

Submission by Primary English Teaching Association Australia (PETAA) to the AITSL teacher registration Friday 4<sup>th</sup> May 2018

This submission is from the Primary English Teaching Association of Australia (PETAA) was formed in 1972 by a group of dedicated English teachers to promote literacy and English teaching in primary schools. The Association grew rapidly and was incorporated in 1982 as the Primary English Teaching Association, retaining this company name ever since. In its 40 years, the association hasn't changed its professional support for the teaching and learning of English and literacies across the curriculum.

PETAA is one of the largest associations for primary educators in Australia. Working with a network of leading academics, educational and literacy consultants, and exemplary classroom teachers, PETAA supports primary school educators with:

- research-based, classroom-focused print and digital publications and teaching resources
- an extensive program of professional learning courses
- partnerships and projects that deliver quality teaching and learning programs
- advocacy for the professional interests of members and the wider community through active representation within a number of State and Federal education forums.
- research — PETAA is actively involved with ongoing research that supports its professional work with teachers and educators. This includes the development of an independent, competitive research grant to further support the professional interests of members and the wider research community.

According to our analysis of the consultation document PETAA has chosen only to comment under the following two bolded areas:

#### Areas for discussion

Focus question	Applicable to PETAA
<b>1. How is the national teacher registration framework working across Australia?</b>	<b>Applicable</b>
2. Should early childhood teachers be part of a national approach to teacher registration?	Not applicable
3. What role does teacher registration play for VET teachers in school settings?	Not applicable
<b>4. How does teacher registration support entry into the teaching profession?</b>	<b>Applicable</b>
5. How can we ensure that registered teachers satisfy the fit and proper person requirement?	Not This applicable

## 1. How is the national teacher registration framework working across Australia?

### Focus questions

1. How well are the implementation and content of the eight elements of the Framework working? Please consider consistency, best practice and challenges and barriers in your response.
2. Are the eight elements of the 2011 Framework relevant and appropriate?

It seems to be commonly accepted that there are two outcomes of setting and implementing teacher registrations frameworks based on standards. One view is that they are anchored in time and not always responsive to societal and contextual change. In fact, Darling-Hammond warns us:

Standard setting in all professions must be vigilant against the possibilities that practice could become constrained by the codification of knowledge that does not significantly acknowledge legitimate diversity of approaches or advances in the field. (1999, p. 39)

At the same time there is a contrasting discourse of teacher standards which PETAA finds exciting and enabling for Teacher Professional Associations as they can be seen as a tool for promoting professional learning and development. This is something well established in the literature (Forde et al., 2016; Mayer et al., 2005; Tillema, 2010).

Thus, PETAA supports the framework and its implementation strongly across Australia where there exists one area where PETAA has concern. The literacy standard is buried with numeracy in Standard 2 – and its centrality and dependence on the other standards is not recognised. This does make a difference to the number of standards and/or focus areas when we offer PL on English and literacy?

When we offer professional learning to teachers to address standard 2.5 and list it on potential workshops/ courses when registering them, it has to involve both literacy **and** numeracy not just literacy. It would be easier for us if this were not the case eg we cannot state that our writing intensive satisfies this standard despite it addressing an important part “applying knowledge and understanding of effective teaching strategies to improve students’ literacy ~~and numeracy~~ achievements”

This is further clarified by the fact that the content can be skewed because of equal weight given to focus areas within each standard. Standard 2 is a classic example. Huge areas such as knowledge of the content of **all** the learning areas, as well as literacy **and** numeracy are addressed by one standard each, as is ICT, the use of which is dependent on the other two.

### **3. How does teacher registration support entry into the teaching profession?**

#### Focus Questions

1. How do current teacher registration processes support graduates?
2. Are there barriers/challenges presented by teacher registration for those entering the teaching profession? How could these be overcome?

As PETAA is involved in teacher professional learning which occurs prior to and after early career teachers reach Graduate standards and through to Proficient Standards the concern as a teacher educators and teacher professional learning providers is that the structure of the standards skews the distribution of content of teacher education courses, and no account is made of the dependency of achieving some standards on the achievement of others.

So, Standards 1, 2 and 5 – which cover a huge amount of content – must be balanced in ITE programs – and professional learning generally – with 3 and 4 – which, while critical, cover much less that is independent from Standards 1, 2 and 5. While they are also critical standards, there is even less to cover for Standards 6 and 7.

PETAA's place for creating the habit of Professional Growth through our resources that can demonstrate how they meet standards. This can only support the current teacher registration process as teachers move through the framework.

Thus, providing a great strength for Associations and other providers of PL and Resources is the standards provide us with clear consistent frameworks so that resources and PL can be developed without risk and therefore are more likely to have an impact and are high quality resources/support.

#### **References**

Darling-Hammond, L. (1999). *Reshaping teaching policy, preparation and practice: Influences on the National Board for Teaching Professional Standards*. Washington: AACTE.

Forde, C., McMahon, M. A., Hamilton, G., & Murray, R. (2016). Rethinking professional standards to promote professional learning. *Professional Development in Education*, 42, 19–35.

Mayer, D., Mitchell, J., Macdonald, D., & Bell, R. (2005). Professional standards for teachers: A case study of professional learning. *Asia-Pacific Journal of Teacher Education*, 33, 159–179.

Tillema, H. (2010). Formative assessment in teacher education and teacher professional development. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed., Vol. 3, pp.

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