

## TOOF Summit 2021 Program

(Times are Melbourne times)

October 21 Thursday			
Date/Time	Focus	Speakers	Questions
Intro 9.15-9.30			
Session 1 9.30-10.50	Why is policy so important?  What is out-of-field teaching?	Anna Du Plessis (Griffith University)  Linda Hobbs (Deakin University)	1. Why is policy so important?  2. Why is defining out-of-field teaching so complex?
Session 2 11.00: 12:30	<b><i>Data needed to inform policy</i></b>	Paul Weldon (ACER) Helen Watt (UniSyd) & Paul Richardson (Monash University) Jim Van Overschelde (Texas State University)	1. What data are needed to inform policy? 2. What data do we need to collect, using what data collection strategies by whom? 3. How can data be used to inform attitudes and responses to out-of-field teaching?
Lunch			
Session 3 1:30 - 2:45	What are the realities for teachers and schools?	Paul Richardson (Monash) & Helen Watt (UniSyd) Principal perspective – John Richmond (VASP) Teacher perspective – Susan Caldis (Geography, Macquarie University) Teacher perspective – Lewes Peddell (Maths/Music, Southern Cross Uni) Discipline leader perspective – Tracey Clarke (Maths, Knox Grammar School)	1. What is the lived experience of out-of-field teachers in comparison to in-field? 2. What are the consequences of out-of-field teaching? 3. How do these teachers need to be supported?
Session 4 3:00 - 4:30	<b><i>School management &amp; leadership</i></b>	Lin Esders (Queensland Teachers' union) Amanda Heffernan (ASPA) Roy Anderson (Catholic Education Office, NT)	1. What are the pressures that school leaders face when staffing schools and classrooms, with what implications for the whole school community? 2. How can school improvement policy coordinate approaches to identifying needs, barriers, teacher capacity building, and managing risks associated with out-of-field teaching? 3. How can system-level leadership facilitate the enhancement and enrichment of out-of-field teaching at a school level?

October 22 Friday

Date/Time	Focus	Speakers	Questions
Intro 9:15-9:30			
Session 5 9:30-11:00	<b><i>Initial Teacher Education</i></b>	Damian Blake (Deakin University) Jenny Gore (University of Newcastle) Susan Caldis (Macquarie University)	<ol style="list-style-type: none"> <li>1. What opportunities are there in ITE to prepare teachers for the reality of out-of-field teaching in schools?</li> <li>2. How can we manage the interface between university and school better to better prepare teachers for out-of-field teaching?</li> </ol>
Session 6 11.15: 12:30	<b><i>Teacher registration and accreditation policies</i></b>	John Healey and Karen Ingram (NESA) Merrilyn Goos (University of Sunshine Coast)	<ol style="list-style-type: none"> <li>1. What are the implications of state/territory teacher registration/accreditation policies, practices and requirements for out-of-field teaching?</li> <li>2. How can a culture of developing, endorsing and credentialling programs for upgrading teacher qualifications in new specialisations be fostered?</li> </ol>
Lunch			
Session 7 1:30 - 2:45	Evidence informing policy (Government responses)	Bob Lingard (University of Queensland) Penny Addison (Vic Department of Education and Training) Janine Wyatt (WA Department of Education)	<ol style="list-style-type: none"> <li>1. What evidence is needed to inform which policies?</li> <li>2. What Government responses are occurring and what else is needed?</li> </ol>
Session 8 3:00 – 5.00	<b><i>Teacher professional learning</i></b>	<p>Moderator: Judy Anderson (University of Sydney)</p> <p>PANEL 1. SUBJECT ASSOCIATIONS</p> <p>STEM subjects:</p> <ul style="list-style-type: none"> <li>• Sue Colman (Science Teachers Association NSW)</li> <li>• Monique Dalli (DATTA, Design Technology)</li> <li>• Allan Dougan (AAMT, Mathematics)</li> </ul> <p>HASS/English subjects:</p> <ul style="list-style-type: none"> <li>• Deb Hull (HTAV, History)</li> <li>• Kate Gillespie (VATE, English)</li> <li>• Trish Douglas (AGTA, Geography)</li> </ul> <hr/> <p>PANEL 2: REQUALIFICATION</p> <ul style="list-style-type: none"> <li>• Renee Desmarchelier (Uni Southern Qld)</li> <li>• Russell Tytler (Deakin University)</li> <li>• Toni Falusi (CSER)</li> </ul>	<ol style="list-style-type: none"> <li>1. How can the professional learning needs of out-of-field teachers at various stages in their careers be recognised and accommodated?</li> <li>2. What is needed to promote a culture of teacher professional learning and re-specialisation?</li> <li>3. How can a variety of stakeholders be involved in supporting the professional learning of out-of-field teachers?</li> </ol> <hr/> <ol style="list-style-type: none"> <li>4. How can the balance between professional learning and qualifications be managed, e.g. professional learning, university micro-credentialing and other University offerings?</li> </ol>

October 23 Saturday

Date/Time	Focus
Session 9 9.30-10:45	Synthesis
Session 10 11.00: 12:30	Action Planning