

Does the ITE Review take on learnings from other major reports / reviews to identify additional areas of focus (ie is a bit more outward looking to then reflect inwards on what should be covered in ITE)? In particular, more understanding around mental health, disabilities, and wellbeing for students generally?

As the parent of two children that are twice exceptional (2E, sometimes also referred to as GLD gifted learning disabled - that is, gifted plus any combination of autistic, ADHD, dyslexia, dysgraphia etc), we have worked with teachers in private and state schools in Qld, young and experienced teachers, big and small schools, and consistently found poor teacher understanding of this type of presentation of special needs. There are gaps in teacher understanding of what these conditions are, the different presentations in the classroom, how they need to be managed, what it looks like when things aren't going well and what it could take to get them back on track. Many teachers only have the stereotypical understanding of autism, ADHD, anxiety, and giftedness which shows a lack of depth of understanding and causes great harm to students and families. These are the students who are underperforming and falling through the cracks in our school system. They need teachers that understand them and can help them.

Even if we can't expect all teachers to be experts in these things, they need to have more exposure to this during their uni years so they have some idea of what they don't know, and when to call upon specialists / experts for help. This might also help them have more awareness of how to manage expert reports when presented with them by families (eg reports from speech therapists, OTs, psychologists, and doctors).