

General reflection:

Every child, regardless of circumstance, has the right to a quality education to help them be the best they can be. This is the vision of the Alice Springs (Mparntwe) Education Declaration.

A quality education relies on quality teachers but also on provisions within the curriculum. Some subjects, such as languages other than English and Music should be taught by teachers with these specific skills. We would not expect a Maths teacher to be someone who can't read a maths equation at the level (or higher) than the expected level of the students. In Music Education this is often the case. If a teacher can not read Music, how can they teach it effectively? If a teacher can not sing in tune, how can they teach this effectively (a skill expected in early primary school according to the curriculum).

There needs to be a provision of specialist teachers of Music (and other subjects such as LOTE where there is a specific language or sound/symbol system). There need to be ITE courses to train such teachers.

Reflection on Discussion Questions from page 24

- Do the current HALT arrangements support the education ecosystem, particularly in relation to ensuring quality mentoring and supervision of ITE students?
- How could HALT support the development of ITE students and newly graduated teachers? What would this look like? What changes to current arrangements would be required to give effect to this?
- Should ITE providers continue to support the development of newly graduated teachers? What would this look like?
- How could teacher and school leader workloads be made more manageable to allow them to provide more support to pre-service and newly graduated teachers?

As a HALT myself, I would say that there is no correlation between the two sets of people (HALT and ITE students/new graduates). This could work well. The current arrangements do not allow for this in a formal way although they do in an informal, ad hoc way.

Workload is a significant issue to find a solution to if this is to happen in a meaningful way. Working together in an internship type situation would certainly be of benefit and may help some of the workload issues as they could share some of the load of teaching and feedback can be given along the way.

If funding was available for a graduate teacher in a mentoring situation with a HALT this would also be good.

Part A

4. What more can be done to address issues with workforce supply in some subject areas (particularly maths) and schools?

There are significant workforce supply issues in Primary Music Education in Qld (possibly other states). All Qld State Primary Schools should have a Music Specialist teacher in their school (or circuit of schools). These teachers teach the Music curriculum area and provide NCT. In the past there were multiple universities that provided an opportunity to specialise in primary Music. Now there are

none and many schools are having trouble finding a teacher to fill their Music position. This results in unqualified (and unskilled) teachers teaching Music.

#### PART B

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?

Lining up with a mentor during ITE not just after graduation. Encouraging them to join professional organisations.

9. How can leading teachers, principals and schools play a greater role in supporting the development of ITE students?

Greater links between ITE and schools along the way - practicing teachers providing info/workshops/videos etc for the courses.

10. Can ITE providers play a stronger role in ongoing professional development and support of teachers?

Encouraging ITE students to make links with professional organisations within their field will help them link in with ongoing professional development.

ITE providers can provide support networks for beginning teachers. Perhaps even Q&A sessions with beginning teachers and HALTs during the first term/semester/year of teaching.