Reflections from a current partnership between Faculty of Education and Arts (FEA) and Academic Skills to support final year Education Students preparing for the national Literacy and Numeracy Test (LANTITE)

Key Words

Partnership preparing test collaboration strategies institutional practices resources Education

Abstract

In November 2015, as part of an Academic Skills Unit (ASU) ACU professional development conference, Professor Geraldine Castleton, Faculty of Education and Arts (FEA), presented a session to ACU Academic Skills Advisors outlining proposed changes to the requirements for graduating Education students. Specifically, preservice Education students in NSW would need to sit a literacy and numeracy test to show that they were in the top 30% of the population to gain Provisional Accreditation as teachers from 1 July 2016 (NSW Education Standards Authority, 2017). As part of an institutional response to this new requirement of the then Board of Studies, Teaching and Educational Standards (BOSTES) in NSW and to address the immediate needs of students completing their education course at ACU in NSW mid-2016, Academic Skills was asked to collaborate with Education to provide workshops on the Strathfield campus to support students preparing for the Literacy and Numeracy for Classroom Readiness (LANCR) test in February 2016. This initial request was supported by the Director of the Office of Student Success (OSS) and support for Education students graduating in midyear in New South Wales was seen as a priority. The provision of these initial Preparing for the Literacy Test and Preparing for the Numeracy Test workshops and development of resources was the first step in the development of an effective university recognised collaboration between FEA and ASU that has formed part of ACU’s support plan and response to the Australian government’s implementation of the national Literacy and Numeracy Initial Teacher Education test (LANTITE) for preservice teachers during 2016. The Australian Council for Educational Research has implemented the LANTITE national testing program (ACER, 2017) and in conjunction with the Australian Institute for Teaching and School Leadership (AITSL) has published the Literacy and numeracy test for initial teacher education students: Assessment Framework for the implementation of the first two year of the national literacy and numeracy test (AITSL & ACER, 2015). Using this contextual background, as representatives on the ACU FEA Literacy and Numeracy Test Strategy Working Group in 2016, the Academic Skills Unit has worked within this ACU institutional collaboration of FEA, Learning and Teaching Centre (LTC), OSS, and First Peoples and Equity Pathways to develop and implement strategies that have been both targeted to emerging needs, responsive to feedback, sustainable in the longer term and congruent with the broader FEA strategy to identify and support the learning needs of students entering ACU Education degrees. This presentation will focus on the factors that have driven this successful partnership, the allocation and sharing of responsibilities and decisions between academic and professional areas, the levels of communication required, and the opportunities for innovative approaches for the Academic Skills Unit that have been a positive outcome of the current partnership and have led to changes in ASU’s ongoing work practices.

References

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