

29 July 2022

UTS School of International Studies and Education Submission to the Upper House Inquiry into teacher shortages in NSW.

To the Chair and members of the inquiry Committee,

Our organisation¹

The School of International Studies and Education (referred to as the *School* in this submission) in the Faculty of Arts & Social Sciences at the University of Technology Sydney (UTS) has a long-held commitment to teacher education at both the undergraduate and postgraduate level. It is one of the oldest Initial Teacher Education (ITE) providers in Australia, linking back to Balmain Teachers College. Now, the *School* is situated in Ultimo on the main UTS city campus. Teacher education course offerings in the *School* include postgraduate Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics courses for both pre-service and in-service teachers, HDR qualifications at PhD and Master of Education levels, as well as graduate certificates, bespoke professional learning programs, short courses and micro-credentials.

This submission to the Committee

The ten person team in the *School* who contributed their expertise to this submission drew on more than 188+ combined years of experience in teacher education either as education researchers, coordinators of professional experience in schools, accreditation and subject specialists, former classroom teachers and school leaders with substantial in-service experience in K-12 contexts, language teachers at international sites, previous board roles with the NSW state regulator, positions as senior education officers and ministerial aides in state bureaucracies in current employment in a large NSW secondary school as a Director of Accreditation and Professional Practice⁽¹⁾.

The UTS submission will focus on terms of reference f) Initial Teacher Education

¹ Thank you to the expert team in the *School* at UTS who contributed their time with writing and ideas to this submission, they are: Associate Professor Jane Hunter, Dr Keiko Yasukawa, Professor Matthew Kearney, Dr Germana Eckert, Dr Keith Heggart, Dr Don Carter, Dr Katherine Bates, Dr Damian Maher, Mr Warren Poole, and Dr Carmel Patterson (UTS Industry Fellow and Director of Accreditation and Professional Practice).

Summary of TEN factors in our submission that we identify as core elements contributing to teacher shortages in NSW:

1. More candidates into all kinds of ITE programs and enhanced support to young people to choose teaching as a career requires systemic change.
2. Urgent changes to admissions and degree requirements, including recognition of prior experience, will assist and attract suitable mid- and late-career professionals from other fields transition into the profession.
3. Increasing ITE completion rates.
4. Addressing issues of workforce supply in most subject areas (particularly Mathematics, HPE, Science and Technologies) in schools as well as in regional and remote areas.
5. Ensuring ITE students are getting the quality practical experience they need before they start their teaching careers.
6. Improving access to quality vocational education and training (VET) in senior secondary schools.
7. Supporting teaching, school leadership and school improvement in EAL/D programs and delivery.
8. Strengthening Teaching Performance Assessment (TPA) arrangements to ensure graduate teachers are well-prepared for the classroom.
9. Leading teachers, principals and the Department must play an even greater role in systemic change to support the development of ITE students.
10. Increasing opportunities for ITE providers to support ongoing professional development and support of teachers and school leaders.

In the body of our submission, we make specific recommendations for how the TEN factors regarding ITE affecting teacher shortages in NSW can be addressed.

Factor 1

More candidates into all kinds of ITE programs and enhanced support to young people to choose teaching as a career requires systemic change.

Historically teaching as a post school career choice has attracted young people from largely female cohorts. Primary teacher education is still dominated by female students, feminisation of the profession changes at the secondary school level where there tends to be more male teachers (Theobald & Prentice, 1991). However, it is important to state that across Australian ITE providers there are decreasing numbers of school leavers who see teaching as a career of first choice; **two recommendations address this factor:**

1. School leavers' experience of the teaching profession is usually related to family or close family friends. They recognise that most professions require significant early work (i.e., the 'hard yards') but teaching does not offer the same pathways for promotion or speciality (and the attendant remuneration) that exists in other professions. To address this **issue teaching pay scales and associated work need to be restructured to offer an incentive** for expert teachers to remain in the classroom (rather than seeking promotion for the financial benefits it provides), as well as more versatility **via promotion or specialities**. In keeping with the recognition of the central role that schools play in the development of young people, these specialities could

include not only curriculum expertise, but also pedagogical expertise, well-being proficiency and extra-curricular talents and experience.

2. **Career pathways in teaching must include more generous pay scales and the structure of the work done that is conducted against the scale.** If the pay scales of teacher and other degreed professions (such as engineering or finance for example) are compared there is an initial similarity, but discrepancies in terms of progression levels and promotion levels occur over the duration of the respective careers.

Factor 2

Urgent changes to admissions and degree requirements, including recognition of prior experience, will assist and attract suitable mid- and late-career professionals from other fields transition into the profession.

The Committee must query most aspects of prior experience and the assumption that mid- and late-career professionals are changing careers for the right reasons even though high-level expertise on an applicant's papers is apparent; **two recommendations:**

1. Recognition of prior learning should focus on the **pedagogical aspects of practice** as detailed in the descriptors for [Standards 1, 3, 4, and 5](#)
2. Need to determine more consistently **who are suitable candidates**. Teaching requires more than subject matter expertise – selection must honour the high degree of interpersonal and intrapersonal skills required to work with young people, and career-change teachers at the very least must demonstrate the seven General Capabilities from the Australian Curriculum in their practice, collaboration, and communication skills.

Solutions to address transitions into the profession offered in our *School* are ITE programs that offer highly flexible arrangements. Courses are designed to cater for a wide range of students applying for an ITE qualification. Our graduate-entry Master of Teaching (Secondary) degree caters for graduates who meet discipline knowledge prerequisites set by NSW Education Standards Authority (NESA), this includes career-change applicants.

Moreover, preservice teachers can complete their Master of Teaching in our *School* in an accelerated mode over 18 months (this will mean conditional accreditation if they are employed in a school in their final semester), and there are also mid-year entry options; applicants can choose from a variety of teaching areas (including combinations of two areas) as described by the NSW curriculum and consistent with [NESA Subject Content Knowledge Requirements](#).

Factor 3

Increasing ITE completion rates

In line with earlier comments about increases in salary and better promotion pathways the Committee must focus their attention on 'pull' factors to make teaching a more attractive profession. If, for example, the profession is to compete with alternative career paths that offer higher salaries, such as those in the STEM professions; **we specify two recommendations:**

1. Accrediting bodies such as state regulators like NESA must be **more flexible with their entry requirements**. We argue that for prospective teachers who would like to 'major' in Mathematics teaching, two units of undergraduate Mathematics study should be acceptable for entry into ITE courses. This small

change should increase the numbers of teachers qualifying in this critical area of [state-wide shortage](#). The shortfall in mathematics content knowledge can then be accommodated within the ITE degree. Furthermore, potential teachers who would like to enhance their employability by qualifying to teach mathematics as a 'minor' at the Years 7-10 levels could be expanded by including the number of subjects that contribute towards meeting content knowledge requirements. Subjects that have a substantive Mathematics component, such as Actuarial Studies, some Accounting subjects and Statistics, for example, should be considered for their mathematical content. Noting that, likely teachers who are mid-career changers could have their workplace experience recognised, particularly those applicants with experience in STEM areas, Accounting, or Actuarial work.

2. Greater attention to disposition and wellbeing subjects in ITE programs will impact graduate expectations when there is a more explicit and purposeful **focus on the development of preservice professional identities, social and emotional intelligences** that can then be reinforced with more experience in the field in significant internship/residency programs (Altan & Lane, 2018; Ashbrook & Lowry, 2019).

Factor 4

Addressing issues of workforce supply in some subject areas (particularly Mathematics) in schools as well as in regional and remote areas of the state.

School systems and schools need to prioritise and invest in school-university partnerships to enable more productive, sustained relationships between schools and universities to increase workforce supply. These partnerships allow preservice teachers to participate in more meaningful and better supported professional experiences and this in turn will increase completion rates and improve the capability of graduates (Darling-Hammond, 1994).

Professional experience in partnership schools is integral to the work of the teaching profession. An **internship model of professional experience** supports preservice teachers to build familiar relationships with schools, to develop confidence and pedagogical repertoires, practice classroom management techniques and really understand what it means to work in a community of practitioners. Fear of poor classroom behaviour and losing control of their class is a prime concern of most new graduates; we make **five recommendations to address workforce supply**:

1. Schools and school systems must **modify how they use specialist teachers** - with more teachers qualified to teach Years 7-10, it should be possible to relieve specialist Year 11-12 Physics and Maths teachers of some teaching duties for students in earlier years, and thus utilise their expertise across more than one school – online access could effectively facilitate this possibility in more locations. State regulators, schools and school systems should reconsider the nature of required mathematical learning in the 7-10 curriculum (e.g. see Hernandez-Martinez & Vos, 2018). Mathematics is a good example of a subject that serves different purposes, and it makes sense to maintain a requirement for students to achieve functional adult numeracy, problem solving, and reasoning. This recommendation would reduce the requirement for students to engage with more abstract mathematical thinking and could ease the demand for specialist mathematics teachers, and afford much needed curriculum time to other disciplines, such as history, the creative arts, and languages.
2. School systems need to **prioritise and fund collaborative research*** with universities to develop more evidence-based approaches for contemporary learning in schools. Research activities and ongoing inservice development of teachers informs the enhancement of current professional practice in schools. Renewed focus on education research agendas over time will reduce the likelihood of preservice teachers being placed in 'yesterday's schools'- and very sadly this happens all too often.

*In [one recent publication](#) the suggestion was made that part of the annual workload allocation for teacher education academics must be for regular **refresher placements in schools** to strengthen classroom currency

and build partnerships (like those in vocational education where TAFE teachers annually commit and spend time in the field in which they teach)

3. Workforce supply **for future Mathematics and Science teachers starts in primary school** and that unfortunately extends through secondary subject choices and [into career aspirations](#) in tertiary education. Conversations are heard in classrooms when very young students compare pay scales for different professions and when the option of teaching is raised ... 'you've lost them'. In one recent Year 7 extension class for Science, it was noted that whenever students complete and discuss their *Know and Wonder on the Learning Intention or the Assessment Task* there is a wide variety of experiences in both the curriculum covered and the skills developed. Even at this early-stage Mathematics and Science experiences students have had in primary school vary widely therefore unless engaging pedagogy and skill development in these subjects are prioritised it remains a difficult 'perceived value to turn around' (Hunter, 2021).
4. School sectors, particularly the NSW Department of Education, **must utilise reliable and up to date data storage methods to identify and address specific subject areas of teacher shortage**. For example, in 2019, the NSW Auditor General signalled that the Department's data on the subject areas taught by its teachers was limited, stating that the Department is "not accurately tracking the supply and demand for secondary teachers by discipline due to incomplete data" (p. 1). To respond effectively and efficiently to teacher shortages, the Department must be able to identify the subject areas in which a shortage might exist.
5. The **NSW Government and Department of Education should attend to the findings of all independent research reports, regardless of the commissioning body**. For example, the Rorris Report (2020) commissioned by the New South Wales Teachers' Federation (NSWTF) identified a shortage of teachers in Mathematics, Science and Physics, forecasting that an additional 11,000 teachers will need to be employed by the year 2031, constituting an 25% increase in 2020 teacher numbers. In addition, the Gallop Inquiry (2020), also commissioned by the NSWTF, investigated the workload of teachers and principals. Key findings included a clear indication that workloads had increased significantly; the complexity of teaching has increased; salaries have declined compared to other professions; and preparation time and administration duties have increased. Such reports stand to strengthen understanding of pressing issues for all education stakeholders.

Factor 5

Ensuring ITE students are getting the quality practical experience they need before they start their teaching careers.

In addition to the factors and recommendations made earlier we contend that an in-school experience earlier in ITE programs from the second week of enrolment is a worthy goal. In the UTS Master of Teaching (Secondary) program, professional experience will be included over four semesters – well beyond the current **two placements i.e. (80 days in a combined degree/60 days in M.Teach.)** For example: in Year 1 – Semester 1: Core subjects: 10 days, and Semester 2: Professional Experience 1: 20 days, and in Year 2 - Semester 1: Teaching Methods subjects: 10 days and Semester 2 Professional Experience 1: 20 days; **a further three recommendations** will increase quality practical experiences prior to career commencement:

1. **1-2 days per week immersion/residency in partnership schools for 12 months*** would be an ideal alternative to the conventional 4–5-week block structure. This arrangement starting from the first weeks of course enrolment will result in preservice teachers placed in schools as being viewed as key members of school staff and allow them to make a significant, long-term contribution to the school's program of learning and teaching. Under this internship / residential model, the role of preservice teachers to be re-conceptualised as teaching assistants (as members of staff) who can value-add to partner schools. Intense programs require schools to assign a mentor who would negotiate ways in which the preservice teacher can

contribute to the school - they are effectively *de facto* members of the school's staff; and the extent of this contribution would be built into their course and university assessment requirements. UTS will commence this practice in 2023 ITE programs during the first semester of course enrolment.

*Programs like this were resourced by the Federal government in the 1980s in ITE at the University of Canberra, for example – where within one year all graduating teachers were teaching at local primary and secondary schools. Graduates of this highly successful *in-schools program* remained in the profession for more than three decades. Such models require serious government funding where preservice teachers are also paid in their final semester. In addition, international students who are not familiar with Australian schools, can spend more time observing classes or co-teaching to build their classroom confidence.

2. A **stronger emphasis on practical experiences** that are *informal* but count towards total professional experience. Important supplementary informal activities could include volunteering at school events, coaching for HSC success or school sporting team competitions.
3. If **connections to schools were opened sooner in the ITE program****, physical/virtual observations of classrooms/lessons in real-time across diverse curriculum areas (beyond secondary teachers' specialist areas) could count. Towards their professional experience. Harnessing lessons from the Covid-19 pivot in schools the power and connectivity of video-conferencing technologies requires more investigation about its possibilities and thus greater formal recognition of its value by state regulators (O'Gradaigh et al, 2021).

**If school systems offer preservice teachers positions in their last year of study, prior to their course completion employers must consider how they are mentored while still finishing their studies and how mentors are remunerated for these supporting roles in schools. Appropriate adjustments to teaching workload are critical. Such 'early' appointments to the profession require appreciation of the complexities of supervision, graduate requirements, correct salaries, reduced workload, and the possibility of 'a poor initial teaching experience' leading to an even earlier exit out of a chosen vocation.

Factor 6

Improving access to quality vocational education and training (VET) in the senior years while addressing the scarcity of teachers

There is an increasing number of school students choosing to study VET subjects in their senior secondary schools, however, there is a problem in the quality of VET in schools' provision and a shortage of a qualified and quality VET in school teaching workforce. Improving access to quality in senior secondary schools is a necessary step to increase equality and opportunity in further education, life and work for young people in NSW. In recent years, VET in senior secondary schools has attracted increasing policy focus at both NSW state and Federal levels.

Multiple reviews have identified similar problems² including: variability in the quality and industry confidence in VET courses delivered in schools; lack of clarity about career pathways from the completion of VET programs in

² A report for the NSW Department of Education on Vocational Education and Training delivered to secondary students (2019) NSW DET: Melbourne Uni., Centre for Vocational and Educational Policy

Strengthening Skills: Expert Review of Australia's Vocational Education and Training System (2019)
Commonwealth Dept. of PM & Cabinet: Joyce

Final report of the Education Council Review of senior secondary pathways into work, further education and training (2020) Education Council: Shergold et al.

schools; the negative perception of VET in NSW schools; the limitations imposed by the ATAR calculations on the number of vocational courses that are selected by students; variability in schools' engagement with industry that could promote interest and knowledge about the benefits of VET; and the poor integration of academic and vocational learning in schools

The actions required are multi-dimensional, however, their implementation is complicated by profound differences between the policies regulating the school system and those regulating the VET system. The following statement captures the impact of these differences in the school delivery of VET:

VET courses do not fit neatly into the school system due to the nature of delivery and assessment. Much VET is designed to be delivered by industry trainers and the school curriculum is designed to be delivered by teachers of education. In addition, VET assessment is competency based and curriculum assessment is school graded.[2]

Policy initiatives are needed to underpin the development of a VET workforce needed in schools to provide secondary school students with access and opportunities to: complete a high-quality VET qualification that is well-regarded in the industry; have an integrated learning experience of academic and vocational subjects before they finish their schooling; and gain relevant industry work experience during their school study.

While there have been discussions about how to attract more VET qualified teachers into the secondary school workforce, they have largely been framed around "fitting" the VET trainer into the mould of secondary school discipline teacher. No solution has emerged. **Two recommendations** are necessary:

1. An urgent policy rethink is therefore needed in the teacher qualification standards and process for VET in school teachers that are informed by the experts from VET, industry peak bodies and current VET in school providers and teachers to develop a VET-in-school teacher qualification standard that: recognises and prepares teachers to meet the requirements of the VET system; attracts qualified industry professionals to teaching VET in schools; and give VET in school teachers equal status in schools as disciplinary subject teacher.

The benefits of responding to this need including increasing the number of high quality, industry and pedagogically qualified VET in school teachers; providing quality opportunities for school students to pursue a VET pathway; contributing to addressing the skills shortages in NSW.

2. Another imperative is to raise the awareness and knowledge of VET as a legitimate further education pathway for school students. Many young pre-service teachers who enrol in ITE courses straight from school have little knowledge and awareness of VET, unless they happen to have family members who have studied VET. Building in knowledge about the full range of post-school options in ITE programs is needed to ensure that school students are aware that university is not the only post-school option for them, and not necessarily the best option or everyone.

Heads of Agreement for Skills Reform (2020) Commonwealth gov't. and states

In the same sentence: bringing higher and vocational education together (2021) NSW DET: Gonski & Shergold

Final report of the Education Council Review of senior secondary pathways into work, further education and training (2020) p. 85.

Factor 7

Supporting teaching, school leadership and school improvement in EAL/D programs and delivery.

The *School** recognises that over the past decade there has been an enormous increase in the number of EAL/D student enrolments in government and Catholic schools; a 114% increase in NSW and a 62% increase in Victoria (The Australian Council of TESOL Associations, 2020). As a result, the Australian Council of TESOL Associations (2022) have prepared a comprehensive National roadmap for English as an additional language or dialect in schools in which they have **outlined the following five recommendations** (actions) to boost numbers of EAL/D teachers and to retain them which *the School* strongly supports:

- 1 Equip all pre-service teachers to cater for EAL/D learners in their classrooms.
- 2 Revive specialist EAL/D teacher education programs.
- 3 Rebuild EAL/D professional learning, leadership, and school development.
- 4 Institute systematic, national, evidence-based teacher workforce planning that includes EAL/D specialist teachers.
- 5 Fast track post-pandemic EAL/D pedagogies of recovery.

*In the *School's* pre-service and in-service TESOL and Applied Linguistics program we have taught many in-service teachers who are increasingly seeing the need to develop their skills and knowledge to support the increasing number of EAL/D students in their subject discipline classes. In *the School's* Initial Teacher Education program, a high number of pre-service teachers enrol in the TESOL electives after realising that they have a skills and knowledge gap about catering to the needs of EAL/D learners. At present, there is no option for pre-service teachers to obtain qualifications as a stand-alone EAL/D teacher. This is even though teaching EAL/D requires a substantial knowledge base.

In addition, the *School* recognises that the process of accreditation/registration for international educators who have been trained overseas and wish to work as teachers in Australia can be bureaucratically overwhelming. The multilingual resources of both international educators and multilingual local teachers need to be better recognised and utilised considering the multilingual profile of Australian students. This would serve to increase the representation of culturally and linguistically diverse (CALD) teachers in the school system and bring it in line with the representation of CALD students.

The representation of people employed by the NSW Department of Education whose first language as a child was not English has increased just 0.8% from 11.1% in 2017 to 11.9% in 2021 (NSW DoE). The government benchmark, which had previously been 19%, was raised to 23.2% in 2019 (NSW DoE).

Systemic support for EAL/D teaching, alongside a revival of specialist EAL/D teacher education would work to address the actions listed above, and thus address the specific needs of EAL/D and CALD students.

Factor 8

Strengthening Teaching Performance Assessment (TPA) arrangements to ensure graduate teachers are well-prepared for the classroom.

The TPA is important; these **four recommendations** will maximise its role:

1. ITE providers **integrate aspects of the TPA in the early stages** and throughout relevant teacher education degrees to ensure preservice teachers' familiarity with TPA requirements by the time they commence their final year of study. For example: teaching and learning skills addressed in the TPA are backward mapped throughout the degree and are aligned to the development of skills addressed in the teaching methods subjects.

2. The **embedding and use of 'reflection' in ITE programs** are an important component of the TPA where the preservice teacher reflects on their classroom experiences. The capacity for effective reflection improves the opportunity for deep learning (Dummer et al., 2008; Moon, 1999); developing critical thinking skills (Moon, 2006; Schön, 1987) and encouraging metacognition (Moon, 2006). The ability for preservice teachers to reflect meaningfully on their practicum experiences and relevant aspects of coursework is dependent on their ability to sift through these experiences and express them orally or in writing both cogently and articulately.
3. The **use of video in the TPA** - an effective strategy to assist the preservice teachers in reflecting and reviewing their classroom experiences is the use of video recording (Kearney et al, 2015.) While not all ITE providers require this in their TPA program, preservice teachers stand to benefit from re/viewing their classroom performance and undertaking meaningful conversations with the supervising teacher (here we are reminded of the highly effective *micros skills recording and skill development in local schools* at the University of Sydney in the 1990s)
4. **Tertiary Supervisor (TS) in the final practicum** experience upon which the TPA is based. ITE providers must ensure that a much stronger tertiary supervisory presence is evident to ensure the provision of quality advice and guidance. The TS must have robust and current knowledge of curriculum requirements, pedagogical approaches, and assessment strategies.

The following **was noted by the Industry Fellow on our team who is the Director of Accreditation and Professional Practice** in a NSW secondary school; **these are not necessarily the experience of all ITE academics at UTS** (NSW Teachers Federation, 2021):

“Placements are predominantly handled by professional staff in the university, which is usually an onerous exercise in filling in placements in a spreadsheet. Often tertiary advisors are casuals and may not have experience of the university subjects linked to the professional experience placements (but this will change as more teachers reach retirement age and seek to pick up this kind of casual / mentoring work). The TPA should include an early initial placement within the first year of the degree so that the preservice teacher and their assigned academic can determine if they're suitable for the profession and the development that will be required over their university degree and into their early career years as they work towards their accreditation at Proficient Teacher level”.

Factor 9

Leading teachers, principals and the Department must play an even greater role in supporting the development of ITE students.

There are opportunities for **ITE programs to harness the expertise of schools, as well as opportunities for schools to utilise university-based expertise**. School-based personnel including highly successful teachers, members of school executives and principals are well-positioned to play a greater role by collaborating with ITE providers in innovative initiatives to ensure preservice teachers are receiving the practical experience they need before they start their careers; **three recommendations** to support this factor:

1. One recent example is the collaboration between *The School* and Killara High School. Titled **School Immersion** and in 2022-23 there are a number of new schools who are involved in these kinds of experiences. Such activities give preservice teachers opportunities to experience the complexities of school life and to cover topics that may be difficult to address in university-based coursework. Topics like current technology policy, playground duty, student wellbeing, learning support structures, Indigenous communities, and engagement with student learning data. Such experiences would allow targeted conversations with experienced and early career teachers, interactions with casual teachers on site, how to work effectively with parents - parent teacher interviews, excursion management and risk assessments.

2. ITE programs also stand to benefit through the integration of inservice teachers at strategic points in subjects/courses. This already happens with the **Teacher in the Field** co-teaching in English Teaching Methods (ETM) subjects in *The School* each week of semester with the tutor who is a Master of Teaching academic. Conducted via Zoom this session connects the inservice teacher based in a selective school to the ETM class on campus or at home - it is the connection to 'a real teacher' with the latest syllabus knowledge – critical for the senior years, effective assessments and marking activities using real student work samples, that is invaluable. This practice provides opportunities for preservice to rehearse online pedagogies and management of the contemporary delivery of curated subject matter.
3. Creating more opportunities for **schools to utilise the expertise of universities**. For example, all schools are required to provide an Annual Report to their respective education sector. Each report identifies specific aims, goals and targets and as such, provides an indication of the areas in which universities are able to potentially work alongside and assist schools in achieving their targets. The *School* has conducted this kind of valuable work with NSW schools - mainly invitational over many years in areas like STEM, technology-enhanced learning, literacy and numeracy development, special education and leadership.

Factor 10

Increasing opportunities for ITE providers and teachers in-schools to support ongoing professional development

If the State government and school systems in NSW can invest in **stronger school-university partnerships (see points above), there is the potential for more targeted and responsive professional development for practising teachers in partner schools** (Young, 2020). Mentor teachers in schools need ongoing support in effective mentoring and coaching practices whilst preservice teachers are on professional experience. Targeted topics could include providing quality feedback to preservice teachers, managing challenging conversations, and the procedures that are unique to their institution, such as the basic requirements for preservice and mentor teachers; **two recommendations:**

1. Academic staff in ITE partner institutions can facilitate teachers' professional learning in partner schools in a range of other areas, including the use of action learning procedures (Aubusson et al., 2009; Hunter, 2021). In the *School* an **action learning short course** was recently piloted with two hub schools and 40+ teachers. Teachers were able to investigate problems/issues arising from their practice, such as formative assessment, differentiating instruction, enhancing student well-being, managing challenging behaviour, and developing effective pedagogical approaches in teaching mathematical reasoning and reading.
2. ITE institutions are positioned to provide regular **tailored professional development and support to teachers through active considerations of a partner school's specific context e.g. rural, metropolitan or remote, low socio-economic, selective and/or comprehensive schools, primary and secondary schools**. Personalized approaches are more responsive and will address other chronic problems in school education ie the retention of early career teachers.

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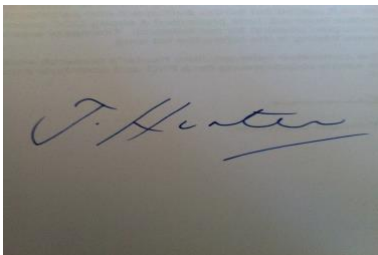
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³ Note: The reference list does not include specific embedded references linked at pp.6-7.

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Yours Sincerely,



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