

Response to 'Quality Initial Teacher Education' Discussion Paper

P1. "Every child, regardless of circumstance, has the right to a quality education to help them be the best they can be." Inclusion of reference to the United Nations Convention on the Rights of the Child [UNCRC], (1989) would set the expectations firmly within the human rights of all children and not only the premise of a national or state government.

P2. "Recommendations of the TEMAG review have been progressively implemented since 2015." ITE academics are required to have currency, or at least recency, of classroom experience. This is hampered by the need for ITE academics to also hold a PhD degree to be eligible for employment in the tertiary sector. Suggest the Senior/Lead Teachers be funded to enable them to be both school (80% classroom) and university based (20%) to teach into a professional studies programme and bring real life, current classroom experience to the learning of student teachers. This would enable our student teachers to be closer to the aspiration of TEMAG as 'classroom ready teachers'. Micro-credentialing experienced teachers in how to work with tertiary based students and how to develop professional skills could be an incentive if rewarded by a salary increase to match qualifications and responsibilities as mentor/coach to prospective teachers in ITE programmes.

P10.

- What can be done to attract more high-achievers and career changers to the profession?
- What factors influence the higher education course selection of high-performing school students?
- 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?
- How could more high-quality candidates from diverse backgrounds be encouraged to consider a career in teaching?

All of these issues relate to the status of teaching within society and the attitude of government towards the profession. Constant government interference and the suggestion that NAPLAN results are a measure of a teacher's efficacy are detractors. Treat teachers as true professionals on a par with doctors, lawyers etc... and trust the teachers know how to teach, what to teach and know the most appropriate pedagogical approaches to meet the learning needs of the students in their care. The realisation that 'one size does not fit all' and that teachers, as a result of ITE programmes and classroom experience, have the skills to determine and meet the learning needs of individual students is essential.

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

Allow the students from this group to learn from the school that teaches indigenous students in their own language and culture before being introduced to English language lessons. In this way, the unique ways of learning that they have can be used to enhance the learning and teaching in all of our schools. They will feel respected as teachers with special insights to share with their fellow professionals.

P.24

- Are the **Australian Professional Standards for Teachers** (Teacher Standards) fit for purpose in identifying the key skills and knowledge pre-service teachers need to be ready for the classroom? Do the Teacher Standards adequately reflect the role of teachers in supporting pre-service and graduate teachers? See: <https://www.aitsl.edu.au/teach/standards> for more information.

The concept of a 'classroom ready' teacher is complex. After many years as a classroom teacher I still felt 'unready' at the beginning of each new school year. This was because each class has a different dynamic and students with unique learning needs. Experience over the years made this 'unready' state shorter but never completely gone. To expect 'classroom ready' teachers straight from ITE is unrealistic. The AITSL standards define what a qualified teacher should be able to do but cannot cover the human element of dealing with diverse students at multiple points in their intellectual, emotional and physical development. Only experience in working with students over a number of years embeds that ability within a teacher.

Suggest that year1 qualified teachers be given 75% teaching responsibility and 25% with coach/mentor/tutor to further develop skills and understanding of classroom organisation and management. This be changed to 90% and 10% respectively for year 2 qualified teachers.