

**What is needed to promote a culture of teacher professional learning and re-specialisation?**



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time - and money for time, for teachers to undertake PL

Teachers need TIME. So many are just trying to survive.

MONEY. MONEY. MONEY.

I mentioned free ITE student memberships in the chat. ACHPER does it and it leads to a % of continued memberships.

A commitment to reflective and adaptive practice

the giving and taking of reasons - Brandom

TIME. TIME. TIME.

An understanding that being a teacher is a lifelong journey of learning.

recognition of a variety of needs and approaches; ongoing learning needed by all; mentoring a key

# What is needed to promote a culture of teacher professional learning and re-specialisation?

Govt and society to better value teachers and teaching

An out-of-field teacher should be given additional time allowance to train up, and guaranteed support in subject-specific PL. That would disincentivise schools from OOF teaching allocations, and support teachers.

Help ITE students to see the importance of evidence-based practice.

Developing experienced teachers as mentors and ensuring they are given time to work with mentee and focus on sharing practice

a commitment to subject PL, not just general PL

Is this the right question- as someone said, we should ask what would create structurally inbuilt PL and respesh.

Policies of support

Funding to Professional Teaching associations to develop programs

Understanding of the link between knowledge and pedagogy and an ongoing cycle of reflective practice

# What is needed to promote a culture of teacher professional learning and re-specialisation?

Time, money and an enthusiastic community of practice.

We need to share ... resources, knowledge and skills ... in the field of Technology we are losing so many specialist and once that knowledge goes it will be near impossible to get back.

political and public discourse to recognise teachers as independent, valuable members of the workforce and society (and not the reason to blame for everything)

An expectation that teachers should be 'qualified' (whatever that means) for what they teach.

better acknowledgement that teaching is challenging, time consuming and critically important

I remember John Pegg talking about a study in NSW of schools with unnaturally good maths results - the difference lay not in individual teachers but in the fact these maths departments had a coherent shared view of purpose and pedagogy of maths teach

Opportunity to collaborate on mutually beneficial activities

opportunities and funds

The PL is ongoing and situated in practice - teachers taking an inquiry stance

# What is needed to promote a culture of teacher professional learning and re-specialisation?

The government need to provide \$\$\$ for teacher release as well as PD. Schools are reticent to be involved in excellent programs because they have to pay to replace teachers.

Higher Ed to develop micro credentials and NESAs to recognise them

Need to look at the language we use and be deliberate in how we use language that empowers - not a deficit model

Teachers who re-specialise do so with their own time and often funds. It is inappropriate when they are not CHOOSING to teach out of field, but are being required to do so.

There should be a system for recognition of additional qualifications especially.

Agree with Allan. We need to win the fight for valued PL investment, so that subject learning is valued again.

Target PTA opportunities in newsletters and 'messaging' at principals and heads of department who will more likely know who is OOF. Ensure messaging warmly invites their TOOFs to attend PTA professional learning ...

permission to experiment, reflect and collaborate

Data driven discussion linking effective PL to outcomes

# What is needed to promote a culture of teacher professional learning and re-specialisation?

Requirement that learning to teach is ongoing and PL must include discipline focused PL

It needs to be built in from year 1 of ITE and continue into the profession.

Teachers join an explicit small community of practice on graduation, run by funded teacher associations.

Support - time, funds, school acknowledgement

Needs to start from the top in schools - a growth mindset.

PTA professional learning that is welcoming, collegial, inspiring, mentoring, expert-led (discipline and education experience and expertise).

A re-imagining of what is school for now. A reality check that schools are not the place for everything (drug ed, sex ed, manners ed, swimming) and that families and communities have a role to play

PLCs, communities of practice, goal setting, measurement of goals, shared practice.

Attending to issues that arise when the quality of teaching normalised at school is lower or focuses on different ideas than what is being promoted through professional learning and additional qualms - how can these teachers contribute their ideas?