

Submission.

1. Universities and teacher training institutions are aware of the need to properly educate students for a career as a teacher. Matters of course content and other training /education requirements, length of training for the various aspects of the curriculum should be left to the institution PROVIDED that government oversight is made to ensure best outcomes and best practice is always the priority; not financial expectations of institutions.
2. Training / education of teachers must include administrative / clerical requirements of teaching, responsible report writing and classroom /school financing problems. School excursions/ student control in classroom and excursions/ obtaining and nurturing parental support especially on excursions / teachers' legal and duty of care obligations. These MUST be considered as essential knowledge and must be properly covered at some stage during teachers' preparation for the 'real' place. Most of the above are ignored during present formal training, or deferred until after graduation, thus left to be dealt with in the teacher's preliminary experience as a teacher OR 'picked up' by 'casual' participating in school situations. That type of training is NOT SUFFICIENT. It is too vague. 'Casual' participation can be advantageous, but the 'casual' aspect must be completely supervised by the training institution.

My personal experience of students obtaining various aspects of 'on the job' experience is that, too often, the trainee was not properly supervised by their institution and, sometimes, not well instructed by the class-teacher. On the job, training is important, crucial and vital **but** must be continually, critically updated and appraised by the training Institution with responsible input from trainees and supervisors. In addition to the actual teaching experience of the trainee, the importance of observing teachers working in a classroom should not be overlooked **and** critically appraised by the Institution, classroom teacher and the trainee. This vital appraisal is often ignored, or treated as unnecessary or an affront to the classroom teacher presenting the lesson.

3. Present teacher training programmes do not deal properly with most of the aspects mentioned in 1. and 2. New teachers encounter these matters during the early part of their postgraduate experiences. This aspect of training must not be neglected.

A truly effective '**Postgraduate Stage**' of teacher training is not found in Australia in any degree of fullness. A pseudo 'Postgraduate stage' exists – new teachers may be assessed during their initial year/years.

Postgraduate stage must be handled more proficiently to be properly effective.

Postgraduate stage of teacher education.

I submit that a proper **postgraduate stage** of teacher education must be developed.

In the post graduate stage graduates attend selected schools and are employed in a **supernumerary** capacity NOT as spare teachers filling in to allow 'established' teachers to be on leave, medically absent, attending conferences or other duties.

The postgraduate period should not be less than two complete years. Time lost by the trainee teacher during those years must be 'made up' in real time before full accreditation is obtained.

The **postgraduate trainee stage** must be properly supervised. The trainee must be examined and appraised and must attend to a set number of tasks including administration, conferencing, teaching, interviewing and supervising in an effective executive capacity as a **supernumerary** NOT as the established person paid to perform the task. In carrying out 'trainee' obligations, postgraduate trainees must NOT be presented as distinctively 'lesser'.

The 'culture' of the **postgraduate trainee venue** must be that the postgraduate trainee is a skilled person seeking additional expertise – not presented as a flunkey.

Proper consideration **MUST** be given to employing teachers, when fully accredited, in their preferred subject areas. Schools must be properly staffed with bursar and clerical staff so that teachers can concentrate on tasks involved with education and training.

I stress that there must be a clear distinction between teaching and clerical tasks. Teachers ought to be able to map out a career path suitable to their inclinations. Outstanding class teachers are not necessarily first rate school administrators. A career path for a first class teacher ought to be as a teacher not necessarily relying on promotion into administration arenas. **There MUST be no loss of remuneration or prestige.**

My submission applies to infant, primary, secondary and vocational education. Every aspect of education is vital. It is important to have first-rate trades people and important to have first-rate professional people. Employed persons are as vital to the community as are their employers. Entrepreneurs have a part to play in the community that is on par with the importance of their janitor staff. Every person is dependent on the effectiveness of other people.

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