

How can the professional learning needs of out-of-field teachers at various stages in their careers be recognised and accommodated?



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test

One of the key issues is point-of-need support. You need it when you need it. The networks provided by teachers' associations are currently the only way that it can be provided.

Acknowledging that all teachers need to continue learning - incl OOF T

Ask them what their needs are... and also ask their HODs. They may not know what they don't know.

From the beginning, we should aim for teachers to be adaptive, as well as rigorous in commitment to learning -

Differentiated PL for different career stages identifying common areas for each

It makes sense to connect teacher needs/ goals with AITSL standards of accreditation

We need to have open discussions with teachers

Principals and middle leaders need to know their teachers and be aware of both their in-field learning needs and OOF learning needs.

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Professional learning plans shared and monitored in-school.

Recognition falls back on the Higher Ed in NSW. For teachers easier access to PL. TOOF are often ;west on the rung to apply for PL

Teachers' associations were developed by teachers because they wanted support they couldn't get from anywhere else. What they offer should therefore be taken seriously as an indicator of what teachers value.

Recognised is difficult to do as how can it results be standardised and reliable?

More funding of and respect for the specialist work of professional teacher associations and their many supportive and like-minded stakeholders

Access to professional teacher associations

initial teacher education needs to focus on developing subject specific skills; mentor support on going in schools; adapting to changes in curriculum

Use the OOF term widely. Name the phenomenon, as Bob said, and remove the shame so people can be open about actually having needs.

have an e-portfolio that they continually add to connected to the professional body

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more widely available - rural teachers often struggle to get to PL provided in metro areas. Post pandemic, the upskill in use of tech may assist this, but not all PL should be remote

Opportunities for teachers to share practice across career stages- benefits of experience and fresh perspectives

Need coordinated responsibilities from Universities, professional associations and school leadership teams

Don't spend all 20 PL hours on in-school PL. Allow teachers to customise a certain percentage of these to their needs.

Who asks them what their needs are? TOOF dont have a support network/or arent engaged in a support network for the out of field subject they are teaching.

If you rely on in-school mentoring and support, new teachers can only even be as good as the best [subject] teacher in the school. There might not be a specialist teacher in the whole school in that subject. The drift to in-school LP is risky.

Dept AND Principal must recognise need to minimise OOF T but support those that exist.

Communities of practice in schools - are these organised so that the OOF teachers can attend or are these timetabled to clash with their IF communities of practice meetings.

Subject coordinators should see induction of oof teachers as a key responsibility.

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accreditation "machinery" can risk becoming too rigid, disallowing flexible "on demand" targeted PL. Perhaps we need a way to recognise flexible organic *non-accredited* PL in some way? at least, in terms of time-release & teaching-cover to undertake

Time and support in school to actually do something with that PL.

Accommodated needs to occur ... not only for the new but also for established educators that find syllabi changes impacting or challenging their current. Mentorship would be great, but also some form of alumni where access to universities can occur.

accredited and worthwhile PL - teachers often get frustrated that they have to do PL, but it is not well aimed at their needs

How much time is provided to middle leaders to provide mentoring, coaching, co-teaching and professional learning for OOF teachers? Not much according to my research.

Recognise OOF impacts on staff and students

Making sure that they have choices and are not required to participate in generic pl

Conversations between curriculum leaders and teachers are vital to identify their needs. Accommodating those needs could be done through subject associations or industry leaders in PD (eg AMSI ChooseMATHS project worked with many OOF teachers)

Different providers are suited to different career stages, but this is rarely seen as an ecosystem in which everyone is playing a valuable part.

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how can the professional body in the various states make it easy for teachers to have their PD recognised?

Some may not know what their needs are - supported goal setting.

Avoid commercial, tickbox, reductive PL and fund associations properly to run PL.

What if we applied the same approach to differentiation for teacher learners as we ask them to provide for their student learners? Start where people are at and walk with them,

Promoting peer observation in schools as part of a community of practice. This also needs to involve pre-planning for observation as well as reflection on planning is an experienced teacher.

Would be good to see more collaboration across schools - working together to source good PL and to use their own expertise locally (rather than in competition)

Requirement that teachers regularly update knowledge and upskill by way of professional learning across their careers - and not as a chore but as an enjoyable and enriching and welcoming experience designed and promoted as such

Pre service teachers need to be forewarned. There is a perception that they will only teach that which they are trained in. Definitely not so! Experience in OOF classes in teaching rounds is vital.

Make who is going to what PL transparent in the school. Develop ways to share PL widely.

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one of the main issues for teachers re PL is giving them the time to do it, a reduction of teaching load would be appropriate

Value the contributions that OOF teachers can make to the teaching from their IF expertise, eg. opportunities for STEM teaching, using literacy strategies.

Any solution will be context specific for it to work well. No one size fits all will never work. Rural and remote teachers will have very diff experiences. Some teachers will not be asked about their needs by those responsible for mentoring them.