Brief Report UTAS College Symposium
(University Preparation and Pathways Symposium)

Introduction
Two symposia/forums were held at the University of Tasmania, one in Hobart, June 23, and one in Launceston, June 30, for involved University of Tasmania staff and invited senior secondary staff in order to promote collaboration and collegiality around the UTAS College Pilot Program and wider University preparation and pathways agenda.

The objectives of the Symposia were:
- To provide a forum for the wider discussion of University preparation and pathways including raising aspirations of school students to attend University
- As part of this, to provide a framework for discussing and further developing the 'UTAS College Program'
- To Provide for consultation with senior secondary teaching staff to address:
  - Their role in the UTAS College Programme;
  - Recognition through honorary appointment to UTAS or alternatives;
  - Induction/staff development and support required
  - Access to facilities and resources
- To provide a forum for the discussion of curriculum issues including:
  - Assessment of Units where extension of TCE is used (including appropriateness of additional exams);
  - Criterion referenced assessment (College assessment and UTAS assessment)
- To collaboratively establish research and evaluation questions for the UTAS College Pilot Program and University preparation and pathways
- To establish a methodology for ongoing contact and collaboration between the University and secondary.

Professor Gary O’Donovan, PVC (Students and Education), and Mike Brakey, CEO of The Academy opened both sessions and set the context for group deliberations. The four areas considered individually by groups were: Quality Assurance and Co delivered Units of University Study, Teacher Learning and Development, Access and Equity, and Learning Pathways.

There were two plenary sessions: one midway through the day where group questions were addressed by a panel (Panel members Hobart: Frank Bansel Education Department; Jules Carroll, The Polytechnic; Mike Brakey, The Academy; Dawn Penny, Faculty of Education; Anne Langworthy UTAS College. Panel members Launceston: Ian Hay, Faculty of Education; Anne Ripper, The Polytechnic; Andrew Barr, Scotch Oakburn; Mike Brakey, The Academy; Anne Langworthy, UTAS College).
The final session of the Symposium was a plenary where group recommendations were shared.
The questions put to the panel and the recommendations and attendance at both events are included in this brief report. Please note that the questions and recommendations have not been edited or synthesised at this stage.
Questions for the Panel
Hobart Symposium -

- We have recognised that the CALD group is quite unique in the equity groups. Encouraging access is not the issue – they are highly motivated. But due to disrupted education, insufficient exposure to English and lack of understanding of the Australian education system they are often unprepared to cope with the demands of study at tertiary level. How do we adequately support them across the sectors?

- What do we mean by ‘partnership’? What should it look like at the chalk/interactive whiteboard face?

- How do we ensure teacher quality across all sectors – schools, senior secondary, University?

- Should University staff conduct sessions at school information nights?

- Should the University make representation to TQA regarding decisions that impact on programs?

- What resources can UTAS offer teachers to support workloads?

- Can there be a clear statement of expectations for teachers?

- Is there a common set of skills that we can define and articulate? Is there a common set of key attributes for each of the three TCE certificates?

- How do both sectors better prepare students for University? What role does UTAS have within schools/colleges? What role do schools/colleges have?

- How do we form better and more developed relationships – and how do we support his financially?

- How do we fill the void of TQA not being involved in moderation? Is there a place for University involvement in building a richer process?

- How do we build synergy and models so that professional learning is time and cost effective?

- Can the model used by the conservatorium be replicated as a solution based rather than problem based model?

- What are the implications of national curriculum and assessment for a professional learning model?
Questions for the Panel
Launceston Symposium

- What is the Tasmanian Polytechnic doing to improve access and equity to identified groups;
- What data is being collected showing retention from year 12 to University;
- What role do parent groups, alumni and other community groups have in helping to redress equity and access problems.
- Is there a correlation between changes in the High Achiever Program and the delivery of other Universities within the UTAS College model?
- Can the University take a more coordinated approach to Colleges to ensure that students, parents and College staff are aware of the range of programs on offer and have an opportunity to receive information from the UTAS staff involved in the programs?
- What is the extent of resources provided for the UTAS College model? How much is UTAS contributing and how much should Colleges be contributing? (visits, teaching, liaison, coordination, pastoral care, professional development)
- Why should students undertake year 11 and 12 if they can effectively study first year University in year 12?
- Should structures be available for research active College teachers to further their research/build their career structure through UTAS as honorary research fellows or other associate arrangements?
- What specific work can we do to prepare students for the university experience of learning? (teaching for understanding framework in Years 11/12 contrasts with the style of learning demanded by many faculties eg memory testing)
- How might we better support students as learners? (We talked a lot about how a critical factor in success at university is to have some success in what you are doing; things like the university mentor program were seen as very useful)
- How can we update the skills of teachers/lecturers? (the science of learning)
- What assumptions does the university make about students’ attitudes towards learning and their coping skills? (ie the TE score and academic success is all that is measured)
- What are the implications for our teacher training programs of the Academy - UTAS links and pathways?
- How might we support beginning teachers in the transition from study to work?
Recommendations

Access and Equity Group Hobart

1) Representatives of all sectors working together to achieve UTAS student access and equity goals will require collegial sharing of information, expertise and problem-solving capacity. In order to develop genuine and ‘embedded’ collegiality among Symposium participants, and between Symposium participants and colleagues working at grass roots level in schools, colleges, the Academy, the Polytechnic and the Skills Institute, the following are recommended:-
   a) Circulation of a list for each ‘theme’ group containing names, email address, institution and position, of participants and others wishing to be involved with that group.
   b) Follow-up Symposium meetings ‘on site’ of disadvantaged, rural and regional locations and institutions, in order to consult and share ideas with teachers and educators who are dealing with student access and equity issues on a day to day basis.

2) The most disadvantaged students (e.g. low SES, rural, indigenous and students with a disability), have special needs to which institutions need to be responsive in co-ordinated and transparent ways. In this context, there is an expressed need by teachers and educators for greater clarity and shared understandings of rules and guidelines regarding access and alternative entry requirements, credit transfer, flexible and on-line learning opportunities, length of time allowed for course completion and so on. In order to encourage cross-sectoral information and collaboration with respect to facilitating disadvantaged students’ pathways to higher education the following are recommended:-
   a) Setting up of a Working Party on ‘Student Entitlements’ to ‘drill down’ into the issues involved and report back to the UTAS college.
   b) Establish a partnership with a school in a rural or low SES area to find out how the issues of access, equity and student entitlement are being tackled, to create ongoing dialogue and in collaboration to develop a model of best practice which might be imported to other schools.

Access and Equity Group Launceston

1) UTAS increases the flexibility of their course offerings:
   a) Summer/winter schools
   b) Online flexible Universities
   c) Applied/problem based learning models
   d) Work placements
   e) Recognition of current competence
   f) Recognise part-time study difficulties
   g) Outreach programs to engage with the community

2) Targeted mentoring of students from families with no background in higher education:
   a) One on one with the student
   b) Regular contact with the student
   c) Regular contact with the family

3) UTAS involves itself with parent teacher evenings in both secondary and primary schools.
4) UTAS College programs and HAP programs provide more options in the regions.

5) Normalise enrolment in UTAS Universities through UTAS College as a matter of course in the Academy and Independent Schools.

6) Publicise alternative entry (other than TER) methodologies better. For example:
   a) UPP
   b) Associate Degree

7) Publicise successful role models/UTAS students from the regions in the region.

8) Work with teachers (secondary and primary) to raise the aspirations of their students.

9) Raise community aspirations for their young people (i.e. to obtain a UTAS qualification)

Quality Assurance and Co-delivered Units of University Study Hobart
1) UTAS linking in with moderation and development.

2) Roles (Responsibilities defined – formalising relationships (Currently informal arrangements).

3) We need to scope out changes rather than take them on in one hit.

4) UTAS to be involved in Year 10/11 info evenings to encourage students earlier.

5) Formalised recognition of teaching ie Honorary Associate (Library, MyLo, UTAS Resources)

6) Cross pollination of Teaching between organisations.

Quality Assurance and Co-delivered Units of University Study Launceston

1) That UTAS examine the opportunities for tertiary courses that might be of interest to year 11/12 to be offered and accredited by TQA (ie not a direct extension of current year 11/12 Units.

2) That the information and marketing of UTAS College Units be more consolidated/coordinated/coherent and collaborative and that it be a staged process from College information nights and be included in college handbooks.

   *That it include all sectors. It not include merely marketing staff but also experts in the field *colleague teacher/student/parent credibility.

3) That College Handbooks contain information about UTAS College programs and that these be circulated either for 2010 handbooks not issued or as an addendum.

4) That UTAS and secondary sectors resource commitment should be identified and clarified.
Teacher Learning and Development Launceston

1) Foster a greater exchange between UTAS, Academy, Polytechnic and other year 11/12 staff through eg. Teaching Symposia, education fora, exchange teaching, regular excursions both ways, researchers located and active on Academy and other sites, extended buddy system in discipline group.

2) The key is DIALOGUE.

3) Investigate opportunities to alter Teachers Award in order to promote, recognise and reward further study, or through TRB for reaccreditation.

4) Make research more sexy! Make it exciting to be involved in research. University onus to outreach.

Teacher Learning and Development Hobart

1) Models should provide support collaboration, be on going, be flexible, include options such as university mentor support person and acknowledge different ways of learning.

2) Flexibility includes:
   a) Location
   b) Model of delivery
   c) Time span
   d) Interest
   e) Level of accreditation
   f) Variable and negotiated assessment.

3) Professional Learning opportunities should earn transition points eg Middle school to Senior High.

4) Resources should be provided for programs that meet the above model and build synergy to be time and cost effective.

5) That retraining in discipline areas of need be supported.

6) Implementation of the National Curriculum should be supported with systemic professional learning on the above model.

Learning Pathways Hobart

1) Articulate a set of common skills or attributes for a sequential K-University education.

2) Explore and evaluate various models of delivering UTAS courses to those most ready and for whom greater inclusiveness would be an advantage.

3) Develop a common cross-sectoral understanding of curriculum, assessment and standards.
4) Develop practical processes to facilitate communication eg.
   i) UTAS lecturers attend QA meetings in regional centres
   ii) TQA course writing
   iii) Publicising UTAS events in School and College newsletters
   iv) Secondary teacher secondments to UTAS
   v) Appointment of University Liaison officers

5) Establish a formal cross sectoral structure to facilitate this.

6) Explore ways in which these processes can be resourced adequately.

**Learning Pathways Launceston**

Improved Communications/Relationships

1) Communicate to students the importance of understanding the variety of entry points to University. High TE score in Year 12 is not the only entry point. eg Polytechnic Pathways, mature entry, YB

2) Greater dialogue between teaching staff at UTAS and year 11/12 teachers about the skills and capabilities required to succeed at University. eg academic literacy timetable, flexible learning, time management. UTAS Careers/Course Counselors provide excellent service to colleges/academics. 3rd year students mentoring younger students. Students Mentor Program to be expanded to more faculties.

3) Teacher > UTAS as Teaching and Learning coach for students bringing UTAS teachers in as guest speakers.

4) UTAS College programs that work best are those that are co-delivered, in both year 11/12 and UTAS environments.

5) SDI to be accredited as a first year UTAS Unit and link year 11/12 students to academic mentors.

6) Explore new and a variety of strategies to support new students at UTAS (transition) eg sharing staff year 11/12.
## Attendance

### Attendance Launceston Symposium

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<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Kathy Cameron</td>
<td>Tasmanian Academy (Hellyer)</td>
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<td>John Thompson</td>
<td>Tasmanian Academy (Don)</td>
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<td>Anne Ripper</td>
<td>Tasmanian Polytechnic</td>
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<td>Andrew Barr</td>
<td>Scotch Oakburn College</td>
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<td>Peter Voss</td>
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<td>Tim Horniblow</td>
<td>Marist College</td>
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<td>Alanna Stretton</td>
<td>Marist College</td>
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<td>Helen Brown</td>
<td>Tasmanian Academy (Newstead)</td>
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<td>Mike Brakey</td>
<td>Tasmanian Academy</td>
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<td>John Lee-Archer</td>
<td>Tasmanian Academy</td>
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<td>Peta Frost</td>
<td>Launceston Church Grammar</td>
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<td>Cheryl Ransom</td>
<td>Launceston College</td>
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<td>Judy Mclver</td>
<td>St Brendan Shaw College</td>
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<td>Peter Morgan</td>
<td>Launceston Christian School</td>
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<td>Dianne Freeman</td>
<td>Launceston College</td>
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<td>Ben Miller</td>
<td>Launceston College</td>
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<td>Mike Shaw</td>
<td>Tasmanian Academy (Hellyer)</td>
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<td>Steve Allen</td>
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### UTAS Staff

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<td>Gary O'Donovan</td>
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<td>Anne Langworthy</td>
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<td>John Kertesz</td>
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<td>Linn Miller</td>
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<tr>
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<td>The Friends School</td>
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<td>Jules Carroll</td>
<td>Tasmanian Polytechnic, Hobart Campus</td>
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<td>Jenny Wood</td>
<td>New Norfolk High School</td>
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<td>Tom Dory</td>
<td>St Mary's College</td>
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<td>Greg Calvert</td>
<td>Elizabeth College</td>
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Nina Pavic  Elizabeth College
Bronwyn Fuller  Rosny College
Christiane Bostock  Rosny College
Peter Symons  The Hutchins School
Mike Brakey  Tasmanian Academy
John Lee-Archer  Tasmanian Academy
Ineke Laning  Calvin Christian School
Graeme Young  Calvin Christian School
Sue Hawkins  Claremont College
Alison Farmer  The Hutchins School
Vivien Ride  St Michael's Collegiate School

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Billy Badger  German Language
Adam Russell  French Language