

What can be done to attract more high-achievers and career changers to the profession?

Offer paid apprenticeships where the candidate works with multiple experienced teachers, one at a time. Alter public perception of the profession and demonstrate the value of receiving quality education.

What factors influence the higher education course selection of high-performing school students?

High performers can include those who know they can go anywhere, so they choose to do what they are interested in. What they are interested in is time-dependent and may change. Some things that influence a person's interests at the time can include opinions of loved ones, the *social imaginary* represented by current media, biology, and favourable childhood experiences.

What features of the current ITE system may prevent high-quality mid- to late-career professionals transitioning to teaching? Has the move to a two-year masters affected your decision to enter ITE?

None. No, in fact preferred.

How could more high-quality candidates from diverse backgrounds be encouraged to consider a career in teaching?

Market the teaching degree as a general degree that opens doors for you, like the MBA does for managing professionals. Ensure that employment conditions are favourable and of high status in the public eye.

How could more Aboriginal and Torres Strait Islander peoples be encouraged and supported to choose a career in teaching?

As above.

What evidence is there that the introduction of assessments of non-academic characteristics has had an impact on admission, progress, completion, and retention of ITE students?

Visible on those not ready to teach. Anecdotal evidence.

Are low completion rates an issue? What is the impact? Can low completion rates be addressed?

No. The impact: fewer low-quality teachers to pollute the graduate scene. High quality teachers will have less competition with noise.

Is the degree of variability in completion rates between providers ideal? What could be done to address this?

No, this encourages monopoly which is bad for the market and greatly lowers rates of innovation. Open up teacher training to non-institutions.

Should more be done to identify suitability for a career in teaching earlier in the degree or before entry to ITE? What might this look like?

Perhaps, before the degree. This will probably look like a computer-generated model using big data to train an AI predictive model that predicts the success of a candidate. Of course, complications arise when using machines to help guide human development. Even more so when the data needed may be private and sensitive.

What are the main reasons ITE students leave an ITE course before completion?

Not sure.

Have you experienced teacher shortages? Has it been in a particular subject area or region?

No. Not applicable.

Should something be done to match the supply of teachers from ITE providers with the demands of jurisdictions and sectors? What would this look like?

Yes. This would look like mass parenting accreditation. I think all parents should have some teacher training. This can give them a career backup, as well as do a great service to their own child. Qualified teachers head the classrooms while trained parents work with the students. In synergy with a four-day work week and basic living income/healthcare support.

Are there examples of incentives that have successfully worked to attract quality teachers in areas of shortage? How could these be rolled out more broadly?

It seems difficult without public support of the profession as a noble one.

Why are STEM teachers not teaching STEM subjects? Is this an issue for other subject areas?

Perhaps industry provides more lucrative career aspirations such as the potential of contributing to a major scientific discovery, media portrayal of the scientist in positivity, and money. Does not seem like an issue for music.

How can ITE providers best support teachers in their ongoing professional learning?

Offer high quality and subsidised short courses on cutting edge research in all fields, open to all. Multidisciplinary training delivers insights into one's own main subject.

Do the current HALT arrangements support the education ecosystem, particularly in relation to ensuring quality mentoring and supervision of ITE students?

No experience with HALT in Victoria.

How could HALT support the development of ITE students and newly graduated teachers? What would this look like? What changes to current arrangements would be required to give effect to this?

As above. Would be excited to see a Victorian authority emerge soon.

Should ITE providers continue to support the development of newly graduated teachers? What would this look like?

Yes, provision of true and accessible knowledge to build new skills. Provide a voice for systematic concerns relating to the interaction of education with the rest of society's systems and ideology.

How could teacher and school leader workloads be made more manageable to allow them to provide more support to pre-service and newly graduated teachers?

First, provide a clear and transparent layout of expected workload that is accessible to all students, teachers, administrators, and parents. Next, ensure that durations allowed for the workload components add up to a reasonable day's worth of work. Any excess can be managed with employment of more staff and delegation with pay to those looking for more responsibility. This requires strong public support of investment into a nation's education system.