

I am currently teaching secondary school and have done so for 30 years, am lecturing in the tertiary sector and work for the QCAA in a number of capacities.

1. How can we further encourage high-performing and highly motivated school leavers to enter ITE and choose teaching as a career? Address teacher workload and pay. Undergraduates generally come from schools and they see what teachers do and know what they are paid. That is why they don't enter the profession. The problem is exacerbated by the very onerous administrative burden now borne by teachers. When teachers spend all their preparation and correction time replying to emails and filling in forms, the teaching and job satisfaction suffers. That is why so many teachers leave the profession within 5 years.

2. What changes to admissions and degree requirements, including recognition of prior experience, would better attract and support suitable mid- and late-career professionals from other fields transition into the profession and become quality teachers? A big cause of bad teaching is teachers who don't know what they are doing. However, the barriers to highly able people entering teaching are substantial. In one of my teaching areas, post graduate music teachers can barely play or sing yet can be employed, while highly accomplished conductors with multiple postgraduate degrees, including teaching degrees, cannot work in schools in Australia without undertaking a two year masters degree which is largely a waste of time. The two year masters degree is an onerous requirement, particularly for those who are impecunious, and I have not had a single practicum student in either Music or English from any tertiary institution speak positively about the content and teaching of their degree for 30 years. In accordance with the findings of the discussion paper, most post graduate education students want more relevant material in their courses, the courses need to be cheaper and they need to be shorter.

3. How can we increase ITE completion rates so that quality ITE students graduate and pursue careers as quality teachers? Firstly raise the ATAR score for entering teaching, and augment this with an interview system to capture students with lower ATARs but very high motivation. Smart and highly motivated people are more likely to succeed.

4. What more can be done to address issues with workforce supply in some subject areas (particularly maths) and schools? We are presently forcing people into teaching STEM and students into studying STEM and it clearly isn't working. STEM is unattractive because STEM research jobs are unattractive and dependent on fickle government grants. How does a person with a research doctorate in Maths buy a home/build a career, when every three years their funding could be cut? This results in a brain drain from the institutions that should be teaching maths to undergraduates to a high level. More attractive STEM jobs would encourage more STEM undergraduates which would encourage more committed STEM teachers. As a country, we are anti-science and the numbers of people entering science to study reflects this. In an environment where our Universities are not strongly supported politically, the reluctance to study will be too substantial for this review to solve.

5. How can we attract a more diverse cohort into ITE so that teachers better mirror the diversity in school students and society? Study for this profession is far too expensive for many students compared with the pay that one receives on starting work. Teaching, where you amass a significant tertiary debt over 6 years and receive no pay is not attractive when compared to apprenticeships where you are paid throughout. In earlier times, teaching was attractive because it was stable employment. Now many teachers start work on short contracts. Accordingly, they have poor job security, high debts and not much prospect of increased wages. By contrast, a tradesperson does not incur a debt, has job security and the potential for high earnings. Bursaries to encourage a more

diverse cohort would assist in this area, especially if awarded on interview to discern a vocation for teaching.

PART B – Preparing ITE students to be effective teachers

6. What more can we do to ensure that ITE curriculum is evidence-based and all future teachers are equipped to implement evidence-based teaching practices? The one year diploma should be reinstated. Practising teachers with a proven record of excellence in classrooms should be involved in teaching or planning. Courses should be audited for relevance as to what is needed at the early stages of a teaching career. Perhaps the English model, of involvement with 'lighthouse' schools should be examined. Long term complaints from graduates, principals and supervising teachers about the lack of content knowledge and the lack of instruction in classroom management, teaching strategies and curriculum planning should be heeded and acted upon. Research partnerships in practice based research should be encouraged between schools and tertiary institutions so that there is a stronger connection between the research being done and the material being taught at a tertiary level.

7. What more can ITE providers and employers do to ensure ITE students are getting the practical experience they need before they start their teaching careers? Practicum should be enhanced. In my one year Dip Ed I was examined by the university twice. I have not seen a member of a tertiary institution in one of my prac students' classes for some years. This means that there is not enough shared knowledge between the tertiary institutions and the schools about the nature of classroom practice. Employers should make it easier for teachers to take practicum students. The number of teachers willing to supervise practicum students is decreasing because of increasing teacher workload and the ever increasing paperwork required of teachers who supervise. As well, the increased pressure on teachers for academic results, coupled with the patchy preparation of practicum students, makes teachers less willing to risk their classes on a practicum student.

8. How can Teaching Performance Assessment arrangements be strengthened to ensure graduate teachers are well-prepared for the classroom? The AITSL standards need to be less arcane and need to more clearly and directly relate to teacher effectiveness. The British standards appear clearer.

9. How can leading teachers, principals and schools play a greater role in supporting the development of ITE students? Teaching is the only profession where candidates wishing to become leading teachers have to pay \$3000 to apply. There will not be sufficient leading teachers until the process and its evaluation is clearer. Even when one is approved to become a leading teacher, a principal can disallow the application. This is a strong indication that improvement in teaching is not valued, and is in fact, financially and factually discouraged. Accordingly, leading teachers, principals and schools can play a greater role in supporting ITE students if they visibly and financially support improvement in the profession. Clearly, the provision of substantial mentoring programs would be very effective, but these would need to be funded and given appropriate time. At present, instead, teachers are asked to undertake these extra duties without any extra time and, as a result, these tasks are done badly.

10. Can ITE providers play a stronger role in ongoing professional development and support of teachers? ITE providers generally provide poor and unfocussed professional development for teachers. There is great potential for development in this area, if stronger, practice based research links were fostered between schools and ITE providers to encourage the development of relevant, research based and effective professional development.