

More Teachers,
Quality Teaching



Education Workforce Roundtable Declaration



Preamble

Teachers are one of the biggest predictors of student success; therefore quality teaching is critical to improving student learning and education outcomes in Tasmania.

In April and May 2018, representatives from the Australian Education Union, Department of Education, Peter Underwood Centre, Tasmanian Principals Association, Teachers Registration Board and the University of Tasmania participated in the first of a series of Future Tasmanian Education Workforce Roundtable discussions. The Roundtables were convened by the Hon Jeremy Rockliff, MP, Deputy Premier and Minister for Education and Training.

At the 30 May meeting, Tasmania's education leaders presented the Minister with short and longer term actions to increase the number of teachers in Tasmania, with a focus on teaching quality.

Members of the Roundtable affirmed their renewed commitment to building a nation-leading system of coordinated education, training and professional learning for pre-service, early career, and experienced teachers.

This Declaration formalises an ongoing, non-partisan agreement between key education stakeholders in Tasmania to co-design an innovative system that builds a skilled and ready future-fit education workforce.

The Declaration is driven by ongoing priorities of the parties, including:

- the Government's commitment to place 358 FTE additional staff, including 250 teachers and 80 teacher assistants, over the next six years in Tasmanian schools;
- the Department of Education's 2018 – 2021 Strategic Plan – Learners First: Every Learner, Every Day;
- the University of Tasmania's strong mission to the State to engage in activities that promote

the social, cultural and economic welfare of the Tasmanian community. The University is working in partnership with the Tasmanian Government and the community to bring about educational transformation. This agenda is strengthened through the creation of links between the University, schools, colleges and TasTAFE; to build educational aspiration and participation and improved educational outcomes in all regions of Tasmania;

- the Peter Underwood Centre's purpose to raise the educational attainment of young Tasmanians through a collaborative practice model that links and leverages the expertise of the Centre with that of other key stakeholders. This reflects the Centre's establishment under the 'Making the Future Partnership 2015-2025' between the University of Tasmania and the Tasmanian Government, in conjunction with the Office of the Governor of Tasmania;
- the Teachers Registration Board Tasmania working collegiately with all teacher employers to raise the knowledge and understanding in the teaching workforce of the Australian Professional Standards for Teachers and to inculcate the concept that the teaching profession is a journey of learning and growth in expertise;
- the Tasmanian Principals Association's goal to provide the highest calibre of support to government school leaders, including a commitment to collaborative efforts in the attraction, ongoing development and retention of a high quality education workforce, now and in the future; and
- the Australian Education Union Tasmanian Branch's priority to ensure teachers, principals and support staff are valued, respected, fully resourced, and supported to deliver the highest quality learning opportunities that meet the needs of every student.

This Declaration will be supported by a four-year Action Plan, which will outline the initiatives and indicative milestones to be undertaken to support the achievement of a nation-leading education workforce strategy in Tasmania.

Our Guiding Principles

This Declaration represents a bold collective commitment to co-designing an innovative education system that builds a skilled and ready future-fit workforce. It, and the accompanying action plan, will be underpinned by collaboration. Our guiding principles are to:

- champion continuous improvement for education in Tasmania;
- position education at heart of Tasmania's future;
- identify best practice and innovation to plan new approaches that will drive quality teaching;

- work with all school sectors and the broader community to achieve educational goals for all Tasmanians; and
- promote access and equity for all learners.

To achieve this, we will:

- work collaboratively and with mutual respect;
- be open and transparent;
- be aspirational in our thinking and approach;
- act with moral and ethical integrity; and
- provide the necessary resources to achieve the desired outcomes.

Our Commitment to Action

Our commitment is to work in partnership to:

- attract people with the right capabilities and dispositions to study teaching;
- educate and train pre-service teachers in quality teaching practices that support them to teach in the Tasmanian context – including low SES communities and rural and remote communities – and who are highly skilled in managing children affected by high levels of trauma or toxic stress;
- recruit people with the knowledge, skills, capabilities and dispositions to allow them to become high quality teachers in Tasmanian State schools;

- support and retain early career teachers and continue to provide structured, high quality professional learning in their first five years of work;
- enhance the skills of teachers throughout their career to upskill, so that they can respond to the education opportunities and challenges of teaching today;
- support our experienced teaching workforce to provide mentoring and support to those who are less experienced; and
- regularly review progress and action.

Our Key Priorities

Initially we will focus on two priorities:

1. **Leading the nation in initial teacher education:**

Tasmanian education leaders will co-design an early career teaching training package for early career teachers, from their entry into initial teacher education (ITE) courses through to the end of their third year of teaching. Multiple education partners will be involved, and the program will be supported by a strong mentor program, professional learning and individualised support.

2. **Ensuring quality teaching practices in every school:**

Tasmania needs to build a connected network of professional development for our current teachers, which is tailored for education, gives teachers time to refine skills and has a focus on quality teaching aligned to the AISTL Professional Standards.

To further support these priority areas, the Tasmanian Government has committed an additional 358 FTE staff, including 250 teachers and 80 teacher assistants, over the next six years.



Why do we need to take action?

Education is the single most powerful driver for improving economic and social outcomes in Tasmania. Education equips people with the knowledge, understanding, skills and values to take advantage of opportunity and face challenges with confidence, as well as to become meaningful contributors economically, socially and culturally. Teacher quality is the main driver of student success in schools. The Organisation for Economic Cooperation and Development (OECD) Teachers Matter Report (2005) states:

Teachers are central to school improvement efforts. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching.

Further to this, the Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers (2011, p. 1) 'reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students'. In an increasingly complex and demanding environment, teachers need to be 'capable of preparing students for a society and an economy in which they will be expected to be self-directed learners, able and motivated to keep learning over a lifetime' (OECD, 2005, p. 2). The OECD report notes two areas of main concern surrounding the teaching profession: (i) the attractiveness of teaching as a career, and (ii) the development of teachers' knowledge and skills.

Teaching is seen as an increasingly important investment in national futures. Andy Hargreaves and Michael Fullan (2012, p. xii) argue that 'more and more people care about the quality of teaching. And this is putting teachers and teaching at the forefront of change'. They argue that teaching is a 'collective and transparent responsibility' (p. xiv-xv) and that stakeholder differences need to be set aside in order to invest in, establish, and maintain an effective workforce and culture around valuing teachers and teaching.

Studies of high-performing education systems show that they are exemplars of professional learning. Policy makers and educators in these systems focus on teacher professional learning as a driver of their success in lifting student learning (Jensen et al, 2016, p. 1).

In Tasmania there are high rates of disadvantage and vulnerability and ongoing challenges with literacy and numeracy attainment, participation and engagement. In order to address this, it is vital that our teachers are highly-skilled, well-supported in their roles, and feel recognised and valued for their contributions to education outcomes and student wellbeing.

The current thinking around education in Tasmania is particularly conducive to the development and implementation of an innovative and ambitious long-term strategy for supporting a high quality education workforce.

We recognise that improving education in Tasmania is a shared responsibility. As AITSL (2015, p. 7) notes:

Education systems and sectors have an important stake in the development of classroom ready beginning teachers, and need to work closely with providers of initial teacher education in the delivery of professional experience. Education systems also foster the exchange of good practice and work closely with schools and professional experience sites to ensure that professional experience is consistent with quality teacher preparation.

Professional learning and development is central to teacher effectiveness and improvement of student learning. We recognise the need to work collaboratively to attract people with the right capabilities to Tasmania's education system, to prepare students to become teachers and provide our current teachers with opportunities to enhance their careers and the skills to respond to the education challenges and needs of a complex and rapidly changing society. These future-focused actions will promote improved education outcomes and long-term wellbeing amongst teachers, learners and the wider community; fostering a strong sense of growth, achievement, engagement and optimism.

References

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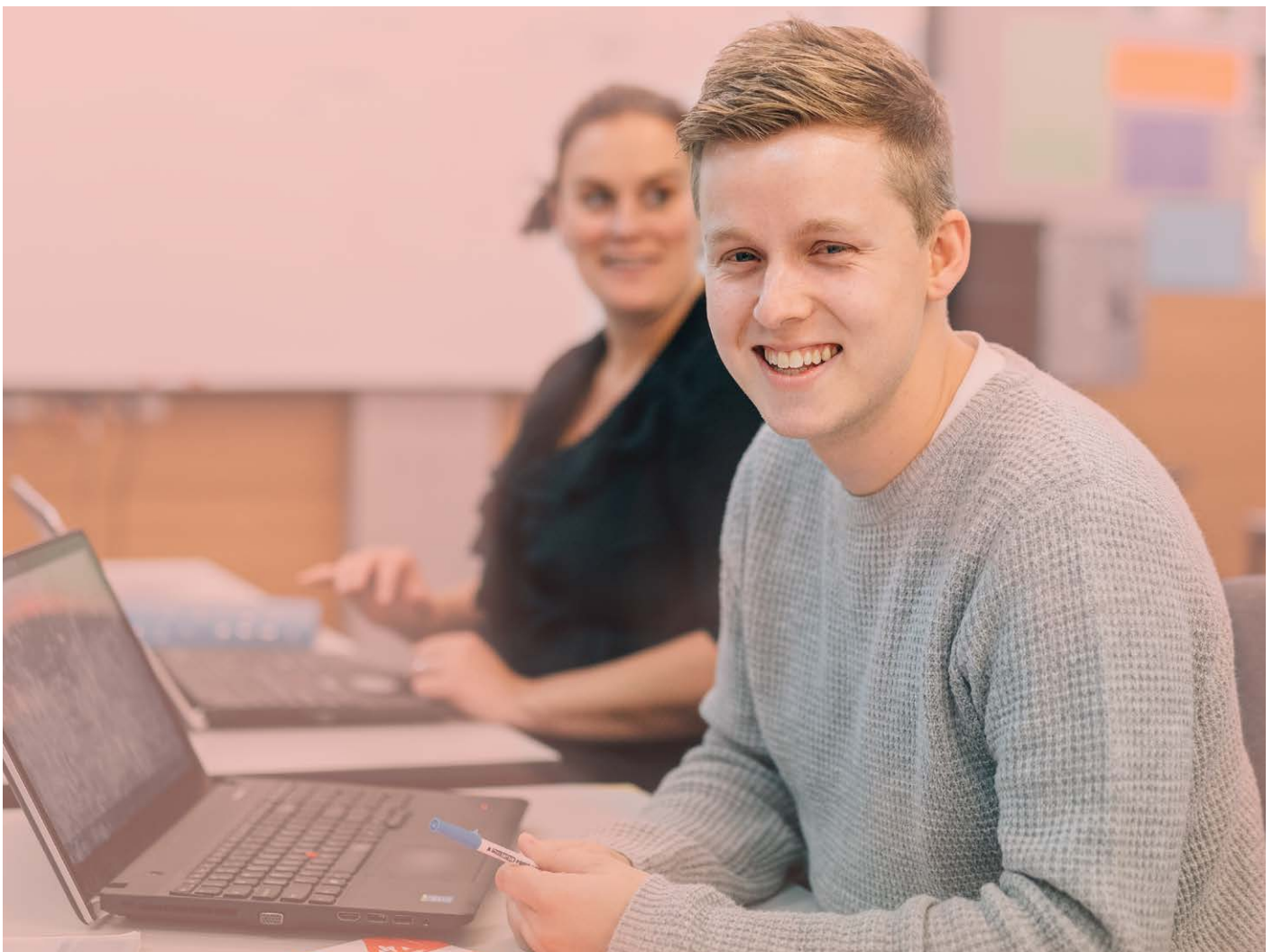
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Education Workforce Roundtable Declaration

This declaration is made by Tasmania's education leaders

Mr Tim Bullard

Secretary,
Department of Education, Tasmania



Professor Natalie Brown

Director,
Peter Underwood Centre
University of Tasmania



Mr Malcolm Elliott

President,
Tasmanian Principals Association



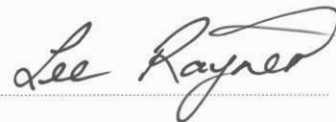
Professor Rufus Black

Vice Chancellor,
University of Tasmania



Ms Lee Rayner

Registrar,
Teachers Registration Board
Tasmania



Ms Helen Richardson

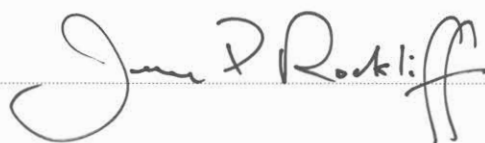
Branch President,
Australian Education Union
Tasmania



Endorsed by

The Hon. Jeremy Rockliff, MP

Deputy Premier, Minister for Education and Training, Tasmania



The Support and Development division of the Department of Education
provides project support for the Education Workforce Roundtable.

GPO Box 169
Hobart, Tasmania 7001
Telephone 1800 816 057