

## Teacher Registration Act Review

To whom this may concern,

The Level Three Classroom Teachers Association (L3CTA) is a Western Australian professional organisation representing an elite number of teachers and school leaders who have been recognised as having exemplary teacher skills and school leadership capacity. The process of obtaining this status is both rigorous and authentic and currently AITSL and the National Teacher Registration process does not provide any recognition of our superior status.

As a professional association representing teachers and school leaders in WA public school, the L3CTA holds a strong position to represent the views and expertise of public school leaders. We have a wealth of experience and depth of knowledge in public education matters, but especially classroom pedagogy and effective school management processes.

This submission will outline concerns raised by members of the L3CTA in relation to the National Review of Teacher Registration..

We feel that is gross negligence on behalf of the Minister for Education and Training who has commissioned a national review of teacher registration to ensure processes are consistent and rigorous, with an emphasis on teacher quality to fail to invite any members of our Executive team to participate in National Level committee discussions relevant to this topic prior to this opportunity. We feel that this is inconsistent with the expressed desire for extensive consultation and ignores our group as an important stakeholder and guardians of much data in this area.

Western Australia and L3CTS should be fully consulted regarding how the elements of the AITSL framework are operating in terms of implementation, consistency and best practice. Members of our group do not receive recognition of status if they relocate to regions other than WA and as such suffer significant disadvantage under the current rules and operations at national level for teacher registration. This legislature is therefore both a challenge and a barrier to L3CT mobility at a national level. This lack of career recognition has an impact on both the attraction of best quality applicants and their retention in the education sector across Australia..

The extent to which the Australian Professional Standards for Teachers (Teacher Standards) are used to drive teacher quality in the implementation of the 2011 national framework could be further strengthened by more expedient communication forums involving key stakeholders including our group. The date of this framework being the notional “gold” standard is of concern as many elements of both curriculum and pedagogy have progressed since 2011 and yet the relationship between national stakeholders and WA has not been managed so that a truly national policy on these matters exists – nor does a truly national curriculum. The disharmony between Federal and State government funding for WA government schools as well as a failure to liaise effectively with industrial representatives like the SSTUWA is perceived to be a short coming by the L3CTA in this area as well. The L3CTA would like it noted that the exclusion of L3CT from being recognised as best quality practitioners at a national level is unacceptable. So too is the idea of revoking their achieved

status and trying to make this cohort fit AITSL rubric grids which do not fully capture the unique dynamic of my L3CT colleagues who teach in extremely diverse contexts across a vast geographical and economic landscape. The original intention of AITSL was as aspirational standards not a continuum. The manipulation of the purpose of this text has undermined its accuracy and authenticity as a measurement and has evolved a political tool currently contributing to discord in our industry sector. Some L3CT liken it to the railway gauge anomalies that needed to be resolved via the process of Federation. Our right to be recognised and rewarded as exemplary classroom teachers has been negatively impacted by the dichotomy set up as a result of the timing of the adoption of AITSL standards and a failure to consult meaningfully with WA teacher organisations such as ours.

Our recommended improvements to the arrangements for teacher registration in Australia are to acknowledge the superior status and commensurate pay scale of L3CT if they move to regions outside of WA.

The view of the L3CTA is that teacher standards should exist but we hold that AITSL as the driver of what constitutes teacher standards should be owned by the profession and receive ongoing direction from within the profession. There needs to be greater inclusion of WA teachers and teacher representative groups on all teacher registration boards at both state and national level and within the AITSL/ Education Council.

We support that early childhood teachers ( some of whom are L3CTs in WA ) should be considered equitably with **all** teachers who hold recognised Australian standard teacher qualifications. This includes those teachers working with adult learners too.

We are disappointed that this review will not address the appropriateness of the domains, focus areas and careers stage descriptors of the Teacher Standards and are extremely concerned that our voices will be marginalised in this future process. Failing to include our executive representation of L3CT interests in this area is both insulting and short sighted as the expertise of this group as a personnel resource is being severely under recognised at a national level.

Members of the L3CTS have much to offer in consideration of the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (Standards and Procedures). The Standards and Procedures revised and agreed by ministers in December 2015 following the recommendations of the Teacher Education Ministerial Advisory Group review. Consultation which also failed to effectively consult with us or create opportunities for inclusive dialogues surrounding ways to future proof the efficacy of our industry. Who better to identify the knowledge skills and abilities required by future teachers than those recognised as being the best? Who better to be involved in developing learning opportunities to share and develop best practice skill sets? Yet again these forums fail to acknowledge our status or systemic contribution in this sector.

My recommendation based on these comments is that your review process formally recognise the value of L3CTS and make it part of the regulatory statute processes in Teacher Registration and Career Standards in the education sector both in WA and at a national level.

Yours sincerely,

Michelle Murphy President L3CTA 2018

