

Abstract (max 300 words)

Core Content implementation in initial teacher education: Understanding teacher voices and implications for literacy education

Core Content refers to federally mandated content in Australian initial teacher education (ITE) courses. Derived from funding agreements between Federal and State/Territory Governments and linked directly with university ITE course accreditation, Core Content is intended to improve ITE, with the aim of improving outcomes in schools. Core Content has implications for teaching and learning in ITE and by extension, implications for teaching and learning throughout compulsory schooling. One of the Core Content areas provides for building capacity of pre-service teachers in teaching literacy, thereby having specific implications for literacy teaching and learning practices in schools.

At present, we are undertaking a research project which aims to seek rich understanding of implementation of Core Content in ITE courses in one Australian university. Through an interpretivist and critical theory lens, the project aims to bring to the foreground the research and policy activity that has preceded Core Content itself through a scoping review. The second stage of the project is to focus on investigating lived experiences of those implementing Core Content through semi-structured interviews of relevant staff involved in the design and delivery of ITE courses. The overall aim of the project is to seek out voices of those implementing Core Content and, in doing so, empower them to improve ITE course delivery and quality in ways that are also compliant with accreditation and other requirements.

This presentation will encompass an overview of the project, its origins, and emerging findings, with a focus on reporting insights from the scoping review. In this way, the presentation aims to promote critical thinking and discussion from delegates on the impact of Core Content for literacy teaching and learning practices in schools.

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