

Comment on the Review of Teacher Registration

In my role I assist and give feedback to teachers regarding movement from provisional to full registration and application for Highly Accomplished and Lead Teacher registration.

The current Standards and descriptors of the components to each standard are a great tool for early career teachers to use when reflection on their journey from the Graduate to Proficient level. Discussion about the evidence is very informative for the teacher and the assessor. The method of making a portfolio also encourages reflective practice as updates occur.

The Standards can also be used in Performance and Development PD and Appraisals. It is best to target one or two Standards annually which are aligned with the PD you are providing for the staff as a whole. Teachers can target other Standards as well if they wish. If left to choose one for appraisal purposes, teachers inevitably choose Standard 2 or 3 as they feel very competent in providing scope, sequence, strategies and resources. Teachers who already had their full registration prior to the Standards being used for this purpose generally don't make a portfolio as it is extra work requiring many hours to complete that they don't want to give.

Teachers are also reluctant to go for Highly Accomplished or Lead Teacher Certification due to the time and effort it takes to prepare for Stage 1 and the lack of more structured guidelines or a template. As we are not allowed to provide a template, it is difficult for people to visualize what the application should be like and they have not in general made a portfolio before. I feel that more applications would occur if this was the case.

In addition, I have assessed a Highly Accomplished and a Lead Teacher, both of which were primary school teachers. There is no data that I can find regarding how many of the 350 teachers who have achieved certification are secondary, but I would hazard a guess that the number is much fewer than primary. This would in part be because of the way the two types of school are set-up. In the cases I have assessed, both teachers had taken the lead across part of the school or across the school respectively as there weren't staff members specifically allocated to the roles they had taken. Teachers are much more "siloes" to faculties in secondary schools. This shouldn't stop them from applying for HAT status but leading across a school is more difficult. Has any research been done on this? Are teachers in certain types of schools more advantaged in this? The way we provide leadership opportunities in secondary needs to change. The increasing movement towards Middle-Schooling pedagogy will help break down the faculty walls and provide the opportunity for middle leadership.