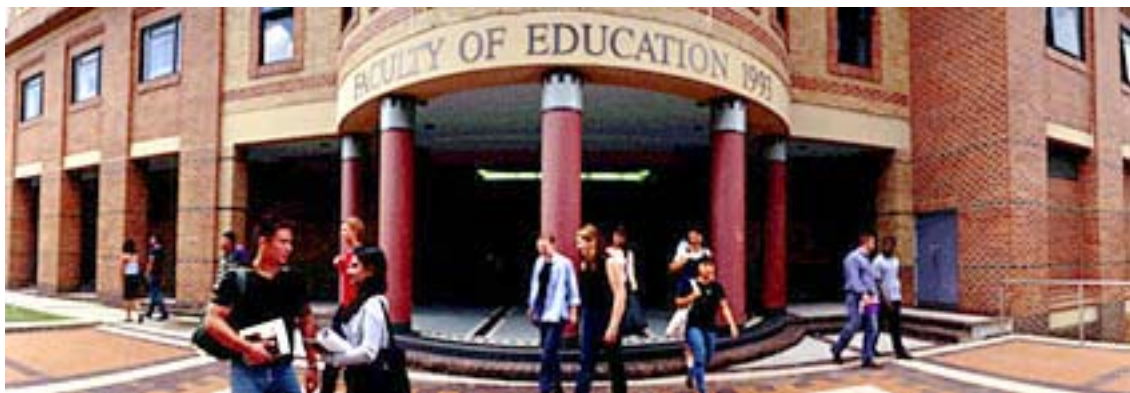


FACULTY OF EDUCATION and SOCIAL WORK



Self-Evaluation Report for Academic Board Review Phase 2

2004

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Faculty Of Education and Social Work

INTRODUCTION AND FACULTY CONTEXT

Currently one of the largest and most highly respected in Australia, the Faculty of Education and Social Work offers innovative undergraduate and postgraduate courses focussing on the professional education of teachers and social workers and research related to these occupations. The Faculty has considerable expertise in the foundational disciplines of history, philosophy, psychology and sociology and boasts a number of eminent scholars in their fields.

Education and Social Work each have a long tradition at the University of Sydney (see appendix 1). The Faculty of Education and Social Work was established in January 2003. It comprises three schools: two schools from the former Faculty of Education and a new school - Social Work and Policy Studies - which was formerly part of the Faculty of Arts.

The Faculty is located in three buildings with modern facilities for the education of teachers and social workers. Specialist facilities include an exercise physiology laboratory, computer laboratories, a dance studio, two drama studios, visual arts workshops, Children's Centre for remedial programs, specialist laboratories for science and technology education, and well equipped lecture and tutorial rooms.

The Faculty has extensive formal and informal relations with other faculties and with government and non-government research and service institutions and associated professional bodies.

Following is a summary of the Faculty's organization and operations.

- **Structure**

To a very considerable degree, Policy review and development, curriculum and program development, and standard setting occur at the Faculty level under the leadership of associate deans. Personnel and staff development activities occur at the School level (see appendix 2). A strong committee structure supports Faculty operations and policy development (see appendix 2). This organisational structure was designed to allow for participation of staff in decision making and relatively fast responses to organisational requirements.

- **Courses and programs**

The Faculty offers a comprehensive range of UG and PG courses (see appendix 4) which cater for workforce needs in the Education and Social Work sectors. These may be summarized as preservice primary and secondary teacher education and social work courses, PG coursework programs and degrees, and research higher degrees.

- **Student profile**

The HECS new student intake in 2004 was approximately 650 places, a drop of 50 places from 2003. In 2003, the total number of students enrolled was 2,743, of which 76 percent were women. This equated to 1,792 EFTSU. The Faculty enrolled 169

international students, of whom 59 were UGs. Research higher degree students accounted for 181 enrolments. There were 332 PG coursework students, and 2,240 UG students. The student-to-staff ratio is 13:1.

- **Staff profile**

The Faculty employed approximately 180 EFT staff in 2003. Of these, 88 were permanent academic staff members, consisting of 10 staff in the School of Social Work and Policy Studies, and 78 in the two Education schools. There were approximately 40 administrative and technical staff, including some research assistants. In addition, the Faculty employs several casual staff members. Honorary associates play an important role within the Faculty.

- **Research activities**

After a very good year in 2002, when colleagues in the Faculty were awarded five different ARC grants, in 2003, we received only one. While we recognise that there is considerable work to be done to achieve it, the Faculty is developing a research intensive culture, and aspires to be the first in the country and known internationally for this aspect of our work. We expect that our performance against Go8 universities will improve considerably in coming years. Almost all academic staff now have doctorates and others are close to completion (see appendix 5). The Faculty has instituted programs to facilitate research productivity, including a Research Incentive Scheme; a Teaching Relief Scheme; a workloads policy (see appendix 6), workshops for new, beginning and emerging researchers; mentoring via research clusters; hiring policy; grant application support; and SSP policy. Twenty-nine colleagues are currently enrolled in the RHD supervision course run by ITL. Steps are also being undertaken to improve our RHD enrolments, including revision of our EdD course, alternative admission pathways to doctoral programs (appendix 7), planning for the introduction of M.Ed (Res) courses, and promotion of the link between short, non-award courses, PG coursework degrees, and RHD courses. The Faculty is also reviewing its honours programs and looking to increase financial support for RHD students. Appendix 8 lists the Faculty's research clusters.

- **Benchmarking**

The Faculty has an active benchmarking program with a variety of institutions. Its research performance is measured annually against Go8 universities. Four years ago the then Faculty of Education underwent a more comprehensive benchmarking exercise with QUT which has a leading Faculty of Education and offers comprehensive preservice teacher education courses, much like those at the University of Sydney. The Faculty has a continuing relationship with its counterpart at the University of Melbourne, which involves regular, formal benchmarking exercises (see appendix 9 for the most recent report, which focused on RHD training, and appendix 10 for comparative CEQ data). The Faculty maintains a close relationship with its Education counterpart at the University of Waikato, with which qualitative benchmarking is conducted, focusing on the philosophy of teacher education. Members of the Faculty are also engaged in reviewing comparable faculties, from which much has been learned. For example, recently Professor Judyth Sachs was part of the review team on the Department of Educational Studies at Oxford University. At present, benchmarking data is being prepared to exchange with Charles Sturt University, as the basis of further consideration of the

establishment of an Australian Graduate School of Education. The School of Social Work and Policy Studies is part of the Australian Council of Heads of School of Social Work in Australia. The Council undertakes an annual benchmarking exercise across all 21 Schools in Australia. The Faculty is exploring the possibility of conducting formal benchmarking exercises with comparable institutions in Britain and Canada.

- **Quality Assurance**

Benchmarking is a very important aspect of the Faculty's QA activities (appendix 9), as are PM&D reviews, preparation of the SER for Academic Board visits, and development of five year strategic plans (appendix 12) and annual KPIs for all units in the Faculty (appendix 13). A number of QA activities are conducted by the Teaching and Learning Committee (e.g. research-led teaching, graduate attributes, scholarship in teaching, special consideration and assessment issues, credit points). A well established QA activity is the regular review of courses (e.g. see M.Teach review in appendix 15). In addition, all new units of study are rigorously reviewed by peers in the UG and PG committees.

In addition, the Faculty is engaged in a number of externally oriented QA activities. The School of Social Work is regularly reviewed by a professional accrediting body. External advisory committees regularly review teacher education courses. These courses also undergo close scrutiny in the NSW Department of Education and Training Teacher Qualification Approval Procedure (TQAP). An Institute of Teachers is also expected to be established in NSW this year, which will examine all teacher education courses for accreditation.

SER SECTION 1: FOLLOW-UP TO PHASE ONE REVIEW

GOAL 1: QUALITY TEACHING AND LEARNING

The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally

The templates below provide a summary of the action taken by the Faculty in relation to each recommendation from the Faculty's Phase One review in August 2002. Thereafter is a section which reports our achievements in relation to goals that the Faculty set for itself in its teaching and learning plan. Finally, information relating to teaching and learning activities not covered in either the Phase One review recommendations or the Faculty's goals is provided.

<p>Recommendation 1</p>	<p>Overall, staff are satisfied with the present restructure. The Review Team suggests that greater emphasis on inter-school coordination will facilitate this further. They commend the Faculty for providing staff with the opportunity to take on senior administrative/coordinator roles is welcomed, and suggest that other staff be given the opportunity to shadow these positions to enhance their professional development.</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> • The addition of the School of Social Work and Policy Studies in 2003 has provided a catalyst for more inter-school interaction. There are new initiatives underway including the redevelopment of the Children's Centre and the introduction of the first integrated degree: Masters in Policy Studies. • Shadowing and mentoring by outgoing officers in senior administrative /coordinator roles has begun eg Head of School; RHD coordinator • A new generation of people have taken up leadership roles. • Graduate Assistants have been appointed to help course coordinators with administration of programs. • Postgraduate and Undergraduate Associate Deans' positions have been separated from Head of School positions in mid 2003/2004 allowing more people to be brought into these roles. • Heads of school now have bi-weekly meetings • Research clusters provide other opportunities for interaction between staff across the three Schools
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> • Joint 2004 TIF application (with Faculty of Economics and Business) on <i>Academic leadership and mentoring</i> • A new undergraduate unit of study common to both Education and Social Work degrees is being developed for 2006

Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early for evaluations of the above initiatives
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Recommendation 2	More emphasis should be placed on the content and rationale of the Teaching and Learning Plan at the level of both staff and students. While staff were involved in the Plan's implementation, they will welcome greater involvement in its development.
Action taken by the Faculty	<ul style="list-style-type: none"> • Discussion and workshops around the Teaching and Learning Plan at Faculty Retreat and Teaching and Learning Fora has allowed more ownership of the plan and greater involvement in its ongoing development. • Major overhaul of plan in July 2003 to integrate School of Social Work and Policy Studies' priorities. • Continued revision of plan at Faculty retreat and through the Faculty Teaching and Learning Committee in developing specific goals for 2004 (see appendix 14)
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Major revision will again be undertaken in developing the new Faculty Strategic Plan 2005-2009
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Ownership across Faculty is improving

Recommendation 3	The Review Team recommends that the Faculty consider providing more support to students before and during their practicum, although it is acknowledged that some supervisors go out of their way to provide excellent support. Students have expressed the need for a pre-practicum workshop and this is recommended.
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Action taken by the Faculty	<ul style="list-style-type: none"> • Evaluation of professional experiences undertaken in 2003 from perspective of students and supervisors. Extension of this to schools is planned for 2004. • Professional experiences introduced in year one for B.Ed Primary students after student feedback that this was needed. • Professional development of tertiary supervisors undertaken in 2003 and 2004. Tertiary supervisors also invited to TEC Professional Experiences' Roundtable which was hosted by Faculty in 2003. • Faculty participation in NSWDET pilot programs to give more students experiences in western and south western Sydney as well as in rural areas. • Workshops for students "at risk" run by Professional Experiences Coordinator. • Review completed of professional experiences handbook to clarify procedures and responsibilities, and new handbook produced. • Redesign of D&T course to enable more preparation for practicum.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • More emphasis on pre and post practicum workshops in restructured B.Ed primary. • Reestablishment of Professional Experience Liaison Committee with representatives from each program. • New database under construction to streamline placements. Consultation provided from colleagues at University of Waikato.
Faculty's evaluation	<ul style="list-style-type: none"> • Too early for evaluation.

Recommendation 4	On-line learning was perceived differently by staff and students. The Review Team recommends that the Faculty should have a policy on on-line teaching and learning which is disseminated appropriately and implemented effectively. It should also update its website.
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<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> ● Two new professors specialising in IT and Learning were appointed in 2003 (Reimann and Goodyear). Centre for Research on Computer-Assisted Learning and Cognition (COCO) established. Includes remit to advise on use of online learning and teaching. ● Website has been redesigned and content management system introduced. Development of the site is ongoing. ● Review of Faculty's IT services chaired by Director of Information Technology Services ● Applications were submitted in January to the Teaching Improvement Fund (TIF) and Sesqui Teaching Equipment programs for grants to assist us in upgrading equipment for the IT labs and to employ a specialist to assist us to integrate IT into our teaching. ● Wireless Internet access is currently being arranged for a number of teaching rooms. ● A server has been installed by CoCo staff hosting a web portal (http://lrnlab.usyd.edu.au:8300/) that is used by faculty staff to co-develop on-line materials and to provide access to learning resources for students other than courses (the later are delivered through the University's WebCT server). ● Faculty will now take up the option of utilising up to one-third of the opening hours of the Access Lab on Level 2 for Faculty classes. Evening classes may be accommodated within this arrangement. ● A series of three workshops are being conducted by CoCo staff to assist colleagues in integrating IT into their teaching (April 16, April 30, May 14)
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> ● An online Teaching and Learning policy is being formulated ● Strategy for improving distribution, circulation of user support of Faculty's teaching equipment underway. ● An inventory of Units of Study supported with ICT (mode A, B & C) planned for April 2004 ● A plan is currently in development to manage renewal and maintenance of the labs, and provision of security for the equipment and support to users. ● The University's action plan for ICT in Teaching and Learning has taken forward some developments in support for online learning at the College level. Faculty has been playing a lead role in these discussions and will seek to integrate its own support for online learning and teaching with provision centrally and at the College level. ● Implementation of recommendations from IT review is in progress
<p>Faculty's evaluation of the success of action taken</p>	<p>The Faculty has taken concerted action to put in place the infrastructure and development of policy for ICT services and online education. Within resource constraints substantial progress has been achieved.</p>

Recommendation 5	Although there has been considerable work on defining and integrating the graduate attributes into the curriculum, efforts should be made to ensure a clearer understanding among staff and students of the University's attributes. As well as appearing in the handbooks, and being mentioned during the first lectures, the aims and outcomes of units should be at the forefront of students' attention throughout the semester.
Recommendation 6	The Review Team recommends that the Faculty more clearly integrate the graduate attributes into all units and effectively communicate these to students.
Action taken by the Faculty	<ul style="list-style-type: none"> • All staff have a copy of Faculty's draft of graduate attributes (see appendix 15) • Workshop on understanding of Faculty's graduate attributes and their integration into units of study and assessment tasks – 7 units of study from different courses were utilised • Reference to attributes and outcomes in orientation for courses and units at the beginning of the semester. • The Faculty is supporting the University's graduate attributes guidelines in relation to – <ul style="list-style-type: none"> • Developing a draft of the Faculty's graduate attributes • Staff completing the graduate attributes UoS survey • External stakeholders providing advice on the Faculty's draft graduate attributes
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • In 2004 the Faculty's Teaching and Learning committee is reviewing Unit of Study outlines from three courses (Primary, HMHE, BEd (Secondary: Aboriginal Studies) & providing feedback to relevant program director / staff member on relationship between intended outcomes, graduate attributes & assessment strategies • Three courses (BEd [HMHE], BSW, BEd [Primary]) will include questions in relation to graduate attributes as one element of the summative evaluation of the course at its completion (October 2004)
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Work is ongoing.

Recommendation 7	Although there has been good progress made by the Faculty in the area of research training, and students indicate that the support they get compares favourably with their understanding of what other universities provide, the Team believes that improvements are needed in the area of research supervision. They recommend that supervisors should be encouraged to undertake the Institute of Teaching and Learning's Postgraduate Supervision Development Program.
Action taken by the Faculty	<ul style="list-style-type: none"> ● All new staff and those who have recently completed doctorates are undertaking ITL Supervision Development course (29 staff members currently registered). ● Faculty peer group support and monitoring program commenced in April 2004 for staff registered in supervision course. ● Faculty is implementing the new University PG guidelines for supervision. ● Extensive induction program for P/G students (see appendix 16). ● Devised and implemented policy on pathways to PhD and EdD (appendix 7) ● Implementation of thesis proposal guidelines (see appendix 17)
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● Forum on supervision (late semester one) ● Assoc/Dean Grad Studies and School RHD coordinators to review supervision comments by students in interviews with all RHD students conducted in conjunction with Annual Progress Reports in 2003-4.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ● Too early for evaluation. ● More offers into PhD than previous years due to the pathways document.

TEACHING AND LEARNING GOALS

Attract an increasing proportion of high calibre students, both local and international.

- UAI scores increased for all courses in 2003 and 2004 (see appendix 18)
- In 2002, engaged two student recruitment officers (shared with the Faculty of Arts) who represent the Faculty at international education fairs, in schools, courses and careers days etc. and who coordinate the production of student recruitment and publicity materials and develop recruitment plans for the Faculty.
- Student Recruitment Manager attends international recruitment events and accompanies nominated academic staff to develop opportunities internationally for the Faculty.

Provide curricula that are keeping pace with current research, scholarship, creative works and professional practice

- Review and restructure of BEd Primary and HMHE degrees
- Review of Education I, II and III and MTeach degree

- Introduced BEd joint degree with Psychology for school counsellors
- Review of the Honours program is planned for 2004
- ITL Unit of Study evaluation forms are systematically utilised in all courses over a three year cycle

Provide a rich diversity of professional experiences for all students

- Diversity of professional experience placements beyond the conventional e.g. zoo or museums, ethnic and alternative schools and community service organizations
- Participation in Beyond the Bridge and Beyond the Line programs for professional experience places

Graduate educators and social workers who are well equipped to contribute successfully to the education and social work professions and to the global society in which they live and work

- Consultation with the key stakeholders in the professions of teaching and social work in course reviews and planning related to Division of Professional Learning programs
- Ensuring that the University's graduate attributes are part of each unit of study (see Recommendation 5 and 6)
- Application of e-learning methodology in the Faculty's teaching programs (see Recommendation 4)
- Provision of professional development for career long learning

Attract, develop and reward well qualified staff with a strong commitment to teaching informed by research

- Filled 15 academic positions in the past two years
- Increased the proportion of staff with doctorates (refer appendix 5)
- Scholarship in Teaching Incentive Grants and Teaching Development Grants to continue. Encourage and support staff to complete The Graduate Certificate in Higher Education (four enrolments in 2004)
- Teaching Excellence Awards – maintain support and interest for Faculty awards. Provide support & detailed information on the process & requirements for University, state & national teaching excellence awards to the nominees & successful applicants from the previous years Faculty's T & L excellence award

Improve facilities and teaching infrastructure

- The successful development and implementation of the Faculty's 'Quality Assurance in Teaching Administration' policy (the Blue Book). This policy provides information on attendance at classes; submitting an assignment; seeking a due date extension; late submission and penalties; resubmitting an assignment; exams; marking and grading; seeking special consideration; leave of absence; and style guide for writing assignments (see appendix 19). All staff and students have been provided with a print copy. It can also be accessed at http://www.edsw.usyd.edu.au/current_students/policies/index.shtml Staff training was also conducted at the Teaching and Learning forum (February 2004)

- Establishment of a program to review assessment practices within the Faculty in accordance with Academic Board policy
- Upgrading IT labs (refer recommendation 4)
- Restructure of courses also involved defining the balance between credit points and workloads. There is now consistency in contact hours required and the weighting of assessment tasks.
- Quality of Teaching (appendix 12 and 20) – interpret CEQ, SCEQ, SREQ & USE; strategies for improvement in key areas will be the focus for the Teaching and Learning Committee in 2004. Discussions with ITL staff were held in March and will be ongoing. Strategies will be explored at the next Teaching and Learning Forum (2004)

Other Faculty initiatives

- TIF grant (2003) to provide English support for culturally and linguistically diverse students (see Goal 2)
- An audit of the teaching of Aboriginal studies and Aboriginal perspectives in the Faculty has just been completed. The Audit is based on an extensive survey of the literature and statistics, and interviews with 41 Indigenous and non-Indigenous staff members who were invited to put their views as to how to improve the teaching and learning outcomes in the Faculty. Here we are concerned with learning arrangements for both non-Indigenous and Aboriginal students about Aboriginal education, society and culture. The Audit contains a series of recommendations and include the following suggestions:
 - the best organizational structure to carry reforms in the field in the Faculty and the Koori Centre,
 - determination of basic knowledge and skills, and assessment procedures, related to professional development,
 - core and integrative modes of teaching,
 - resource up-grading, including case study material,
 - requirements for specialist teaching,
 - opportunities for practical teaching experience,
 - strategic planning and the setting of quantifiable targets down the line,
 - establishing research priorities,
 - development of senior university leadership,
 - appointment of more Aboriginal staff and the recruitment of more students,
 - greater recognition of the Indigenous Australian heritage across the University.

The next step is formation of a Faculty subcommittee to devise strategies for implementation of these recommendations (2004)

- Evidence of integration of research and teaching in Units of Study – in semester one the Faculty Teaching and Learning committee will develop a checklist of examples that illustrate research-led teaching. This will also be used in the review process of unit of study outlines from three courses during 2004. Each course to provide an exemplar of how teaching and research is integrated (semester 2, 2004).
- Induction and welfare programs for international students to be developed and staff awareness raised about needs of international students (see Goal 4)

SER SECTION 2: GOAL 2: DIVERSITY, ACCESS AND EQUITY

The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.

The Faculty of Education and Social Work adheres to the University's non-discrimination policy regarding student admissions. It further supports students from disadvantaged backgrounds through the Cadigal program (three students in 2004) and Broadway scheme (22 offers in 2004), and is supportive of students with disabilities. The Faculty has a representative on the Board of Studies of the Sydney University Foundation Program and encourages flexible entry into the Faculty through this program.

The EFTSU data, 1999-2002 demonstrates a modest increase in students from a wide variety of backgrounds (see appendix 21). For example the load for students with disabilities was 19.1 in 1999 and rose to 33.5 in 2002. The NESB student load was 36.0 in 1999 and increased to 115.6 in 2002. The ATSI student load was 14.5 in 1999 and 19.1 in 2002. However, the gender balance has remained much the same: 1999: male/female 24.8/75.2; in 2002: 24.5/75.5. The University figures indicate that the number of international students enrolling in full-fee paying degree courses rose by 31.92 per cent on 2002, including a 67.74 per cent rise in international enrolments in the Faculty of Education and Social Work.

Faculty Projects

- **First Year Support 2003**

In 2003, through a TIF grant, the Faculty developed and introduced the *English and Academic Skills Support Project* by appointing a lecturer to develop students' English and academic skills. In Semester One, the project offered short courses in writing, oral English, pronunciation, and English for teaching. Students who were experiencing particular difficulties were invited to seek one-to-one consultations with the lecturer. In Semester Two, the project offered an orientation session to commencing international students. The project also provided web support for students including access to model assignments, resource lists, available courses, useful links, materials and activities. As a result of preliminary evaluation of the project, all students enrolling in Education 101 in 2004 are required to complete a validated test of their reading and writing skills.

In 2003 the Faculty appointed a first-year experience coordinator to develop a mentoring program for first-year education students. This program consists of a one-hour workshop conducted by second- and third-year undergraduate students in conjunction with students enrolled in the Master of Teaching program. The workshops enable students to establish an initial social network at the University, develop academic skills such as seminar presentation, academic writing and database literacy, and prepare for professional practice. This is clearly linked to the Faculty's commitment to diversity and equity.

- **Aboriginal Education**

In 2003 two major reviews were undertaken. A working party of the Koori Centre and the Faculty undertook a review of the Bachelor of Education (Secondary: Aboriginal Education) and the Diploma in Aboriginal Education. The final report and the revised courses will be presented to the Undergraduate Committee in May 2004. Secondly, the Faculty is currently undertaking an audit of all units of study to review how they address Aboriginal issues. The preliminary findings were presented at the Faculty Teaching and Learning Forum, 20 February 2004.

Faculty Pre-service Teacher Education Courses

The NSW Department of Education and Training, one of the major employers of Faculty graduates, mandated pre-service teacher education areas to be addressed in pre-service courses. Four of these areas address students from diverse backgrounds:

- Teaching Students From Non-English Speaking Backgrounds
- Special Education
- Literacy Education
- Aboriginal Education

The Faculty reviewed its existing undergraduate and postgraduate pre-service teaching courses and found that these courses satisfactorily covered mandatory areas involving students from diverse backgrounds. The Undergraduate Studies committee is reviewing all units of study to improve further the need to offer units that encourage and support diversity.

Languages

The Faculty offers a wide range of community language curriculum units of study in its secondary courses. These units of study encourage teachers from diverse language and community backgrounds to study in the Faculty. The languages studied include Chinese, French, German, Indonesian, Italian, Japanese, Hebrew and Modern Greek. In 2003 the Faculty introduced EDUP Special Course Primary Languages as a unit of study. The majority of students enrolled in this unit are of non-English speaking background.

Polynesian Students

The Faculty has a support program for Polynesian students and has units of study in both undergraduate and postgraduate pre-service education courses to respond to the needs of students of Polynesian background. These units of study involve students from the University of Sydney working with South Pacific resource staff and students from the Faculty's partnership regions and schools.

Student Motivations

The Secondary Combined Degree Coordinators are currently researching the career decisions and motivations of students entering the Secondary Combined Degrees. This research is providing staff with rich data about the profiles of these students. The information will be used to enhance the Faculty's capacity to educate students from diverse backgrounds.

Cross-Cultural Courses.

EDUF3014: Cross Cultural Fieldwork in Education.

This unit encourages students to develop a comparative understanding of how different education systems work drawing on cultural and historical contexts. It assists university students to develop a critical understanding of how these settings, and the curriculums they foster, determine the delivery of education to the young in other countries or in Australian schools that teach students from a predominantly non-Anglo Saxon background. The unit encourages multicultural understandings concerning pedagogy and the contributions that can be made by all cultures to better educational praxis.

Cross cultural and diverse background issues are also explored in foundation studies such as, for example: EDUF 2006 the Social Foundations of Education; EDUF 3013 Anthropology and Education; EDUF 3124 International and Development Education; EDUF 1019 Human Development; EDUF 3021 Special Education: Inclusive Schooling; EDUH 4036 Cross cultural aspects of PE and Sport; SCWH 2001 & 2002 Psychology for Social Work (1&2) and SCWK 2003 Sociology for Social Work.

Other Support for Students from Diverse Backgrounds

The Faculty has supported research and education in gay and lesbian studies through its hosting of the Australian Centre for Gay and Lesbian Research. The Faculty continues to support the admission of students from diverse backgrounds through the Broadway Scheme and Mature Age Entry.

Evaluation

The Faculty of Education and Social Work has taken steps in 2002-04 to improve the 1st year experience of students and to encourage culturally and linguistically diverse (formerly NESB) students to participate more fully in courses. Field experiences in Social Work provide a range of placement opportunities in diverse socio-economic cultural contexts. The 2003 audit of DET mandatory studies in units of studies indicates that we are responding well to students from diverse backgrounds. However the audit of Aboriginal issues indicates the need for a more coordinated approach to the inclusion of, and support for, Indigenous studies. Likewise the gender imbalance in Education should be addressed while acknowledging that this is a nation-wide issue. The Faculty's proposed Equity committee will take up these issues.

SECTION 3: GOAL 3: EXCELLENCE IN RESEARCH

The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region

Objectives:

Research occupies a fundamental place in the Faculty's commitment to the future. Although there were challenges facing the Faculty's aggregated research effort through the 1990s, at present there are major opportunities for the Faculty to align itself with the University's major goal of excellence in research. The period 2000-2002 saw the emergence of an explicit policy framework supportive of the Faculty's goals for research supported by a range of developmental and support mechanisms. The current Research Development Strategic Plan 2003-2005 (see appendix 22) places emphasis on strengthening the research culture of the Faculty and strengthening its commitments to research excellence. The amalgamation in 2003 of the Faculty of Education with the Department of Social Work and Policy Studies has delivered new opportunities. The Faculty, in renewing its commitment to be recognised as a national and international leader in research, is not merely aligning with research excellence for its own sake. Rather, the Faculty's researchers are committed to undertaking research that will deliver tangible and widely-influential benefits for improved practice, policies and theories in both education and social work. Aligning its research efforts with other priority goals of the Faculty, not least producing the next generation of practitioners and researchers, is an important element of how Faculty objectives for research are being implemented and assessed.

The policy framework:

The Faculty is committed to a research development and support strategy that is closely integrated with other Faculty policies and processes. These other policies cover such areas as teaching, postgraduate research training, internationalisation, appointments, induction and staff development, workloads, leave for Special Studies Programs, and engagement with and support for the professions and communities associated with the Faculty. Monitoring overall policy consistency is a key dimension of on-going monitoring and assessment strategies. Current policies concerning research set the performance bar high, for example in the way our workloads model recognises research productivity and in recognizing the time commitments necessary for producing research of outstanding quality. At the same time, the policy framework has put in place an extensive range of staff support and development strategies that are central to academic working life in the Faculty.

Faculty processes for supporting research objectives:

In 2000, the Faculty up-graded the management of the research portfolio by placing it under the direction of the Pro-Dean, supported by a significantly increased budget for staff development and support and a half-time Research Officer to manage the Faculty Research Office. In the same year eight Faculty Research Clusters to which all members of Faculty belong, were established. These are key sites for research

development. In 2001 a Faculty Research Committee was established with policy oversight, developmental functions, and responsibility to monitor and assess the 'value-adding' created by the Faculty Research Clusters. In 2002-3, a Faculty Research Development Strategic Plan 2003-2005 was prepared. Emphasis was placed on identifying processes for securing Faculty research objectives and where responsibility and accountability lies for each dimension of the Plan (with timeframes). Directions for the Research Plan for the period 2005-9 were set at the Faculty Management Retreat in February 2004. Accelerating the improvement in key indicators of research performance is an important element in forward planning. Over-riding all structural developments, however, has been a strategy – actively promoted by the Dean, Pro-Dean and Heads of School – to ensure that all members of Faculty are aware of the research policy environment, the support available to them, and the importance of adhering to the highest possible standards, goals and outputs concerning research.

Staff support and development initiatives:

Over the past two-three years, Faculty has introduced a suite of such initiatives:

- Research Clusters to which all academic staff and RHD students belong, for intellectual exchange, mentoring, skills development and project design;
- Training Programs for both early-career and experienced researchers, each semester providing several half-day or full-day workshops, with annual residential workshops also provided;
- Re-shaped Faculty Research Grants that are designed to support Faculty priorities and strategies: start-up funds for new members of staff, seed funding to assist external competitive grant applications, a Research Recognition and Incentive Scheme whereby staff receive support for research, maintenance and travel in accordance with previous productivity, teaching relief grants for clearly-identified writing projects;
- A revised framework for assessing applications for Special Studies Program leave, in order to support Faculty objectives;
- Teaching efficiencies and workloads guidelines designed to assist staff in time management;
- Targeted support for preparing and submitting national competitive grant applications;
- Boosting the staff and RHD support dimensions of the work of the Faculty Research Office and website

Outcomes, stakeholder feedback, quality assurance processes:

The Faculty has centralised its capacity to collect data on research performance and its management capacity to use both qualitative and quantitative data as a research planning and management tool. Information now available goes beyond what is routinely required for reporting to DEST. This information is also aligned with implementation of Faculty Workloads Guidelines (see appendix 6), as well as internal Faculty funding for research support. At the same time, the delay in establishing the University-level research data management system has resulted either in important gaps in information at hand, or inefficiencies in obtaining data for planning purposes.

In 2003, a benchmarking exercise that focussed on support for staff research development and RHD completion strategies was conducted with the Faculty's traditional benchmarking partner, the Faculty of Education, University of Melbourne (appendix 10), the results feeding into strategies for 2004 and beyond. In brief, the findings indicated a far more developed and well-funded system of staff support for research at Sydney, although it is too early to tell if this level of investment is resulting in more rapid comparative gains at Sydney. As far as workloads management is concerned, again Sydney had a far more developed Faculty-wide system for quantifying the research component of workloads compared with Melbourne. More negative aspects of the benchmarking data concerning Sydney had to do with the research training area – particularly marketing strategies and trends in commencing load – and with the comparative volume of our research publications.

Collecting stakeholder feedback on research is not an area that has been fully developed. There is a strong tradition in the Faculty of informing teaching by state-of-the-art research, and the Faculty prides itself on making its researchers highly visible to students. Obtaining feedback on the extent to which students appreciate the research-teaching connection would be an appropriate step for the Faculty to take. A similar comment could be made concerning other stakeholders in research, especially the professional communities served by the Faculty. At the same time, postgraduate teaching and research training, as well as the consultancy and support services provided by the Faculty's Division of Professional Learning, all continue to grow and diversify – both being useful proxy measures for the extent of student and professional regard for the scholarly work of the Faculty. Graduate satisfaction data point to some dissatisfaction among part-time research students with physical infrastructure, and plans are being drawn up to address this in 2004.

Evaluation

The Faculty's quality assurance processes concerning excellence in research have taken a major step forward with the establishment of the Faculty Research Committee in 2002 and the Faculty Research Development Strategic Plan. Integral to how the Plan has been constructed is a comprehensive system of responsibility, accountability and auditing/monitoring – with actors clearly identified across all strategies and goals, together with timelines for implementation and for auditing. This initiative will enable a greater range of actors to be formally and systematically involved in the QA process. Thus, in the major areas of (a) strengthening Faculty's commitment to research excellence, (b) strengthening research capacity and productivity, (c) increasing research income, (d) increasing research collaboration, and (e) building research infrastructure, concrete steps are in place to secure quantifiable and assessable gains.

The Faculty's research data collection and management system has developed to the point where accurate and complete data are available on an annual basis concerning (a) DEST reporting requirements (for grant income, publications, and RHD completions); (b) all other research outputs in non-DEST categories (especially important for professional and practice-oriented research); and (c) research components of workloads data collection, indicating the extent to which Faculty members are active in research. The Faculty will review its data collection procedures during 2004, seeking both efficiencies and benefits from better integration with

central systems. As part of this exercise we will also be aiming to improve our processes for gathering, and making strategic use of, feedback from research users and other stakeholders.

Overall, the Faculty is conscious that it must work hard and strategically to reposition itself as a leader in the fields of Education and Social Work. While the Faculty's profile is improving, on many counts, so too are the profiles of its national and international competitors.

SECTION 4: GOAL 4: INTERNATIONALISATION

The University of Sydney will enhance its position as a university of high standing in the international community of scholars.

The Faculty of Education and Social Work supports the University's goal, objectives and strategies of internationalisation (appendix 24).

Objectives:

The Faculty will:

- Increase enrolments of international students across a variety of programs
- Encourage local student participation in international exchange opportunities
- Maintain the academic standards of international students within our programs
- Provide an efficient and effective program of international marketing and recruitment.
- Increase its range and variety of international links.
- Increase the number of international RHD candidates
- Provide professional learning programs for international partners

Policies, processes, practices and outcomes:

Planning and development of the Faculty's internationalisation is led by the Associate Dean (International Relations). At the beginning of 2004 an International Team, comprised of staff with interests in international education, the recruitment manager and convened by the Associate Dean was established. This committee in collaboration with the Associate Dean (Undergraduate Studies) and the Faculty Manager will develop strategies to encourage greater numbers of Study Abroad students, especially from the USA to consider Faculty units of study, including practical experiences, as part of their programs. The committee's policy development functions will include the production of guidelines on student induction and welfare, especially for undergraduate and postgraduate coursework students, staff involvement in internationalisation, and a coordinated policy on student recruitment

Student enrolments (appendix 25)

At the beginning of Semester 1, 2004 a total of 138 international students had enrolled in degree programs. This is an increase of over 50% on Semester 1, 2003 figures and over 90% on Semester 1, 2002 figures. Over half of these new students are enrolled in the Master of Education (Coursework) programs, with majority in the TESOL program. The Graduate Certificate in TEFL and the MTeach programs each account for around 14% of new international students. Only around 10% of new international students enrol in undergraduate programs in the Faculty. In 2004 a Faculty policy was implemented to clarify the 'pathways' available for entry into the doctoral programs (refer goal 1). Through the various pathways identified it is anticipated that the numbers of international (and local) applicants for doctoral programs will increase provided the translation of offers to enrolments improves significantly.

Student exchange

The Faculty encourages greater numbers of local UG students to participate in Exchange programs and, as well as university-wide exchange agreements, has negotiated exchange agreements on a faculty-to-faculty basis with the University of Waikato (NZ), Middlesex University (UK) and the University of Georgia (USA). During the past two years Faculty students have undertaken exchange at Middlesex, Waikato, Malmo and British Columbia Universities.

Student support

Each year the Faculty grants three half-fee International Merit Scholarships to international students enrolled in the Masters program. The award of these scholarships is based upon results obtained in units of study in the previous semester. Each semester the Faculty hosts a welcome to international students and also supports the student associations by funding an International Tea to which students and staff are invited. A system of mentoring is being established to link interested staff members, local students and international students.

In 2003 the Faculty received a TIF grant to develop a unit of study in the Master of Education program to support students for whom English was not their first language. This unit EDPJ5024 English in Academic Settings is available to postgraduate students from all faculties in the University. There were 19 students enrolled in this unit during Summer School and 54 enrolled in Semester 1, 2004. Preliminary enrolments for Semester 2, 2004 are 15.

Internships

The Faculty has also negotiated internship opportunities for students in Thailand, Korea, Singapore, China, Taiwan, New Zealand and Indonesia and has successfully secured UMAP funding to support a number of these initiatives (Taiwan, Korea, Singapore, New Zealand and Indonesia). In each instance close relationships have been established with local universities to assist with the oversight of these students.

Master of Education in TESOL

A major development has been the commencement of the Master of Education in TESOL in cooperation with Fudan University, Shanghai. Over 40 students are currently enrolled in this program with the majority due to graduate later in 2004. It is expected that a new cohort of up to 60 students will commence studies in July 2004. In addition Chinese Ministry of Education approval has been granted to offer the same program through Hubei University and the MEd in Management through Central China Normal University, both located in Wuhan. Agreements have also been signed with Xi'an International Studies University, Xi'an, and Southeast University, Nanjing, to offer the TESOL program. The agreements with each of these universities provides for a three-year scholarship for doctoral level study in TESOL for one staff member from the collaborating university. Approximately one-quarter of students enrolled in the TESOL program at Fudan University have indicated the desire to progress to doctoral level studies. This process is being facilitated by the existence of the 'pathways' document. The quality of the programs offered in China is assured by

ensuring entry requirements are identical to those for any international post-graduate student enrolling in the faculty, offering the same units of study in the China centres as those offered in Sydney, ensuring that staff teaching the units in China are those who teach in Sydney, ensuring that the student assessment requirements are identical in China and Sydney.

Non-award, professional learning programs

During the past two years the Faculty has established links with Rajabhat Institutes in Thailand and has been offering short, non-award, professional learning programs in Teaching and Learning in Higher Education and the Supervision of Research Candidates. A total of six groups of staff from these institutes have attended these workshops, ranging from a few days to two weeks. Also two groups of school principals from Beijing have attended workshops on the Principal as Leader. Faculty staff has contributed to all of these successful programs.

Short courses are being planned in Special Education, ITC in education, student leadership development, and sports management. These can be offered at the university or off-shore.

The Faculty also participates in a special program for professors of Science from leading universities throughout China. The program, Teaching Sciences in English, involves two cohorts of approximately 25 coming to Sydney for one semester for the study of English (through the Centre for English Teaching), working with colleagues in specialised fields from the Faculty of Science, and pedagogical issues in the teaching of science through this Faculty.

The Faculty has developed and continues to develop policies to support international initiatives and international students. The policy on Visiting Scholars is well established and operating appropriately. The practice of welcoming international students to the Faculty is operating well. A successful Faculty induction process for Faculty research candidates has been established in cooperation with Postgraduate Education and Social Work Student Association (PESSA). Policies and practices are being developed to provide a greater level of academic support for undergraduate and postgraduate students undertaking award full academic programs as well as those involved in Study Abroad and Exchange programs.

Grants

The Faculty has been successful in the past years at securing UMAP funding for students to become involved in international initiatives. As a result of the most recent successful UMAP application four undergraduate students will go to the State University of Padang, Indonesia for 10 weeks later this year to undertake a special program designed to develop their language teaching skills as well as develop a greater level of cultural understanding.

The Faculty encourages staff to apply for IDF grants and has been successful in obtaining funding for the past four years. The latest grant supports the arrangement with Padang and provides opportunities for key staff from Padang to undertake a special program in Sydney. The Faculty matches funding from IDF sources to support this program.

The Faculty, together with the Faculty of Arts, provides funding for two student recruitment personnel to assist in the internationalisation of the Faculty.

Evaluation

All international initiatives are informally evaluated. International students are asked to comment upon their level of satisfaction with the Faculty's programs. Changes to programs have been made in the light of this feedback. A number of issues arise from the success of current internationalisation initiatives - there is the need to broaden the number of programs into which international students are attracted and it is necessary to broaden the source of students in our programs. Current initiatives include a greater emphasis on students from USA, Canada, and Scandinavian and northern European countries. The difficulty that many Study Abroad students appear to have in selecting an appropriate package of units of study has led to the recognition of the need to develop a document recommending a plan for study in the Faculty. Key University agents have agreed to assist in this process.

SECTION 5: Goal 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.

Objectives

The Faculty of Education and Social Work in the University of Sydney focuses on the professional education of teachers and social workers, the study of associated (or relevant) social sciences, the extension through research of knowledge in the fields of education, social work and policy studies and the provision of special services related to education and social work, to the government, non-government and community sectors. It aims to continue to make a significant contribution to the enhancement of the professional practice of education and social work.

Policies, processes and practices

The Division of Professional Learning, previously the Division of Professional Experiences, Partnerships and Development, was created in August 2002 to develop the Faculty's engagement with industry and the professions. It aims to play a pivotal role in the Faculty's future directions integrating the dimensions of initial professional experiences, partnerships with schools and human service organisations, employers and systems and ongoing professional learning activities for experienced educators and social workers.

Major Division goals are listed below (also refer appendix 12) :

- To design and deliver high quality professional experience to all students in the Faculty based on the latest research and practice in preservice professional education, in the most cost effective manner.
- To initiate, develop and sustain partnerships with professional practitioners, systems, agencies and governments, both in Australia and internationally that further the interests of those parties involved and work towards the development of greater understanding of, and more effective professional practice.
- To initiate, design, develop and sustain high quality professional education programs for both beginning and experienced professionals in NSW, Australia and internationally, based upon current research in adult learning and professional education.
- To evaluate every program delivered by the Division with the aim of constantly improving the quality of both programs and their design and delivery.
- To be a leading centre in the thinking, research, and development of professional experience, partnerships and education towards change that results in more effective and higher quality professional practice and life.

The Faculty offers a wide range of opportunities for its students ranging from traditional field experiences and practicum placements to internships. It has a close working relationship with health and human service organisations as well as many schools, districts and workplaces across government, Catholic and independent sectors. In 2003 undergraduate education and social work students were placed in a total of 150 health and human service organisations and roughly five hundred schools. These placements involved ongoing liaison with social workers, social policy professionals and primary and secondary teachers who were responsible for supervising students.

A range of professional learning short courses, modules and seminars are offered for experienced educators and social workers at state, national and international levels. The Faculty also tenders for relevant projects advertised competitively in both teacher education and social work areas. Currently it is involved in a number of retraining programs for NSW DET.

Outcomes

Over the last several years the Faculty has undertaken collaborative research with various industry partners including the Benevolent Society of NSW, Barnardos Australia, NSW Department of Health, NSW Department of Education & Training, Catholic Education Officers, Burnside, NSW Gay and Lesbian Rights Lobby, NSW Teachers' Federation, Mercy Family Centre, Shakespeare Globe Theatre Company and the Smith Family. New industry partners in 2004 include the St Vincent de Paul Society, the NSW Rural Fire Service, NSW Department of Housing, Joan Harrison Support Services for Women, the Education Centre Against Violence and Fairfield/Liverpool Mental Health Service. Academic mentors from the Faculty are currently working with NSW schools on Australian Government Quality Teaching Action Learning Projects. Many faculty members are closely linked with professional associations, government agencies and professional regulatory bodies.

The Faculty also provides continuing education opportunities for social workers and teachers. In 2003 more than 200 social work practitioners attended the following courses conducted by the School of Social Work and Policy Studies: Theory Refresher Workshop; Writing Skills; Critical Reflection; Action Research; Theory and Practice of Supervision; Professional Practice Supervision and Current Developments in Social Work Education. Nearly 300 educators attended the Successful Learning Conference and there were conferences for mentor teachers whilst they could be relieved during the internship phases of the B.Ed Primary and MTeach programs. In addition, in 2003 the Faculty provided professional development for its part-time tertiary supervisors and hosted a Professional Experiences Roundtable for about 200 professional experience coordinators and tertiary supervisors from NSW, ACT and New Zealand.

Stakeholder feedback

Students and participants in professional development courses and units regularly provide feedback. SCEQ data and CEQ data continues to provide positive feedback overall although there is student concern that feedback is not provided early enough in units of study. In addition both the 2002 Academic Board Review and the 2003

MTeach Review identified the need for the Faculty to improve online resources. In direct response the Faculty has appointed two Professors with expertise in Technology and is currently restructuring its website.

There has been much public acclaim of the MTeach's inquiry and case based learning approach and it has been used in recent case studies of innovation in teacher education both in Australia (Louden, 2002) and Canada (Beck and Kosnik, 2004). In 2003 more than half of the Catholic Education Office's targeted graduates were graduates from the Faculty's programs.

Advisory meetings for all courses are held regularly and include representation from all major stakeholders.

The NSWDET endorses Faculty teacher education courses through TQAP.

The Faculty took a leadership role in responding positively to the Ramsey Review of Teacher Education in NSW, the McMorrow Report and the Vinson Report. The recommendations of Quality Matters have been considered as part of the Faculty's establishment of its Division of Professional Learning and the appointment of an academic director.

In November 2003 focus group discussions were held with principals and teachers about their professional learning needs. These were very successful and will be repeated in 2004.

Quality assurance processes

All course development processes are aligned with Academic Board policies. In 2003 a careful review of extension, special consideration and other faculty assessment policies led to a revised policy across the Faculty to ensure consistency across all programs. Annual Advisory meetings for both Undergraduate and Graduate programs include representatives from all stakeholder groups.

Currently an audit process is underway to report on the integration of Indigenous perspectives in Faculty units of study. Recommendations are expected in March 2004 for implementation this year.

It should also be noted that the Faculty of Education has had a long term commitment to the practice of benchmarking with the Faculty of Education at the University of Melbourne. More recently it has introduced a more informal benchmarking of teaching and learning processes with the School of Education at the University of Waikato, New Zealand and held two joint symposiums focussing on joint teaching and research led teaching projects.

In addition to the Institute for Teaching and Learning Unit of Study Evaluations, faculty members are engaging in a range of other evaluation processes. In 2003 these included focus group discussions with students in year one of both B.Ed HMHE and Primary recently restructured degrees.

In 2002, the accreditation review conducted by the Australian Association of Social Workers highlighted the exceptional quality of the degree program in Social Work.

Evaluation

There are many positive indications that the Faculty is making a strong contribution to the teaching and social work professions (appendix 26 and 27). These include:

- the calibre of the students who choose to study in the Faculty as evidenced in the high UAI cut-off (appendix 18) and in the varied and diverse backgrounds of postgraduate and international students
- the comprehensive nature of the Faculty's courses and their standing in the education and social work professions, nationally and internationally.
- the targeting of Faculty students for employment in educational institutions as revealed in NSW DET and CEO Targeted Recruitment Programs.
- its strong links with the profession through the Industry Advisory Committee, the Division of Professional Learning, the Centre for Practitioner Research and Sydney Principals' Institute.
- the innovative inquiry/case/issue based approach to teacher education and social work offered in a range of Faculty courses
- the active roles undertaken by staff in advising the NSW Board of Studies, Government bodies, international agencies, HSC examination committees, and the advisory and support role played by the Children's Centre.
- its offering of expertise in curriculum development to other faculties such as Dentistry, Health Sciences and to Centres such as the National Voice Centre.
- research and teaching partnerships linking Social Work and Policy Studies with leading human service organisations e.g. Barnados, Benevolent Society, NSW Health, NSW Department of Community Services.
- demonstrated commitment to continuing education and professional development of Social Workers and teachers.
- the innovative use of WebCT in parts of on-campus and field education in Social Work to enhance the learning of student social workers and teachers.

At the same time, there are a number of **areas for development**. These include:

- the need for up-to-date use of information technology across all teaching and learning programs.
- continued development of short professional development courses offered by the Division for Professional Learning. These need to articulate as much as possible with MEd and MSW units to enhance the professional learning of teachers and social workers
- international student exchange
- further integration of Indigenous perspectives in faculty units of study
- the Faculty needs to take a stronger lead in important industry bodies such as the NSW Teacher Education Council
- further development of staff research and publication profile

SECTION 6: Goal 6: EFFECTIVE MANAGEMENT

The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, committed to quality in all aspects of its operations.

Objectives

To provide efficient and effective support for the Faculty's mission of teaching, research, and professional and community service.

To provide a positive and productive learning environment for students and workplace for staff.

To diligently and fairly apply University and Faculty policies and procedures in relation to student administration, personnel, industrial relations and finance.

Evaluation: These objectives will be subject to discussion of the Faculty executive, and thereafter at a Faculty Forum.

Faculty Management Structure (See Appendix 2)

Teams

All staff work in one or more teams (e.g. Student administration, MTeach and BEd Primary). Most teams meet regularly and are supported by the committee structure outlined in Appendix 3. Team leaders or committee chairs represent their groups in committees at the next organisational tier to facilitate vertical and horizontal communication. In general, the Faculty operates at a Faculty level rather than at School level, e.g. membership of teaching and research programs often cut across schools and are coordinated by associate deans. However, schools play an important role in staff development and personnel administration.

Evaluation: While we are generally satisfied with our overall structure, it is dynamic and responsive to a changing environment. Some colleagues miss frequent formal Faculty meetings which are useful for information dissemination but less successful in providing timely debate and prompt decision making because of their cumbersome structure. Although Faculty committees are open, relatively few colleagues attend who are not members. Faculty Forums have been devised to facilitate discussion and debate on topical issues but these have not yet proved to be vital places where views are freely exchanged. While horizontal communication is generally good, the Faculty needs to devise more effective techniques to implement vertical lines of communication. This will foster among staff a greater sense of having consulted about and contributed to decision making about issues significant to the Faculty's effectiveness. Some of the research clusters are less active than is desirable. Heads of School are expected to take a greater role in fostering their development in 2004. More attention can be paid to staff development and support for general staff.

Policy Development

The Faculty relies on the University policy framework but sometimes develops supplementary policies of its own, e.g. in relation to workloads, centres, assessment, honorary associates. Local policy has various degrees of formality e.g. detailed documents regulate assessment procedures and the appointment and management of honorary staff but resource distribution policy is not contained in a formal document. Reviews of courses and administrative structures occur on a regular basis. In 2003, the Faculty completed reviews of its EdD and MTeach courses, as well as its IT

support services. It will review its Honours programs in 2004.

Evaluation: This process is generally satisfactory and involves participation by representatives of all stakeholder groups. However, there is scope for more work on policy development, and particularly on implementation. There are plans to work on policies related to equity issues and IT support.

Strategic Planning

The Faculty uses a number of processes to keep its policies and practices up to date. These include an annual retreat, benchmarking with the Faculty of Education at the University of Melbourne, advice from external advisory committees, and submission of its courses for accreditation by professional bodies and employers. The Faculty also has plans to hire a business manager to assist us in expanding our professional development and other business activities.

Evaluation: We are generally satisfied with this process, a strength of which is participation by representatives of all stakeholder groups in most instances. It is a source of some frustration to the executive that not all staff feel as if they have adequate participation in decision making, in spite of meetings and seminars to discuss issues, attendance at which is sometimes disappointing, but reflective of the fact that many colleagues feel overworked.

Diversification and Strengthening of Funding Base

The Faculty wishes to reduce its dependence on DEST funding. Each of the Faculty's main divisions has plans or programs for contributing to the Faculty's funding base. Our student recruitment team is very important in helping realize these plans. The PG Division is working closely with the International Division to recruit overseas coursework and research students. This year we have seen rapid increases in our TESOL enrolments and we have begun teaching Masters programs in China. We are working closely with teacher education institutions in Thailand to assist them with professional development needs, and we expect that this will lead to increases in RHD enrolments. The UG Division is working with the International Division to increase study abroad enrolments. Domestically, we plan major increases in professional development activities, which in part is a response to increased funding for this purpose by the NSW DET.

Evaluation: The Faculty is making good progress in this area, but is limited by staff resources. Academic staff have many calls on their time. In 2003, the Faculty experienced some instability in its Division of Professional Learning, but staff changes have resolved many of these issues and we look forward to strong development in this area.

Diversity and Equity

The Faculty is working in a number of ways to improve our profile in this area. We are working on an audit of indigenous content in each course with a view to assessing development needs. With a view to increasing educational attainment, the Faculty runs a familiarization program for students of Pacific Island heritage whose families

have no experience with higher education. The Faculty has appointed a staff member to assist students from non-English speaking backgrounds. To assist in improving retention rates, we have appointed a first year experience coordinator, and three PG Fellows to assist with UG student administration and advising. We offer flexible employment patterns for staff to assist with family life and responsibilities. Consideration is being given to establishing an interest group to lobby for policies to improve equal opportunities within the Faculty for women, ATSI, cultural minorities, people with disabilities and other groups covered by anti-discrimination legislation. The Faculty's workloads policy ensures that the allocation of duties for academic staff is transparent and fair.

Evaluation: Even a cursory comparison of the demographic profile of the executive, staff and students with that of the populations they represent indicate that more work is required to provide a true atmosphere of equal opportunity. While we comply with legislative requirements and University policies and practices in these areas, and may not be very different from other units in the University, there are opportunities to do more in this area. Some initiatives have been taken and plans are afoot to do more to encourage and support diversity and equity. This year the Dean's Advisory Committee (which includes people in leadership roles) has gender parity in composition.

While not perfect, the Faculty is proud of its workloads policy (appendix 6) and implementation thereof as it is the basis of the allocation of work for academic staff that is done in an open, transparent and largely equitable manner. The policy generally has widespread support and is reviewed each year by a committee that includes representatives from each School. The Faculty is far from the application of the ideal 40:40:20 (research, teaching, administration) formula, but the policy supports this goal and many measures have been taken to achieve it, including for example, workshops and retreats for developing researchers, or the employment of PG Fellows to assist with administration duties.

Environmental Awareness

An important component of teacher preparation courses is an emphasis on safety and duty of care. A wide range of physical and social risks are addressed, and special emphasis is taken in the Human Movement and Health Education course, the Secondary Chemistry course, and the Design and Technology course where students often work with machinery. The physical working environment of staff is covered by our Occupational Health and Safety audits. A recent audit identified a number of areas for improvement and our building and equipment officers have taken the lead on implementing recommendations. Support is provided, as required, by the Faculty Manager, Heads of School and the Dean.

Evaluation: The Faculty believes that its performance in this area is satisfactory.

Mentoring

The main vehicles employed by the Faculty in respect to mentoring and support of students are programs coordinated by our first year experience and ESL lecturers, and the introduction of a new PG unit of study, English for Academic Purposes. We have a good pastoral care program delivered via the course teams and PG Fellows, and

foster induction into the research community by RHD students via PG conferences and participation in research clusters. For staff mentoring, we rely on the PM&D process, participation in research clusters and teaching teams, shadowing for those assuming administrative roles, and pairs of colleagues to staff off-shore courses. In 2002 a staff induction booklet was introduced and this year, the Faculty ran an induction day for new staff.

Evaluation: PREQ data indicate that we have more work to do to improve the climate for research students, and clusters could do more to foster activity by inexperienced researchers.

Appraisal and Development

In regard to appraisal and development of teaching programs and students, the Faculty relies on approval of its teacher preparation courses by the NSW DET Teacher Qualification Assessment Procedure. We are preparing to participate in the course approval process, likely to be implemented by the NSW Institute for Teachers. The Faculty regularly reviews its courses and includes external advisors in these deliberations. The Faculty also keeps an eye on attrition and completion rates, and effectively uses the show cause process to ensure that students are progressing in their degree courses.

For each staff member, the PM&D, probation and confirmation processes help us focus on appraisal and development issues at least once each year. SDO and SSP leave, as well as research seminars and ITL programs, as well as promotion possibilities, provide development opportunities for academic staff. Programs offered by the SDU provide some development opportunities for administrative staff.

Evaluation: We believe that we are in good shape in regard to appraisal and development for students, though some further work could be carried out to improve supervision practices for some RHD students. The PG Division is exploring this issue. The PM&D process has improved the appraisal and identification of development goals for staff. Limited career paths and opportunities to enrich the work of administrative staff are an issue to which we can pay more attention.

Stakeholder feedback

The main methods by which the Faculty receives feedback from stakeholders are external advisory committees, student evaluation of teaching, RHD annual progress reports and PM&D reports. The Faculty regularly meets with the major employers of our graduates to discuss their needs.

Evaluation: We believe that we are doing a good job in this area.

Quality Assurance Processes

Submission of our teacher preparation courses for assessment by the NSW DET Teacher Qualification Assessment Procedure and periodic course reviews are the major methods used to improve and strengthen our teaching programs. Preparation for Academic Board visits and responding to suggestions thereafter have proven to be

important for systematically assessing and documenting our QA processes and for engaging in continuous improvement activities. The PM&D process has proved important for QA at the level of individual practice.

Evaluation: In general, we are satisfied with our QA activity. Our major limitation to doing more are restrictions to resources, and in particular time. The many demands placed upon staff in the areas of teaching, research, professional and community service, and a range of administrative activities, means that many colleagues often feel as if they are not able to perform to their best potential in a number of areas. We cope with this by establishing priorities and where possible, providing release time from normal duties to develop skills.

SECTION 7: Goal 7: SERVICE TO THE COMMUNITY

By providing knowledge, opportunity and encouragement, the University of Sydney will maintain its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally.

This goal links closely with Goal 5 *Engagement with Industry and the Professions*, so much of the information outlined in relation to that goal is relevant here, especially the material on the Division of Professional Learning and on the ongoing contribution of the Faculty to the continuing professional education of teachers, social workers and other human service professionals.

The Faculty contributes to the community in several ways. At the Faculty level the Research Centres make important contributions to the community. Academics within the Faculty make important contributions through collaborative research with both public sector and non-government organizations. In addition many academic staff make a range of contributions through their activities in schools, community organisations and memberships of various government and non government committees.

Faculty Centres

The Children's Centre

The Children's Centre conducts an Early Intervention Program, based on the collaboration of the disciplines of education and social work. The program assesses persistent educational difficulties being encountered by primary stage students who are referred for assistance by inner-city schools including Darlington, Glebe, Forrest Lodge, Newtown North and Five Dock Public Schools. The Early Intervention Program is about enhancing the prospects of inner-city students and is also a search for knowledge about overcoming early school failure and the dissemination of that knowledge. The recent combination within the Faculty of expertise in education and social work has opened up new and exciting possibilities. The social work involvement will help to add three new elements to the existing arrangements: build links with other community services and agencies that could contribute to the scope and quality of service provided to Aboriginal students and their families; augment the referrals made by inner city schools by building partnerships with agencies that concentrate on assisting troubled young people and their families; enlarge the methods of operation of the program by developing group formats and forums to supplement the work with individuals.

The Centre for Practitioner Research

The Centre for Practitioner Research provides opportunities for practitioners working in the field of education to report and publish their work. It also runs short courses to help practitioners develop skills in teacher research and action research. The Centre provides opportunities for students in the faculty working in areas of school improvement, action research and collaborative research to showcase their work through a variety of activities such as seminars, mini conferences and web pages.

The Shakespeare Globe Centre

The Shakespeare Globe Centre reaches almost 20,000 high school students across Australia each year through its Shakespeare Youth Festival. This includes government, independent and CEO schools in both urban and rural areas. Students are invited to participate in The Youth Festival by choosing a piece of Shakespeare and interpreting it through performance, music, dance or design. The best from each school come to a regional festival, then to a State Final. Each Sept/Oct the best from across the country (30-40 students) are invited to Sydney to take part in the National Production under professional theatre practitioners. In 2003 Pericles was performed. The SGCA also conducts an annual Sonnet Stroll through Sydney Streets to commemorate Shakespeare's Birthday. In 2003 we mounted a fully professional production of King Lear, aimed at HSC students. This year both King Lear and The Tempest will be produced. In July 2004 three staff and seven students have been invited to present at the International Drama/Theatre and Education World Congress, Ottawa Canada.

Health Education Unit

The unit was established in late 1979 and since its establishment has been involved in the development of several major initiatives in drug education. The main functions of the unit are to develop and produce resource materials, reports, papers, and teaching programs on drug education; to provide consultancy to schools, government departments, community groups and others in the drug and health education field; to conduct education and training for parents, teachers, tertiary students and health workers; and to provide information and resource materials for persons involved in the delivery of drug education.

CoCo Research Centre

The CoCo Research Centre was created in the Faculty of Education and Social Work in 2003. The Centre studies innovative uses of advanced learning technologies, in order to gain a better understanding of learning, teaching, technology and their inter-relationships. It also contributes to innovation in the use of ICT for learning and teaching within the University, and to the development of professionals who support other people's learning in the corporate and public sectors. Professional development opportunities focus on specialists in e-learning, instructional/educational design, knowledge management, organisational development and educational administration, as well as teachers, trainers and lecturers.

International Institute for Educational Development

The International Institute for Educational Development addresses the future of education in a world profoundly affected by globalisation. IIED mobilises the Faculty's academic strengths and resources in the field of International Education, applying them to: undergraduate teaching; the Graduate Diploma in International Education by distance; implementation of major research projects in International Education; the provision of short training courses locally and off-shore; the development of consultancy services; collaboration with development assistance agencies; and management of the IIED Training Network.

The Sydney Principals Institute (in conjunction with the Division of Professional Learning)

The Sydney Principals' Institute was established in 1998 and seeks to provide opportunities for principals and other senior school executives from state and private

schools in New South Wales to meet, learn about, and discuss issues of common concern. The Institute participated in the establishment of the Asia-Pacific Network of Principals and Leadership Centres linking groups in Australian states, New Zealand and a number of Asian Countries for the purposes of sharing knowledge and planning joint activities that will benefit members.

Teaching Resources and Textbook Research Unit (TREAT)

The Teaching Resources and Textbook Research Unit (TREAT) has been conducting research into the use and improvement of textbooks and other teaching resources at primary and secondary schools and in universities and TAFE colleges since 1986. It administers The Australian Awards for Excellence in Educational Publishing in conjunction with the Australian Publishers Association. TREAT also conducts special training courses for teachers, schools, publishers and teachers in training.

China Education Centre

The China Education Centre was established following the visit to China of a group of comparative educators from the University of Sydney in 1972 and acts as a non-profit organisation for the development of educational, cultural and professional links between Australia and China. The Centre: encourages the interchange of information and opinion which shapes Australia-China relations; provides services to the University of Sydney's wider community, comprising academics, teachers, professional/business people and Sinophiles; and provides teaching in courses for visiting study-groups of teacher educators, educational administrators, teachers, scholars and students and in the formal academic programme of the Faculty by invitation.

Centre for Research and training in Civics

The current research emphasis of The Centre for Research and Teaching in Civics (CRTC) is on an ARC Linkage grant investing young people's electoral behaviour. The Youth Electoral Study (YES) is a national study based around the electoral divisions of the Australian Electoral Commission. The CRTC has international linkages and has been involved in many projects, particularly in the more problematic democracies such as Indonesia, Northern Ireland and Taiwan. Another study investigated and formulated Key Performance Measures in civics and citizenship education for MCEETYA (Ministerial Council for Employment, Education, Training and Youth affairs). In recent years there have been three PhD students graduate who were associated with the CRTC and another two are currently conducting research.

Research with Community Partners

Successful Linkage Grant applications and other sources of external funding are clear evidence of community engagement and recognition. Academic members of the faculty have developed research partnerships with a range of public sector and non government organisations including: NSW Premier's Department; NSW Department for Women, NSW Water Board; NSW Department of Education and Training; NSW Department of Housing; Board of Studies, NSW; Australian Electoral Commission; NSW Benevolent Society; Burnside; Green Valley Domestic Violence Service; Mercy Family Life; NSW Health Education Centre Against Violence

Academic Staff Contributions to the Community

Academic staff members contribute to the community in a wide range of ways (refer to appendix 26 for detailed information on individual academic staff members contributions) including:

Memberships of boards and committees such as: the Centre for Regional Education, Orange; Primary Teachers; English Teaching Association; Mathematics Association; Commonwealth Social Security Tribunal; Economics Educators Professional Teachers Association; Australian Association for Exercise and Sport Science; ACHPER; Australian Clearing House on Domestic and Family Violence; International Alliance for Child and Adolescent Mental Health and Schools; NSW Council on Violence Against Women; National Centre for History Education, Year 11-12 Ancient History Syllabus Advisory Group.

Editorial and review roles for professional journals such as: Journal of Adolescent and Adult Literacy; Australian Journal of Language and Literacy; Women in Welfare Education; Women Against Violence; Journal of Professional Studies; Change: Transformation and Education; Professional Educator; English in Australia.

Advisory and consultancy roles to organisations and groups such as: Australian Women's Basketball Team; Australian Electoral Commission; Open University, UK; NSW Board of Studies course 'Exercise and Sports Studies'; University of Hawaii and University of Sydney Athletics Scholarships Scheme, Reviewable Child Deaths, NSW Ombudsman's Office.

Contributions to schools, community organisations and groups including: North Sydney Demonstration School, Curl Curl North Primary School, North Newtown Public School; Fort Street High School; Glenaeon; Amberleys' Women's Refuge; Mercy Family Centre; Australian Rugby Union. NSW Institute of Sport

Evaluation

This summary report demonstrates that substantial numbers of staff within this Faculty place importance on the contribution of academics to community service. Contribution is diverse and we can confidently say is limited by competing institutional demands.

Section 8: Evaluative summary of the Faculty's effectiveness in contributing to the University's seven goals

Following is a summary of the Faculty's response to the seven goals in the University's Strategic Plan.

Goal 1: Teaching and Learning

Overall we believe we have taken decisive steps to respond to the seven recommendations from the Phase One Review. Our online learning capacity is now a priority. There have been great advances in the development of our international programs (eg. M.Ed TESOL, offshore programs). Considerable curriculum development has occurred in a number of courses as a result of periodic review. The Faculty has agreed upon a definition of credit points which relates to student effort and this is being implemented across all courses.

Goal 2: Diversity, Equity and Access

The Faculty has a number of innovative programs in this area and has considerable achievements to report. However, the Faculty wishes to be in a leadership position in this area and to this end is in the process of establishing an equity committee. Our goal is for the demographic profile of staff and students to be more consistent with community diversity.

Goal 3: Research

Faculty has established a workloads policy which is supportive of the University 40-40-20 policy. In the past two years it has devised several programs to support Faculty research (eg. cluster grants, teaching relief grants, workshops, staff retreat, research incentive scheme). We now have a high proportion of staff with doctorates and our current hiring policy supports this. Nevertheless, Go8 comparative data do not show the Faculty to be in a good position. The impact of Faculty initiatives are difficult to evaluate because of the lag in the indicators. In regard to research training, the Faculty has devised programs to improve enrolments (eg admissions pathways, revised EdD) and student supervision (29 staff currently enrolled). Equipment for postgraduate students has improved but the Faculty remains concerned about infrastructure and climate scores from the SREQ data.

Goal 4: Internationalisation

Faculty has increased its postgraduate coursework enrolments dramatically largely due to the development of its TESOL program. Student and staff feedback indicate that our offshore programs are very successful. Faculty intends to develop student exchange and study abroad programs and to this end it has introduced a unit of study on cross cultural professional experience to support this. However, considerable work remains to provide suitable infrastructure to support this goal (induction and monitoring of international students; internationalisation of curriculum).

Goal 5: Engagement with Industry and the Professions

The Faculty prides itself on its engagement with the professions it serves. It meets regularly with employers of its graduates, is developing comprehensive professional development programs and has formed partnerships with organisations working in Education and Social Work. Within the limits of available resources, the Faculty is satisfied with its performance in this area.

Goal 6: Management

The committee structure serves the Faculty well especially in that it allows for relatively fast decision making. However, this may come at the cost of widespread ownership of policies. Faculty is working on diversifying its funding base and has found that quality assurance processes that have been put in place over the past two years have been beneficial (stakeholder feedback, PM&D reviews, teaching plans etc).

Goal 7: Service to the Community

Faculty members are involved in extensive community service activities which range from service to the social work and education academic communities This includes participation on editorial boards and executive positions in academic organizations, service in teaching and human service organisations (e.g. DOCS, Department of Education and Training, Catholic Education Office, Barnados), and service with community organisations (e.g. The University Settlement). The Faculty is proud of its contributions in each of these areas, and this is testament to the staffs' commitment to this aspect of their work. Much more could be done in this field, however, balancing these activities with teaching, research and university administration work is a challenge for most of us.

The Faculty is in a satisfactory financial position and is taking steps to respond to the dynamic environment of higher education in Australia. We have been without a Dean for over 12 months but have a strong leadership team in place. It is expected that the appointment of a permanent dean will take the Faculty in new directions. In the meantime we have identified areas for improvement and are diligently working on devising programs to achieve these goals. Faculty is taking the opportunity of several retirements over the past few years to reshape its staff profile.