

FACULTY OF EDUCATION AND SOCIAL WORK

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that the Faculty develop feedback loops and evaluation into its planning and strategies. (<i>Section 3.2.4</i>)
Action taken by the Faculty	<p>Following widespread consultation, the Faculty has restructured into a one School Faculty. This has enabled the Faculty to address problems of duplication and poor co-ordination resulting from the previous separation of responsibilities between Associate Deans (Undergraduate, Postgraduate and Learning and Teaching) with responsibilities for taught programs on the one hand, and Heads of Schools, with responsibilities for staffing and quality assurance, on the other. The new structure integrates management responsibilities and accountability procedures across the Faculty and involves staff at all levels, including program teams, pre-service and graduate management teams, an overall program management group and a Faculty senior executive group. This model will ensure a two-way flow of information and integrated decision-making processes and evaluation processes (Appendix 1).</p> <p>Other measures taken by the Faculty to develop feedback loops and evaluation into planning and strategies have included designated responsibilities for quality assurance being given to the new head of school, the establishment of a Faculty Meetings group of elected staff with responsibility for organizing the agenda of Faculty meetings and Faculty fora, and participation in the University's Balanced Scorecard pilot aimed at more closely linking target setting and evaluation.</p>
Further action planned but not yet implemented (if appropriate)	In its Strategic Plan for 2005-2009 the Faculty identified the need for a stronger relationship with external bodies in the planning and evaluation of its activities. In addition to creating a new position of Pro Dean (Development), one of whose responsibilities will be liaison with external bodies, the Faculty will also be establishing Steering Groups in key areas of its work (e.g. the Division of Professional Learning) as well as a Board of External Advisors for the Faculty as a whole.
Faculty's evaluation of the success of action taken	These changes are intended to promote efficiency, encourage greater involvement of staff at all levels of activity and decision-making in the Faculty and to strengthen the relationship between the Faculty and key partners in the relevant policy and professional communities. Evaluation is built into these processes at all levels through staff participation, communication, decision-making and accountability in an integrative structure.

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Recommendation 2	The Review Team recommends that the Faculty investigate establishing some international benchmarking partnerships. (<i>Section 3.4.6</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ The Faculty is currently working with the University of Melbourne as a benchmarking partner. Initially this encompassed the administration review within each Faculty and has progressed to the restructuring of both faculties. We have benchmarked the changes at the various steps of the restructuring process. ▪ The Faculty has had initial discussions with the University of Dundee (Faculty of Education & Social Work) as a possible benchmarking partner. The two faculties have already shared information on the structure and operation of each faculty (teaching, research and administration). There was also a professorial visit from Dundee in November. ▪ During 2005 the Faculty played a major role in the establishment of the Asia-Pacific Deans of Education Association.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ The Faculty will identify Education & Social Work Faculties in the UK & USA as possible partners (possibly Oxford and Illinois). ▪ The next stage of our benchmarking with Melbourne will involve research, L&T, and academic programs ▪ A survey of teacher education programs will be completed by March 2006 and outcomes discussed at the July meeting of the Asia-Pacific Deans of Education Association. ▪ We are using the USYD benchmarking guidelines policy and will provide feedback to the PVC (L&T) ▪ Our TIF2005 project involves benchmarking professional experience while our TIF2006 project includes benchmarking internationalisation
Faculty's evaluation of the success of action taken	Changes are now in place as a result of the Faculty review and benchmarking partnership with Melbourne. An example of the success of the partnership with Melbourne is the meeting between both senior management groups scheduled for March

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Recommendation 3	The Review Team recommends that the Faculty initiate discussions with ITL and the EQA Working Group to devise a means of capturing appropriate student feedback from students undertaking double degrees. (<i>Section 3.5.4</i>)
Action taken by the Faculty	<p>Associate Dean (L&T) spoke with Simon Barrie from ITL and Rachel Symons (PVC L&T office) on strategies that could be implemented to access feedback from our students undertaking combined degrees. When ordering the USE instrument there is the provision that results can go to the relevant person (HoS or Assoc Dean L&T) in both Faculties for those UoS that relate to combined degrees. We have commenced discussions with the relevant departments to have this in place from 2006.</p> <p>As of 2006, Rachel has full access to the SCEQ database and can now identify students enrolled in combined degrees. Our report will now involve a section on feedback from students enrolled in a single UG degree within the faculty and also a section on feedback from students enrolled in combined degrees.</p> <p>Within the Faculty, focus group discussions are conducted with groups of students from all programs. In addition, the longitudinal study of graduates re the effectiveness of their course is now online.</p>
Further action planned but not yet implemented (if appropriate)	The Faculty L&T committee will examine the results in relation to student feedback from single degrees
Faculty's evaluation of the success of action taken	Recommendation implemented and better procedures developed as a consequence

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Recommendation 4	<p>Access to, and support during Practicum continues to be an issue for the Faculty. The Review Team recommends that the Faculty continues to analyse ways to improve practicum support and suggests that this include an assessment of the opportunities offered by Internet technologies. (<i>Section 4.2.5</i>)</p>
Action taken by the Faculty	<p>Our TIF2005 project is based on this recommendation. To date we have developed an online student registration system for professional experience placement that will be trialed during semester 1 2006. At-risk support modules have been developed. Early identification of at-risk students and an ‘at-risk’ policy has also been developed. Benchmarking Professional Experience with the University of Waikato continues.</p> <p>Other action taken includes:</p> <ul style="list-style-type: none"> ▪ The Dean and Division of Professional Learning (DPL) Director has visited the NSWDET to discuss various issues ▪ The DPL Director has had meetings with the President of the Primary & Secondary Principals’ Association ▪ Research is currently being conducted with the 10 schools we most commonly use for practicum placements – exploring the schools’ perceptions of our students (in conjunction with the NSW TEC) and how we can improve ▪ Debriefing meetings organised with students after practicum in B.Ed Primary program
Further action planned but not yet implemented (if appropriate)	<p>Continuation of the TIF2005 project – the following are currently being developed:</p> <ul style="list-style-type: none"> ▪ Online interactive support and mentoring of students during professional experiences (student-student; student-supervisor; cooperating teacher or field educator-supervisor) ▪ Online self study modules (developing case studies on classroom management, client relationships, planning etc; resources) ▪ Online UoS e.g. action research in internship ▪ Online units for students who fail professional experience (incorporate video analysis, activities, lesson plans, readings, discussions etc) <p>Benchmarking with other universities is scheduled for 2006 Visits to regional principals meetings in 2006 to outline our philosophy and programs.</p>
Faculty’s evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Student focus groups have been conducted. This identified areas of concern. Positive feedback has been received on the draft modules ▪ At the conclusion of the trial period we will evaluate feedback we receive from our students, cooperating teachers, field educators and tertiary staff. ▪ The Faculty has been informed by the NSWDET Professional Practice Director that our programs are very highly regarded.

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Recommendation 5	<p>The Review Team recommends that the Faculty continue to support its staff to develop skills in the pedagogic use of learning management systems. (<i>Section 4.3.4</i>)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ The TIF2004 project ‘Advances in the field of computer assisted learning in teacher education’ involved the casual employment of an instructional designer and web developer to support 22 e-learning project proposals received from staff. This project also provided unit of study specific training support to staff once their unit was ready. ▪ The Faculty hosted a Forum on ‘Integration of ICT to promote learning in the Humanities and Social Sciences’ in May 2005. The majority of the presentations explored work supported by TIF or Sesqui equipment funds. ▪ Most of the students’ learning activities that teaching staff want to see supported electronically can either not be delivered by WebCT (such as Wikis) or can be delivered with much less administrative and less technical overhead by simpler tools (such as discussions boards). Within the Faculty, the Lrnlab platform (http://lrnlab.edfac.usyd.edu.au) has been further developed and is used by an increasing number of staff. It provides uncomplicated access to document management, discussion boards, survey tools, and is increasingly integrated with synchronous communication technologies (chat, whiteboard, audio and video conferencing). Students and staff can log-in with their unikey username and password. ▪ Staff that is using these facilities receives an initial training into the pedagogical and technical use of the system. ▪ We have also taken measures to integrate teaching with technology with research on that teaching and learning: Since its establishment last year, the CoCo Technical Infrastructure has evolved to become a highly integrated platform for supporting e-Learning research, teaching and learning. The work has been led by Adam Ullman, supervised by Professor Reimann. The LrnLab website has gone from strength to strength, with over 400 users currently enrolled in 10 courses. It has supported several research initiatives over the last year and is now clustered over several machines to help handle the load. ▪ Other ongoing development work includes the "Collaboration Tool" - a Flash Communication Server chat and shared whiteboard tool which is available for postgraduate teaching. ▪ The Video Editing Machine has been combined with LrnLab to provide 1.69TB of secure video storage for streaming, burning, editing and analysis. A number of Faculty staff use this machine for teaching and research purposes. ▪ We take a wider approach to ICT-enhanced teaching and learning in the Faculty than just the use of web-technologies. The Faculty has acquired a number of laptops, tablet-pcs and smartboards which are mainly if not exclusively used for teaching. Interested staff has been trained in using this “mobile classroom”, combining the potential of mobile technology with management tools such as Apple’s remote desktop.
Further action planned but not yet implemented (if appropriate)	<p>Continuing education of staff in ICT-enhanced teaching and learning, not confined to a particular LMS. Student and staff survey is scheduled for 2006</p>

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">▪ 50 colleagues in total attended the forum on 'Integration of ICT to promote learning in the Humanities and Social Sciences' from nine different Faculties/Divisions and there were seven presentations from our faculty.▪ The number of participants at workshops and involved with the TIF2004 project indicates that staff value the support offered▪ There is an increase in the number of UoS within the faculty that incorporate the use of ICT
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Recommendation 6	The Review Team recommends that the Faculty undertake research in the use of ICT in Teaching and Learning for community building and that the outcomes of this research be communicated with the University's ICT in Teaching and Learning Coordinator. (<i>Section 4.3.6</i>)
Action taken by the Faculty	See recommendation 5 A number of the UoS supported by TIF2004 developed a significant online component e.g. Introduction to Learning and Teaching is a compulsory UoS for M.Teach students where the online component provided a collaborative space for discussion between students, and students and school teachers. A manual to support team building activities was also developed and available online. In another unit (200 students) cases were written by school teachers; using learnlab our students respond to each case; a different teacher then reads all responses and posts their report. This promotes discussion online and in class. Research is being conducted on both these units. One example is: Sutherland, A., Marcus, G., Jessup, A. (2005) From face-to-face to blended learning: issues and challenges in redesigning a professional course. In: Brew, A. & Asmar, C. (Ed.) (2005). Higher Education in a changing world: Research and Development in Higher Education, Volume 28.
Further action planned but not yet implemented (if appropriate)	Plans to incorporate this into their action research Further research is planned
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Student feedback indicated that students appreciated the opportunity to have input from school teachers throughout the program ▪ 70% of students used the 'online component' to support their analysis of a case study – this was not a compulsory component of the assessment task

Recommendation 7	The Review Team recommends that staff in the CoCo Lab liaise with the Library to ensure processes developed around digitisation comply with the University's digital Copyright legislative requirements. (<i>Section 4.3.8</i>)
Action taken by the Faculty	CoCo has not (and has never) been engaged in digitising published print content. Those few resources made available to students directly on lrnlab (http://lrnlab.edfac.usyd.edu.au) are all freely available on the WWW and are kept on the local server only for students' convenience. Students are advised to access copyrighted materials – such as journals – through the on-line facilities of the Library. Access to all resources is strictly limited to enrolled students.
Further action planned but not yet implemented (if appropriate)	None foreseen.
Faculty's evaluation of the success of action taken	N/A

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<p>Recommendation 8</p>	<p>The Review Team recommends that further consideration be given to the role of RHD students, including part-time students, in the research clusters, bearing in mind the potential of cluster activities to assist in the incorporation of postgraduate students into the learning community. The Review Team considers that in general students should be allocated to the research cluster of their supervisor. (<i>Section 4.6.6</i>)</p>
<p>Action taken by the Faculty</p>	<p>In 2005 all RHD students were invited to join the cluster of their supervisor. Some research students were engaged in study that was relevant to more than one cluster so they may have also gone to those meetings. Some meetings or seminars were scheduled later in the day to accommodate part-time students. In addition, a supervision checklist has been developed by the Assoc Dean (Grad Studies)</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> ▪ Under the new restructure clusters have been disestablished. The research structure is in the process of being developed and will be implemented in semester 1, 2006. The new structure will be focussed on research activity. All RHD students will be fully involved in the new research groupings and will normally belong to the same group as their supervisor. ▪ A staff forum on RHD supervision is scheduled for mid February
<p>Faculty's evaluation of the success of action taken</p>	<p>A survey of RHD (part-time and full-time) students and staff will be conducted mid-2006 to obtain feedback on the new research groupings</p>

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Recommendation 9	The Faculty explore means of providing part-time RHD students with access (particularly out of hours), accommodation and facilities paralleling that of the full-time students. (<i>Section 5.2.4</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ Room 354 has been established for all part-time RHD candidates. This gives access to computer and internet access. After hours access to all Faculty facilities is now available for all part-time RHD students ▪ A joint application between CHASS, the Faculty of Education & Social Work and the Faculty of Arts was successful in obtaining funds to establish a PG student centre in the Old Teachers College. This will provide facilities for part-time PG students
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ Refurbishment of the ground floor of OTC for the PG student centre ▪ Identify areas of dissatisfaction through student survey
Faculty's evaluation of the success of action taken	Survey of students will be conducted when the new centre is established

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Recommendation 10	<p>The Review Team recommends that the Faculty's International initiatives have interim evaluation mechanisms to provide the Faculty with feedback on their effectiveness during the program, providing opportunities to both achieve interim rewards and to modify initiatives to increase the chance of their success. (<i>Section 7.1.7</i>)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ A review of international initiatives occurred as part of the Faculty restructure. ▪ A Faculty International committee was established in 2005. ▪ An International forum was held in Sept 05. This provided an ideal opportunity to outline and discuss the Faculty's international initiatives. PESSA presented the results of their survey involving our international students. ▪ The Faculty and College have appointed a joint Professor in the area of international education/internationalisation ▪ All UoS are evaluated through ITL within the Faculty's three-year cycle ▪ A number of research projects are continuing to investigate the needs of international students ▪ A new position (Coordinator International Immersion Programs) has been established to support and encourage greater numbers of Faculty students to participate in the study abroad or student exchange program
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ TIF2006 project 'Transformation towards internationalisation: the individual and the classroom'. ▪ A financial review of international initiatives that will feed into the 2007 budget ▪ Under the Faculty restructure the International Division will have the following members (AD International, Dean, AD L&T, AD Academic Programs, DPL Director, Study Abroad Director, student recruitment manager, Coordinator International Immersion Programs, China education centre, Institute for Educational Development and one co-opted member.
Faculty's evaluation of the success of action taken	<p>Under the restructure the function of the international management group is much more explicit and now reports to Faculty meetings.</p>

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Recommendation 11	The Review Team recommends that the Faculty critically assess its engagement with industry and the two professions to ensure Community Engagement is more strategic and focussed on Faculty strategic directions. <i>(Section 8.2.2)</i>
Action taken by the Faculty	In partnership with the NSW Department of Housing, the Faculty has been fully involved in the Glebe Community Development Project, with students from the Faculty undertaking field work placements and staff involved with the management and support of the project. Under the Faculty restructure we have developed a new Pro Dean (development). This role encompasses strategic leadership of Faculty interface with external stakeholders, university relations and alumni; as well as public relations. A Development Management Group has also been established to plan and coordinate community and professional engagement (among other things). Representatives from the Faculty are members of the working party of the NSW Institute for teachers initial teacher education quality assurance
Further action planned but not yet implemented (if appropriate)	To build on and further develop initiatives and programmes in both areas. As a result of the Faculty review there will be an admin officer to support the external advisory bodies for each of the programs and a redefined role for the Director of the DPL Currently reviewing all external advisory bodies to the faculty with a view to more strategic partnerships
Faculty's evaluation of the success of action taken	The increase in collaborative funding proposals submitted; The maintenance and increase of undergraduate student fieldwork education placements; An increase in the numbers of professionals taking DPL courses and enrolling for graduate courses of study in the Faculty

Recommendation 12	The Review Team recommends that the Faculty monitor the new Workload Guidelines to ensure that there are no unintended consequences and that they align with University promotions and research guidelines. <i>(Section 9.3.2)</i>
Action taken by the Faculty	Faculty policy and practice is that workload allocations must not create barriers to the achievement of promotions claims. Faculty policy and practice is that decision making about individuals' workloads must be based on recognition of diversity (of career stage and progression, particular abilities, interests and commitments, for example) and principles of equity, transparency and negotiation. Faculty is committed to providing supportive measures to enable staff to achieve the minimum research productivity required, thus ensuring less opportunity for unintended consequences to arise. A policy decision has been made to not have extra teaching as a 'punishment'. Under-performance will be dealt with in PMD. Under the new restructure there are two new positions, Pro Dean (staffing) and Associate Dean (Academic Programs) with specific duties to monitor diversity, equity and staff induction, promotion & mentorship

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Further action planned but not yet implemented (if appropriate)	The one school structure will assist in the consistency of monitoring workloads across all areas of activity (new staff, early career researcher etc). Workloads will now be coordinated by one person (rather than three) who will report to senior management on a regular basis. This will be a more efficient mechanism in assuring that teaching is not used as a 'punishment'.
Faculty's evaluation of the success of action taken	Following a Faculty review of the workload policy improvements to the existing model were made in 2005. Staff were encouraged to contribute suggestions as part of this review. However, it has been decided to again review this policy in 2006. One of the aims of such a review will be to consider how to strengthen the self-management of workloads, in the parameters of the university 40:40: 20 policy.

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Recommendation 13	The Review Team recommends that the Faculty pursue opportunities for combining the strengths of the two disciplines in both research and practice at the Children's Centre. (<i>Section 10.1.2</i>)
Action taken by the Faculty	<p>During 2004 and 2005 the Children's Centre has undergone extensive review. A working party of staff from education and social work guided the reconfiguration of the centre where the teaching program could be completed in a more financially sound manner, and that the centre would have a greater research focus.</p> <p>Through collaboration with staff from the Sydney region of the NSW Department of Education and Training the teaching program of the CC is now conducted in schools under the guidance of university staff and school-based staff from Sydney region.</p>
Further action planned but not yet implemented (if appropriate)	<p>In 2006 specific plans have been made to further research opportunities between education and social work. At the conclusion of 2005, discussions were undertaken with Professor Tony Vinson about furthering research work at Glebe PS, Alexander Park Community School, and in other schools from disadvantaged areas. The Faculty's initiative around networks will also provide opportunities to develop stronger relationships between education and social work.</p> <p>In 2006, the Children's Centre will be relocated to Building A36. Two rooms in A36 have been allocated to the Centre, and these rooms will be fitted out to meet the needs of the Centre. One room will be used as a classroom (including observation areas). The second room will be used to locate a senior member of staff, research fellows (e.g., Linkage project staff), and approximately 12 research degree students from education and social work working on projects related to the activities of the Children's Centre.</p>
Faculty's evaluation of the success of action taken	An initial evaluation of this program in 2005 showed that the schools were very pleased with the outcome for their students, and university students reported very high levels of satisfaction on the program outcomes. This teaching program has been reviewed and refined over the University break, and will be the subject of a research project over the next two years. A small level of funding to assist this research project has been provided by the Faculty.

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Appendix I

Faculty Restructure

