

[REDACTED] would like to respond briefly to the QITE Review.

1. How to attract and select high-quality candidates into initial teacher education

On-entry screening using a simulated classroom [controlled environment]

Raise the profile of the profession with bold policy decisions that will impact societal change and increase community respect. [as per Singapore and Finland]

Identify high quality candidates and provide funding [as per Singapore and Finland]

Change the mindset of career advisors/teachers/parents to divert high quality students into teaching as a first option.

Attract high performing teachers from other countries to add to the diversity of our school teaching workforce (secondments or visa). Asia Pacific countries, Singapore, Finland, South Africa etc.

2. How to prepare them to become effective teachers.

Be diagnostic in all aspects of the teaching process - effective feedback on performance, practicum and impact on learning.

Utilise state of the art technologies to be diagnostic about teaching skills, knowledge and understanding eg Simulated classrooms, simulated experiences with parents and difficult conversations. [Ledger & Fischetti, 2020]

Diagnostic approach to the Teacher Performance Assessment - planning, teaching and Assessment.

Strengthen the partnerships between university's and schools and develop a stronger link between the concept of research/theory and practice.

Spend more time in a diverse range of high performing schools in diverse locations - rural, remote, regional, multi-cultural, metro.

Build accommodation sites in high performing regional and rural centres.

Include and reward instructional leaders as a pathway to promotions within the system.

Allocate students to schools in the first year of their program for 2 days a week and university 1 day a week.

Use PSTs as Education Assistants/SLSOs as part of a systems wide entry program into the profession as a pathway to a teaching degree.