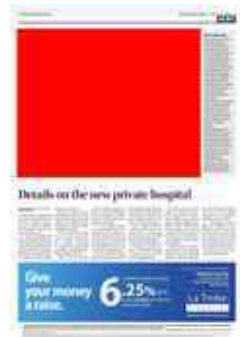


Revolutionising the education of teachers

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Revolutionising the education of teachers

THE way teachers learn may be changed forever as two key stakeholders join forces to "reimagine and co-design" teacher education.

Southern Cross University will lead a research program in collaboration with the Diocese of Lismore Catholic Schools, looking into what is needed to ensure teachers are equipped with the skills to best teach students into the future.

The \$1.2 million three-year research program will deliver positive outcomes and impact for students, teachers and the Diocese of Lismore's wider school communities, from Tweed Heads at the Queensland border, south to Laurieton on the mid north coast and west to Dorrigo on the Northern Tablelands.

The agreement is being signed amidst a broader national conversation about the practice of teaching and the preparedness of teacher graduates for an increasingly complex classroom landscape.

Michelle McDonald is the Associate Director of Learning Services at the Diocese of Lismore, and said society has changed, "and because of



Director, Diocese of Lismore Catholic Schools Adam Spencer, Father Bing Monteagudo, Amy Cutter-Mackenzie-Knowles from SCU, and SCU Vice Chancellor Professor Tyrone Carlin. Picture by Cathy Adams

that, the way children learn is different".

"As a result, you need to evolve."

Ms McDonald said they were excited to have an innovative partnership where the schools had real input into how teachers are taught.

Professor David Lynch, the Research Director for the university's TeachLab, said there were substantial bodies of research which supported different approaches in teacher education and classroom practice.

However, change was difficult at a national and state level because reform was typically delivered in a "top down" way which did not involve teachers and school leaders in the process.

Professor Lynch said the agreement "will allow us to flip that model, working with teachers and school leaders on those things the evidence tells us will improve outcomes for students, support the development of teachers in their practice and create a school environment which is highly individual and targets the needs of each student".

The new model would allow pre-service teachers the opportunity to combine learning and practice in the teaching school classrooms from day one of their studies.