

Teaching Out Of Field

National Summit 2021

Theme: Initial Teacher Education

Professor Damian Blake (PhD)

Head of School, Deakin School of Education



TOOF & ITE

```
graph LR; A[TOOF & ITE] --- B[Context]; A --- C[What opportunities are there in ITE to prepare teachers for the reality of out-of-field teaching in schools?]; A --- D[How can we manage the interface between university and school to better prepare teachers for out-of-field teaching?];
```

Context

What opportunities are there in ITE to prepare teachers for the reality of out-of-field teaching in schools?

How can we manage the interface between university and school to better prepare teachers for out-of-field teaching?

TOOF & ITE

Context

The view from my perspective

- Twenty years in schools teaching Chemistry, Science, Maths...and most others areas.
- PhD leading to development of new ITE programs
- Seventeen years in Higher Education, ITE programs and ITE accreditation, Head of School - Education

Pandemic and Policy

- Two years working closely with other Deans of Education, DET, VIT, Catholic and Independent Schools, AITSL, ACECQA
- Shortage in Teachers across multiple areas in secondary, EC and primary
- Raft of initiatives to accelerate ITE in shortage areas
- Impact of JRG on Faculties/Schools of Education...less revenue
- Perfect storm of graduates with diminished f2f classroom experience and young people experiencing post pandemic trauma
- Changes in Victoria's senior certificate - vocational VCE



TOOF & ITE

What opportunities are there in ITE to prepare teachers for the reality of out-of-field teaching in schools?

Recognise the full breadth of TOOF that exists

- Traditional shortage areas
- Vocational shortage areas
- Specialist Areas

More opportunities to learn from TOOF lived experience in ITE programs

- Teacher accounts
- Professional experience

Leverage our collective capacity to work across boundaries

- Shared resources and networks
- Resilience
- Priority for high risk communities such as rural and regional



How can we manage the interface between university and school to better prepare teachers for out-of-field teaching?

Investment in 'Teaching Fellows' who work across the school / university boundaries

Opening up more PST preparation to In-service Teacher participation

Improved collection and sharing of data related to workforce supply

More investment and opportunities for TOOF teachers' development of discipline knowledge and specialist pedagogy

Strengthen leadership understanding and capacity related to the impacts of TOOF and strategies to minimise



Thank you

