

DEPARTMENT OF EDUCATION

Great Teaching, Inspired Learning

An Evaluation of the Cadetship and Internship Programs

Centre for Education Statistics and Evaluation



Centre for Education Statistics and Evaluation

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Executive summary

Great Teaching, Inspired Learning (GTIL) is the NSW Government's plan to improve the quality of teaching in NSW schools. GTIL Actions 2.1 and 2.3 are designed to attract high achieving students into the teaching profession in areas of workforce need. The NSW Department of Education (the department) introduced new Cadetship and Internship Programs in 2014, specifically to address these two actions.

Cadets and Interns are employed on a part-time basis during their teacher education studies to provide support to classroom teachers, enabling them to gain valuable skills and on the job experience, under the guidance of experienced teachers. They are guaranteed a permanent teaching position in a NSW public school upon completion of their studies. This report presents the findings of the Centre for Education Statistics and Evaluation's (CESE's) evaluation of the Cadetship and Internship Programs, and considers the implementation and initial impact of these Programs.

Evaluation aims and methods

This evaluation consists of two components – a process and an outcome evaluation. The **process evaluation** considers how well the Cadetship and Internship Programs have been implemented. The key questions addressed are:

- How well have the Cadetship and Internship Programs been implemented?
- What are the uptake and retention rates of the Cadetship and Internship Programs?
- What factors are associated with Cadetships and Internships not being accepted or being discontinued?
- What activities are Cadets and Interns engaged with in schools? How are they supported by schools?
- Are there any enabling factors or challenges in implementing the Cadetship and Internship Programs?

The **outcome evaluation** considers the impact the Cadetship and Internship Programs have had. As the Programs are relatively new, having only been introduced in 2014, this evaluation can only consider the initial impact of the Programs. The full impact of the Cadetship and Internship Programs will not be realised until more Cadets and Interns complete the Programs and begin their teaching careers. The key questions addressed in this evaluation include:

- What is the impact of the Cadetship and Internship Programs on the readiness of participants to enter the teaching profession?
- To what extent have the Cadetship and Internship Programs increased the number of teachers in areas of workforce need?
- To what extent have the Cadetship and Internship Programs increased the retention of high achieving students in initial teacher education?
- What is the impact of the Internship Program on the quality of teaching practices for participants?
- Have there been any unexpected outcomes from the Cadetship and Internship Programs?

CESE drew on several data sources to examine the implementation of, and outcomes achieved by, the Cadetship and Internship Programs. These were:

- surveys of 43 Cadets (69% response rate) and 39 Interns (53% response rate) who had commenced the respective Programs
- 34 semi-structured interviews with Cadets, Interns, participating schools and other key Program stakeholders
- Program documentation
- Program and administrative data.

Implementation of the Cadetship and Internship Programs

Overall the findings suggest that the Cadetship and Internship Programs have been implemented reasonably well and have been a positive experience for the students and schools involved. High quality school leavers and teacher education students wishing to pursue a teaching career are being attracted to and retained in the Programs. Since their introduction in 2014, awareness of and interest in the Programs appears to be growing with an increasing number of applications being received. The number of applications now greatly exceeds the number of places available in both Programs.

The take up rates of the Programs have been high, with 73 per cent of the 85 Cadetships on offer and 86 per cent of the 85 Internships on offer taken up. The retention rates for both Programs are also very high (over 90%), with almost all students progressing through their respective Programs. Among those Interns who had completed their Internship at the time of this study, most (90%) have gone on to take up permanent appointments in a NSW government school.¹ The first cohort of Cadets just completed the four year Program at the end of 2017, and all have been permanently appointed as teachers in NSW government schools.

The guarantee of a permanent job was identified as a key motivation for applying for the Programs, especially among Interns. Improving teaching practice also featured as a motivating factor for both Cadets and Interns.

Cadets and Interns generally report feeling well supported by their Host schools and are engaged in a range of activities to support the teachers they work with in and out of the classroom. On the whole they found these activities useful or very useful for developing their understanding of teaching practice. Host schools also indicated they were benefitting from having the extra support in the classroom.

Those involved in the Programs suggested that some of the key enabling factors for the Programs were the:

- relief funding available which allowed teachers the time to support Cadets and Interns
- high quality of the Cadets, Interns, and mentoring teachers involved
- extended time Cadets and Interns spent in schools, which was over and above that of professional experience placements. This was seen as enhancing learning and development.

Some of the key challenges Cadets, Interns and Host schools experienced in the Programs were the:

- general lack of awareness of the Programs among schools and students who may be potentially interested in the Programs
- lack of guidance provided on each Program, which meant Cadets, Interns and Host schools were unclear about Program expectations, and their roles and responsibilities.

Other challenges experienced included:

- low morale among teachers within a school negatively impacted participants' experiences at times
- some Cadets found it difficult to establish professional relationships with students, who were not much younger than them
- some participants and Host schools found it difficult to balance the competing demands of the Program with those of the teacher education course, particularly the professional experience requirements
- Host schools were sometimes unaware of the relief funding available to support the Programs, or did not direct it to best support the Programs.

¹ This figure is likely to increase once all Interns have received notification of their appointment – currently, two are still awaiting a permanent offer.

Initial impact of the Cadetship and Internship Programs

The Cadetship and Internship Programs are relatively new, having been introduced in 2014. As a result this evaluation only considers the initial impact of the Programs.

The early signs are encouraging. Cadets and Interns generally perceived that the Programs are enhancing their readiness to enter the teaching profession and providing a more thorough and comprehensive experience than they would have gained through their professional experience placements alone. Areas participants perceived as contributing to their readiness for teaching included:

- increased understanding of teaching and classroom management strategies
- exposure to the full range of tasks teachers undertake in and out of the classroom
- increased confidence
- exposure to a range of teaching strategies and behaviour management strategies.

In addition to attracting and retaining high quality students into the teaching profession, the Programs also aimed to increase the number of teachers in areas of workforce need. This evaluation indicates that Cadets and Interns are mostly (63%) enrolled in their teacher education course in subject areas of workforce need, particularly mathematics (31%) and science (20%), and special education (10%). Similarly, most of those who have been permanently appointed have been appointed in subject areas of workforce need (65% of Interns and 100% of Cadets). Other appointments have been in locations of workforce need.

Areas where the Programs could be improved

This evaluation has identified a number of key areas where the Cadetship and Internship Programs could be improved. These were:

- enhancing communication around the Programs to increase awareness of the Programs among potentially interested schools and students, and to better target high performing students
- more extensive guidelines from the department around Program expectations, roles and responsibilities for both participants and schools.

Other areas that could also be considered include:

- introducing minimum standards or professional learning requirements for teachers who mentor or supervise Cadets or Interns
- increasing awareness of the relief funding available and ensuring it is used to best effect
- improving coordination with teacher education providers, particularly around the professional experience placement and course load requirements
- structuring the programs more around the relevant professional standards
- providing guidance to first year Cadets, and to the Host schools supporting them, about establishing professional boundaries with students.

Conclusions

There is evidence that the Programs have been implemented reasonably well in schools. The Programs are attracting and retaining high quality school leavers and teacher education students, many whom are in subject areas of workforce need. Almost all of the Interns who have completed their Program have gone on to take up a permanent teaching position in a NSW government school.

Early evidence indicates that the Programs have had a range of benefits for both students and schools involved. Cadets, Interns and Host schools generally perceive that the Programs are enhancing participants' readiness to enter the teaching profession.

This evaluation suggests that the Programs could be further enhanced through increased communication. This includes increasing general awareness about the Programs among potentially interested schools and students, particularly high performing students, and through the provision of more extensive guidelines to enhance participant understanding and clarify expectations.

Further work needs to be undertaken to understand the ongoing impact of the Programs. While early indicators are positive, the full impact of the Programs on workforce need and teaching quality will not become apparent for several years when more Cadets and Interns complete the Programs, and start to establish themselves in their permanent teaching positions and demonstrate their teaching practices.

1. Background

This report presents the findings of an evaluation of the Cadetship and Internship Programs which were part of the Great Teaching, Inspired Learning (GTIL) blueprint. The two Programs were designed to attract high achieving students into the teaching profession.

The GTIL initiative sets out 16 reform areas comprising 47 actions, which span the career cycle of a teacher, from initial teacher training and induction for beginning teachers, to recognising and supporting experienced teachers, to school succession planning and support for new and established school leaders.

1.1 Cadetships

The NSW Department of Education (the department) introduced a new Cadetship Program in 2014 to address GTIL Action 2.1, which states:

Incentives will be targeted to attract more of the best and brightest school leavers into teaching.

Up to 30 Cadetships are offered each year under the Program (ranging from 10 in 2014 up to the Program cap of 30 in 2017) to high achieving school leavers who wish to become a teacher in a NSW public school. In total, 85 Cadetships have been made available to date.

The Program is targeted at students wishing to pursue a teaching career in an area of workforce need, such as in mathematics, science (physics), or technological and applied studies (TAS), in special education, or in a rural and remote area. The Program is limited to those studying to become secondary school or special education (K-12) teachers.

Candidates for the Program are selected by a panel, made up of representatives from the Human Resources Directorate of the department. The panel uses a standardised assessment process which covers academic results, as well as other relevant personal qualities such as involvement in extracurricular and community related activities. While priority is given to students wishing to pursue teaching in areas of workforce need, other high quality students may also be considered. Schools are supported to identify high performing students with an aptitude for teaching and encourage them into teaching through a Cadetship.

Cadets accepted into the Program are guaranteed part-time employment in a school while they complete their studies, enabling them to gain valuable knowledge and experience in a school setting under the guidance and supervision of experienced teachers. Upon completion, Cadets are guaranteed a permanent teaching position in a NSW public school, in which they are expected to remain for a minimum of three years.

The department employs Cadets as Classroom Teacher Support Officers (a type of Operational Paraprofessional) two days per week in their first year of study. Cadets are expected to provide support to teachers in and out of the classroom and may be involved with, for example:

- lesson preparation
- student data and other administrative tasks
- professional learning
- staff meetings.

Cadets who successfully complete their first year are employed as Educational Paraprofessionals two days per week for their second and third years of study, and up to 2.5 days per week in the fourth and final year. The role, while still a support role, becomes more classroom-based. Cadets can, for example:

- work with individuals or small groups of students
- help the teacher to develop curriculum and assessment materials
- help the teacher to implement teaching and learning strategies
- participate in professional learning and staff meetings.

Cadets are guided and supervised by teachers to support teaching and learning in the classroom while receiving “on the job” experience. It is anticipated that they will develop a greater understanding of the operations of the school while working collaboratively with experienced teachers.

1.2 Internships

The department introduced the Internship Program in 2014 to address GTIL Action 2.3 which states:

More options will be available for earlier entry into teaching for high performing pre-service students.

As with the Cadetships Program, the department offers up to 30 Internships each year (ranging from 10 in 2014 up to the Program cap of 30 in 2017). The Program aims to attract high quality final year teacher education students who are seeking employment as a teacher in a NSW public school. The Program is targeted at students wishing to pursue a teaching career in an area of workforce need. In total, 85 Internships have been made available to date.

The selection process is similar to that for Cadets. A panel, made up of representatives from the Human Resources Directorate, assesses applications based on a standardised assessment process which covers academic results and other relevant personal qualities, such as involvement in extracurricular and community related activities. Priority is given to students studying subject areas of workforce need, or who are willing to work in a rural or remote area. The Program is limited to those studying at a recognised Australian university for a qualification as a secondary or special education (K-12) teacher.

Interns are able to gain valuable knowledge and “on the job experience” in a school setting under the guidance and supervision of experienced teachers through the Program.

Interns are employed by the department as Educational Paraprofessionals for up to 2.5 days per week while they are completing the final year of their teacher education course. Interns commence this role in Term 2 of their final year of study and continue until the end of the year. At the completion of the Program, Interns are guaranteed an appointment as a permanent full-time teacher in a NSW public school in an agreed location where they are expected to stay for a minimum of three years.

Interns work in a supporting role, under the supervision of a teacher (or teachers) and may be involved in tasks such as:

- working with individual or small groups of students
- helping the teacher to develop curriculum and assessment materials
- researching professional learning
- helping to prepare the learning environment
- helping the teacher to implement teaching and learning strategies
- collecting student data
- assisting with playground duty, school sports activities, parent teacher interviews
- participating in professional learning and staff meetings.

The department provides funding to schools who host either a Cadet or an Intern. Up to 15 days of relief time per year is available to enable supervising and mentoring staff time to provide the necessary support and guidance to the students.

Both the Cadetship and Internship Programs are intended to complement, but not replace, the professional experience placements undertaken as a requirement of the teacher education course. Cadets and Interns are required to complete professional experience placements as part of their studies, in addition to their respective Cadetship or Internship. Participants are not formally assessed as part of the Programs.

2. Evaluation aims

This evaluation consists of two components – a process evaluation to examine the implementation of the Cadetship and Internship Programs and an outcome evaluation to examine the early impacts of the Programs. The full impact of the Programs will not become apparent until more Cadets and Interns start to complete the Programs and become fully established in teaching positions.

The key questions addressed by the **process evaluation** are:

- How well have the Cadetship and Internship Programs been implemented?
- What are the take up and retention rates of the Cadetship and Internship Programs?
- What factors are associated with Cadetships and Internships not being accepted or being discontinued?
- How were the Programs communicated to students and schools?
- What were Cadets and Interns key reasons for applying for the Programs?
- Were Cadets and Interns expectations of the Programs met?
- What activities are Cadets and Interns engaged with in schools?
- How are Cadets and Interns being supported by schools?
- What are the key enabling factors and challenges in implementing the Cadetship and Internship Programs?

The key questions addressed by the **outcome evaluation** are:

- What impact have the Cadetship and Internship Programs had on participants' readiness to enter the teaching profession?
- To what extent have the Cadetship and Internship Programs attracted students in areas of workforce need?
- What impact have the Programs had on increasing the retention of high achieving students in initial teacher education?
- What impact have the Programs had on the quality of participants' teaching practices?
- Have the Programs resulted in any unexpected outcomes?

3. Evaluation methods

CESE drew on several data sources to examine the key process and outcome evaluation questions. These were:

- surveys of Cadets and Interns
- semi-structured interviews with a number of Program participants and stakeholders
- a review of Program documentation
- Program data sourced from the Human Resources Directorate.

3.1 Surveys of Cadets and Interns

CESE distributed surveys in June 2017 to all Cadets and Interns who had commenced their respective Programs and sought information about their reasons for applying and their perceptions and experiences of the Program. The surveys are provided in Appendices A and B. In total, 43 of the 62 Cadets surveyed responded (69% response rate), and 39 of the 73 Interns surveyed responded (53% response rate). Respondents were considered generally representative of the total Cadet and Intern populations. Full demographic details of the respondents are provided in Appendix C.

3.2 Interviews with Cadets and Interns

CESE conducted 34 semi-structured interviews (either face to face, or via video conference or telephone, depending on preference) in July and August 2017 with:

- six Interns (three current and three former Interns)
- four Cadets
- a representative (either the principal, executive or head teacher) from:
 - eight schools who had hosted a Cadet or Intern
 - three schools where an Intern had been permanently appointed
 - three schools where a Cadet or Intern had completed their Higher School Certificate (HSC)
- eight Directors, Public Schools NSW
- two departmental officers.

In total, CESE contacted 72 people, of which 34 were interviewed, aiming to include both males and females across different locations and school types.

The interviews covered the Program participants' perceptions and experiences of the Programs in more depth. Each of the interview guides are provided in Appendices D to G. Some of the topics covered include:

- expectations about the Programs
- departmental guidance
- benefits and challenges of the Programs
- impact on the teaching practices of Cadets and Interns
- characteristics considered essential for Cadets.

3.3 Review of Program documentation

CESE reviewed the documentation associated with the Cadetship and Internship Programs to provide further information for the evaluation. This included:

- Program, policy, strategy, and regulatory documents
- Program updates
- meeting minutes
- briefings
- media releases and other communications around the Programs.

3.4 Program and administrative data

CESE drew on a range of Program and administrative data for the evaluation. The Human Resources Directorate provided data around the number of Cadet and Intern places offered, accepted and completed each year, the number of permanent appointments made, and details of those involved in the Programs. This was supplemented with existing data around school characteristics (e.g. school type and location).

4. Key findings of the process evaluation

This section outlines the key findings from the process evaluation of the Cadetship and Internship Programs. Overall the findings suggest that both the Cadetship and Internship Programs were implemented reasonably well and were a positive experience for those involved. In particular:

- the take up rates of the Programs have been reasonably high, with 73 per cent of Cadetships and 8 per cent of Internships taken up
- retention rates were very high with over 90 per cent of those who took up a Cadetship or Internship, remaining in or completing their respective Program. All Cadets and most Interns (90%) who have completed their Program to date had taken up a permanent appointment in a NSW government school (Note that this figure is expected to increase when the two remaining Interns receive notification of their appointment)
- Cadets and Interns have been involved in a range of activities to support teachers. These activities have been in line with Program expectations and were more classroom and teaching focussed for Cadets, in their second and subsequent years of the Program, and for Interns. On the whole, Cadets and Interns found these activities extremely or very useful, although some felt they could be doing even more in the classroom
- Cadets and Interns felt well supported by their mentor teacher and had access to a range of teachers within their school for support
- participants suggested key enabling factors for the Programs included the:
 - relief funding available for teachers to support Cadets and Interns
 - high quality of the Cadets, Interns, and mentoring teachers involved
 - extended time Cadets and Interns spent in schools which enhanced their development.

Some of the key challenges experienced in the Programs were the:

- general lack of awareness of the Programs among schools and students who may be potentially interested in the Programs
- lack of guidance provided on the Programs, which meant Cadets, Interns and Host schools were unclear about Program expectations, and their roles and responsibilities.

Other challenges experienced included:

- low morale within a school negatively impacted participants' experiences at times
- some Cadets found it difficult to establish professional relationships with students, who were not much younger than them
- Host schools were not always aware of, or were not using the relief funding available to best support the Programs
- it was often difficult to balance the demands of the Programs with those of the teacher education course, particularly the professional experience requirements.

Further details of these findings are presented in the remainder of this section.

4.1 What are the take up and retention rates of the Cadetship Program?

Table 1 provides an overview of the Cadetship Program between 2014 and 2017 and includes the numbers of Cadetship places available, applications received, places taken up, and permanent appointments made.

Table 1:

Cadetship places, offers, commencement and retention

| Year | Total Cadetships offered | Applications received | Offers made | Number commencing | Take-up rate ^a (%) | Number completed or still in the Program as at Jan 2018 | Retention rate ^b (%) | Number taking up a permanent appointment as at Jan 2018 |
|--------------|--------------------------|-----------------------|-------------|-------------------|-------------------------------|---|---------------------------------|---|
| 2014 | 10 | 9 | 3 | 3 | 30 | 3 | 100 | 3 |
| 2015 | 20 | 62 | 20 | 15 | 75 | 13 | 87 | na |
| 2016 | 25 | 105 | 25 | 19 | 76 | 18 | 95 | na |
| 2017 | 30 | 129 | 31 | 25 | 83 | 23 | 92 | na |
| Total | 85 | 305 | 79 | 62 | 73 | 57 | 92 | 3 |

^a The take up rate is the number of students who commenced a Cadetship as a proportion of the places available.

^b The retention rate is the number of Cadets just completed or still participating in the Program at the time of the evaluation as a proportion of the number who commenced.

The Cadetship Program has become increasingly popular and competitive over time with the number of applications increasing thirteen-fold from nine in 2014 to 129 in 2017. Applications for the Program now exceed the number of available places by a rate of more than four to one, suggesting a growing awareness of and interest in the Program over time.

The take up rate was reasonably high with 62 of the 85 (73%) Cadetship places available since 2014 taken up. The take up rate was low in the first year of the Program, at 30 per cent, due to the small number of offers made. Since then the take up rate has increased over time from 75 per cent in 2015 to 83 per cent in 2017. There is still some room, however, to improve the take up of the remaining vacant Cadetship places. The department's approach has been to ensure the quality of Program participants, rather than just to fill all available positions. Any efforts to increase the take up rate of the Cadetship Program would therefore need to focus on increasing the number of quality applications received.

The retention rate for the Program was very high (92%), with nearly all Cadets who commenced the Program (57 out of 62) continuing on or just completed at the time of the study. Few students (five in total) had withdrawn from the Program in four years. Note that the Cadet Program takes four years, and only the first intake of Cadets from 2014 had completed their final year at the time of the evaluation. All three of these Cadets were permanently appointed to a school. Longer term follow up will be required to determine the retention rate of Cadets in their permanent appointments over time.

4.2 What are the take up and retention rates of the Internship Program?

Table 2 provides an overview of the Internship Program including the numbers of Internship places available, applications received, students commencing and completing the Program, and taking up permanent appointments.

Table 2:

Internship places, offers, commencement and retention

| Year | Total Internships available | Applications received | Offers made | Number commencing | Take-up rate ^a (%) | Number completed the Program as at Jan 2018 ^b | Retention rate ^c (%) | Number taking up a permanent appointment as at Jan 2018 ^d |
|--------------|-----------------------------|-----------------------|-------------|-------------------|-------------------------------|--|---------------------------------|--|
| 2014 | 10 | 14 | 10 | 7 | 70 | 6 | 86 | 4 |
| 2015 | 20 | 55 | 20 | 20 | 100 | 19 | 95 | 19 |
| 2016 | 25 | 123 | 23 | 20 | 80 | 18 | 90 | 17 |
| 2017 | 30 | 131 | 33 | 26 | 87 | 26 | 100 | 22 |
| Total | 85 | 323 | 86 | 73 | 86 | 69 | 95 | 62 |

^a The take up rate is the number of students who commenced an Internship as a proportion of the places available.

^b Note: one Intern who accepted in 2016 deferred to start the Program in 2017 but is counted in 2016.

^c The retention rate is the number of Interns who had completed the Program as a proportion of the number who commenced.

^d Note: two Interns who completed in 2017 have yet to be offered their permanent appointment.

As with the Cadetship Program, the number of applications for the Internship Program have increased over time, increasing eight-fold from 14 in 2014 to 131 in 2017. This again suggests that awareness of and interest in the Program is growing over time.

The take up rate for the Internship Program was even higher than that for the Cadetship Program. Overall, Interns took up 73 of the 85 places available, a take up rate of almost 90 per cent. Again the take up rate was lower in the first year of the Program when only 70 per cent of the available places were taken up, however this has increased over time. There is still some room for improvement in the take up of Internship places. As with the Cadetship Program, the department has ensured the quality of Program participants, rather than just filling all the available positions. Any efforts to increase the take up rate of the Internship Program would need to focus on increasing the number of quality applications received.

The retention rates were again very high. Nearly all of the 73 Interns who commenced between 2014 and 2017 had completed the Program (95%). Again, few students (four in total) had withdrawn from the Program once they had commenced.

Of the 69 Interns who completed the program, most (90%) had taken up a permanent appointment to a school. Of the seven remaining Interns, two had just completed the Program at the end of 2017 and were still awaiting their permanent appointment; and five had not taken up a permanent appointment. Two of the four who commenced the Program in 2014 and took up a permanent appointment no longer remain in their permanent appointment. Longer term follow up will be required to determine the retention rate of Interns in their permanent appointments over time.

4.3 What factors are associated with Cadetships and Internships not being accepted or being discontinued?

Overall, there have been very few students who decided not to take up an offer or withdrew from the Cadetship or Internship Programs. While this number is too small to analyse in a meaningful way, personal reasons were frequently cited as a reason for withdrawal.

4.4 How were the Programs communicated to students and schools?

CESE drew on Program documentation and interviews with Program administrators to understand how the Programs were promoted and communicated to potentially interested students and schools. Methods of communication and promotion included:

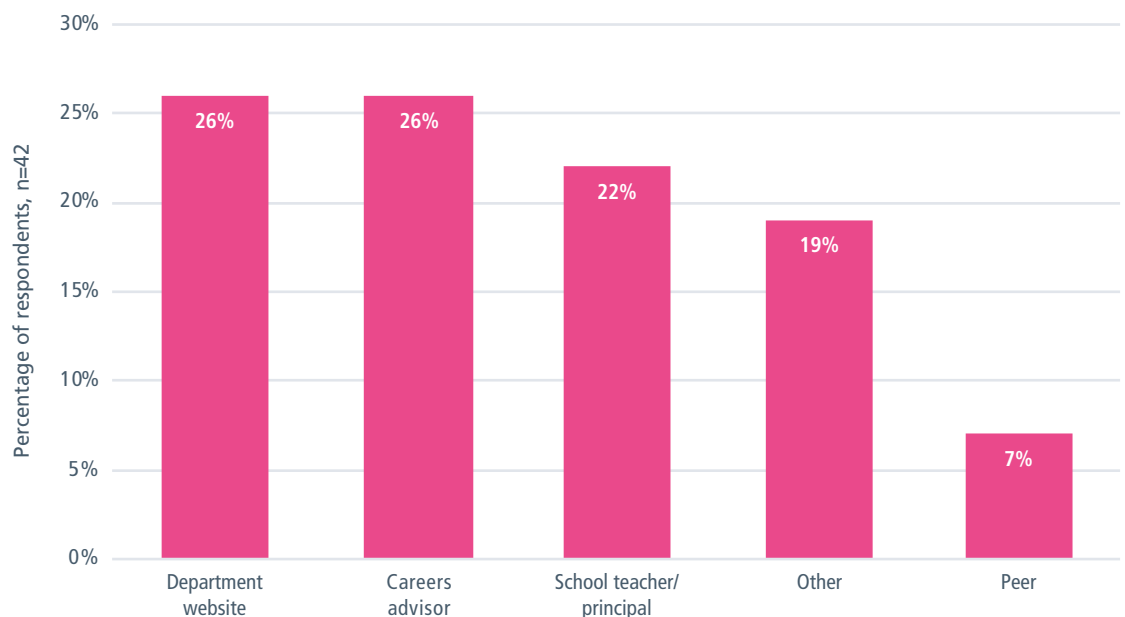
- online channels (social media, SchoolBiz², and department and university job hub websites)³
- in person (at careers expos and presentations at schools and universities)
- direct communication (emails to principals)
- promotional material (flyers and posters)
- school networks and professional associations (Primary Principals' Association, Secondary Principals' Council, Rural and Remote HR Reference Group).

Despite the range of methods used, the dissemination of some of the promotional and communication activities appeared to have limited reach, particularly those that occurred via social media and university based activities.

As part of the Cadet and Intern surveys, respondents were asked how they heard about the respective Programs. The department's website was the most commonly mentioned source of information for both Cadets and Interns.

Figure 1 shows the most commonly reported avenues for hearing about the Cadetship Program. Cadets most frequently found out about the Program through the department's website (26%), a careers advisor (26%) or school teacher or principal (22%). Other sources mentioned included Careers Expos or Fairs.

Figure 1:
Where did Cadets hear about the Program?



Interns reported that they found out about the Internship Program primarily through the department's website (60%). Other sources mentioned by Interns included Facebook and a university lecturer or tutor.

Interviews with Program participants indicated that targeting communication towards high performing students may further increase knowledge of the Program. As one Intern suggested:

Perhaps further targeted promotion, even invitation style to apply, to hardworking and high achieving university students. - Intern

² The primary online channel (managed by the department) for business communication with school staff, teachers, executive and principals.
³ Online communication formats ranged from videos with former participants to live Facebook chats.

The schools who had hosted a Cadet or Intern generally suggested during the interviews that they had received little information about the Programs, and some had found out about the Programs through students.

...someone asked the principal, the principal then asked me, we said yes and that was it.
- Host school

...I met a Cadet from another school and I was absolutely fascinated with the idea of this workplace learning because I also teach vocational education. - Host school

Well, [the Intern] actually came to us - it was her idea to come to us. [The Intern was] here as an SLSO. - Host school

The Directors, Public Schools NSW interviewed indicated they had little or no awareness of the Programs.

Knowledge of and interest in the Programs does appear to be increasing over time as the number of applications for both Programs has greatly increased. The findings do suggest, however, there is a clear need to increase awareness of and promote the Programs particularly among:

- schools who could potentially encourage more high quality students to apply
- schools who could consider hosting Cadets or Interns
- high quality secondary school students
- high quality teacher education students.

4.5 What were Cadets and Interns key reasons for applying for the Programs?

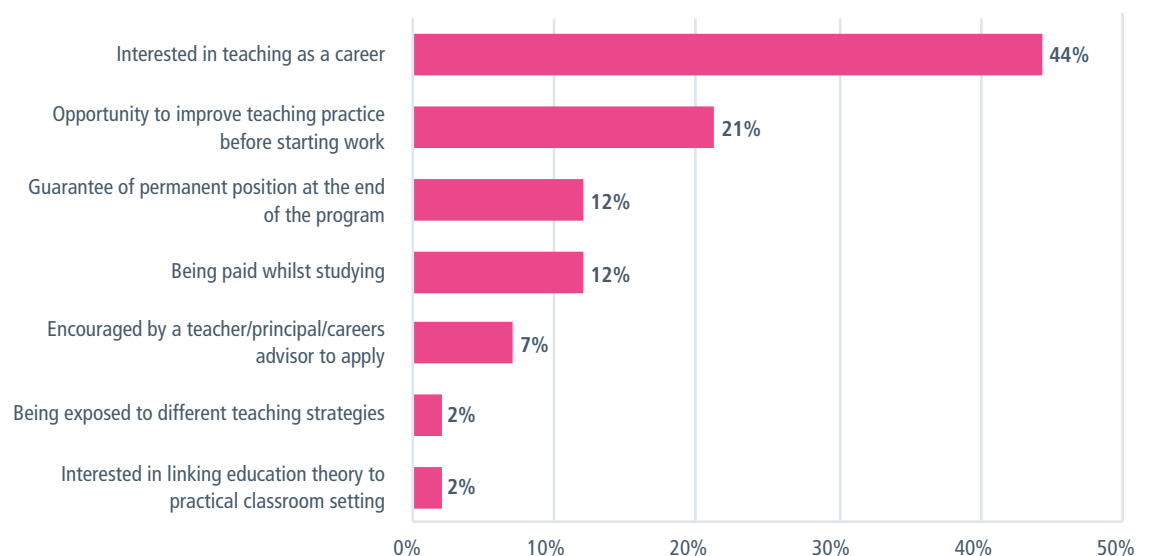
The surveys asked Cadets and Interns to rank the main reasons they applied for their respective Programs. Figure 2 shows the primary reason reported by Cadets, and Figure 3 the primary reason reported by Interns.

For Cadets the primary reasons were:

- interest in teaching as a career
- opportunity to improve teaching practice before starting work
- being paid whilst studying
- guaranteed permanent position at the end of the Program
- being encouraged by a school teacher, principal or careers advisor
- interest in linking education theory to a practical classroom setting.

Figure 2:

Cadets, primary reason for applying for the Program (n=43)

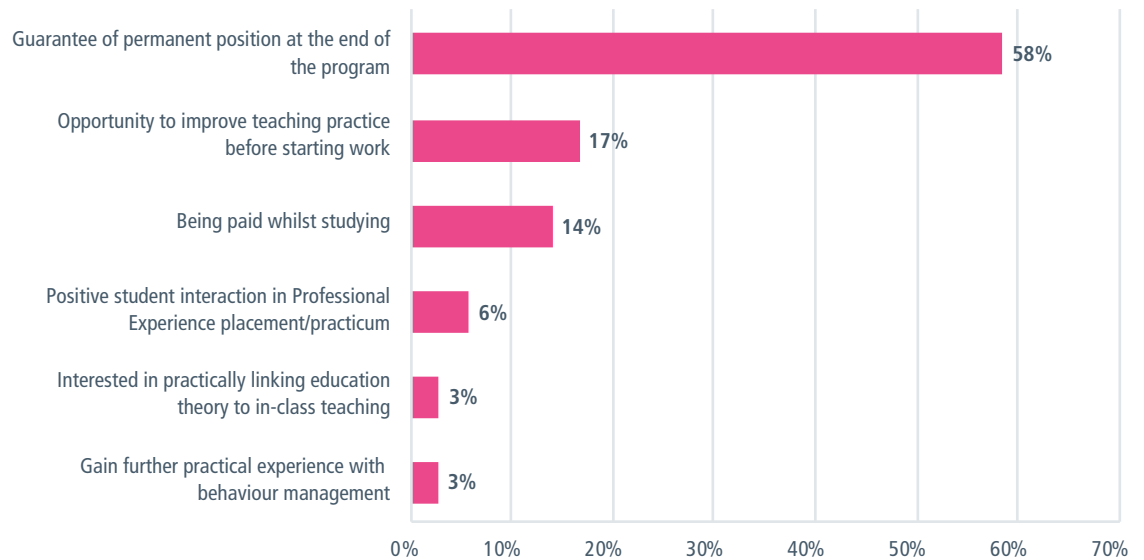


For Interns the primary reasons were:

- guarantee of a permanent position at the end of the Program
- the opportunity to improve teaching practice before starting work
- being paid whilst studying
- positive student interaction during professional experience placement
- interest in practically linking education theory to in-class teaching
- to gain practical experience with behaviour management.

Figure 3:

Interns, primary reason for applying for the Program (n=35)



While there is a degree of overlap in the reasons why Cadets and Interns report applying for their respective Programs, Interns who are in their final year of teacher education studies are much more likely to be concerned with their employment prospects than Cadets who are only beginning or part way through their studies. Interviews with Interns also highlighted the attraction of the guaranteed permanent job at the end of the Program. As one Intern stated:

To be honest the main reason I applied for the GTIL Internship was the full time position at the end and I just thought this was an awesome opportunity and way in. - Intern

4.6 Were Cadets' and Interns' expectations of the Programs met?

The majority of the Cadets and Interns interviewed indicated they did not have a good understanding of their respective Programs and what was expected when they started. Some assumed the Programs would be like an extended professional experience placement.

I actually pictured it more as like a School Learning Support Officer kind of job with the fact that you'd have a bit more knowledge of the content and that kind of thing. - Intern

I didn't really know what the Internship would involve when I got to the school. The school didn't really know when I got there either. I didn't know when I applied and I didn't really know what to expect when I actually got there either. - Intern

I thought I would be just a teacher's aide or kind of like what a volunteer does but a bit more intrusive into the classroom. - Cadet

Initially, Host schools also did not have clear expectations of what the Programs would involve on a day to day basis, or what was expected of them as supervisors.

I didn't have an expectation. I didn't quite understand the whole scope of what the student coming in would be doing. There weren't really any guidelines, which worried me at first because I've been a pre-service teacher but I learnt this was a lot different because they hadn't done the education subjects. - Host school

While Cadets and Interns were often initially unclear about what to expect in the Programs, many found that the Programs involved much more than what they had anticipated. As one Intern suggested:

Yeah, it was definitely different [from my initial expectations]. I thought I would probably just be more utilised as ... a support teacher. So, I felt like there was definitely - there were higher expectations and more I guess, like facing your capabilities and that you have obviously knowledge and that kind of thing to share, as opposed to just being a support person. - Intern

Some Interns, however, found their expectations were not met. Without clear guidance around Program roles and responsibilities, some had expected their Internship to be more like a final professional experience placement, where they would be required to teach a class. Their role in the Program, however, is much more of a support role.

The Host schools interviewed tended to suggest that the Program met or exceeded their expectations.

It's been met and going on to exceed them. I think it's a really valuable Program and I think that it's a Program that all schools should try to be a part of because, as I said, when you have someone here long term it's so much easier to be able to impart knowledge and watch them develop and provide them with those skills than on a short six-week internship. - Host school

4.7 What activities have Cadets been involved in?

Cadets are initially employed as Classroom Teacher Support Officers and are expected to provide support to teachers with, for example, lesson preparation, student data, and other administrative tasks. Cadets can also participate in professional learning and staff meetings.

In the second and subsequent years, the Cadet role, while still a support role, becomes more classroom-based and Cadets are expected to:

- work with individuals or small groups of students
- help the teacher to develop curriculum and assessment materials
- help the teacher to implement teaching and learning strategies
- participate in professional learning and staff meetings.

As part of the Cadetship Survey, Cadets were asked about the activities they were involved in during their first year and how useful they found these activities in developing their understanding of how a school operates. Cadets who had progressed beyond their first year were also asked about the activities they were involved in during their second and subsequent years, and how useful they found these activities.

First year activities

During the first year of their Cadetship, Cadets reported being involved in the following activities:

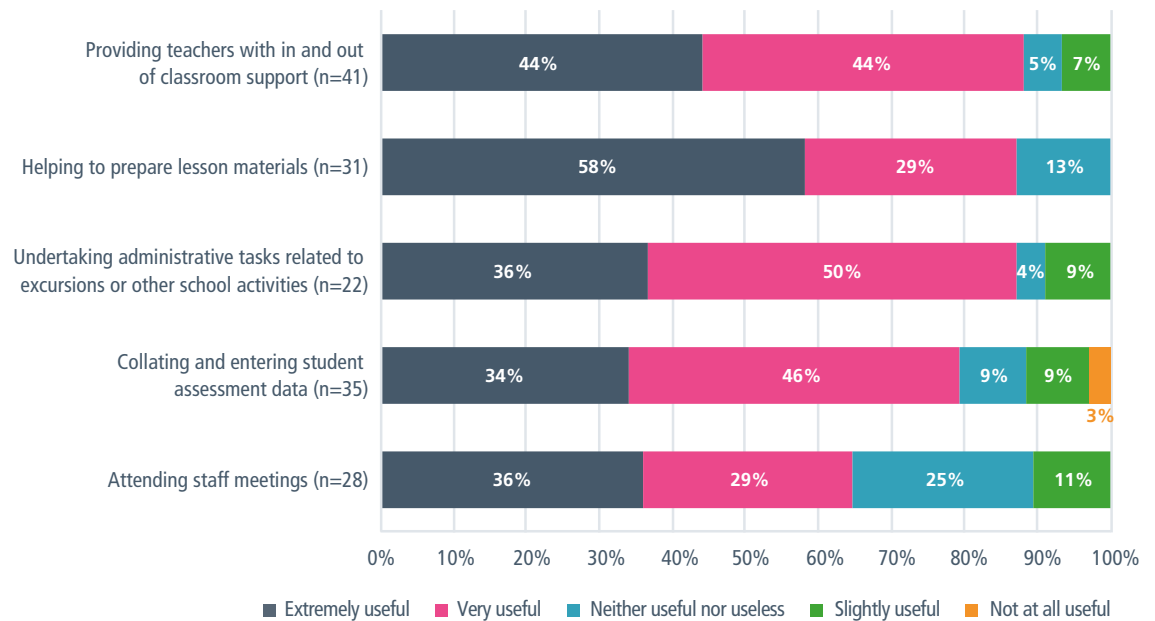
- providing teachers with in and out of classroom support (95%)
- collating and entering student assessment data (81%)
- helping to prepare lesson materials (72%)
- attending staff meetings (65%)
- undertaking administrative tasks related to excursions or other school activities (51%)
- attending professional learning activities (46%)
- other (12%).

Responses to the "other" category included helping prepare a science lab for experiments, assisting with the set-up of CANVAS (a cloud based learning management system) and other administrative tasks such as printing, typing and reviewing student assessment and report comments, and marking multiple choice tests.

Figure 4:

How useful did first year Cadets find the activities they were involved in?

Figure 4 shows how useful Cadets found the top five most common activities.



Cadets in general found these activities extremely or very useful in developing their understanding of how a school operates. The activities Cadets reported being engaged with were mostly in line with Program expectations. However, in some cases Cadets reported engaging in activities that were more in line with second year expectations.

For example, marking school student exams:

During exam times I have to do a bit - a large amount of marking, not overly large, so when those markings are needed I'll be doing more of that ...when they have the half yearlies or something we'd stay around after school and do it as a group activity. - Cadet

It didn't take the whole first year for me to get comfortable with the kids and that, so it was a lot more quickly going to the second year things of kind of identifying which kids needed help with the class work and kind of splitting them off into a little group of two or three and doing a smaller scale - still just going through the normal class work... bringing them off from the rest of the class and trying to help out that way. - Cadet

Host schools suggested through their interviews that the change in activities was part of the natural progression of the Program as Cadets confidence and ability in classroom situations increased. Host schools reported:

We've basically got [the Cadet] as extra support with some of the lower classes - the low achieving students. We've timetabled her in across, basically, all the juniors; the year sevens, year eights, year nines. And then ... if there's a period where none of the juniors are on, then she goes and observes a senior class. - Host school

[The Cadet] went from juniors through to seniors, because obviously the senior classes can be a little bit more difficult, but then we changed it along the way so that he could extend his knowledge and put to use what he was learning at uni with the senior students, and the senior chemistry and biology [classes], just to balance it out. - Host school

Second year and later activities

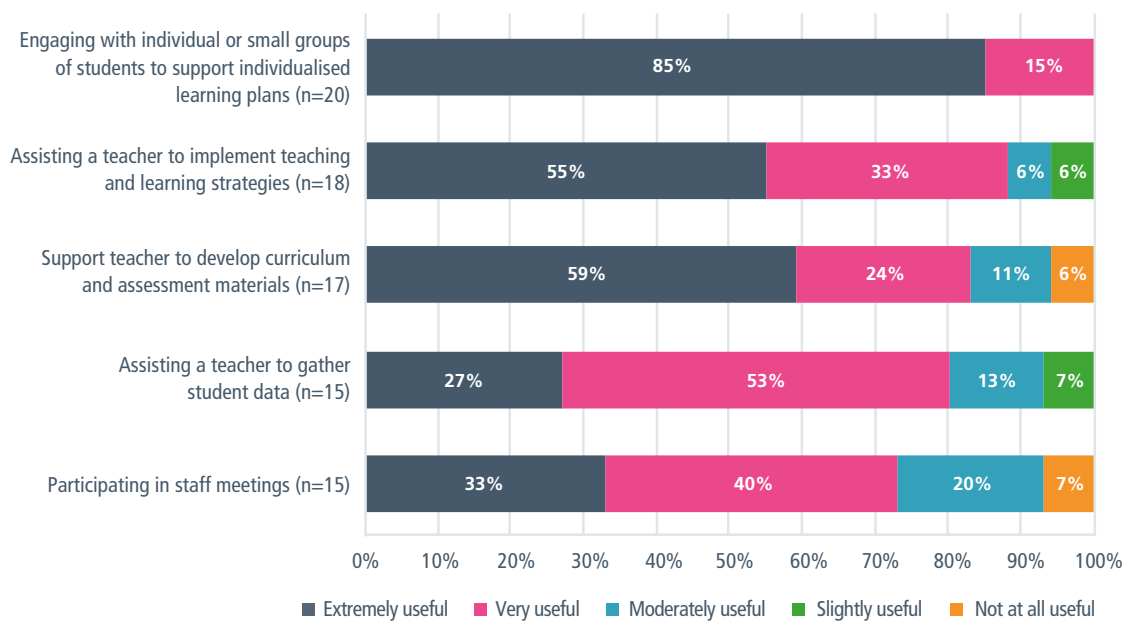
Cadets had become much more classroom and teaching focussed during their second and subsequent years of the Program, in line with Program expectations. During the second and subsequent years of their Cadetship, Cadets reported being involved in the following activities:

- engaging with individual or small groups of students to support individualised learning plans (87%)
- assisting the teacher to implement teaching and learning strategies (78%)
- supporting the teacher to develop curriculum and assessment materials (74%)
- assisting a teacher to gather student assessment data (65%)
- participating in staff meetings (65%)
- helping to prepare the learning environment (61%)
- assisting a teacher during playground duty or school sport activities (57%)
- researching professional learning activities (44%)
- participating in professional learning activities (44%).

Figure 5 shows how useful Cadets found the five most common activities in their second and subsequent years for developing their understanding of teaching practice. The majority of Cadets found these activities extremely useful or very useful. The high levels of usefulness reported by Cadets suggest that their Host schools are arranging activities that are suitable and useful for Cadets to develop their skills.

Figure 5:

How useful did second year and onwards Cadets find the activities they were involved in?



4.8 What activities have Interns been involved in?

As part of the Intern Survey, Interns were asked what activities they were involved in during their Internship and how useful they found these activities for developing their understanding of teaching practice. Interns reported being involved in fairly similar activities to those that Cadets, who had progressed beyond their first year, were involved in. The activities were classroom and teaching focussed and in line with Program expectations and included:

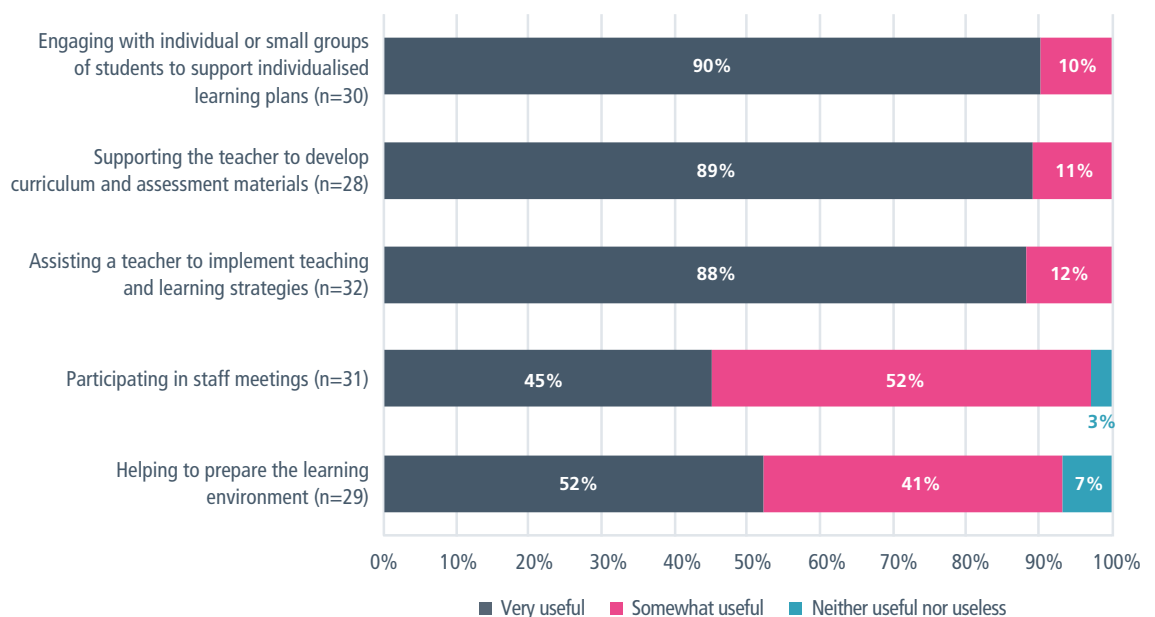
- assisting teachers to implement teaching and learning strategies (82%)
- participating in staff meetings (80%)
- engaging with individual or small groups of students to support individualised learning plans (77%)
- helping to prepare the learning environment (74%)
- supporting the teacher to develop curriculum and assessment materials (72%)
- assisting a teacher during playground duty or school sport activities (69%)
- participating in professional learning activities (56%)
- assisting a teacher to gather student data (36%)
- researching professional learning materials (33%)
- participating in parent-teacher meetings (15%)
- other (10%).

Responses to the “other” category included teaching classes under the supervision of a classroom teacher or a casual teacher.

Figure 6 shows how useful Interns found the top five most common activities. On the whole, Interns found these activities useful for developing their understanding of teaching practice.

Figure 6:

How useful did Interns find the activities they were involved in?



Interviews with Interns also highlighted other activities that they found particularly useful in preparing them to teach.

I learned more about the expectations for the paperwork for [additional needs] kids, and just like little things, like who should apply for their transport, how do they get transport, how [individual learning plans] are written, reporting, and all that sort of thing. - Intern

I've also watched a prac student and [that activity] just taught me so much. She was good, but I could see what – I could be in her head and I understood what she was trying to get across and then I could see how the students took that and that was really helpful. - Intern

I got [the Intern] to do some training on Moodle, she was very good on computers so I organised for her to do some professional development in developing the Moodle for our faculty. - Host school

[The Intern] did a lot of the group work and it became a team teaching event by the end of it and any class she was in she was either team teaching or she eventually after a while took control of those classes and did everything for them with the teacher observing and giving her feedback. - Host school

Some Interns reported that, as final year teacher education students, they felt they could be offering more in the classroom.

I am not troubled, but I felt a bit guilty being in the classroom every day but not kind of contributing much apart from just being hands and feet on the ground, if that makes sense. - Intern

Sometimes I am observing and I feel like I'm a bit pointless. I feel like I should be doing more, but in another sense I'm probably happy to just do what I'm doing ... I learn so much from just sitting there [observing other teachers' teaching style]. - Intern

4.9 How are Cadets and Interns supported by schools?

Support provided by mentor teachers

The majority of Cadets and Interns reported during interviews positive experiences in relation to the support provided by the school. Cadets and Interns indicated having access to a mentor teacher who was a key source of guidance and support during the Program. Many indicated they had a range of supports within the school. Both Cadets and Interns reported feeling comfortable asking questions and seeking support from various different people within the school setting. One Intern indicated:

[The Head Teacher] was fantastic and ... always quick to respond to any issues or concerns or questions. ... if I said, What are you doing ... do you mind showing me? He always would. He was very proactive in getting staff on board to work with me and always asking for my feedback. - Intern

Another Intern indicated that they still utilised their mentor teacher as a source of support after the completion of the Program:

I still talk to the teacher that mentored me ... I feel quite comfortable to ring her and sometimes I ring her and ask her questions, because we did have a good relationship. - Intern

While the majority of Cadets and Interns had positive experiences in their school, some participants indicated that at times their primary mentor teacher was too busy with other work commitments to devote sufficient time to the Program.

Sometimes [the mentoring teacher] wasn't available and not through not being willing, but just because of circumstance to really sit down with me and give me the information I wanted. It was sort of like – try and grab it on the run. - Intern

Collaboration between supervisors and Cadets and Interns

Setting learning goals over the course of the Program was almost always a collaborative process between the mentoring teacher and the Cadet or Intern. Mentor teachers tended to plan a timetable for their participant so that they could gain practical experience across a number of different areas and activities. Other schools took a more flexible approach and encouraged their Cadets to take initiative in opting to take on responsibilities. One Host school said:

By just giving them ... as much of a broad ranged view that we possibly can that's really setting them up for success. - Host school

For some, however, the planning process was difficult because schools were unclear about what was expected of them in the Program and the outcomes they should be achieving. For instance, one Host school said:

We didn't have ... formal success criteria as far as I'm aware. - Host school

4.10 What are the key enabling factors for implementing the Programs?

On the whole Cadets, Interns and Host schools indicated through the interviews they were very positive about the Programs and their benefits.

...you can't compare a normal prac with what (the Intern) had, it's chalk and cheese, its Hyundai and Rolls-Royce, and I really do look at the Internship as a Rolls-Royce. - Host school

I think it's vital. I've always thought that teaching is one of those things - it's like an apprenticeship; you've got to learn on the job. You know, you can go to lectures and you can hear about teaching, but it's not the same as doing it. ... It just gives [the Intern] that breadth of experience that you can't get in a short little bit of time. - Host school

Schools that hosted Cadets or Interns also indicated that they had benefitted from the Programs, as the Cadet or Intern provided a source of additional support for teachers in the classroom.

Having the Cadets is like having two maths support staff. - Host school

It provided an extra body in the classroom for students so that's a real win for working with those lower ability students. - Host school

We're able to say you've got an Intern or your Intern's doing really well do you think they can supervise this? Would they be interested in running this group? It allows us to offer more skills which ultimately benefits the children across the school that's both extra-curricular social skills, break times as well academic things. - Host school

Relief funding enabled mentoring teachers to better support Cadets and Interns

Supervising and mentor teachers in both the Cadet and Intern Programs reported in their interviews that the 15 days of relief funding that was provided was a factor that enabled successful implementation of the Program.

[The funded support was] 15 days and that was to support the supervising teacher so that allowed us time to work with her on some projects so that's better than you get with a prac situation. That's great support and necessary if you're going to do the job properly. I think that level of support, the financial support that she got was excellent. - Host school

The high quality of Cadets and Interns enhances the Programs

The high quality of Cadets and Interns also contributed towards the success of the Programs. Host schools, who commented that their Cadets or Interns were talented individuals with an excellent work ethic, were more likely to report successful Program implementation. For example, one Host school said:

...the challenges have been limited because the Cadets are flexible and they're professional and they're forward thinking so, hence, less challenges. - Host school

The enthusiasm, motivation, and dedication of Cadets and Interns has been an important enabling factor.

I think that just the best thing is he's really just adapted really well to our faculty. He just comes in, he's got his desk, knows what he's doing, and then I don't actually manage a lot of what [the Cadet] does. I'm just like okay, here's what we need to be done...[the Cadet will] do his own work, he'll let me know "okay it's on the shared drive, it's all done, ready to go". And that's it. It's just been very smooth transition for us. - Host school

I think [the Intern] brought a very positive attitude and that's good for other people to see. I think an eagerness to learn, again that's part of the nature of the person. - Host school

[The Intern is] always prepared and has always done her homework on what's required for those students and how they learn. I certainly haven't had any negative feedback around her commitment to her role or commitment to teaching so that demonstrates to me that she is prepared, she has put in the time to make sure that her lessons go as smoothly as possible. - Host school

Extended time in schools enhances Cadets and Interns learning and development

Another enabling factor for both Programs was the length of time that Cadets and Interns were in schools. Both Cadets and Interns are in schools for substantial amounts of time when compared to a standard professional experience placement. The length of the Program allows Cadets and Interns to develop a better understanding of the specific school culture within their Host school, and become more familiar with other employees who may guide and shape their professional development.

Having a long-term thing where you can kind of build relationships with the kids and with the teachers - yeah, I think it's a really good experience, and it's a much better reflection of teaching for a long time. - Cadet

I was obviously around for quite a long time, like all the teaching staff would be willing to share their expertise, so experience and all resources... when you're a prac student you're just seen as a student... Whereas, if you're an Intern, it's more you're a professional and you're employed at the school. - Intern

I've done a term there now and I'm about to go and do another term and having that longevity... You learn so much more than going in for four weeks [on a professional experience placement] and thinking that you know the students... it takes a long time. - Intern

...[the Cadet] can progress at that rate that [they're] comfortable with, because it's enough time, and [they're] fully prepared. - Host school

They learn the most from actually being in the classroom day to day for an extended period of time. - Host school

Cadets and Interns working with high quality supervising teachers

The Host schools of both Programs also found it advantageous that teachers who supervised Cadets and Interns were not required to complete a supervising teacher course (e.g., AITSL's *Supervising Preservice Teachers* course, or an alternative), as is the case with teachers who supervise professional experience placements. This has resulted in a large number of potential teachers who are willing to supervise Cadets and Interns. However, most Host schools reported they chose high quality supervising teachers with the necessary skills and experience to support Cadets and Interns.

What I looked for in a supervising teacher for someone that was going to be here for a long time ... someone that I considered to be a really good classroom operator and would have the experience to be able to work with a developing teaching around all those issues. - Host school

We try to match [Interns] with – not that I'm saying we've got bad teachers but certainly strong teachers that we know would be good support to that student as well as a positive role model to teach them, give them a broad range of skills as opposed to just one sort of box type of teaching style. - Host school

I took... primary responsibility for her because a lot of my staff were beginning teachers. One of my staff with a lot of experience was a year from retirement and didn't want a bar of [supervising the Intern]. - Host school

It is worth bearing in mind, however, that Cadets and Interns may not always be provided with guidance and support from high quality mentoring teachers. Consideration could be given to whether it would be worthwhile to introduce a professional learning requirement or a minimum standard for supervising or mentoring teachers.

Additional factors enabling Program implementation

One school reported that they had a very close relationship with the university that their Cadet or Intern attended. This was considered to be a factor that enabled success of the Programs because it led to better matching of Program activities to course content.

One school mentioned that they kept a weekly reflection diary that included thorough recording of the activities Cadets undertook. This diary was used to facilitate reflective sessions about the Programs with supervising and mentor teachers. It allowed the school to map change and development in the teaching practices of both Cadets and Interns and their supervising teachers and mentors.

4.11 What are the key challenges in implementing the Programs?

The Programs did present some implementation challenges for Host schools and Cadets and Interns.

Program expectations were unclear

As presented earlier, many Host schools, Cadets and Interns were unclear about what was expected of them in the Programs.

...there wasn't that, sort of, directional structure. It was, kind of, see how it goes ... You'll determine your own ... timeframes. - Host school

The school hadn't had someone like me before and they didn't really know what to do either. - Intern

The perceived lack of clarity around the Programs' objectives did, however, afford schools and Cadets and Interns the flexibility to develop a Program that worked for them.

From the perspective of Cadets and Interns, there was insufficient detail in the department's guidelines about their roles and responsibilities. They made comments such as:

[There were] just some very vague outlines of what I would be expected to do, but they weren't really precise, and even the ones I did have weren't really useful. - Intern

The one thing that makes it hard is that my host school often times does not know what to do with me and I end up doing a lot of administrative tasks. If schools were more well-informed of our role within the school, then I think both the school and the Cadets would benefit significantly more. - Cadet

Straight up, [the department] need to be clear on what the actual role is and what the duties are that they want people to be doing. ...keep the flexibility in there but give the school some more info to go on, because otherwise they're just flying blind basically. - Intern

Cadets and Interns suggested that more detailed guidelines would make it easier for them to prepare for the Programs and to know whether they were progressing as intended.

From the perspective of Host schools, there was insufficient detail in the department's guidelines about the responsibilities of the school in relation to Cadets and Interns.

I found it really hard because there wasn't really a set guideline as to what this Cadet should be doing. - Host school

I guess I would have liked someone from the department to come and check up on us because there wasn't any of that. There appeared to be almost no accountability. - Host school

Host schools also wanted more details from the department about the Cadet and Intern roles and responsibilities, and felt that there was not enough communication from the department for supervising teachers and mentors.

Low workplace morale affected Cadets and Interns

Some Cadets and Interns also indicated that the low morale of other teachers within the school had a negative impact on their experiences of the Programs.

It gets a little bit difficult to keep up [the] enthusiasm when you've got teachers who are not enjoying their time and... they spend their time moaning about the kids. - Intern

One of the teachers that I paired [the Intern] with... was done deliberately to try and support that other teacher who...had lost motivation ...I was hoping that this responsibility that I was giving her to work with [the Intern]... would give [the Teacher] a boost ...but it didn't have a positive impact on that other teacher. I think that other teacher looked at it as I'll get out of this with doing less work... and as an opportunity to palm work to [the Intern] rather than work as well as I would have liked her to share. - Host school

You'd come across staff who are a bit disillusioned [and] negative as well; and rightly so. ... [So] you get that realistic insight into the school earlier than – whereas in your first year, you encounter it normally. But I encountered it earlier, so that's pretty confronting. And also kept making me think, "Oh, jeez! What am I doing?" - Intern

Difficulties establishing professional relationships with school students

Within the Cadetship Program, Cadets often found it challenging to establish professional relationships with students who were of a similar age. This may have been particularly challenging for Cadets who were in a professional role for the first time. During interviews, they made comments such as:

I don't look much older than 20, so ... establishing yourself as an authority is kind of difficult, and sometimes you have to take a step back and consciously not be overly friendly or whatever to try to kind of maintain that distance. - Cadet

Going into a school after just graduating from a school, it's a bit daunting because you're still pretty much the same age as all the students and you have to establish that professional barrier. So that was difficult in the first year. - Cadet

I was 18 ... I wasn't cool at school and so the cool kids, even if they're young they intimidate me. So when I first got in there I wasn't that much older than them and even just standing in the back of the classroom made me slightly nervous. - Cadet

Providing some Program guidance around how to address this challenge may be helpful for future Cadets. For instance, some Host schools placed Cadets in classrooms of younger students.

Delays in commencement of Internships were disruptive

Within the Internship Program, many Interns experienced a later start to their Internship and when this was combined with their professional experience placement requirements, it was perceived as quite disruptive. These Interns believed they were disadvantaged by these delays. During interviews, they made comments such as:

The Internship wasn't sorted out until May ... that left not a great deal of time. And I started for two weeks and then went on another prac, so it was really disruptive. - Intern

I did not get placed into my Internship until mid-Term 3. This late placement interfered with the amount of time I could commit to the Program and also with my 4th and final university prac placement. Placement into Internships needs to be very early in 4th year. - Intern

I was disappointed the Program did not start at the beginning of the year as this would have been the most helpful in preparation for setting up my own classroom. The department did not send through the placement until half way through Term 2. - Intern

Relief funding not always used effectively to support the Programs

Some Host schools suggested that the amount of release time available to cover different styles of mentoring and supervision was inadequate. One Host school suggested that the relief funding was not being used to support the Program, but rather had been redirected into other school activities:

Originally the support money [provided by the Department] for [the Cadets] was used not so much for them, in that the school made a decision that they would use some of those days to fund [my school's] extra support class'. - Host school

Host schools made comments which indicated they were unaware of the funding made available to mentor the Cadets and Interns:

There was no allocation of time or any resourcing for teachers to have periods off to work with [the Intern]. - Host school

I didn't have all the time that I should have had and that made it a little bit more difficult. - Host school

Cadets and Interns were aware the mentoring aspect was essential to the Programs being effective, and were critical when dedicated mentoring support was not afforded.

[The] Program... would be beneficial if your mentor teacher had time specifically allocated to be off class, maybe for an hour a week or something where they could be off class, so you could just sit down and go over what's happened that week. - Intern

Balancing the demands of the Programs with teacher education studies

Host schools noted that there was no link between the schools and the professional experience co-ordinator at the university. They indicated that this had an impact on their ability to plan and coordinate the activities and experiences of the Cadets and Interns.

Another challenge that commonly emerged was balancing the demands of the Programs with the demands of the teacher education course, particularly around professional experience placements.

It is very difficult to balance both and try and find a happy medium between the two ... it has been very challenging having to do my time at the school and then come home and do assignments until 10 o'clock and I do that every night anyway. [The Host school] have been very supportive and understanding of that. - Cadet

Setting up their timetable ... was quite time consuming ... we had to work out when [the Cadets] were going to be at uni ... and then what classes were available because I wanted them in the classrooms right from the beginning where I could. - Host school

We ... always have a lot of pracs in our last year of uni, and then you've got the Internship as well, so it becomes massive and it's really hard ... that was probably the biggest challenge. - Intern

It was pretty hard balancing the pracs, the Internship, finishing off the last subjects of uni and just general stuff. So, I think that was probably the biggest challenge. - Intern

Some Cadets and Interns suggested a desire for the department to work with universities to negotiate and balance the timing of the professional experience placements. A number of Interns also expressed a desire for the Internship to count towards their final university assessment

I think for such a good Program, it was wasted. - Intern

Schools unable to assess suitability of Cadets and Interns for their school

Finally, Host schools also wanted the opportunity to interview potential Cadets and Interns prior to their commencement. This would provide schools with some indication of the candidate's suitability and who might be best placed to be their supervisor or mentor.

I'd probably just say, "Look, scrutinise who you're getting a little bit, and maybe just ask a few questions – why do they want to be here?" Like, at least have that...control over it a little bit as to getting the right applicant for your school. - Intern

5. Key findings of the outcome evaluation

This section outlines the key findings from the outcome evaluation of the Cadetship and Internship Programs.

Given that the Programs are relatively new, having only been introduced in 2014, the current evaluation can only consider the early impact of the Programs. The full impact of the Programs will not be seen for several years, when more Cadets and Interns start to complete their Programs, are permanently appointed as teachers, and develop their teaching practices. As we saw through the findings of the Process Evaluation in Section 4, only the first cohort of Cadets have completed the four-year Cadetship. Of the 73 Interns who have commenced the one-year Internship, 69 have completed the Program, and of these, 62 have taken up a permanent appointment in a NSW government school (and two more are awaiting offers of permanent appointment).

Early indications, however, suggest that:

- Cadets, Interns and Host schools generally perceive that the Programs are enhancing participants' readiness to enter the teaching profession. They felt that the Programs gave them a more thorough and comprehensive experience than they would have gained through their professional experience placements alone
- the key areas where the Programs were perceived to have improved participants' readiness for teaching included:
 - increased understanding of teaching and classroom management strategies
 - exposure to the full range of tasks teachers undertake in and out of the classroom
 - increased confidence
 - exposure to a range of teaching strategies and behaviour management strategies.
- Cadets and Interns are mostly enrolled in their teacher education course in an area of workforce need, particularly mathematics and science, and special education
- high quality students are being attracted and retained in teacher education courses
- some schools where Interns have been permanently appointed perceive that the Internship has had a positive impact on their teaching quality.

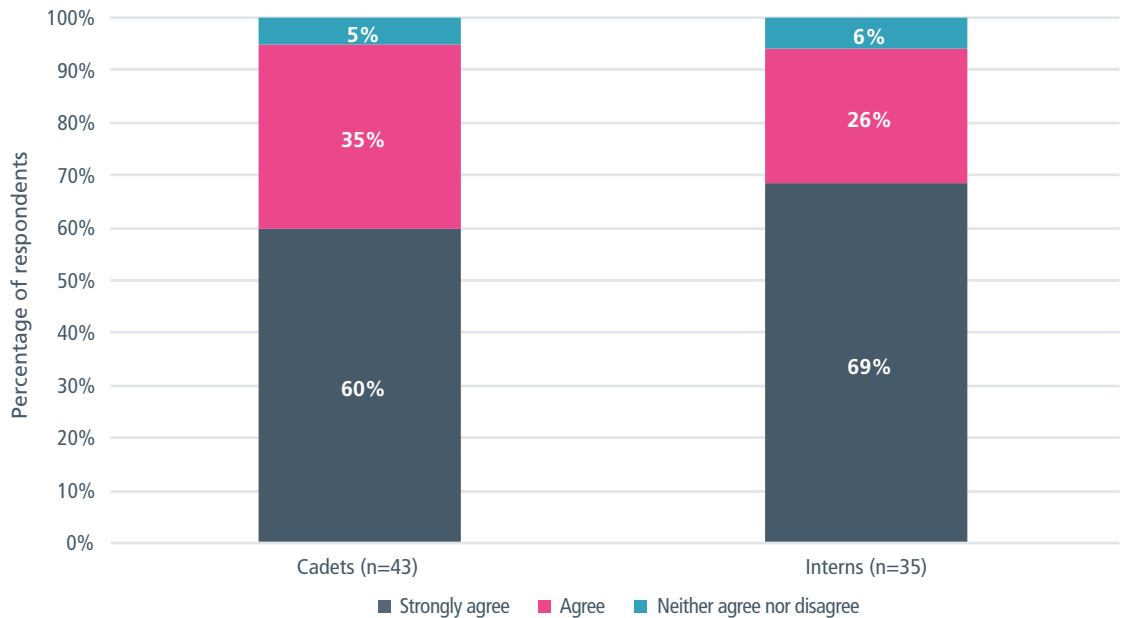
Further work, however, needs to be undertaken to understand the full impact of the Programs, particularly in addressing areas of workforce need and on teacher quality, which will not become apparent until more Cadets and Interns complete the Programs, are permanently appointed in schools, and develop their teaching practices.

5.1 What impact have the Programs had on participants' readiness to enter the teaching profession?

Cadets and Interns were asked whether the Programs had enhanced their readiness to commence a permanent teaching role, through the surveys. Figure 7 indicates over 90 per cent of Cadets and Interns agreed or strongly agreed that the Programs had enhanced their readiness. No Cadets or Interns indicated disagreement with this statement. These results indicate that Cadets and Interns perceive that the Programs are enhancing their readiness to enter the teaching profession.

Figure 7:

Extent to which Cadets and Interns agreed the Programs enhanced their readiness to teach



During interviews, both Cadets and Interns also mentioned how valuable the Programs had been for preparing them to teach. They felt that the Programs gave them a more thorough and comprehensive experience than they would have gained through their professional experience placements alone and, as a result, they felt better prepared to enter the teaching profession. They made comments such as:

That's the biggest benefit, that you're already familiar with the system, you've got extra teaching experience, you've done a whole bunch of stuff that no one else has done, in terms of new teachers. - Intern

Time and experience. I just think it's invaluable. It should be - everyone should be doing it really. The more time that you can spend in a school and in a classroom in front of kids the better, the more that you can be exposed to other teachers and see what works and what doesn't. - Intern

Just experience that I'm learning that will only make me better. There's so many people around me that I can watch and learn from, and learn what to do, and learn what not to do, what works and what doesn't work, all those sorts of things. - Intern

Host schools reported that Cadets and Interns were showing signs of increased readiness to teach as a result of the Programs:

[The Intern is] much more confident now. You know, early on I suggested she present a few [lessons], and she was a bit, oh, you know, I don't know how I'm going to go. Whereas, now she's suggested that she's quite willing to take it on. "Send me what it's about, and I'll prepare the lesson" sort of thing. So, you can see that there is a lot more confidence there to put a lesson together and deliver it successfully. - Host school

In addition to gaining a more comprehensive experience, interviews with Cadets, Interns and Host schools revealed a range of other factors that are also likely to influence readiness to enter the teaching profession. These included:

- knowledge and understanding of the teaching profession
- understanding the workload and realities of teaching
- confidence
- exposure to a range of teaching strategies
- exposure to a range of behaviour management strategies.

Participants' knowledge and understanding of the teaching profession

Cadets and Interns were asked whether the Programs had improved their knowledge and understanding in a variety of areas relevant to the teaching profession. These areas, while not explicit aims of the Programs, encompassed teaching and classroom management strategies, planning and curriculum content, and knowledge of relevant codes and standards. The impact of each Program in these areas is outlined below.

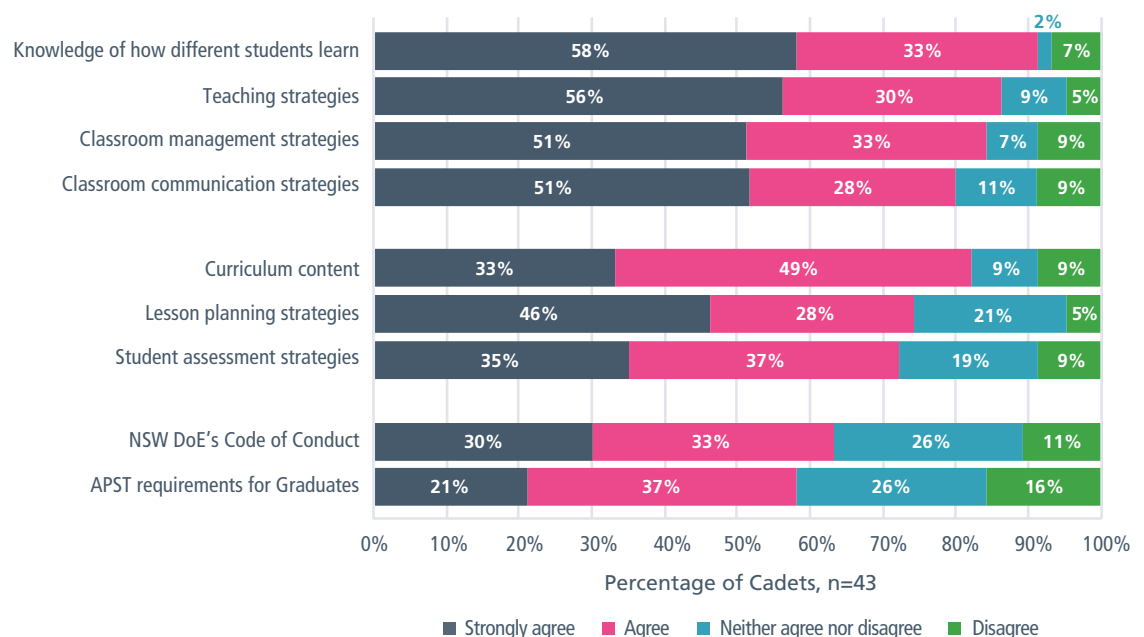
In the survey, Cadets were presented with a number of statements and asked to what extent they agreed that the Program had improved their knowledge or understanding of each. Figure 8 illustrates the level of agreement expressed by Cadets in response to each statement.

The main area where Cadets agreed that the Program had improved their knowledge and understanding was in teaching and classroom management strategies. Over 75 per cent of Cadets agreed or strongly agreed that their Cadetship improved their understanding of how different students learn, effective teaching strategies, and classroom management and communication strategies. As Figure 8 shows, at least 70 per cent of Cadets also agreed that the Program had improved their knowledge or understanding of planning and curriculum content. This included lesson planning and assessment planning strategies.

Relatively fewer Cadets agreed that the Program had improved their understanding of relevant codes and standards. This included the requirements for Graduates set out in the *Australian Professional Standards for Teachers* as well as the department's Code of Conduct. However, there may have been fewer opportunities for Cadets to participate in school-based activities that explicitly involved these codes and standards. Alternatively, the links between their school-based activities and these codes and standards may have been less clear to relatively inexperienced Cadets. Consequently, this may have limited the extent to which they perceived the Program had improved their knowledge in this area. As described earlier as part of the Process Evaluation in Section 4, participants and Host schools on the whole were unclear about Program expectations, roles and responsibilities due to the limited guidance provided. It perhaps was not clear to many the extent to which the codes and standards should have been a focus of the Program.

Figure 8:

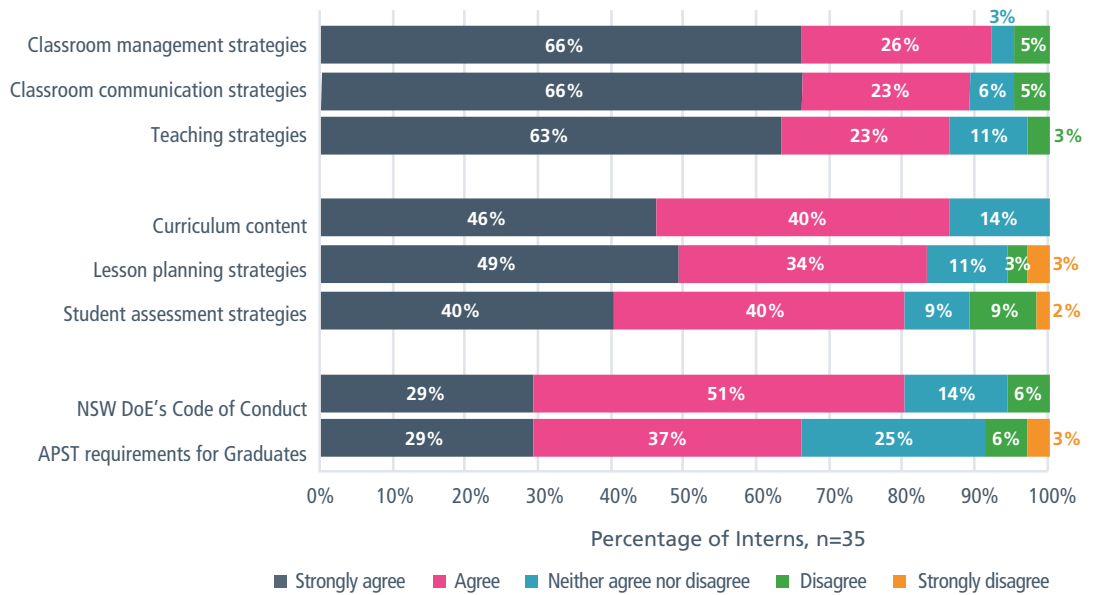
Extent to which Cadets agreed the Program had improved their knowledge or understanding across different areas



In the survey, Interns were presented with a number of statements and asked to what extent they agreed that their Internship had improved their knowledge, understanding or practice of each. Figure 9 illustrates the level of agreement expressed by Interns in response to each statement.

Figure 9:

Extent to which Interns agreed the Program had improved their knowledge or understanding across different areas



As with Cadets, the main area where Interns agreed that the Program had improved their knowledge and understanding was in teaching and classroom management strategies. Over 80 per cent of Interns agreed or strongly agreed that their Internship improved their understanding and application of effective teaching strategies, and classroom management and communication strategies. At least 80 per cent of Interns also agreed or strongly agreed that the Program had improved their knowledge or understanding of planning and curriculum content. This included lesson planning and assessment planning strategies.

Again relatively fewer Interns agreed that the Program had improved their understanding of relevant codes and standards. As with Cadets, there may have been fewer opportunities for Interns to participate in school-based activities that involved these codes and standards. Further, the links between their school-based activities and these codes and standards may have been less clear to relatively inexperienced Interns. This may have limited the extent to which the Program improved their knowledge in this area. As described with Cadets and earlier in Section 4, participants and Host schools, on the whole, were unclear about the expectations of the Program, and their roles and responsibilities due to the limited guidance provided. It perhaps was not clear to many the extent to which the codes and standards should have been a focus of the Program.

Participants' understanding of the workload and realities of teaching

During interviews, Cadets reported that the school based activities they engaged in gave them a greater appreciation of the workload of teachers and the diverse activities that teachers undertake. These included administrative activities, excursions, tasks related to student wellbeing and behaviour management. Cadets also reported that they gained a better understanding of teaching over time, rather than just seeing the end-product of teaching in the classroom. Cadets made comments such as:

Just seeing how the teachers prepare lessons, how they kind of look at the syllabus and look at their Programs, and try and find work that's right for their class. Just going through that whole process of seeing how they do it so they actually have time ... seeing the how the whole process works as opposed to just kind of seeing the end product. That's definitely been a big benefit. - Cadet

It's a much better reflection of teaching for a long time and with the same colleagues, and you know, just to kind of keep up with it all. It's a much clearer picture of that. - Cadet

Cadets appreciated being able to see the full range of tasks that were required for preparation and planning. The length of time that Cadets spent in schools was perceived as advantageous and facilitated their awareness of this process.

During interviews, Interns said they gained a greater appreciation of the realities of teaching life. They observed and came to understand what it was like to work as a teacher, and the planning and preparation that goes on out of class time. They expected this to be particularly beneficial in their first year as a permanent beginning teacher. Interns also said that they had developed a greater understanding of the school system and associated administrative work and they perceived this to be quite beneficial. Interns made comments such as:

Generally you have an idea of what was expected in all sorts of scenarios. - Intern

I would hate to think what my first year would be like without the Internship because I see so many other new teachers and they're like, "I've got no idea. I don't know what I'm doing." And, "Uni was useless and they didn't teach us any of this." So yeah, it's definitely worthwhile. - Intern

You get that realistic insight into the school. - Intern

You know how to navigate the school and the systems and other staff and the students and parents. So, I think that you already have that previous knowledge and some skills that you can employ and you already have a fair few different approaches and teaching techniques and all those sorts of things that you can draw upon, so if something doesn't work you can pull another trick out of the bag and give that a go. - Intern

In general it's been an awesome thing to get me to go into the reality of teaching. I think the reality of teaching would have been a much bigger shock for me than if I hadn't done this Program. - Intern

Interns commented extensively about how their Internship introduced them to the realities of life as a teacher. They commented that their university course did not prepare them for these realities in the way that their Internship did. It is worth noting that a regular professional experience placement would also not typically involve exposure to these activities.

Host schools also suggested that Cadets and Interns had increased insight over time into the administrative and teaching aspects of school.

Participants' level of confidence

An important outcome from the Cadetship and Internship Programs is the boost in confidence reported by participants. The experience of being in a classroom, becoming familiar with how schools operate, and interacting with students, helped Cadets and Interns build confidence for teaching their own class.

One of the main ways that the Cadetship increased confidence was by providing Cadets with a classroom experience which allowed them to practice interacting with students. Cadets gradually became more familiar with the classroom and school setting which helped them feel more confident and comfortable. This in turn increased their preparedness to teach as well as their capacity to focus on pedagogy. Cadets made comments such as:

You're still pretty much the same age as all the students and you have to establish that professional barrier. So that was difficult in the first year but I'm a lot more confident and comfortable with that now, definitely. - Cadet

You can talk to students in small groups and then slowly work your way up to more. I'm still not the best in front of the whole class but it's been so amazing. - Cadet

It's definitely made me more comfortable with it, just the speaking and how to explain things. Using the board and that kind of thing, and seeing how the different teachers do it. - Cadet

This has provided and will provide me with a lot more confidence and experience in dealing with difficult situations or difficult parents or students, and really honing my skills as an educator. - Cadet

Increased confidence was perceived as a major benefit arising from the Cadetship Program. For some Cadets, this confidence extended beyond teaching and also gave them confidence handling difficult situations.

Interns expected that the confidence they gained during their Internship would give them a head start when they commenced a role as a teacher. Like Cadets, Interns reported that being in a classroom, becoming familiar with how schools operate and interacting with students, helped build their confidence for teaching their own class. Interns made comments such as:

It all just builds up your confidence, and that's the biggest thing. - Intern

So I'll be able to start running next year and I won't be stressed about just becoming confident and having that persona of a teacher. - Intern

Interns felt that the confidence they gained during their Internship would give them an advantage over other beginning teachers.

Host schools also reported on the increased confidence among Cadets and Interns under their supervision over the course of the Programs.

[The Cadets] keep saying, "Give me more. Give me more I'm so ready for this."...they're working with students, they're interacting as part of a professional community. I would almost be happy to employ them at the end of this year that's how confident I am with their progress. - Host school

When they're on playground duty they're hovering around comfortable areas that they know or that other teacher that's on duty, whereas by the end of their Internship they're just wandering around like another member of staff. At the beginning you can spot them a mile away in the playground because of the way they're behaving, not in an inappropriate way of course, but just small [and] sheepish. Whereas by the end of the Program there's definitely a much more confidence and "I'm the teacher here" not "I'm sort of the teacher but do I have any authority?" type thing. - Host school

Participants' exposure to different teaching strategies

Cadets reported that observing different teaching strategies helped them identify effective techniques that they could use in their own practice. The Cadetship gave them the opportunity to observe what works best in different settings and for different students. Cadets commented positively about the insight they gained into different teaching strategies. Cadets made comments such as:

I've got to watch a whole lot of experienced teachers teach a lot and then I can compare them. Not that any of them are bad but some are better at things than others and then you can see, that teacher does it that way and that works really well. - Cadet

It's been really good and to look at different teaching styles and pick what I like from different ones. - Cadet

It's definitely given me a lot more insight into how a wide range of teachers deal with kids. - Cadet

I've got to see the same kids with maybe three or four different teachers, and they will react differently to the different kinds, so I definitely feel like I have a huge amount of knowledge to draw from, and I see things that work, things that don't work on different types of kids and that kind of thing. - Cadet

Cadets developed an awareness that teaching involved having a large selection of techniques and strategies that can be drawn upon depending on the class or situation.

Participants' exposure to different behaviour management strategies

Interns mentioned that the ability to observe how different teachers managed different students in different scenarios was a significant benefit of their Internship. They reported feeling better prepared to manage their own classrooms and had developed a greater repertoire of behaviour management strategies. Interns made comments such as:

You'll see how different teachers deal with the same kids. And how the kids deal with the different teachers too because it goes both ways. - Intern

It massively helped with behaviour management. My teacher was quite firm, and she was really good to watch in terms of behaviour management, and she was very open with teaching me, she was really good, yep. Massively helped. - Intern

We have a lot of behavioural type kids all pooled in one class, so you get to see that out of control behaviour and how do you address it and that sort of process. - Intern

However, the Intern Program was not seen as a replacement for Beginning Teacher supervision and support:

So in terms of [the former intern's] content, all good; but in terms of behaviour management and all that sort of stuff, that requires a little bit of help but I'm not saying it's bad, I'm just saying it requires a little bit of help that's all, support is the word. - Appointment school

As with having a range of teaching strategies, Interns became aware of the importance of having a range of behaviour management strategies, especially for handling difficult situations.

5.2 To what extent have the Cadetship and Internship Programs increased the number of teachers in areas of workforce need?

As described earlier in Section 1 of this report, the department has identified the following areas of workforce need:

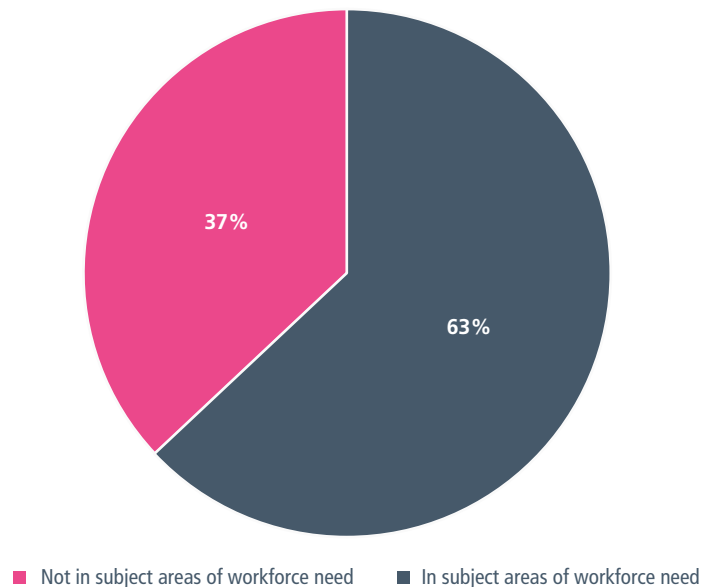
- mathematics teachers
- science with physics teachers
- technological and applied studies (TAS) teachers
- special education teachers
- school counsellors.

There is also an additional need for teachers willing to work in identified rural and remote areas of the state.

Program data, shown in Figure 10, indicates that most (63%) of Cadets and Interns are enrolled in a teacher education course in a subject area of workforce need, including special education.

Figure 10:

Proportion of Cadets and Interns enrolled in subject areas of workforce need (n = 135)



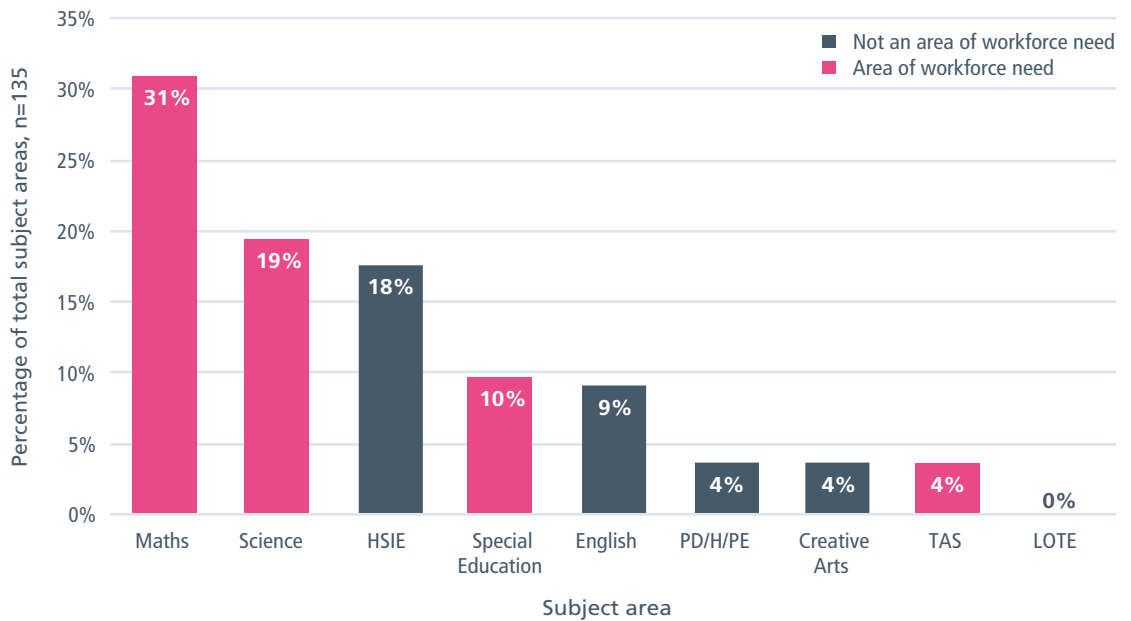
Many of those Cadets and Interns enrolled in a subject area of workforce need were enrolled in two key areas of workforce need, namely mathematics (31%) and science (20%). Figure 11 illustrates the proportion of Cadets and Interns enrolled in each subject area.

Some of the remaining 37 per cent of Cadets and Interns may have met other areas of workforce need as they indicated they were willing to work in a specified rural or remote area. Others may not have met an area of workforce need but displayed a strong potential to become a high quality teacher. As the Departmental representatives explained:

We want our maths, we want our science, we want our special eds, our TAS sort of areas so we're still looking at areas of need. But if you brought an English applicant ... and they've got really top marks, they're really engaged in the community in the school and they're willing to head out country, awesome. That's someone that is going to make such a difference and have such a passion for what they're about to do for the next four years [as a Cadet]. - Departmental Officer

Figure 11:

Proportion of Cadets and Interns enrolled in each subject area



A similar pattern can be found among those Interns and Cadets who have completed their Program and been permanently appointed to a school, with 65 per cent of Interns and 100 per cent of Cadets appointed in a subject area of workforce need. Mostly these have been in special education and mathematics, but also TAS and physics. Other appointments have been made in locations of workforce need.

It can be seen then that the Internship Program, at least, is starting to make some contribution to the number of teachers in subject areas of workforce need. The longer term impact of the Cadetship and Internship Programs, on the number and retention of teachers in areas of workforce need, remains to be seen. Too few students have completed their Programs and spent time in a permanent appointment in a school.

5.3 What impact have the Programs had on the retention of high achieving students?

A key aim of the Cadetship and Internship Programs is to attract and retain high achieving students within initial teacher education programs. CESE has limited access to data which would indicate whether or not Program participants were high achieving students, such as their academic results.

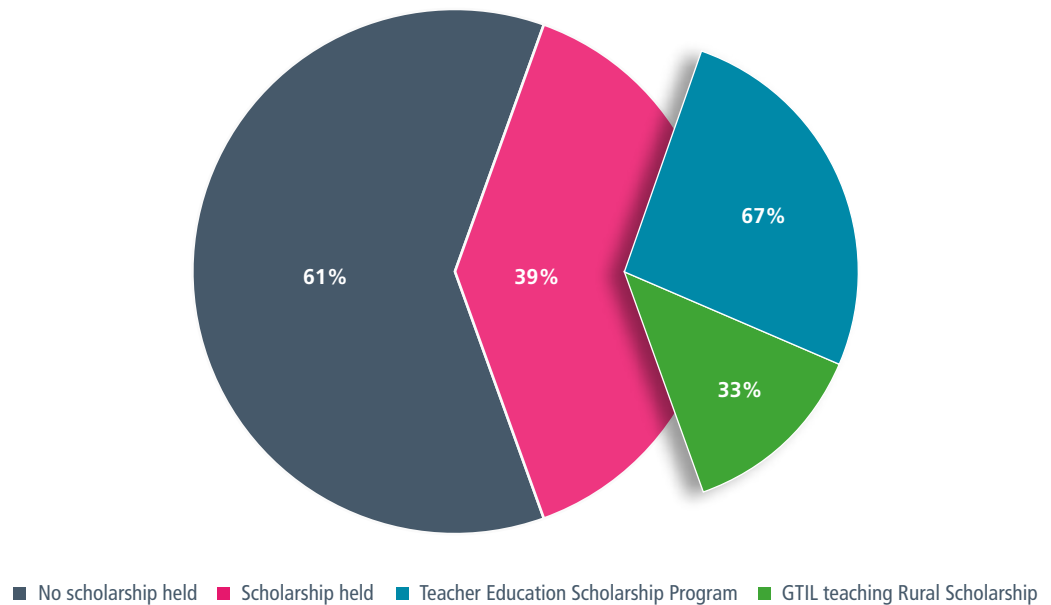
Relevant data that we do have available is whether students are the recipient of a competitively awarded scholarship. As indicated in Figure 12, 39 per cent of all Cadets and Interns have been awarded scholarships. Of those who have been awarded scholarships, 67 per cent have a Teacher Education Scholarship and 33 per cent have a GTIL teach.Rural Scholarship.

The high quality of the Cadets and Interns in the Programs was also frequently mentioned by the schools that hosted them. As we saw earlier in Section 4, as part of the Process Evaluation, the Host schools had often been impressed by their high calibre, and felt this was one of the key enabling factors for the Programs.

These findings taken together with the high retention rates (95%) of both Programs shown in Section 4, suggest that the Programs are attracting and retaining high achieving students, at least initially. Further work is needed in this area to better understand the extent to which the Programs are attracting and retaining high achieving students and whether these students will be retained in the teaching profession in the longer term.

Figure 12:

Proportion of Cadets and Interns who have been awarded a scholarship (n = 135)



5.4 What impact have the Programs had on the quality of participants' teaching practices?

The impact of the Cadetship and Internship Programs on the quality of teaching practices will become more apparent when increasing numbers of participants are permanently appointed and retained in the teaching profession. Given that the Programs are still in their infancy, relatively few Interns and no Cadets have spent much time in their permanent teaching position.

CESE has limited data on the quality of teaching practices, among those Interns who have been permanently appointed to a teaching role. The most relevant data that we do have available is the perceptions of the schools where the Interns in the 2014-16 cohorts were permanently appointed, and Interns ratings of whether the Internship had improved their understanding of foundational knowledge associated with teaching. That is, knowledge of the key principles and rules outlined in the department's Code of Conduct and the requirements for Graduates set out in the *Australian Professional Standards for Teachers*. A strong grounding in this foundational knowledge may contribute towards the development of high quality teaching practices. Note that these ratings were also used as a measure of teacher readiness and were presented in Section 5.1 on Teacher Readiness.

During interviews, Appointment schools who had employed former Interns said that these Interns were high quality staff members. Appointment schools commented:

I find [former Intern] to be a quality teacher. He knows his content very well – he has very high expectations of himself. We wanted to introduce a new topic ... but we didn't have any Programs or anything like that. He actually helped me write the Program for it ... he's actually produced quite a good assessment task as well. - Appointment school

Look [former Intern] is quite amazing actually ... she hit the ground running. She's introduced a few new technologies to the classroom ... she's had really positive meetings with parents. She's able to develop a lot of those relationships, which is not an easy thing when you're a young teacher ... - Appointment school

The Intern Survey asked respondents about the extent to which they agreed that the Programs had improved their understanding of these key principles and requirements outlined in the department's Code of Conduct, and relevant Australian teaching standards⁴. Most of the Interns who had been permanently appointed agreed or strongly agreed (76%) that the Internship Program had improved their understanding of the key principles and rules outlined in the department's Code of Conduct. Similarly, most agreed or strongly agreed (65%) that the Internship Program had improved their understanding of the requirements for Graduates set out under the *Australian Professional Standards for Teachers*.

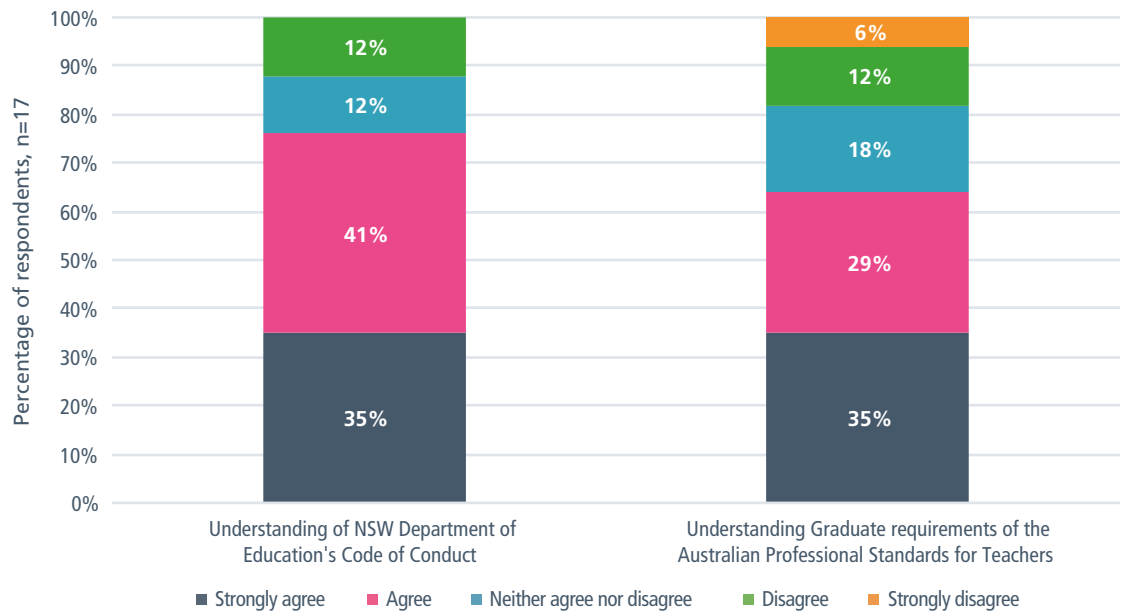
⁴ These are self-report ratings and so the extent to which they reflect teacher quality is limited; they are not as informative as an objective rating or assessment made by an independent observer.

Again the results suggest that there are some early positive signs that the Internship Program is having a positive impact on the quality of Interns' teaching practices when they commence their teaching careers. Further work is needed to better understand the impact of the Programs on the quality of teaching practices when more Cadets and Interns start complete their Programs and are permanently appointed as teachers.

Figure 13 shows the level of agreement as rated by 17 permanently appointed Interns who responded to the Survey.

Figure 13:

Extent to which permanently appointed Interns agreed that the Internship had improved their understanding of relevant policies and requirements



5.5 Have the Programs resulted in any unexpected outcomes?

On the whole, the initial outcomes of the Cadetship and Internship Programs have been in line with expectations. A few unintended consequences of the Programs were identified by Program participants and these tended to fall into three main themes.

The first relates to above establishment positions which are required when there are no permanent beginning positions available for Interns who complete their Program. Although the department funds these positions, some schools may choose not to accept them. In cases where a former Intern is placed in an above establishment position, they are not assigned to a specific class. Also, they may be moved to a new school whenever a permanent appointment becomes available. Some Interns were placed in above establishment positions and they reported feeling concerned about this. Specifically, they were disappointed that they could not be assigned to a class and they were concerned that they could be moved to a permanent appointment school with little notice.

Second, some activities of first year Cadets were advanced beyond the standard employment conditions of an operational paraprofessional. In their first year some Cadets were asked to perform lesson programming, analysis of student data, or to support small groups of students. This is more in line with the educational paraprofessional role, in which second year Cadets are employed. There is some evidence that first year Cadets enjoyed participating in these education support activities and Host schools are benefiting from this additional support. However, this issue could be addressed by clarifying the roles and responsibilities of Cadets and Host schools.

Third, Interns who had been appointed to a permanent teaching role were given higher level responsibilities than is typical of a beginning teacher. For example, one former Intern was given responsibility for establishing a special support class. This included setting up a classroom and ensuring that it complied with departmental requirements. With appropriate support these responsibilities may enhance the performance of former Interns but they should be carefully balanced with other challenges that beginning teachers face.

6. Conclusions

The department introduced the Cadetship and Internship Programs with the aim of attracting high achieving students into the teaching profession in areas of workforce need. There is evidence that the Programs have been implemented reasonably well in schools and have been a positive experience for both the students and schools involved. The Programs are successfully attracting and retaining high quality school leavers and teacher education students, many of whom are in areas of workforce need. The vast majority of those who have completed their Program have gone on to take up a permanent teaching position in a NSW government school.

While these Programs are still in their infancy, early evidence indicates that the Programs have had a range of benefits for both students and schools involved. Cadets, Interns and Host schools generally perceive that the Programs are enhancing participants' readiness to enter the teaching profession. They felt that the Programs gave them a more thorough and comprehensive experience than they would have gained through their professional experience placements alone. Specifically, Cadets and Interns suggest that the Programs have increased their understanding of teaching and classroom management strategies, provided exposure to the full range of tasks teachers undertake in and out of the classroom, increased their confidence in the classroom and provided exposure to a range of teaching strategies and behaviour management strategies.

This evaluation suggests that the Programs could be further enhanced through an increased focus on communication. First, the findings indicate that there is a need for enhanced communication to increase awareness of the Programs among potentially interested schools and students, and to better target high performing students. Second, the findings suggest that both participants and schools would benefit from the provision of more extensive guidelines from the department around Program expectations, roles and responsibilities.

Despite these implementation issues, participants on the whole seemed to get a lot out of the Programs, and perhaps more than they had expected. Cadets and Interns are feeling well supported and are engaged in a range of activities to support teachers in and out of the classroom that they are finding extremely or very useful for developing their understanding of teaching practice. Host schools also indicated they were benefitting from having the extra support in the classroom.

Further work needs to be undertaken to understand the ongoing impact of the Programs. While early indicators are positive, the full impact of the Programs on workforce need and teaching quality will not become apparent for several years when more Cadets and Interns complete the Programs, and start to establish themselves in their permanent teaching positions and demonstrate their teaching practices.

Appendix A: Cadetship survey

| Q no. | Question text | Instruction | Options |
|-----------------------------------|---|--|--|
| Introduction and Screening | | | |
| 1 | What year did you start your Cadetship? | Select one <If I have not undertaken a Cadetship selected, terminate survey.> | 2014 2015 2016 2017 I have not undertaken a Cadetship |
| 2 | Are you currently a part of the Cadetship program? | Select one <If Yes, skip to Q4 If No, proceed to Q3> | Yes No |
| 3 | What was the reason you did not complete the Cadetship program? | Select all that apply If any answer selected, terminate survey. | Personal Reasons Conflicted with university studies Did not continue with education qualification Other (please specify) |
| 4 | What is the name of the school that hosts you as a cadet? | Free text | |
| Qualifications | | | |
| 5 | At which university are you undertaking your degree? | Select one | Australian Catholic University Charles Sturt University Macquarie University Southern Cross University University of Newcastle University of New England University of New South Wales University of Notre Dame University of Sydney University of Technology Sydney Western Sydney University University of Wollongong Other (please specify) |
| 6 | What is the name of the degree/s you are enrolled in? | Free text | |
| 7 | What level of teaching are you studying for? | Select one <If Primary, skip to Q9 If Secondary, proceed to Q8> | Primary Secondary |
| 8 | What subject areas are you studying to teach? | Select all that apply | English Mathematics Science Human Society and its Environment (HSIE) Language Other Than English (LOTE) Technological and Applied Studies (TAS) Creative Arts Personal Development, Health and Physical Education (PDHPE) Other (please specify) |
| 9 | What is your mode of studying? | Select one | Full time Part time |
| 10 | What is your method of study? | Select one | Online Distance On-campus |

| Q no. | Question text | Instruction | Options |
|------------------------|---|--|--|
| 11 | Have you undertaken your university-directed professional experience placement(s) at the same school as your Cadetship? | Select one <If Yes, skip to Q13 If No, proceed to Q12 If not done selected, proceed to Q13> | Yes No I have not done a professional work experience placement yet |
| 12 | What is the name of the school(s) where you have undertaken university-directed professional experience placement? | Free text | |
| Program Content | | | |
| 13 | How did you hear about the Cadetship program? | Select one | Department of Education website From a careers adviser From a school teacher/principal Twitter Facebook From a peer Other (please specify) |
| 14 | What were the top 3 reasons you applied for the Cadetship program? | Select three options Not forced to select three | Encouraged by a teacher/principal/careers advisor to apply Interested in teaching as a career Being paid whilst studying Understanding how schools operate Opportunity to improve teaching practice before starting work Being exposed to different teaching strategies Receiving in-school support Interested in linking education theory to practical classroom setting Guarantee of permanent position at the end of the program Other (please specify) |
| 15 | What activities you have been involved in during the first year of your Cadetship? | Select all that apply | Providing teachers with in and out of classroom support Helping to prepare lesson materials Collating and entering student assessment data Undertaking administrative tasks related to excursions or other school activities Attending staff meetings Attending professional learning activities Other (please specify) |
| 16 | To what extent were these activities useful in developing your understanding of how a school operates? | Select one per line Not at all useful Slightly useful Neither useful nor useless Very useful Extremely useful | Carried forward selections from q15 |
| 17 | What activities have you been involved in during the second and later years of your Cadetship? | Select all that apply <If 2017 selected in Q1, skip to Q19> | Engaging with individual or small groups of students to support individualised learning plans Supporting the teacher to develop curriculum and assessment materials Researching professional learning materials Helping to prepare the learning environment Assisting a teacher to implement teaching and learning strategies and gather student data Assisting a teacher during playground duty or school sport activities Assisting a teacher to gather student data Participating in staff meetings Participating in professional learning activities Participating in parent-teacher meetings Other (please specify) |

| Q no. | Question text | Instruction | Options |
|-------------------|---|--|--|
| 18 | To what extent are these activities useful in developing your understanding of teaching practice? | Select one per line Not at all useful Slightly useful Moderately useful Very useful Extremely useful <If 2017 selected in Q1, skip to Q19> | Carried forward options selected in question Q17 |
| 19 | To what extent do you agree that the Cadetship program has improved your...? | Select one per line Strongly disagree; disagree; neither agree nor disagree; agree; strongly agree | Knowledge of how different students learn Knowledge and understanding of curriculum content Understanding of lesson planning strategies Understanding of effective teaching strategies Understanding of effective classroom communication strategies Understanding of effective classroom management strategies Knowledge of effective student assessment strategies Understanding of the key principles in the NSW Department of Education's Code of Conduct Understanding of the requirements for Graduates outlined in the Australian Professional Standards for Teachers |
| 20 | To what extent do you agree that...? | Select one per line Strongly disagree; disagree; neither agree nor disagree; agree; strongly agree | The Cadetship program has enhanced your readiness to commence a permanent teaching role The Cadetship program has increased the likelihood of your continuing into a teaching role The Cadetship program has had a positive impact on your overall teacher training experience |
| Conclusion | | | |
| 21 | Would you recommend the Cadetship program to other final year secondary students? | Select one response and give reason Free Text | Yes No Unsure |
| 22 | Do you have any other comments you would like to add about the Cadetship program? | Free text | |

Appendix B: Internship survey

| Q no. | Question text | Instruction | Options |
|-----------------------------------|--|--|--|
| Introduction and Screening | | | |
| 1 | What year did you undertake your Internship? | Select one <If I have not undertaken an Internship selected, terminate survey.> | 2014 2015 2016 2017 I have not undertaken an Internship |
| 2 | Are you currently a part of the Internship program? | Select one <If Yes, skip to Q5A If No, proceed to Q4> | Yes No |
| 3 | Did you complete the whole Internship program? | Select one <If Yes, proceed to Q5 If No, proceed to Q4> | Yes No |
| 4 | What was the reason you did not complete the Internship program? | Select all that apply <Terminate survey after any answer> | Personal Reasons Conflicted with university studies Did not continue with education qualification Other (please specify) |
| 5 | What was the name of the school that hosted you as an intern? | Free Text | |
| Qualifications | | | |
| 6 | At which university did you undertake your degree? | Select one | Australian Catholic University Charles Sturt University Macquarie University Southern Cross University University of Newcastle University of New England University of New South Wales University of Notre Dame University of Sydney University of Technology Sydney Western Sydney University University of Wollongong Other (please specify) |
| 7 | What is the name of your teaching qualification? | Free text | |
| 8 | What level of schooling are you qualified to teach? | Select one <If Primary selected, skip to Q10> | Primary Secondary |
| 9 | What subject areas are you qualified to teach? | Tick all that apply | English Mathematics Science Human Society and its Environment (HSIE) Language Other Than English (LOTE) Technological and Applied Studies (TAS) Creative Arts Personal Development, Health and Physical Education (PDHPE) Other (please specify) |
| 10 | What was your mode of study? | Select one | Full time Part time |
| 11 | What was your method of study? | Select one | Online Distance On-campus |

| Q no. | Question text | Instruction | Options |
|------------------------|--|--|--|
| 12 | Did you undertake your university-directed professional experience placement(s) at the same school as your Internship? | Select one <If Yes, skip to Q14 If No, proceed to Q13 | Yes No |
| 13 | What was the name of the school(s) where you undertook university-directed professional experience placement? | Free text | |
| Program Content | | | |
| 14 | How did you hear about the Internship program? | Select one | From a University lecturer/tutor Department of Education website From a professional experience coordinator From a careers adviser From a school teacher/principal Twitter Facebook From a peer Other (please specify) |
| 15 | What were the top 3 reasons you applied for the Internship program? | Select up to three options Not forced to select three | Being paid whilst studying Guarantee of permanent position at the end of the program Positive student interaction in Professional Experience placement/practicum Inspired by a teaching mentor to spend more time in the classroom Gain further knowledge of school administration Consolidate experience of Professional Experience placement/practicum Gain further practical experience with behaviour management Opportunity to improve teaching practice before starting work Interested in practically linking education theory to in-class teaching Other (please specify) |
| 16 | What activities were/are you involved in during your Internship? | Select all that apply | Engaging with individual or small groups of students to support individualised learning plans Supporting the teacher to develop curriculum and assessment materials Researching professional learning materials Helping to prepare the learning environment Assisting a teacher to implement teaching and learning strategies Assisting a teacher to gather student data Assisting a teacher during playground duty or school sport activities Participating in staff meetings Participating in professional learning activities Participating in parent-teacher meetings Other (please specify) |
| 17 | To what extent were/are these activities useful in developing your understanding of teaching practice? To what extent are these activities useful in developing your teaching practice? | Select one per line Not at all useful Slightly useless Neither useful nor useless Somewhat useful Very useful | List each option selected in question Q16 |

| Q no. | Question text | Instruction | Options |
|-------------------|--|---|---|
| 18 | To what extent do you agree that the Internship program improved/has improved your...? | Select one per line Strongly disagree; disagree; neither agree nor disagree; agree; strongly agree | Knowledge and understanding of curriculum content Understanding and application of lesson planning strategies Understanding and application of effective teaching strategies Understanding and application of effective classroom communication strategies Understanding and application of effective classroom management strategies Knowledge of effective student assessment strategies Understanding of the key principles and rules outlined in the NSW Department of Education's Code of Conduct Understanding of the requirements for Graduates set forth under the Australian Professional Standard for Teachers |
| 19 | To what extent do you agree that...? | Select one per line Strongly disagree; disagree; neither agree nor disagree; agree; strongly agree | The Internship program [has] enhanced my readiness to enter the workforce The Internship program [has] increased the likelihood of my continuing into a teaching role The Internship program [has] had a positive impact on my overall teacher training experience |
| Conclusion | | | |
| 20 | Would you recommend the Internship program to other university students? | Select one and give reason Free Text | Yes No Unsure |
| 21 | Do you have any other comments you would like to add about the Internship program? | Free text | |

Appendix C: Characteristics of survey respondents

CESE distributed the Cadetship Survey via email in June 2017 to all 62 cadets who had commenced the program and followed this up with several reminders to encourage participation. In total 43 cadets responded to the survey, a response rate of 69%. Table A1 shows the characteristics of all Cadets who commenced the Program and those who responded to the survey including gender, age, and the location of the schools they were hosted by. Respondents were considered to be reasonably representative of the total Cadet population in terms of gender, age and location of the host school.

Table A1:
Cadet characteristics

| | All Cadets | Cadets who responded |
|-----------------------------------|------------------|----------------------|
| Gender | | |
| Male | 21 (34%) | 18 (42%) |
| Female | 41 (66%) | 25 (58%) |
| Age | 19 years | 19 years |
| Host school location ^a | | |
| Major city | 53 (87%) | 36 (84%) |
| Inner or outer regional | 8 (13%) | 7 (16%) |
| Total | 62 (100%) | 43 (100%) |

^a Note that one Cadet who "commenced" the Program withdrew from the program before being allocated to a host school

CESE distributed the Internship survey in June 2017 via email to all 73 Interns who had commenced the program. Reminders were sent to those who had not completed the survey to encourage participation. In total 39 Interns responded to the survey, a response rate of 53%. Table A2 shows the characteristics of all Interns who commenced the Program and those who responded to the survey including gender, age, and the location of the schools they were hosted by. Respondents were considered to be reasonably representative of the total Intern population in terms of gender, age and location of the host school.

Table A2:
Intern characteristics

| | All Interns | Interns who responded |
|----------------------|------------------|-----------------------|
| Gender | | |
| Male | 18 (25%) | 7 (18%) |
| Female | 55 (75%) | 32 (82%) |
| Age | 29 years | 29 years |
| Host school location | | |
| Major city | 62 (86%) | 31 (79%) |
| Inner regional | 10 (14%) | 8 (21%) |
| Total | 73 (100%) | 39 (0%) |

Appendix D: Cadet interview guide

Section 1 – Prior to commencement

Expectations of program

- What did you think the Cadetship would involve before you started it?
- Did you have any concerns about the Cadetship based on the requirements?

Support prior to commencing

- Did the department provide any support before the start of your Cadetship? If so, what was your experience of this support?
- Did the Host school provide any support before the start of your Cadetship? If so, what was your experience of this support?

Section 2 – During the program

Types of paraprofessional activities involved

- What were the first year Cadetship activities you undertook at the Host school?
- How did the activities change in the second and subsequent year activities?
- Did the activities meet your initial expectations of what the Cadetship would involve?
- How has your knowledge of the day-to-day operations of a school changed since undertaking the Cadetship?

Activities and professional experience

- How have the Cadetship activities contributed to your knowledge and understanding of pedagogy and in-class teaching techniques, e.g. communication, behaviour management, feedback.
- How has your Cadetship made you feel more prepared be a classroom teacher?
- How has your Cadetship influenced your decision to continue with teaching as a career?

School support

- What types of support does your Host school provide?

Section 3 – Challenges and benefits

- What have been some of the challenges of your Cadetship so far?
- What have been some of the benefits of your Cadetship so far?
- What would you say to another final year high school student considering teacher education at university about the Program?

Final question

- Do you have any other comments you'd like to add about the Cadetship Program?

Appendix E: Intern interview guide

Section 1 – Prior to commencement

Expectations of program

- What did you think the Internship would involve before you started it?
- Did you have any concerns about the Internship based on the requirements?

Support prior to commencing

- Did the department provide any support before the start of your Internship? If so, what was your experience of this support?
- Did the Host school provide any support before the start of your Internship? If so, what was your experience of this support?

Section 2 – During the program

Types of paraprofessional activities involved

- What were the Host school Internship activities? Did the activities meet your initial expectations of what the Internship would involve?
- How has your knowledge of the day-to-day operations of a school changed since undertaking the Internship?
- How did your professional experience placement/practicum compare to your Internship?

Activities and professional experience

- How have the Internship activities contributed to your knowledge and understanding of pedagogy and in-class teaching techniques, e.g. communication, behaviour management, feedback.
- Do you feel the range of activities in the Internship adequately prepared you to become a beginning teacher?

School support

- What types of support did/does your Host school provide?

Section 3 – Challenges and benefits

- What were/have been some of the challenges of your Internship (so far)?
- What were/have been some of the benefits of your Internship (so far)?
- What would you say to another penultimate year education student about the Program?

Final question

- Do you have any other comments you'd like to add about the Internship Program?

Appendix F: Host School interview guide

Section 1 - Accepting Cadets/Interns

- How did you decide to accommodate Cadets/Interns at your school?
- What were your expectations of the Program?
- What information were you provided with about the Cadetship/Internship Program by the department?
- What support were you provided with by the department when preparing to accept Cadets/Interns?
- What ongoing support have you received from the department while you have hosted Cadets/Interns?

Section 2 – School preparation

- How are the supervising teachers chosen?
- Have you undertaken professional learning or training to assist you in supporting Cadets/Interns?
- What types of support do the Cadets/Interns require from school based staff?

Section 3 - School activities

- What activities have you arranged for the Cadets/Interns to be involved in?
- How did you decide that these activities were suitable?
- How are you measuring the success of Cadets or Interns?
- What impact do you believe the Program is having on the quality of the Cadets/Interns teaching practices?
- What improvements have you seen over time in the readiness of Cadets/Interns to teach?

Section 4 - Overall Program Experience

- What have been some of the benefits of the Cadetship/Internship Program?
- What have been some of the challenges of the Cadetship/Internship Program?
- Have your initial expectations of the Program been met?
- To what extent do you believe that the Program assists in preparing students for beginning teaching?
- Would you recommend the Cadetship/Internship Program to other schools?

Final question

- Do you have any other comments you'd like to add about the Cadetship/Internship Program?

Appendix G: Source and Appointment School interview guides

Source school interview guide

- How did you hear about the Cadetship Program?
- What benefits do you believe the Program would offer to Cadets?
- What characteristics do you consider to be essential for Cadetship candidates?
- How did you identify the student as being suitable for the Program? What criteria did you use?
- Will you continue to recommend the Program to potential candidates?

Permanent placement school interview guide

- What attributes do former Interns display in terms of readiness to teach?
- How do the former Interns' compare to other permanent beginning teachers in relation to:
 - Teaching practice
 - Support required
 - Professional learning
- Would you accept permanent placement of another former Intern or Cadet as a permanent beginning teacher?



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