

I am a proficient teacher seeking accreditation. I attended a BOSTES forum in my own time to learn about teacher accreditation process in 2016 and the school I was working at also provided in-service training last year about the process. I have spent hours going through NESAs documents and compiled some evidence of my teaching practice, but have found the process completely overwhelming with so many tables of standards to check off against 5 pieces of evidence and make sure I'm still meeting the minimum number of standards for each domain etc. The concentration required to get this done including re-sizing, photocopying and re-scanning docs means that it should effectively been done like any major university assessment with only one thing on your mind. Teachers do not have the luxury of that time; being pulled in many directions before they even get to think about their families. My way of dealing with this onerous task was to forget about it and just pour all my efforts into my job of planning and teaching, marking, reporting and all the other ever-increasing daily administrative requirements. My accreditation report is now overdue and I am still overwhelmed with piecing this together after letting it sit for so long. I have also learnt that NESAs is wanting its reports online, a process that was different to when I started.

I have long advocated that university entrance into teaching has been the biggest let down to the profession. I am a mature age entrant into the profession with small business and corporate experience. I have an honours degree in Arts and I achieved a perfect rate of Distinctions and High Distinctions for my Secondary Teaching Diploma. I witnessed students studying who could barely write, but apparently allowing these students into the course is a good source of revenue for the government, producing a glut of teachers who they cannot provide jobs for anyway. Better practice would be setting the bar higher for university entrance and providing teachers with supervised class times to gain their accreditation much like university students doing practicums under a teacher. Casual teachers should be able to approach schools to discuss the potential of using their casual teaching days to be supervised delivering content relevant to the curriculum and the unit of learning in their area of specialisation.

I have experienced very few poor teachers in the profession, yet it was all the anti-Gonski Murdoch media hype about how hopeless teachers were that finally convinced me I should re-train and become a teacher 5 years ago. I think the government needs to recognise that until it nurtures a culture of respect for the teaching profession, teachers will always be blamed by parents and the community for problems. Teachers are the coalface of the community and are the gate-keepers of student welfare in a world where the obvious correlations between family breakdown, globalisation of economies and ever-growing disparities between the rich and poor impact on young people's well-being and ability to learn. Let us do our jobs and get these kids on track without having the finger pointed.