Annex C. System level SWOT analyses in initial teacher preparation systems

Figure A C.1. A system-level SWOT - Australia

Strengths	Weaknesses
• Establishment and acceptance of a national agenda on teacher reform, especially challenging in a federated system, and in spite of the tight timeframe for reform • Strong co-construction of all frameworks and guidelines – developed over time and written in accessible and relevant language for schools, ITE providers, state authorities and agencies, etc. – led by a national body that is respected and is implementing reform • General and widespread commitment to reform – and willingness to change and improve initial teacher preparation – across all parts of the system.	• Demand-driven funding provides no incentive for institutions to recruit quality candidates, especially at undergraduate level. • Lack of workforce planning to drive the ITE system • Employment arrangements and structures impact on the attractiveness of the profession (e.g. large number of part-time and temporary contracts, lack of financial incentives for mid-career changers), deployment of new teachers (i.e. selection and assignment to remote schools and Homelands) and induction (i.e. teachers on temporary contracts less likely to ask for or receive support). • Weak feedback loops involving schools to improve ITE programmes, including selection practices, and provide early support for new teachers.
Opportunities	**Threats**
• Many reforms have great potential for system improvement: • Accreditation Standards to improve the quality of ITE programmes and classroom readiness of graduates • APST and HALT to build capacity at the school and systems levels as an input to school transformation • Teacher Performance Assessment to measure PCK and content knowledge of prospective teachers. • Potential to scale-up strong programmes and initiatives with solid research and evidence base system-wide, thereby contributing to international research and good practice in ITE • Use of new and developing national datasets and feedback for continuous programme improvement • Further development and dissemination of AITSL's strategic implementation plan for TEMAG reforms, with defined timeline, short-, medium- and long-term outcomes, indicators of success and consideration of unintended consequences of reform.	• Too many and overlaid reforms, with tight, unrealistic timeframes, may leave insufficient time for implementation or evaluation of impact, and provide little opportunity to reflect on lessons learned for future reforms. • The funding provided to the Teacher Education Cluster 4 may be leaving these courses underfunded compared to courses in more generously funded Clusters, which may be impacting on the quality and quantity of practical experience in the programmes. There is potentially a trade-off between providing Commonwealth funding to sustain the current number of entrants to ITE and funding the kind of programme to deliver higher quality, better trained, teachers. • Undeveloped linkages between ITE, induction and CPD, with a disproportionate focus on ITE as a panacea to improve teacher quality. • Supply and demand imbalance may threaten the quality agenda. • Short-term funding of some programmes, even those with evidence of impact.

Figure A C.2. A system-level SWOT - Japan

Strengths	**Weaknesses**
• Orientation to excellence • Culture of **collaboration, continuous** and **reflective practice** (e.g. lesson study) • Strong development of **subject knowledge** • •Status of profession: teacher as role model • Transparent processes and pragmatic approach.	• **Uneven quality** of initial teacher preparation programmes • **Getting balance right in terms of theory and practice.**
Opportunities	**Threats**
• **Capacity for regeneration and renewal** • **All reforms across the pathway work in concert** to reinforce each other and produce the maximum benefits for Japanese ITP, for example alignment of selection at entry and exit, initiatives for attractiveness and status of profession, teacher competency frameworks.	• **Demographic context** – many teachers retiring and low birth rates • Ability to **strike a balance** between (managed) autonomy and (free) control in universities, schools and boards of education – and inter-relationships between these stakeholders.

Figure A C.3. A system-level SWOT – Korea

Strengths	**Opportunities**
• Orientation to excellence • Capacity to implement deep and systemic change • Agreed purpose and value of education: a culture that "nurtures" children • Status of profession: teacher as societal role model • Wealth of talent: the "brightest and best" • Transparent processes and pragmatic approach (application, exams, certification, placement, career progression all clearly laid out) • Willing and able to use culture of evaluation to drive change.	• Disconnect between theory and practice • Undeveloped or lack of career pathways • Lack of connection between ITE, induction and CPD • Overreliance on summative examination: results do not always feed into a continuous improvement cycle • High level of competition can be counterproductive • Many institutional silos creating closed feedback loops and system, not connecting universities, MOE, Offices of Education, schools, etc.
Weaknesses	**Threats**
• Scaling up good practice rapidly • 4th Industrial Revolution discourse indicates a willingness to overhaul, update and modernise • Increasing willingness to include the voice of multiple actors (e.g., parents, students, communities) can allow for broadening the model of accountability • Long-term nature of governance with incremental and predictable cycles • Culture of seniority and respect.	• Fewer enrolments/low birthrate • High demand creates a high level of scrutiny of the process, meaning change and innovation is difficult. • Lack of research-informed practice and policy • Weak student voice • Lack of understanding and awareness about diversity • Culture of seniority remains prevalent and may hinder reform, for example mentoring systems and fast-track school principal promotion.

Figure A C.4. A system-level SWOT - Norway

Strengths	Opportunities
• High level of stakeholder input into policies, especially student voice • University accreditation system based on continuous improvement with strong consequences • Strong subject knowledge training with solid frameworks and standards for ITE content.	• Fragmentation across initial teacher education, induction and continuous professional development – resulting in an inconsistent approach to policies, strategies and practices in initial teacher preparation, e.g. not using teacher mentors across the pathway • Lack of agency, i.e. some providers do not understand where they can innovate and take responsibility • Lack of co-design of ITE programmes by schools and universities.
Weaknesses	**Threats**
• Continuously and collaboratively review the impact of ITE policies and approaches (e.g. enhanced selection criteria) at all levels (Ministry as well as local school-university feedback loops) to improve how new teachers are developed • Build on existing university-school partnerships (i.e. university schools) to deepen and scale co-design and responsibility for delivery of ITE programmes, and better connect teacher preparation to ongoing development • Build on existing research networks (e.g. Centres of Excellence) and new Master's students to conduct and disseminate research in schools and universities • Increase incentives for school leadership and mentoring support (e.g. Master's in school leadership, training for mentors & school principals).	• Reform fatigue • Lack of clarity of purpose, weak research base and limited understanding of possible implications of some reform (i.e. implementing 5-year Master's, mathematics entry requirement for primary school teachers, 1-year compulsory induction, the impact/ manageability of accommodating the reforms for small schools) • Lack of capacity in faculty, schools and programmes to deliver higher quality ITE through a 5-year Master's programme.

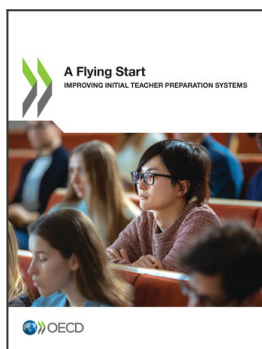**Figure A C.5. A system-level SWOT - Netherlands**

Strengths	Weaknesses
• Strong collaboration and taking ownership across the system (as a result of the culture of autonomy and willingness) • Focus on improving the quality of ITP across the system, e.g. teacher knowledge base, accrediting partnerships • • Support for pilots and innovation, including financial support.	• Complexity of programmes, pathways and qualifications • Ensuring quality across the board • • Sustainability of projects funded in the short-term • • Schools and school boards feel they lack influence over initial teacher training.
Opportunities	**Threats**
• Scaling up and sustaining successful initiatives, e.g. partnerships • Expanding initiatives to link preparation, induction and ongoing professional development programmes.	• Teacher shortages undermine quality initiatives • Increasing inequities, if not addressed (e.g. between school boards, in access to pathways and two-tiered qualifications).

Figure A C.6. A system-level SWOT – United States

Strengths	Weaknesses
• **Current focus on initial teacher preparation,** both in research and policy, and commensurate investment • Realisation of the need to **improve programme quality**.	• Difficulties faced in a decentralised system to **scale up local innovations, build consensus and create a shared vision and values for the future.** • Few **incentives** or **levers** to stimulate system-level change.
Opportunities	**Threats**
• **Networks of role models for excellence.** In a highly diverse, autonomous and innovative system, there are some quality programmes, researchers, mentor teachers, school leaders and teachers that could work together share best practice, and build consensus to improve quality. Organisations like **CCSSO** can contribute to creating more cross-state networks. • **Use of data** to support candidates, providers and new teachers' professional growth and continuous development.	• **Lack of consensus on urgent issues to be addressed** (e.g. teacher shortage, teacher mobility, consistent teacher competency framework). • **Fragmented approach** to addressing issues along the teacher education pathway, excacerbated by differences between states, differences between districts and large number of providers.

Figure A C.7. Wales

Identified Needs	Strategy
Need National strategic research plan for education in Wales that impacts learning	Establish national education research council for Wales
Need to build up research capacity in education faculties	Require each HEI to co-construct a research agenda and implementation plan with school partners
Need to incorporate more subject-specific expertise into teacher training and research	Redefine the role of mentor teachers to create bridge between content knowledge in schools and HEIs
Lack of access to research findings	Curate, create and share research throughout HEIs and schools and provide teachers with the knowledge and skills to engage in research
Integration of theory and practice	a) National strategy for engaging all stakeholders in developing a common language on research and practice b) Maximising the potential of the research agenda included in the professional standards across the sector
Lack of a coherent system for developing and supporting those responsible for educating novices in school contexts	Establish a national approach to professional learning to include an explicit commitment to evidence-based co-teaching