# Initial teacher education
## A blueprint for action

## Current state

- No minimum academic standards for entry into teaching degrees after finishing the HSC.
- No compulsory literacy or numeracy test for university students training to be teachers.
- Some students graduating from teaching degrees are not suitable for classroom teaching.
- There are too many students being trained in areas such as primary school teaching and not enough being trained in areas such as high school maths and science teaching.
- What trainee teachers are required to do during their practical placements at schools varies, according to where they are studying, or the school they are placed in.
- Any teacher in a school can supervise trainee teachers during their school practical placement.
- People interested in leaving one career to train as teachers are sometimes discouraged because their industry experience and prior learning are not recognised.
- No information about the quality of teacher education courses is publicly available.
- Information about our teacher workforce is ad hoc, not collected or not shared in a meaningful way.

## Future state

- Students coming straight from high school must have scored at least HSC Band 5 results in three or more subjects (one must be English).
- All trainee teachers have to pass a literacy and numeracy test before commencing their final professional experience placement in schools.
- Graduating from a teaching degree requires an aptitude for teaching.
- Teacher supply is better matched to areas of demand.
- Teacher practical experience is strengthened through school and university partnerships and assessed against objective standards.
- Trainee teachers supervised by those who have reached the higher levels of professional standards.
- Career changers into teaching have their industry experience recognised.
- NSW teacher education courses assessed and publicly reported annually.
- Workforce profile reports developed and published.

## 2013

- Assessment guides and other support developed to improve the assessment of in-school practical experience.
- Agreed statement that defines the parameters for quality professional experience developed.

## 2014

- First State of the NSW Teaching Profession report released.
- Teacher education providers and school authorities have agreements in place to better match supply with demand.
- First annual reports on the quality of NSW teacher education programs published.
- Professional learning for supervising teachers available.

## 2015

- Incentives and options in place to target the best and brightest school leavers and student teachers.
- High school students must have HSC Band 5 results in at least three subjects to enrol in a teaching degree.
- New literacy and numeracy test commences for all trainee teachers prior to their final professional experience placement in schools.
Entry into the profession
A blueprint for action

Current state

When teachers start teaching at their first school some are well supported with induction processes and others are not.

Casual and temporary teachers get little or no induction support when they first start teaching.

Beginning teachers often have a full teaching load and set of responsibilities from their first day at school.

Only some teachers get support from mentor teachers and feedback from working in teams when they start their career.

Teachers returning to teaching after a long absence may find their skills are out of date and are not required to complete any refresher courses.

NSW government school teachers must be accredited at the Proficient standard in their first year of teaching, while teachers in non-government schools have up to three years.

Future state

All beginning teachers have access to a strong induction process.

Casual and short-term temporary teachers have access to professional support in their first years of teaching.

All beginning teachers should have reduced teaching loads or responsibilities in their first teaching year.

All beginning teachers should have access to trained mentor support when they start full-time teaching for the first time.

All teachers returning to the classroom after five years have undertaken a refresher course.

Accreditation processes are similar for government and non-government school teachers.

2013

Guidelines for the provision of quality induction support in schools developed.

Refresher course for teachers returning to teaching developed.

The Department of Education and Communities to revise and align current teacher probation and accreditation processes.

2014

Casual and temporary teachers have access to better induction support.

Refresher courses available and teachers returning to teaching after an absence of five years or more must complete them.

One aligned process for the accreditation and performance development of government school teachers supported by a streamlined reporting system.

School authorities and schools to consider how they can better support beginning teachers with reduced teaching loads or responsibilities.

2015

All beginning teachers should have access to trained mentor support and greater opportunities to work with other teachers.
Develop and maintain professional practice
A blueprint for action

Current state

Teachers who began teaching before October 2004 are not required to be accredited or maintain accreditation against the professional teaching standards.

Early childhood teachers are not currently recognised against professional standards.

Annual teacher performance management processes are often administrative, and don’t always lead to better teaching in the classroom.

The processes for accreditation are overly bureaucratic.

In NSW government schools teachers are assessed at the school and certified at the Proficient teaching standard by the school education director.

Some of the best professional learning takes place in schools where teachers can collaborate, but this does not count as accredited professional learning.

It takes too long to deal with underperforming teachers.

Future state

All teachers in NSW schools required to be accredited and maintain accreditation against the professional teaching standards.

Consideration given as to whether early childhood teachers should come under the NSW Institute of Teachers Act.

All teachers have high quality performance and development aligned to the professional teaching standards that includes professional learning and feedback.

Accreditation processes are transparent, efficient and effective.

Principals of NSW government schools are given the authority to assess and certify teachers at initial Proficiency levels.

School-based professional learning able to be counted towards accreditation.

Underperforming teachers dealt with in a fair and timely manner and teachers found unable to meet the standards removed from the profession.

2013

Review of current processes for addressing underperforming teachers commenced.

The early childhood sector consulted to determine if early childhood teachers should be accredited against professional teaching standards.

Implementation and transitional proposals to enable professional teaching standards to apply to all NSW teachers developed by the Institute of Teachers.

2014

Teachers have an annual performance and development review linked to professional teaching standards.

The Institute of Teachers gives greater recognition of the professional learning and collaboration that takes place within schools as professional learning for accreditation purposes.

Principals should assess whether teachers have satisfied the requirements for initial accreditation and maintenance of accreditation at the Proficient standard.

2018

All school teachers in NSW accredited under the professional teaching standards.
### Recognise and share outstanding practice

**A blueprint for action**

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<thead>
<tr>
<th>Current state</th>
<th>Future state</th>
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<tbody>
<tr>
<td>Most NSW teachers are paid according to how long they have been teaching.</td>
<td>Teacher salary structures should link with the levels of the professional teaching standards and teacher responsibilities.</td>
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<tr>
<td>Teachers in some schools have limited opportunity to observe and learn from each other.</td>
<td>Greater professional feedback and collaboration provided to improve teaching skills.</td>
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<td>A small number of NSW teachers have gained accreditation at the high levels of the national professional standards.</td>
<td>More NSW teachers are accredited at the Highly Accomplished and Lead Teacher standards.</td>
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<tr>
<td>To be a mentor or to supervise trainee teachers on their practical placements requires no special training or skills.</td>
<td>Teachers accredited as Highly Accomplished or Lead Teachers should have new roles to support other teachers in the classroom.</td>
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<td>There is no formal pathway to prepare an excellent teacher to be a successful principal.</td>
<td>New pathways and credentials created for outstanding teachers to become school leaders.</td>
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<td>Succession planning for future principals may not meet future workforce needs.</td>
<td>Teachers with outstanding leadership skills identified to become principals.</td>
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<td>Teachers don’t have enough information about which classroom teaching practices work, and which ones don’t work.</td>
<td>More research available on which teaching methods lead to better student results.</td>
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<td>There needs to be more information to decide what types of professional learning lead to the best outcomes.</td>
<td>Professional learning that has an impact on teacher practice and leads to better student results is identified and disseminated.</td>
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<td>School authorities consider ways they might better encourage and support collaborative lesson preparation, observation and feedback in schools.</td>
<td>Greater recognition of the professional learning and collaboration that takes place within schools.</td>
<td>More evidence about the types of professional learning that improves student learning available.</td>
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<td>Consideration given to the development of new salary structures based on the achievement of the professional teaching standards and teaching responsibilities.</td>
<td>New school leadership credentials developed to support teachers aspiring to be principals.</td>
<td>School leaders better supported to drive great teaching in their schools.</td>
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