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The AITSL review recommended that the new PL requirement should be 20 hours, including training every year 'in the subjects they are teaching in that year'. The recommendation has not been implemented.

We need to re-envision what PL looks like.

Map the stakeholders first.

Invite them - don't keep a closed shop

Develop mechanisms for these stakeholders to speak to each other, develop policy and strategy and report back.

More collaboration between stakeholders.

Subject associations need to see themselves as guardians of good practice and cultures of teaching in schools, including supporting OOF teachers

Collaboration between associations to share ideas and discuss subject-related differences.

It would help if teachers didn't have to look in multiple locations for PL. If you are out of field part of the issue is where to look for PL. How can we centralise and make it easier for teachers to find what they need from variety of stakeholders

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I think teachers should select who they want to learn what from, not vice versa. Agentic, market-driven rather than forced endurance through potentially unhelpful PL.

They can be invited for purposeful engagement that suits the needs of the teachers, as opposed to coming in to direct/fix/other

Associations are great at partnering, and work across sectors, and can bring various experts to support PL

There are multiple stakeholders already involved, but there is insufficient thought given to what these stakeholders are best positioned to do. Teachers should see movement between stakeholders as a natural progression depending on their needs.

Within a school, there needs to be structures of support for OOF teachers. Subject coordinators could play a key role.

Summits such as this one are a very good start. Look at the stakeholders and what roles they play and bring them together to solve the problem.

collaborations to share what is working and somehow reduce those in it for the \$\$\$

The prioritising of PL is complex. Schools want to support PL but have competing pressures from the system. Budgets are tight and relief teachers to enable release are increasingly hard to find

Develop agreed understandings of the complexity of OOF, so it can't be invisible or trivialised.

How can a variety of stakeholders be involved in supporting the professional learning of out-of-field teachers?

Professional teacher associations or GLAMs (in the case of the Humanities) who very often have education sections but engage also with disciplinary specialists can be excellent 'meeting points'

Heads of Department should know the range of possibilities - could they be introduced to what's available? Like the STAV leaders conference could. Comes back to the middle leaders issue

Teachers are increasingly being prevented from planning their own professional learning pathway. Schools are choosing to spend most of their budgets on whole-school, non-subject PL, and discouraging teachers from developing individual interests.

Fund professional teaching associations. They have teachers teaching teachers. Teachers that love their subject and pass on that love. The result will be student engagement. Empower teachers with confidence to work with students.

Fund professional associations to take a lead role here, in coordinating stakeholders.

Principals also need professional learning in how to deal with OOF. What might that look like?

Associations run various typea of PL, conferences to showcase and share, ongoing programs to develop capacity - tap into it! Make it equitable (funding) for all teachers to access.

For universities to recognise the value of collaborating to design professional learning - recognise this as the impact of their research

Clever thinking about who to target warmly - disciplinary specialists and educators in all systems, settings, contexts ...

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Be careful to include teachers as the MAJOR stakeholders and be very aware of not adding more work to an already overcrowded week/month term/year.

Hard for a teacher to be enthusiastic and highly engaged with fostering student interest in the subject s/he has no real understanding of the discipline/field.

Funding and time to go out into communities rather than hoping 'communities' will come to you ...

We are all part of the same ecosystem with the same goals increase collaboration.

Make clear distinctions between for profit and NFP PL providers.

Principals need to see the importance of supporting out of field teachers. The net benefit for the school needs to be identified.

quality control needed - one bad PL is like one bad maths lesson - remembered for life :(

recognition of issue in a large number of subjects; access to PD from both subject associations and other providers; funding to schools for time release

Someone mentioned rogue, money-making PL providers - we need to be teaching our ITE students to use a critical lens when selecting PL.

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Identify the needs, how they might be addressed and who has capacity to act. Engage stakeholders in these discussions.

Or are students the major stakeholders? How will their voices be heard?

Teachers associations have been in this business for decades, and have been self-sustaining, which means they know what teachers come looking for once they are practicing. It's vital knowledge that should be part of the solution.

teachers shouldn't be the only locus of change here, so there needs to be complete strategy where the associations and other PL providers are one part of it. National or state/territory?

Associations bring the experts together to support developing resources and programs with partners like DET. Together we do better. We also have the channel to the teachers, across all sectors.

need research to see what the culture is around OOF teaching.

Making people feel valued and part of a shared journey of enhancement and joy!

Subject associations are by nature people who are highly engaged in their discipline. Meeting of minds and hearts.

Could AAMT or MAV or MANSW etc conduct professional learning for OOF teachers that bring expert teachers and academics together.

How can a variety of stakeholders be involved in supporting the professional learning of out-of-field teachers?

Teachers associations are the most vulnerable stakeholder - they are self-supporting and running very lean. Some potential actions by govts could be catastrophic for these long-standing professional, expert, passionate networks.