schemes from which the Faculty’s research income has been drawn, a similar comparison across all grant schemes would be likely to show an even more striking difference between researchers within the Faculty and sector averages. The research grant income from all sources per FTE research academic in the Faculty from 2016 to 2020 was \$153,000 per year.

**Table 3.17** Education Discipline (Field of Research 13) Australian Research Council research income comparison University of Canberra versus National

FOR 13 ARC Income	FTE	2016	2017	2018	2019	2020	Grand total
National total	2516.8	\$8,517,508	\$7,431,887	\$12,679,849	\$11,285,611	\$37,587,129	\$77,501,984
UC total	31		\$541,000		\$583,199	\$413,013	\$1,537,212
National total per FTE		\$3,384	\$2,196	\$5,774	\$1,955	\$19,231	\$30,794
UC total per FTE			\$17,452		\$18,813	\$13,323	\$49,587

**Figure 3.14** shows the Faculty research income 2016 to 2019 by researcher grouping. SERC’s grant performance during this period has been particularly strong, particularly during 2017 to 2019, while CSC had strong grant income during 2016 and 2017.



**Figure 3.14** Research income by researcher grouping (CSC, SERC or unaligned researchers)

As shown in **Table 3.18** the Faculty saw a slight downturn in publications in 2020. This partly reflects the fact that many conferences were not held (and so the opportunities for conference presentations were limited) and the fact that many publishers’ publication pipelines were impacted by COVID. Encouragingly (and consistent with this), there are currently 21 articles accepted and awaiting publication.

**Table 3.18** Faculty of Education Publications 2016 to 2020

Type	Article	Book	Chapter	Conference paper	Total
2016	52		7	5	64
2017	50		8	6	64
2018	44	2	9	6	61
2019	33		3	6	42
2020	28		3	1	32

**Table 3.19** compares the Faculty’s publication performance per research academic to sector averages. The data suggests that SERC and CSC members are publishing at greater rates than sector averages but non-aligned researchers are not quite meeting this benchmark.

**Table 3.19 Comparison of Faculty publications per research academic versus national FoR 13 publications per academic based on ERA FoR 13 staff data**

<b>Total Articles, reviews, conference papers, books and book chapters</b>						
	2016	2017	2018	2019	2020	<b>Total</b>
CSC	38	14	19	13	14	98
SERC	9	14	10	7	14	54
Faculty of Education total	63	35	42	31	42	213
Australia (FoR 13 only)	3,560	3,581	3,722	4,196	4,964	20,023

<b>Articles, reviews, conference papers, books and book chapters per academic FTE</b>								
	2016	2017	2018	2019	2020	<b>Average per year</b>	<b>FTE</b>	
CSC	3.39	1.25	1.70	1.16	1.25	<b>1.75</b>	<b>11.2</b>	Current
SERC	1.50	2.33	1.67	1.17	2.33	<b>1.80</b>	<b>6</b>	Current
Faculty of Education total	2.03	1.13	1.35	1.00	1.35	<b>1.37</b>	<b>31</b>	Current
Australia (FoR 13 only)	1.41	1.42	1.48	1.67	1.97	<b>1.59</b>	<b>2517</b>	ERA data

The Faculty's research performance has led to steady improvement in global rankings. Since the Faculty first entered global university rankings in 2014, it has risen dramatically in both the QS World University (QS) and Times Higher Education (THE) rankings. In the 2017 QS ranking the Faculty was ranked in the 251-300 bracket and in the three years to 2020 it has risen and maintained its position in the 201–250 bracket. In 2020 the Faculty improved its ranking to now sit in the 151-175 bracket of the THE ranks.

### **COVID and research support during 2020**

Many of the Faculty's research projects were affected by the COVID pandemic, particularly our large projects requiring fieldwork in the South Pacific. The inability of academic staff to travel to Papua New Guinea and the Solomon Islands meant that we did not incur the expected travel expenses, and we have subsequently needed to re-negotiate the milestones of several research grants.

The Faculty's regular Research and Innovation Seminars and HDR Students Seminars continued in 2020, in F2F and online mode. Since early September 2019, academic staff, HDR students, adjuncts and supervisors have all been invited to both the Research & Innovation Seminars and the HDR Students Seminars to foster a collegial (research) culture in the Faculty. The change was well received, in particular by HDR students. Both seminar series are ongoing and well attended. The ADR Elke Stracke also initiated research management and practise meetings to share and discuss processes and procedures. In 2021 we continue to run both seminar series in dual modality due to the positive uptake and excellent attendance rates of staff and HDR candidates.

In 2020, the ADR Elke Stracke initiated the establishment of the Faculty Research Leadership Group (RLG). The group met for the first time in early 2021. The establishment of the RLG fills a gap in the current committee structure of the Faculty. The RLG's purpose and functions are similar to that of a Faculty Research Committee. For details, please refer to the attached Terms of Reference (attached). The RLG will play a central role in developing policies and procedures for research and research training in the Faculty, thus extending the research culture and activities across the Faculty of Education. The Terms of Reference have been developed in consultation with all staff and the Faculty Executive.

Since July 2020 Professor Moosung Lee has led the collaborative research in the ACT ED - UC Affiliated Schools Research Program 2020, a partnership between the University of Canberra (UC) and the ACT Government underpinned by a shared vision for innovation, research, and teacher professional development. The 2020 Affiliated Schools Conference (October 2020) was held online. It showcased the excellent work that has taken place, and continues to take place, between the University of Canberra and the 25 ACT Education Directorate schools that form the Affiliated Schools program.

Despite the challenges experienced during 2020 the Faculty continued its excellent research grant performance with the receipt of 15 new research grants totalling \$6.8m. Major grants were awarded from the Commonwealth Department of Education, Skills and Employment (\$5.7m awarded to Tom Lowrie and the SERC team for the next stage of ELSA), the Australian Research Council (\$413k for a DECRA project led by Phil Roberts titled 'Engaging Rural Knowledges for Sustainable Futures: Spatial Justice and Rural Schooling' and \$425K for a DECRA project led by Ilyse Resnick titled 'Building capacity in Australia's STEM future through literacy engagement in spatial reasoning') and The Australian Centre for International Agricultural Research (\$150K for a project led by Barbara Pamphilon and Katharine McKinnon titled 'Examining and developing gender roles in soil management in the PNG highland'). Table 3.20 lists the grants awarded during 2020. Significantly, the amount of new research funding awarded to the Faculty during this period (\$6.8m) represents 36% of the UC Primary KPI target annual amount of \$19m for a Faculty with only about 10% of the University's academic workforce.

**Table 3.20. New grants awarded during 2020**

Funding body	UC Researchers	Project title	Amount to UC
Department of Education, Skills and Employment	Tom Lowrie, Tracy Logan, Kym Simoncini,  Christina Lommatsch, Ilyse Resnick, Sitti Patahuddin	Foundation to Year Two expansion of the ELSA program to improve STEM literacy and numeracy in Australian schools	\$5,700,000
ARC DECRA	Ilyse Resnick	Building capacity in Australia's STEM future through literacy engagement in spatial reasoning	\$425,406
ACIAR	Katharine McKinnon	Next generation agricultural extension: social relations for practice change	\$150,000
ACIAR	Katharine McKinnon,  Barbara Pamphilon	Examining and developing gender roles in soil management in the PNG highlands	\$150,000
ACT ED	Deborah Pino-Pasternak, Barbara Pamphilon,  Kym Simoncini	Calm and Alert – Ready to Learn: A transition program created by families, EC services and schools	\$122,303
ACT ED	David Spillman, Ben Wilson,  Katharine McKinnon	Building Cultural integrity with 'Country as Teacher'	\$99,715
NSW Teachers Federation	Phil Roberts, Amanda Edwards, Jenny Dean	Ensuring equitable access to the curriculum guarantee in NSW primary and secondary education.	\$41,382
ACIAR	Barbara Pamphilon	Enhancing Private Sector-led Development of the Canarium Industry in Papua New Guinea - Phase 2	\$22,500
NSW DET	Phil Roberts, Laurie Poretti	Reinventing the Gap Year: Establishing new forms of supportive communications between universities, regional students and parents	\$20,700
TQI	Bernard Brown,  Rohan Nethsinghe	TQI Research Evaluation Project: Modular 2.0 model evaluation	\$20,000

Funding body	UC Researchers	Project title	Amount to UC
Radford College	Shyam Barr, Deborah Pino-Pasternak	Leaders, teachers and students' thinking and practice about self-regulated learning	\$20,000
ACT DET	Christina Lommatsch, Tracy Logan, Barney Dalgarno	Teachers' Digital Pedagogies Before, During, and After the COVID-19 Pandemic	\$19,979
ACT DET	Thomas Nielsen, Jennifer Ma	Implementing personalised wellbeing learning at Maribyrnong Primary: A wellbeing pedagogy professional learning and action-research initiative	\$19,628
Vincent Fairfax Family Foundation	Phil Roberts, Jenny Dean, Natalie Downes	Education in Rural and Regional Areas – Strategic Review	\$10,717
National Centre for Student Equity in Higher Education.	Phil Roberts, Laurie Poretti	Higher education careers advice for Low SES students, including low SES Indigenous students	\$5,000
<b>Total funding awarded</b>			<b>\$6,827,330</b>

### STEM Education Research Centre (SERC)

During 2020 the SERC team undertook two major new research initiatives associated with the ELSA program, namely: (i) an Australia-wide randomised control trial (RCT) of the efficacy of the ELSA program in pre-schools; and (ii) a research and development (R & D) project to establish the merit of the ELSA program being adapted to the Foundation year of school.

For both projects, the SERC team needed to re-develop all professional learning materials via synchronous and asynchronous learning management systems in order to administer the programs during the COVID pandemic. The team also supported professional learning with additional learning experiences for educators/teachers throughout the respective interventions.

**Randomised Control Trial (RCT) of the efficacy of the ELSA program in pre-schools.** The ELSA program is designed to engage preschool children in STEM and spatial reasoning through play-based activities. As part of the program, ELSA educators participated in several professional learning (PL) sessions across 2016-2019. The PL sessions built the educator's capacity and provided them with a range of teaching tools and ideas, including the four ELSA digital apps. A random sample of the ELSA educators were also provided with additional PL around how to engage preschool children in spatial reasoning and why that is important in supporting STEM learning. In 2020, we conducted a randomised control trial (RCT) involving 116 schools to examine if the ELSA program increased

preschool children's spatial reasoning and numeracy. We compared children from the ELSA educators who received the spatial PL, continuing ELSA educators, and a business-as-usual control group. The control group educators were drawn from the ELSA waitlist and received the ELSA program after the study was finished. We found that children from the ELSA preschools had higher patterning, spatial language, perspective-taking (a spatial reasoning skill), and numeracy skills compared to the business-as-usual control group. In addition, we found the spatial reasoning PL led to even larger learning gains.

**ELSA in the Foundation year of School.** Within philanthropic support of \$US100,000 from Rapid 7 and in-kind support from the NSW Department of Education, the team undertook a developmental program to implement the ELSA program into the first year of school (across states and jurisdictions). Teachers received support and professional learning face-to-face in some cases, but overwhelmingly online due to the COVID-10 pandemic. Over 1000 children participated in the 18-week program, which involved using the ELSA apps and engaging with the Foundation Year off-app lessons. Children also undertook a pre and post assessment to measure their growth across a number of spatial reasoning and numeracy constructs. Overall, the cohorts made gains across the constructs, particularly in patterning. Further, despite not being part of the ELSA program, the three cohorts all improved in numeracy, indicating transfer between the ELSA program and children understanding in numeracy.

### **Centre for Sustainable Communities (CSC)**

Despite COVID-19, CSC staff have progressed major international Category 1 research projects, including projects on: farmer learning and gender equity in Papua New Guinea (CI Jo Caffrey), the Solomon Islands (CI Deborah Hill) and Pakistan (CI Sandra Heaney-Mustafa); rural education and sustainability (CI Philip Roberts). Grants awarded in 2020 feature partnerships with the University of Queensland (CI McKinnon: gender roles in PNG soil enrichment), Griffith University (CI Barbara Pamphilon: socio-cultural issues in the PNG Galip Nut industry), Melbourne University (CI Katharine McKinnon: social relations in agricultural extension), Sydney University (CI Philip Roberts: incorporating rural community knowledges in schooling Government funded projects are also supporting research to build education for sustainable futures in regional and disadvantaged communities.

In 2020 the CSC brought in \$813K Cat 1, \$181K Cat 2, and \$34K Cat 3 funding. The CSC had 13 funded research projects running through 2020, and maintained work on all these projects despite travel restrictions that affected projects in the Asia-Pacific region (6 projects) and regional NSW (5 projects). CSC teams submitted grant applications for new projects worth a total \$850K (if successful). Projects funded by ACIAR (\$700K in 2020) required renegotiation of funding schedules and deliverables, but by Feb 2021 all existing projects had been approved to continue with an extended time period for delivering on final outputs. For projects based in Participatory Action Research approaches, rapid innovation of remote tools for ongoing engagement with partners and participants was required. The CSC hosted an online workshop open to all ACIAR research teams, HDR students, and PAR researchers within and beyond UC to share this learning and establish a community of practice which is ongoing in 2021. 80 participants registered from across Australia, New Zealand, the Asia-Pacific, Europe, the UK and US. In addition, staff members have remained active contributors to Australian and international networks through, for example: leading initiatives to establish MOU's with University of the Philippines, Diliman and Christ University, India; undertaking formal evaluation of completed ACIAR-funded projects; reviewing for the ARC and ACIAR; consolidating partnerships with domestic and international collaborators through unfunded research initiatives and leadership in key networks in community economies

(Community Economies Research Network and Community Economies Institute – Assoc. Prof. McKinnon), and rural education (Australian Distance Education Association, Australian Curriculum Studies Association, and internationally the American Educational Research Association rural group, National Rural Education Association (USA) – Assoc. Prof. Roberts).

The CSC specialises in research that produces high impact outcomes for community partners and participants. The strength of this work was recognised by a 2020 University Distinction in Engagement and Impact Award for the Action Research for Development research group for their work in PNG, Pakistan and Philippines that has increased capacity of partner organisations to effectively deliver programs for livelihood improvement, empowered participants to achieve greater gender equity, increased viability of farm businesses, and improved food security and household livelihoods.

### 3.3.2 Market responsive curriculum

The Faculty undertook important work during 2020 towards identification of opportunities to expand the course profile and grow load. Growing sustainable load is a key University objective with benefits including improved economies of scale in the provision of university wide services. Increasing our own load, income and workforce size is also important to ensure the sustainability of the Faculty given its relatively small size. Central to the Faculty's course profile expansion plans is the notion of post graduate programs with stackable architectures beginning with micro credentialled professional learning offerings, building up to discrete units, Graduate Certificates and full Masters programs. During 2020 the Faculty has done important foundational work in this space including revisions to our Masters and Graduate Certificate programs incorporating a stackable architecture, and establishment of governance processes within the Faculty for approving professional learning offerings to be eligible for credit. The continuation of this work in 2021 is discussed in Section 4.3.2.

## 3.4 PILLAR 4 - Locally-Anchored Global Hub of Knowledge Partnerships

Pillar four within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Invest in the expansion of courses, enrolment and new partnership models in selected high-potential collaborative ventures.
2. Explore and pursue opportunities for joint ventures in the ACT and surrounding regions including the possibility of inviting suitable institutions to establish partnerships with UC at the Canberra campus.
3. Leverage our global network of partnerships to grow enrolment in our courses and strengthen our financial sustainability.
4. Facilitate two-way movement of students between our diverse partners and the Canberra campus, as well as deploy appropriate technologies to enhance communication among these locations.

The Faculty of Education has four major ongoing partnerships as well as a large number of smaller research and professional learning partnerships between our research centres or individual academics on the one hand, and schools, school systems, government education departments and Non-Government Organisations (NGOs) on the other. The four major partnerships are the Affiliated Schools Program partnership with the ACT Education Directorate, the partnership with Hangzhou Normal University (HZNU) in China for the delivery of a Master of Educational Leadership and Management, the partnership with Hanoi University in Vietnam for the delivery of a Master of TESOL program and the partnership with the Canberra Institute of Technology for the delivery of the Bachelor of Early Childhood and Primary degree.

### 3.4.1 The Affiliated Schools Program

2020 was the second year of the Affiliated Schools Program, and saw the addition of 5 new program schools, bringing the number of full program schools to 10 and the total number of schools to 25. The partnership encompasses a clinical model of teacher education complemented by high quality professional experience placements, capacity development for teachers as researchers, master classes on contemporary topics at the nexus of research and practice, a Master of Education program tailored to the learning needs of Capital Region teachers, and a large program of collaborative research. The clinical model which is a core innovation within UC's Initial Teacher Education (ITE) programs, expanded to 44 units delivered in schools, involving undergraduate and postgraduate ITE students. The Teachers as Researcher program expanded to involve 9 schools and approximately 50 teachers. The second intake within the Capital Region Masters saw another 32 students commencing including 30 under ACT government scholarships and saw the graduation of the first cohort. The first round of the collaborative research program saw the awarding of \$261,625 to four project teams researching topics aligned to the ACT Education Directorate's Future of Education strategy.

### 3.4.2 Hangzhou Normal University, China

Following the re-signing of the partnership agreement with HZNU in 2019, which continued the 20-year relationship, the Master of Educational Leadership and Management course took in its first cohort of 39 students in 2020. This followed the implementation of a new English language entry test with HZNU providing intensive English training prior to commencement within the program. Due to the COVID-19 pandemic it was not possible for UC academic staff to travel to Hangzhou and consequently a new delivery model was implemented involving co-delivery of units by UC staff via video-conferencing technologies and HZNU staff physically present in China. Feedback suggested that the delivery model was very effective and very well received by students and a similar model will be used in 2021 at least until international travel becomes feasible.

### 3.4.3 Hanoi University, Vietnam

The Faculty of Education commenced a new partnership with Hanoi University in 2019, delivering a 2-year Master of TESOL. Hanoi enrolled the first cohort in 2019 and the first cohort graduated in late 2020. Due to local issues in response to the coronavirus the commencement of the second cohort in 2020 was deferred until the middle of 2020. The course is delivered under a model in which UC staff provide curriculum materials and guide the partner university staff in the delivery, as well as providing quality control through moderation. Drawing on our UC staff capacity development in remote and online teaching occurring during the COVID-19 pandemic, we are gradually introducing the use of remote video recorded and video conferenced teaching from UC staff into the program.

### 3.4.4 Canberra Institute of Technology

The Faculty delivers its Bachelor of Early Childhood and Primary course in partnership with the Canberra Institute of Technology (CIT). Under the partnership, CIT deliver the first year of the program on behalf of the University, and at the end of the first-year students are awarded a Diploma of Early Childhood Education and Care. They then undertake three further years of study at UC before graduating with a Bachelor of Early Childhood and Primary Education. The course took in 52 commencing students in 2020.

### 3.5 PILLAR 5 - The Educated Life: A Lifelong Learning Community

Pillar five within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Open up and integrate with the surrounding district of Belconnen and strengthen our partnerships with local educational and professional institutions.
2. Enhance Canberra's reputation as a knowledge city and education capital, and grow the knowledge economy by developing an entrepreneurial hub where industry, research and community come together in the exploration of ideas and pursuit of solutions.
3. Stand out as a showcase of innovative urban design in a characteristically Australian landscape, and promote healthy and active lifestyles for people of all ages and abilities.
4. Ensure that by developing the UC campus as a smart-city-within-the-city, we deliver cutting edge communication technologies and connectivity to the community.
5. Create opportunities for our students to be engaged across all areas of the campus development and operations as part of the experiential learning programs.
6. Working with our partners, pursue the highest standards of environmental and energy sustainability, water conservation, physical accessibility, and sustainable and active modes of transport.

Pillar five of Distinctive by Design commits to a campus revitalisation that will fundamentally transform the physical and functional environment through which the University delivers its mission, with principles of co-creation and collaboration at the heart. The Faculty of Education has a deep commitment to this pillar and have engaged closely with the planning team during consultation on the campus master plan.

In addition to our contributions to the campus master plan the Faculty is regularly engaged in activities beyond the campus that engage educational and community stakeholders in our teaching, professional development and research activities. For example, in 2021 we have partnered with the Spanish Speakers Association on a Community Grants Hub funded project through which 20 Spanish language teachers within ACT Community Language Schools will undertake professional development for credit into our post graduate TESOL programs.

## 4 Faculty Plans Aligned to *Distinctive by Design*

University of Canberra has an annual Operational Planning process whereby each Faculty and Business Unit prepares an operational plan aligned to the University's Distinctive by Design Strategic Plan. The full list of Key Intended Results and associated Actions from the 2021 Faculty Operational Plan have been included within Sections 4.1 to 4.5.

### 4.1 PILLAR 1 - Our People: The Drivers of Our Success

Pillar one within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Actively search for the best and brightest talent in line with the University's priorities and provide support and professional development to achieve high standards of performance.
2. Promote a culture of consultative and participative management and foster a commitment among all our people to a healthy, enjoyable, safe, intellectually stimulating and collaborative environment.
3. Co-design measures of individual and University contributions to drive performance in the new work environment.
4. Encourage innovation, co-creation and considered experimentation while setting a high standard for accountability.
5. Develop our capability and capacity through a renewed workforce strategy, planning and design.
6. Build a community of outstanding leaders and collaborative teams, encourage and celebrate individual and team success, and reward these through fair and inclusive pay and recognition.

#### 4.1.1 Staff profile

**KEY INTENDED RESULT 1: A Faculty staff profile aligned to our curriculum, teaching and operational needs and our areas of research focus**

The Faculty staff profile includes a good balance between PhD qualified research active staff and academic staff with strong professional teaching and educational leadership experience. However, difficulties in staffing some units highlights the need for systematic work to analyse the capabilities of existing academic staff against curriculum design and teaching needs. The importance of maintaining a critical mass of research staff within areas of identified research excellence and concentration is an additional consideration. A body of work will be commenced in 2021 towards an analysis of existing academic staff capability which will underpin future

recruitment decisions. The Faculty is also experiencing significant workload pressures in our Academic and Professional teams due to additional external and internal accreditation and quality assurance requirements. In line with this a review of professional staff allocations of responsibilities, followed by refinements to position descriptions and adjustments to task allocations to better align with Faculty priorities, work volumes and projected future needs will be undertaken during 2021.

A key underpinning philosophy within the course profile refinement work described later in this report is the idea of incrementally testing the market with new offerings, evaluating their success early and frequently, and based on these evaluations either expanding or pulling back on offerings in these new areas. In order for this to work the Faculty needs a degree of agility within its staffing so that areas can relatively quickly grow and shrink to meet identified changes in industry need and market demand. Key to this is having the right mix of continuing, contract and sessional staff and this need will also be a key element of the thinking that underpins the Faculty's workforce planning work during 2021.

**SPECIFIC ACTIVITIES:**

1. *Analyse academic staff discipline expertise against existing teaching needs to identify areas of over or under supply to inform future recruitment*
2. *Based on future load projections and impact of JRG determine feasibility of replacing selected contract positions with continuing positions*
3. *Replace selected vacant positions with new positions aligned to areas of strategic growth (e.g. Early Childhood, TESOL and/or Teacher Librarianship)*
4. *Review professional staff allocations of responsibilities, refine position descriptions and adjust task allocations to better align with Faculty priorities and work volumes*
5. *Recruit budgeted professional staff role to address overload of key staff in the project management, curriculum review and academic programs areas*
6. *Identify areas of future need in professional staff support for research and teaching.*

## 4.1.2 Faculty structure and culture

**KEY INTENDED RESULT 2: A Faculty structure and culture enabling faculty wide engagement in planning and decision making and ensuring clarity of expectations for all staff**

**SPECIFIC ACTIVITIES:**

1. *Finalise allocation of academic staff to discipline-based teams and provide opportunity for all academic staff to have a mentor*
2. *Drawing on change leadership principles, workshop team leadership and mentorship approaches and provide professional learning for all staff to support establishment of high performing and supportive teams and associated reallocation of responsibilities*
3. *Continue the Engoori participatory cultural renewal program commenced in 2019*
4. *Refine Faculty communication and meeting processes including the mix of newsletter communication, faculty and team meetings and associated processes to ensure meetings enable effective consultation and collaborative decision making*
5. *Make Teamgage results a standing item for Faculty Executive and Faculty Forum and continue to refine structures and ways of working to ensure emergent issues are addressed*

## 4.2 PILLAR 2 - Exceptional Student Experience and World-Ready Graduates

Pillar two within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Create a standing advisory committee representing various student groups to work with the Vice-Chancellor and senior administration on matters of curriculum, policy and student experience.
2. Make new models of authentic experiential and entrepreneurial learning a feature of all courses, including the use of co-working spaces and start-up training, to equip our students for the evolving workforce and lifetime success.
3. Expand and diversify opportunities for international academic exchanges.
4. Enhance our support services and systems across the entire student journey into and through the University to improve participation, retention and success for all our students.
5. Invest in comfortable, attractive, safe and technology-enabled spaces and residences to foster an enriched environment for living and learning.
6. Widen and strengthen opportunities for participation in sports, cultural and social activities.
7. Structure our degree programs and support services to provide lifetime career assistance for our graduates, including access to professional development, discounted further studies, career services and professional affiliations.

### 4.2.1 Student experience models

#### **KEY INTENDED RESULT 3: Ongoing refinements to delivery models for Bruce on campus programs in light of changed student expectations post COVID**

The Faculty plans to refine delivery models within our on-campus programs with a view to maintaining high engagement but increasing flexibility for students. This is in response to increased demand for flexibility following student experiences of remote learning during COVID-19 as well as in acknowledgement of the gradual increase in Initial Teacher Education market share of online providers within the Capital Region. The Faculty see the high engagement with schools within our Initial Teacher Education (ITE) programs as a key point of distinction and consequently have no plans to introduce fully online ITE programs, however increases in flexibility for students through strategies such as optional remote tutorials and recorded lectures may make our programs more attractive to students with substantial family and work commitments.

**SPECIFIC ACTIVITIES:**

1. *Implement a blend of face to face and remote teaching approaches, supplemented by asynchronous self-paced activities in S1 and WT 2021*
2. *Evaluate the delivery models used in S1 and refine for S2 2021*
3. *Further evaluate and determine delivery models to be used in 2022*
4. *In refinements to delivery models draw on unit costings and market research data (see DBD pillar 3)*

**KEY INTENDED RESULT 4: TESOL online delivery models implemented, evaluated, refined and documented as a foundation for future Faculty online courses.**

**SPECIFIC ACTIVITIES:**

1. *Support TESOL team to refine units for fully online delivery*
2. *Evaluate the units, drawing on student satisfaction, progress and retention data*
3. *Through workshops involving TESOL and other staff with appropriate expertise, refine and document the delivery model in time for 2022 use in TESOL and other faculty online courses*

**KEY INTENDED RESULT 5: Capital Region Master of Education delivery model evaluated and refined**

**SPECIFIC ACTIVITIES**

1. *Carry out evaluation drawing on experiences of the first graduating cohort and current students*
2. *In consultation with the Education Directorate and other key stakeholders, make refinements to the delivery model, utilising the potential affordances of digital technologies to enhance flexibility and extend geographic footprint*

## 4.2.2 Professional experience placements

**KEY INTENDED RESULT 6: All required teacher education school placements scheduled and undertaken including the backlog from 2020 and those intended for 2021**

**SPECIFIC ACTIVITIES**

1. *Work with Directorate on strategies to promote wider participation in mentoring of pre-service teachers*
2. *Work with catholic and independent schools towards closer relationships and more schools placing students*
3. *Bed down Faculty placement processes and processes for supporting students after unsuccessful placements*

**KEY INTENDED RESULT 8: Higher Degree Research students supported through all stages of their candidature and supervisors supported to provide quality supervision and research training**

This year the Faculty has secured a domestic HDR student representative and we are in the process of recruiting an international student representative. We hope to work in collaboration with the student body on a number of initiatives including (but not limited to): writing intensives (on-campus and off-campus), an HDR Annual conference or Research Festival, and a social calendar. We will also focus on developing further our online site with a repository of successful milestone seminars and dissertations.

The University's Graduate Research Office has implemented an online admissions portal for incoming graduates, and we expect that a significant part of our efforts this year will be directed to familiarizing supervisors with the functioning of the portal. In terms of supervisor development, Dr Ann Hill (as Supervisory Representative for the University) is leading a community of practice for supervisors in collaboration with the Faculty of Arts and Design. We hope to extend the invitation to other Faculties after a pilot period of two sessions.

The University is preparing for the next Excellence in Research for Australia (ERA) assessment, leading to strategic conversations at Faculty level about the Field of Research Codes we want to prioritise. These strategic decisions will inform concerted efforts to recruit high quality students in our research areas of strength.

*SPECIFIC ACTIVITIES:*

- 1. Support adoption of new HDR portal and associated processes for handling inquiries and applications from potential students*
- 2. Document induction processes for new students and oversee implementation*
- 3. Analyse existing professional learning programs for supervisors and where needed supplement with additional faculty run programs*
- 4. Undertake concerted work to help overdue students to complete or where appropriate withdraw from their program*
- 5. Develop, evaluate and refine new research units*
- 6. Target recruitment of high quality HDR students aligned to Faculty Research strengths and areas of supervision capacity*

## 4.3 PILLAR 3 - Excellence and Innovation through Integrated Teaching, Research and Entrepreneurship

Pillar three within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Actively build teams with outstanding performance and potential to deliver our education and research missions, and recognise and equitably reward excellence in teaching, research, innovation and entrepreneurship.
2. Further develop our current areas of research excellence through strategic investment and support and align these with teaching excellence. Periodically examine opportunities to recognise and support emerging areas of strength to be added to institutional priorities.
3. Comprehensively review and regularly update the curriculum to keep it closely aligned with market needs, and incorporate experiential learning and entrepreneurship opportunities across all courses.
4. Use real-time data to provide feedback to staff to support excellence in student-centred teaching and adopt an evidence-based approach to drive a culture of continual improvement in teaching performance.
5. Redevelop our intellectual property policies to create a sector-leading environment for IP ownership and enable staff to more easily participate in commercial and social ventures that are spun out of their research and scholarship.
6. Leverage government, business and innovation networks, including opportunities afforded by the development of the campus, to build excellence in teaching, research and entrepreneurship capability within the University.

### 4.3.1 Research excellence

**KEY INTENDED RESULT 11: Research centres meeting KPIs for research income, publications and citations, and continuing to make a positive impact on target professions and communities**

#### SERC Priorities for 2021

The SERC program of research in spatial reasoning is world renowned, with the Centre pivotal for international engagement across North America and the United Kingdom. The closure of international borders necessitates that the Teams' research program remains somewhat localised for 2021. SERC priorities for this year are focused on the translational nature of our work, through a desire for our research and development programs to have nation-wide scalability. Specifically, we plan to:

1. Maintain and further develop the reputation of SERC's STEM and spatial-reasoning research projects through strong industry partnerships. We will continue to work the Federal Department of Education, Service and Employment (DESE) and state-based education jurisdictions to scale our projects in ways that support a diverse range of communities (including vulnerable and geographically-isolated communities).

2. Foster and enhance the entrepreneurial capability of our STEM programs. We will establish a commercialised entity for our early years learning programs that will create sustainable industry support for Centre's research program.
3. Establish long-term partnerships and support from philanthropic organisations. These partnerships will ensure that our programs can be accessed by Australia's most disadvantaged communities.

### CSC Plans for 2021

In 2021 the CSC continues to **build on areas of strength**, especially in Action Research for Development and Rural Education and Communities research groups, and to **consolidate and connect emerging areas of research**, particularly across the Comparative and International Education for Development and Learning Communities research groups.

Priorities for the CSC in 2021 are to:

1. **Invest in CSC projects** that foster collaborations within and across CSC sub-groups and builds our reputation as a leading provider of research for genuinely sustainable community development and learning, with a focus on place-based, local and international, collaborative and participatory research.
2. **Support** CSC members to **achieve excellence** in our University KPIs based on grant success, publication and HDR supervision, and to also achieve excellence in quality community impact and engagement.
3. **Establish** internal CSC culture and procedures that foster an inclusive space of collegiality, collaboration and mutual respect.
4. **Develop our HDR recruitment** strategies to attract high quality students undertaking research that complements our core strengths and areas of focus.

### SPECIFIC ACTIVITIES:

1. *SERC and CSC directors regularly review progress against KPIs and work with Executive Dean to ensure appropriate faculty support is provided*
2. *Provide centre directors and ADRs with budget clarity early in the year so they can plan and implement research development initiatives*
3. *Establish Faculty Research Leadership Group and improve research coordination processes across the Faculty*
4. *Explore synergies for partnerships and engagement at the teaching-research nexus (e.g., short courses, aligned to research centres)*

**KEY INTENDED RESULT 12: Affiliated Schools Research Program engaging increasing numbers of faculty academic staff, school leaders and teachers, positively impacting on schools and leading to follow up external funding**

### SPECIFIC ACTIVITIES:

1. *Bed down processes for establishing school-university collaborations for academic initiated or school-initiated research projects*
2. *Improve synergies between Teacher as Research program, Masters research units, school planning and the Affiliated Schools Research Program*
3. *Support researchers to disseminate research results and work with stakeholders to embed outcomes in regular practice, including establishment of an Affiliated Schools Research Web Portal*

4. *Progress most successful projects towards ARC Linkage grant applications*

**KEY INTENDED RESULT 13: All ER and RF Academic staff meet their Research PEAS and undertake research that has a positive impact**

The ADR (Research & Development) has developed a suite of activities for 2021 that are currently under review by the Faculty Executive and the Research Leadership Group (RLG). Successful activities from 2020 (such as the Faculty Research & Innovation Seminars) will continue but could be expanded to, for instance, a Faculty of Education research festival, showcase or conference. Close collaboration with the ADR-HDR will allow for best use of resources (RSP/RTP funds) for shared activities to support research across the Faculty and outside the two centres, e. g. through expert presenter workshops or writing retreat(s).

The ADR (R&D) will develop a mentoring framework for all research academic staff.

The RLG will consider a proposal from the ADR (R&D) to introduce incentives for staff to meet and exceed PEAS. Suggestions include Faculty awards that mirror University awards, conference funding, open access journal funding, seed funding for new projects, cash awards for successes, etc. All ADRs plan to more closely pay attention to Faculty research KPIs (in addition to Centre/Institute KPIs).

The RLG will play a major role in the preparation for the next ERA round 2023 through profiling the Faculty's areas of research focus.

In collaboration with Ms Kylie Reece, both ADRs will look for synergies in the administration of research activities across the Faculty, such as working with the professional staff in the Centres; the development and implementation of a Faculty research grant application and award procedure and support mechanisms, or procedure for cold call visitor requests.

**SPECIFIC ACTIVITIES:**

1. *Supervisors and mentors work closely with team members and mentees and provide support to help them set and achieve research performance goals aligned to the PEAS*
2. *Provide research support and development activities targeted at early career researchers or academic staff not aligned to a research centre*
3. *Provide additional support and mentoring for Assistant Professors to ensure meeting research and scholarship milestones*

**KEY INTENDED RESULT 14: All EF Academic staff are engaged in scholarship aligned to their teaching or engagement activities and which has a positive impact**

**SPECIFIC ACTIVITIES:**

1. *Establish Scholarship support activities targeted at EF academic staff*

2. Provide scholarship opportunities for EF staff through the Affiliated Schools Research Program

**KEY INTENDED RESULT 18: All Faculty staff engaged in research or innovation are aware of IP issues and have taken steps to ensure registration of their IP where appropriate**

**SPECIFIC ACTIVITIES:**

1. Faculty Background IP register established
2. Workshops implemented to enable staff to register any IP they have brought into the university or created since commencing where appropriate

**KEY INTENDED RESULT 20: Company established to undertake commercialisation of ELSA**

An important KIR under Pillar 3 of the 2021 Operational Plan is **establishment of a company to undertake commercialisation of ELSA**. Early Learning Stem Australia (ELSA) is a Commonwealth Department of Education Skills and Employment (DESE) funded project led by SERC that has resulted in the development of digital and physical learning resources to support the development of STEM capabilities for children in early learning settings, pre-school and the early years of school. At the conclusion of the initial stages of funding a review of the project found that the best way to maximise access to the resources across Australia was to establish a commercial entity to distribute the program at scale. DESE have granted UC a license for the program. Professor Tom Lowrie as Director of SERC has been working closely with senior leadership towards agreement on terms for the establishment of this entity.

**SPECIFIC ACTIVITIES:**

1. Reach agreement between the VC, R&I, Finance, the Faculty and SERC around terms for the new company
2. Finalise business plan
3. Secure UC Council approval
4. Recruit CEO and Board
5. Reach agreement on staffing arrangements
6. Commence operation

### 4.3.2 Course profile

**KEY INTENDED RESULT 16: Course profile, unit offerings and delivery models aligned with faculty values, meeting market needs and financially sustainable**

Acknowledging the University of Canberra's small size relative to most other Universities within the Sector, senior leadership have identified a critical need to increase overall student load in order to ensure sufficient economies of scale in relation to the provision of university wide services. Increases in postgraduate load and particularly fee-paying postgraduate load have been given a particular priority across the University, with the addition of new online postgraduate programs and new stackable postgraduate degree structures two key planks within this

overarching strategy. The Faculty of Education as the smallest Faculty within the University is particularly mindful of the need to increase our own size in terms of load, income and staff profile to help ensure our own sustainability as a Faculty and to contribute to the University's sustainability.

This body of work will build on the early work in 2020, towards growing the course profile and overall load gradually over the next 2-3 years with a focus on the following areas:

- Review of on campus delivery models to incorporate greater use of blended and flexible learning approaches to address the risk of losing load to online providers;
- Enhancements to undergraduate Early Childhood Education offerings to address the workforce needs of the ACT Early Childhood Strategy;
- New postgraduate offerings incorporating short courses and professional learning offerings awarded with micro credentials as part of a stackable curriculum model;
- Broadening the footprint of postgraduate offerings by refining delivery models towards greater use of online and blended models; and
- New offshore international offerings drawing on new kinds of partnerships beyond the existing transnational education models.

Complementary to this body of work towards expanding the course profile and growing load is a scrutiny of the viability of existing courses and units. This work will draw extensively on the University level work towards development of an activity-based costing model for the delivery of units, courses and clusters of courses at the discipline or Faculty level. The Faculty will be engaging very closely with this initiative and will draw on the results in scrutinising the viability of existing and new programs.

The Faculty also plans to refine delivery models within our on-campus programs with a view to maintaining high engagement but increasing flexibility for students. This is in response to increased demand for flexibility following student experiences of remote learning during COVID-19 as well as in acknowledgement of the gradual increase in Initial Teacher Education market share of online providers within the Capital Region. The Faculty see the high engagement with schools within our Initial Teacher Education (ITE) programs as a key point of distinction and consequently have no plans to introduce fully online ITE programs, however increases in flexibility for students through strategies such as optional remote tutorials and recorded lectures may make our programs more attractive to students with substantial family and work commitments.

The Faculty engages regularly with the University's Marketing and Global Student Recruitment areas to ensure that positive messages about existing and new programs are readily visible to prospective students and to ensure that interested prospective students are supported in their decision making, application and enrolment processes.

#### *SPECIFIC ACTIVITIES:*

1. *Integration of Indigenous knowledges and cultural understanding across all programs within the faculty, through staff capability building and curriculum refinement*
2. *Three-year plan for incrementally introducing and trialling new PG offerings building on demand analysis, including continuum from micro credentialed short courses, to full masters programs, and including online, blended and face to face delivery models*
3. *Refine unit offerings and delivery models building on unit costings analysis*

4. *Continue to evaluate and refine clinical teacher education model to ensure meeting the needs of all disciplines and to ensure administratively sustainable*
5. *Establish processes to regularly engage the whole course academic teams in data-informed quality enhancement work.*
6. *Explore the possibility of introducing a comprehensive faculty peer review of teaching process*
7. *Refine delivery model for Hanoi TESOL program to leverage online resources and remote lectures, and continue to monitor and evaluate the program's financial viability*
8. *Continue to evaluate and refine marketing messages that highlight the distinctive aspects of our teacher education programs*
9. *Collaborate with Planning and Analytics to undertake market research to identify potential changes to flexibility in on campus courses to attract mature age and part-time students considering online study with other providers*
10. *Continue to evaluate and refine marketing approaches and explore increased collaboration with the widening participation team towards attraction of students from regional NSW*
11. *Continue to explore and prioritise new course ideas emanating from workshopping with academic staff during 2020*

**KEY INTENDED RESULT 15: Early Childhood course profile meets local and national workforce needs and delivery models align with potential student preferences and life constraints**

*SPECIFIC ACTIVITIES:*

1. *Complete consultation with stakeholders commenced in 2020 towards identifying ideal course models*
2. *Seek support from the ACT Government to help seed new courses and to commit to funded places*
3. *Design new courses in collaboration with key industry stakeholders and obtain internal and external accreditation*
4. *Determine appropriate delivery models*
5. *Identify strategic academic appointment(s) needed to lead new course(s)*

**KEY INTENDED RESULT 17: Business proposal regarding potential reintroduction of professional doctorate**

*SPECIFIC ACTIVITIES:*

1. *Undertake qualitative market research with potential students within the ACT*
2. *Develop indicative structure for degree*
3. *Determine financial viability*
4. *If considered viable develop a business plan*

**KEY INTENDED RESULT 22: Evaluation and decision on next steps regarding Online TESOL courses**

## SPECIFIC ACTIVITIES:

1. Evaluate the first stage of Online TESOL to determine whether to a) continue with the Grad Cert and Grad Dip for one further year before making a decision, b) introduce a fully Online Masters, or c) phase out the online Grad Cert and Grad Dip
2. If the decision is to introduce the Masters online, identify academic appointments needed for the increased load

**KEY INTENDED RESULT 23: Processes established to enable professional learning activities and online short courses to provide credit into post graduate courses**

## SPECIFIC ACTIVITIES:

1. New umbrella units approved as part of revisions to all PG courses
2. Faculty board processes established for assessment of proposals for credit to PL programs or short courses
3. Agreement reached with TQI for streamlined approval of PL programs approved for credit by Faculty Board
4. First PL programs with micro credit delivered
5. First online short courses with micro credit delivered

**KEY INTENDED RESULT 24: Business case for establishment of Teacher Librarianship program developed and accepted by senior leadership**

## SPECIFIC ACTIVITIES:

1. Develop business case and proposed course structure collaboratively with consultant and key ACT stakeholders
2. Engage with ALIA towards future program accreditation
3. Seek support from the ACT Government to help seed new courses and to commit to funded places
4. Design new course(s) in collaboration with key industry stakeholders
5. Consider delivery of an initial online short course as a lead generation and market testing strategy
6. Make strategic academic appointment(s) to lead new course(s)

**KEY INTENDED RESULT 25: Initial steps undertaken towards establishment of new programs in the Community Learning area,**

## SPECIFIC ACTIVITIES:

1. Deliver an initial short course and evaluate uptake
2. Refine approach based on evaluation and delivery of one or two more short courses
3. Make a decision about whether to build on this demand through a new Grad Cert

### 4.3.3 Data informed retention strategies

#### **KEY INTENDED RESULT 7: Commence a program of work toward improvements in retention in UG courses**

Undergraduate retention rates are higher than desirable for Faculty and for the University as a whole. A multifaceted program of work will be commenced in 2021 towards better understanding the conditions leading to this problem and putting in place measures to help address it. It is well known across the sector that many ITE students decide relatively late in their programs that teaching is not for them. Our ITE programs all include early observation placements and early teaching placements to help allow students to make these kinds of judgements early, but nevertheless the data suggest that some students are withdrawing or ceasing study well into their programs. One strategy we plan to pursue is curriculum refinements to allow various kinds of exit degrees for students deciding against a teaching degree.

#### *SPECIFIC ACTIVITIES:*

- 1. Faculty UG program directors and academic program team work with student connect and student life to systematise processes for identifying students at risk, proactively providing them with appropriate support and facilitating use of exit awards where appropriate*
- 2. Establish processes to enable program directors to work with unit convenors towards continuous quality improvement*

## 4.4 PILLAR 4 - Locally-Anchored Global Hub of Knowledge Partnerships

Pillar four within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Invest in the expansion of courses, enrolment and new partnership models in selected high-potential collaborative ventures.
2. Explore and pursue opportunities for joint ventures in the ACT and surrounding regions including the possibility of inviting suitable institutions to establish partnerships with UC at the Canberra campus.
3. Leverage our global network of partnerships to grow enrolment in our courses and strengthen our financial sustainability.
4. Facilitate two-way movement of students between our diverse partners and the Canberra campus, as well as deploy appropriate technologies to enhance communication among these locations.

### 4.4.1 Local partnerships

**KEY INTENDED RESULT 19: Affiliated Schools Program Evaluation Plan finalised and data collection, analysis and reporting responsibilities allocated**

*SPECIFIC ACTIVITIES:*

1. *Finalise evaluation plan and responsibilities for implementation*
2. *Report on progress and initial evaluation and results for 2020 and 2021*
3. *Refine evaluation processes and affiliated schools activities for 2022 drawing on 2020 and 2021 evaluation*

**KEY INTENDED RESULT 21: Capital Region Schools Network operating in a sustainable way with participation by representatives of all stakeholder groups in professional learning, research or networking activities**

Recognising the importance to the Faculty of engagement with a wide range of stakeholders and the potential mutual benefit in formalising this engagement the Faculty initiated work in 2020 towards the establishment of a Capital Region Schools Network. The Network will encompass schools and school system leaders from the ACT Education Directorate, the Catholic Education Office of the Canberra and Goulburn Diocese, the ACT branch of the Association of Independent Schools, NSW Government schools within the region, Australian Catholic University, the Teacher Quality Institute and the University of Canberra. Two meetings of leadership stakeholders from all of these groups were held in 2020, and a commitment was made to form a steering committee and a working group to take it forward in 2021.

*SPECIFIC ACTIVITIES:*

1. *Establish CRSN steering group and operational group*
2. *Launch the network with a first activity attracting people from all stakeholder groups*
3. *Collaboratively host at least two further activities during the year*

### 4.4.2 Transnational partnerships

**KEY INTENDED RESULT 26: Initial steps undertaken towards program of online short courses targeted at Indonesian teachers delivered in partnership with an Indonesian university**

The COVID-19 pandemic has opened up the potential for new kinds of offshore partnerships which include combinations of face to face and online delivery, and delivery models within our Hangzhou and Hanoi partnerships have already begun to evolve. We are in discussions with the Indonesian Education Ministry towards the delivery of micro credentialed professional learning for teachers in support of a major change initiative underway.

*SPECIFIC ACTIVITIES:*

1. *Deliver an initial short course and evaluate uptake*
2. *Refine approach based on evaluation and delivery of one or two more short courses*
3. *Make a decision about whether to further expand or phase out*

## 4.5 PILLAR 5 - The Educated Life: A Lifelong Learning Community

Pillar five within the University of Canberra's Distinctive by Design 2018 to 2022 Strategy, focuses on the following Actions:

1. Open up and integrate with the surrounding district of Belconnen and strengthen our partnerships with local educational and professional institutions.
2. Enhance Canberra's reputation as a knowledge city and education capital, and grow the knowledge economy by developing an entrepreneurial hub where industry, research and community come together in the exploration of ideas and pursuit of solutions.
3. Stand out as a showcase of innovative urban design in a characteristically Australian landscape, and promote healthy and active lifestyles for people of all ages and abilities.
4. Ensure that by developing the UC campus as a smart-city-within-the-city, we deliver cutting edge communication technologies and connectivity to the community.
5. Create opportunities for our students to be engaged across all areas of the campus development and operations as part of the experiential learning programs.
6. Working with our partners, pursue the highest standards of environmental and energy sustainability, water conservation, physical accessibility, and sustainable and active modes of transport.

### **KEY INTENDED RESULT 9: Plan in place for refurbishment of Inspire Centre towards becoming an exemplar space for 21<sup>st</sup> century teacher education and teacher professional learning**

The Faculty will work with Campus Estate towards refurbishment of the Inspire Centre towards becoming an exemplar space for 21<sup>st</sup> century teacher education and teacher professional learning. A key outcome of this work will be opportunities for the polysynchronous delivery of professional learning to capital region teachers from within the Inspire Centre.

#### *SPECIFIC ACTIVITIES:*

1. *Work with external stakeholders and Campus Estate towards agreed objectives for the Inspire Centre*
2. *Scope out the work required to achieve these objectives*
3. *Seek funding from CPEC and other sources*
4. *Plan first stage of work*

### **KEY INTENDED RESULT 10: Regular and systematic engagement with a substantially increased network of Faculty alumni**

As part of this body of work the Faculty are partnering with UC Advancement Office to plan a series of events to celebrate 50 years of education study at UC and its predecessor the CCAE and subsequently to establish an Alumni newsletter and social media streams to ensure ongoing engagement beyond the initial events.

*SPECIFIC ACTIVITIES:*

- 1. Partner with Advancement Office to plan and resource Faculty alumni engagement program.*
- 2. Series of events to celebrate 50 years of education study at UC and its predecessor the CCAE*
- 3. Alumni newsletter and social media streams established and responsibilities allocated to ensure new editions published at least twice per year*
- 4. Explore the creation of one or more short courses aligned to alumni needs and provided free or discounted for alumni*