

This contribution is specifically in relation to discussion area 4:

How does teacher registration support entry into the teaching profession?

Focus Question

- Are there barriers/challenges presented by teacher registration for those entering the teaching profession? How could these be overcome?

Response:

AITSL's **Graduate to proficient: Australian guidelines for teacher induction into the profession** outlines a nationally consistent approach to ensure quality induction and support for beginning teachers in their first few years of teaching. It provides strong evidence indicating high quality induction can have significant effect on the transition of graduate into the classroom. Other research has shown that structured induction is even more crucial to retaining casual and temporary graduate teachers who may be without an in-school mentor or supervisor.

Highly Accomplished and Lead Teachers (HALTs) have proven, through the process of certification, their ability to support colleagues and pre-service teachers to improve classroom practice. They initiate collaborative relationships to expand professional learning opportunities, provide quality opportunities and placements for pre-service teachers and lead the development of beginning teachers through quality induction processes.

HALTs can play an integral role in the process of teacher registration to support the engagement of teachers with the profession at the very beginning of their careers through quality induction programs aligned to the Australian Professional Standards for Teachers (APST). HALTs demonstrate an in-depth understanding of the APST and are experts in the use of the APST to identify professional learning needs of others.

Recommendations:

The expertise of HALTs in leading practice-focused mentoring and school-based induction for graduate teachers should be properly leveraged to support consistent and equitable access to quality induction processes, particularly for short-term casuals, across Australia.

The expertise of HALTs in leading professional learning, aligned to the Australian Professional Standards for Teachers, should be formally leveraged to support graduate teacher engagement with the registration and certification (accreditation) process and procedures, in Australia.