Summary and Keywords

The past decade has seen increasing federal intervention in teacher education in Australia, and like many other countries, more attention on teacher education as a policy problem. The current policy context calls for graduates from initial teacher education programs to be classroom ready and for teacher education programs to provide evidence of their effectiveness and their impact on student learning. It is suggested that teacher educators currently lack sufficient evidence and response to criticisms of effectiveness and impact. However, examination of the relevant literature and analysis of the discourses informing current policy demonstrate that it is the issue of how effectiveness is understood and framed, and what constitutes evidence of effectiveness, that needs closer examination by both teacher educators and policymakers before evidence of impact can be usefully claimed—or not.

Keywords: Australia, initial teacher education, effectiveness, classroom readiness, evidence of impact

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