



The out-of-field teaching phenomenon is an integral part of our education communities and systems. Generally speaking, teaching out-of-field refers to when teachers teach subjects or year levels they are not qualified to teach. The online **2021 National Summit on Teaching Out-of-field** intends to raise awareness of the practice of assigning teachers to teach in out-of-field contexts, and explore the implications of this practice for policy, practice and research. We would like to invite you to be a presenter at the Summit.

Invited presenters will offer insights in relation to five key themes:

1. Data needed to inform policy

- a) What data are needed to inform policy?
- b) What data do we need to collect, using what data collection strategies by whom?
- c) How can data be used to inform attitudes and responses to out-of-field teaching?

2. School management & leadership

- a) What are the pressures that school leaders face when staffing schools and classrooms, with what implications for the whole school community?
- b) How can school improvement policy coordinate approaches to identifying needs, barriers, teacher capacity building, and managing risks associated with out-of-field teaching?
- c) How can system-level leadership facilitate the enhancement and enrichment of out-of-field teaching at a school level?

3. Initial Teacher Education

- a) What opportunities are there in ITE to prepare teachers for the reality of out-of-field teaching in schools?
- b) How can we manage the interface between university and school better to better prepare teachers for out-of-field teaching?

4. Teacher registration and accreditation policies

- a) What are the implications of state/territory teacher registration/ accreditation policies, practices and requirements for out-of-field teaching?
- b) How can a culture of developing, endorsing and credentialing programs for upgrading teacher qualifications in new specialisations be fostered?

5. Teacher professional learning

- c) How can the professional learning needs of out-of-field teachers at various stages in their careers be recognised and accommodated?
- d) What is needed to promote a culture of teacher professional learning and re-specialisation?
- e) How can a variety of stakeholders be involved in supporting the professional learning of out-of-field teachers?
- f) How can the balance between professional learning and qualifications be managed, eg. professional learning, university micro-credentialing and other University offerings?

Sessions will consist of presentations followed by roundtable discussion of these questions. The intended outcomes of the Summit are to produce clear **recommendations for policy, practice and research** in relation to these themes and identify. The online Summit will offer the opportunity to discuss and exchange with international and national stakeholders, industry partners and colleagues. The draft program is attached with further information regarding the different themes and sessions.

Summit website and registration: <https://oofas-collective.org/toofsummit>

For any queries, please contact Summit Co-chairs:

Associate Professor Linda Hobbs l.hobbs@deakin.edu.au
Dr Anna Du Plessis a.duplessis@griffith.edu.au

Key Dates:

- | | |
|-----------------------------|-------------------|
| Registration closes: | October 1, 2021 |
| Summit occurs: | |
| • Thursday 21 October: | 9:30am to 4:30pm |
| • Friday 22 October: | 9:30am to 4:30pm |
| • Saturday 23 October: | 9:30am to 12:30pm |

Organising committee:

Linda Hobbs , Deakin University, Victoria
Anna Du Plessis, Griffith University, Queensland
Helen Watt, University of Sydney, New South Wales
Emily Elizabeth Rochette, University of Melbourne, Victoria
Michael O'Connor, Australian Mathematical Sciences Institute, Victoria
Paul Weldon, Australian Council for Educational Research, Victoria
Paul Richardson, Monash University, Victoria
Susan Caldis, Macquarie University, New South Wales
Colleen Vale, Monash University, Victoria
Claudette Bateup, Australian Capital Territory
Lucinda McKnight, Deakin University
Greg Oates, University of Tasmania, Tasmania
Linda Galligan, University of Southern Queensland, Queensland