

To Whom It May Concern

My name is [REDACTED] and I am writing in regards to the Quality Initial Teacher Education Review 2021 Discussion Paper.

I would like to start this letter by saying thank you for the opportunity to express my feedback, concerns and for allowing me to share my experience as a past pre-service teacher and as a current employee through the Department of Education, Victoria.

This letter will focus primarily on The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) where I will state how this test has impacted and prevented me to teach in Victoria and obtain my Victorian Teacher Registration (VIT). Although, I have successfully graduated from a Victorian University and obtained a fully accredited teaching degree.

I have provided some feedback outlining changes that I would like to see considered for the future of the LANTITE test.

I want to outline and state, that I do understand the purpose of the LANTITE tests.

I agree that every teacher does need to demonstrate a high-quality level of Literacy and Numeracy to pursue a teaching career.

However, I don't agree with how the LANTITE test is being currently delivered and its conditions. Specifically, the number of allocated attempts allowed, which is currently three attempts. Secondly, I don't agree with the limited feedback and support that is given, when a failed test result is obtained and the standard has not been met.

I believe a lot of pressure and anxiety for pre-service teachers would be reduced if the number of allocated attempts of the test, was lifted and conducted in another way.

For example, alternative options may include, pre-service teachers, who are only able to sit the test twice a year out of the four testing windows offered annually.

Or a set time frame where students have to wait to re-sit the test again (e.g., every 3 months) but must provide significant evidence on how they have studied and prepared for that component. This must be approved before registering to re-sit for that requested window.

This would be done under the condition of unlimited test attempts and the current allocated test limits removed.

I believe that more information, feedback, and support is needed when a pre-service teacher receives an unsuccessful LANTITE test result. A Naplan style graph indicating a dot under a standard line is hardly enough information for pre-service teachers to utilise and prepare for their next attempt. As the tests change every window and vary between literacy and numeracy topics, more feedback and recommendation of skill improvement would be far more effective for future re-sits. Most importantly, it would support the development and growth of that future teacher.

More opportunities and testing windows should be offered throughout the year specifically in October/ September. This is a time where a lot of graduate teaching positions are being advertised. The November window with results not given to pre-service teachers until late December, does leave applying for a lot of positions too late. More testing windows and quicker test result timeframes are needed to prevent this. I believe ACER administer Victoria Police entrance exams. These candidates are given their test results within a week. Could ACER provide less wait times for test results for the LANTITE?

I commenced my education university degree in February 2016.

When I entered the degree, the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) did not exist and/ or wasn't yet a requirement to complete in my specific teaching degree in Victoria.

I understand that LANTITE was only made a requirement from July 1st, 2016 to register for teacher registration through the Victorian Institute of Teaching (VIT).

I had already completed half of the first year of my degree. I find this to be a disadvantage that the test was implemented after I had already been enrolled in a teaching degree.

Unfortunately, my higher education provider didn't inform me about the LANTITE test until late 2018, notifying me that LANTITE was a mandatory requirement to register with VIT and gain teacher registration.

Although I know this is at no fault of the Government specifically, it shows that more communication between education teaching registration requirements and Universities is highly needed.

I understand that LANTITE for most universities is now a graduation requirement.

However, I was able to successfully graduate and obtain my degree, LANTITE is now stopping me from applying for my teacher registration through VIT.

I am currently working at a Victorian Government Primary School under an Education Support role and delivering the current DET tutoring Initiative program as a pre-service teacher. Personally, it does frustrate me to see the increasing need for more teachers and that the teacher shortage in Australia is rising. However, there are many past university students like me, that have successfully passed and graduated from a teaching degree but are unable to register to teach today due to not yet meeting LANTITE requirements.

Personally, finishing my teaching degree at the end of 2019 and not being able to commence my graduate year as a teacher, does cause a lot of disappointment.

A degree that I worked so hard for and completed but still unable to utilise and put in to practise due to LANTITE, does cause frustration.

I want to ensure you that I am actively working towards completing my third attempt at Numeracy. I am investing a lot of time and money to purchase recommended LANTITE resources and undertaking weekly tutoring and studying regularly. I will re-sit the test when I am personally ready. However, the fear of being a third test attempt has caused some delays and some uncertainty on the outcome of my degree, if I did fail all allocated attempts.

Again, I do thank you for the opportunity to contribute to the Quality Initial Teacher Education Review 2021 Discussion Paper. I appreciate your time to view my experience and constructive feedback on The Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

I do hope this letter brings some positive changes that have an impact on the implementation of LANTITE in the future. The LANTITE Test is a growing hurdle that many Education students struggle with daily. There is limited to no support around these tests, this needs to change.

LANTITE is contributing to the delay of many potential teacher careers and could be filling many teaching positions. Positions that schools are constantly trying to fill.

The LANTITE test should not define a teacher.

Every student learns differently, so do pre-service teachers.

I look forward to viewing the outcome of this Education Review in the near future.

Kind Regards

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