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Beyond ITE: Transitioning to a sustainable and sustaining profession

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Profession ready graduates

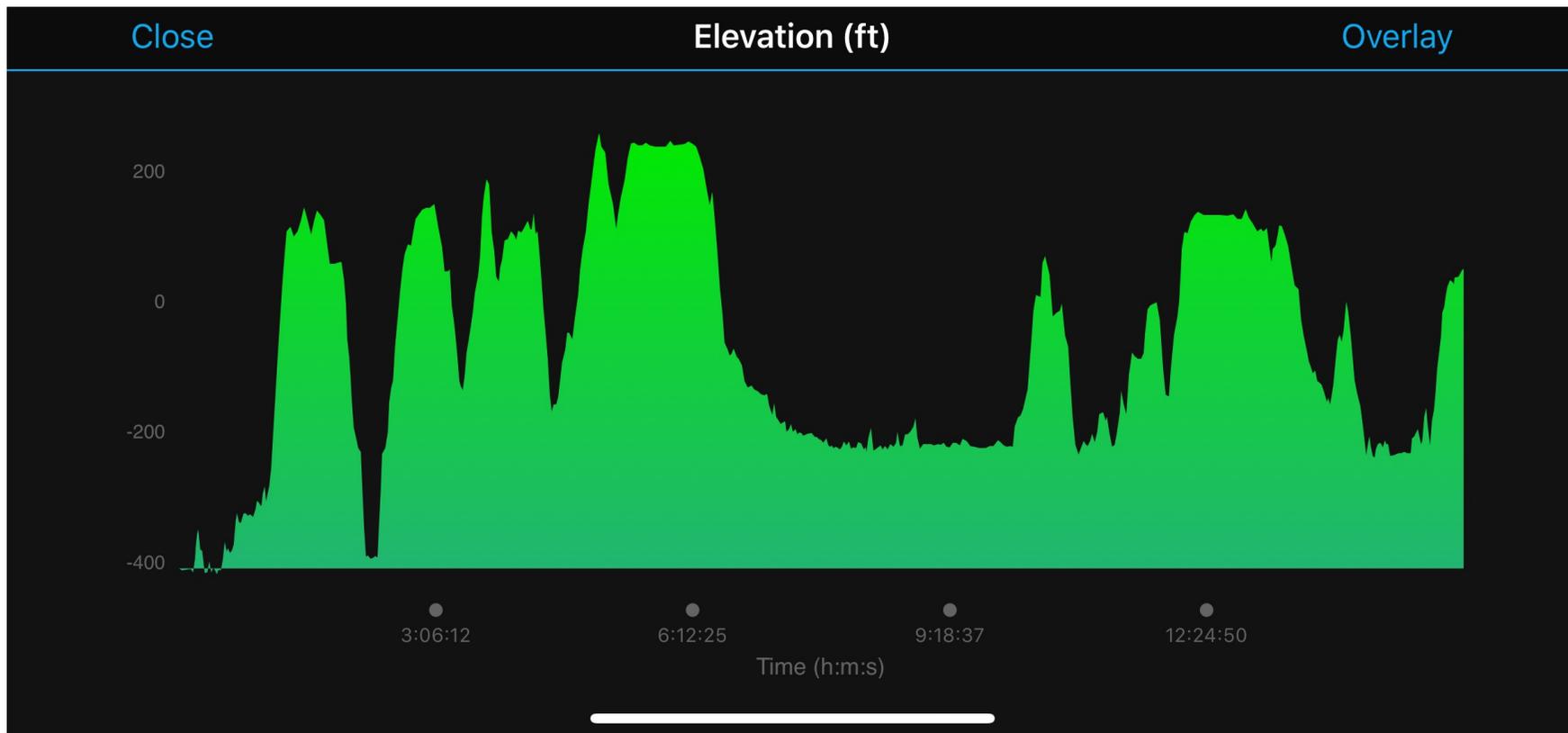


Teaching can never be one-size-fits-all

Deep discipline and pedagogy knowledge is important BUT we also need teachers who are...

- Resilient
- Reflexive
- Responsive
- Ready to learn and improve
- Research engaged

Resilience



First Year Teachers: RU GoingOk?



- Focus on resilient individuals but also a resilient profession
- Research project with early career teachers in regional areas
(Willis, Crosswell, Morrison, Ryan & Gibson, 2017)

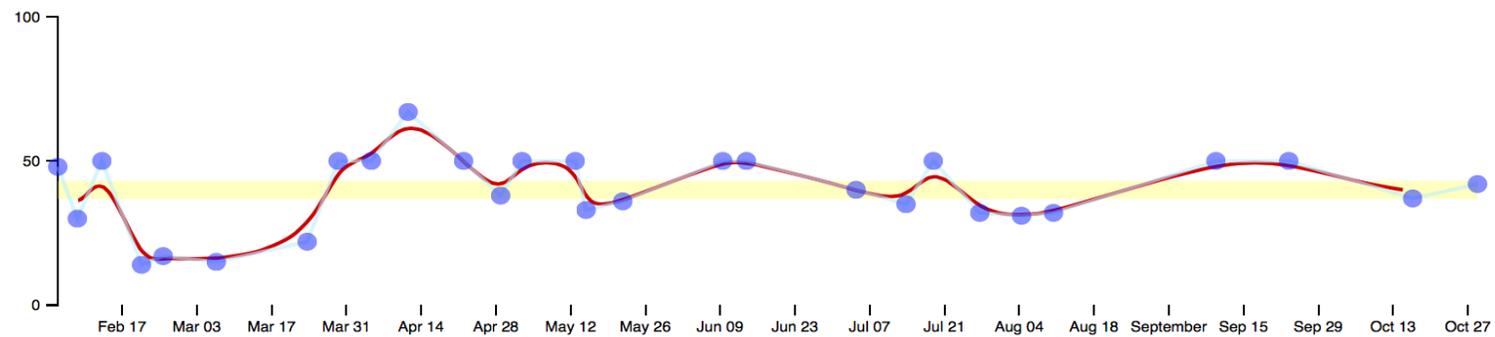
A screenshot of a web-based survey interface. At the top, it asks "How are you going?". Below this is a horizontal progress bar with three segments: "distressed" (grey), "going ok" (green, currently selected), and "soaring" (grey). A green double-headed arrow is centered on the "going ok" segment. Below the progress bar is a text input field with the placeholder text "Describe..." and "Write some more on how you're going here". At the bottom right of the form is a green button labeled "Record it!".

Key findings

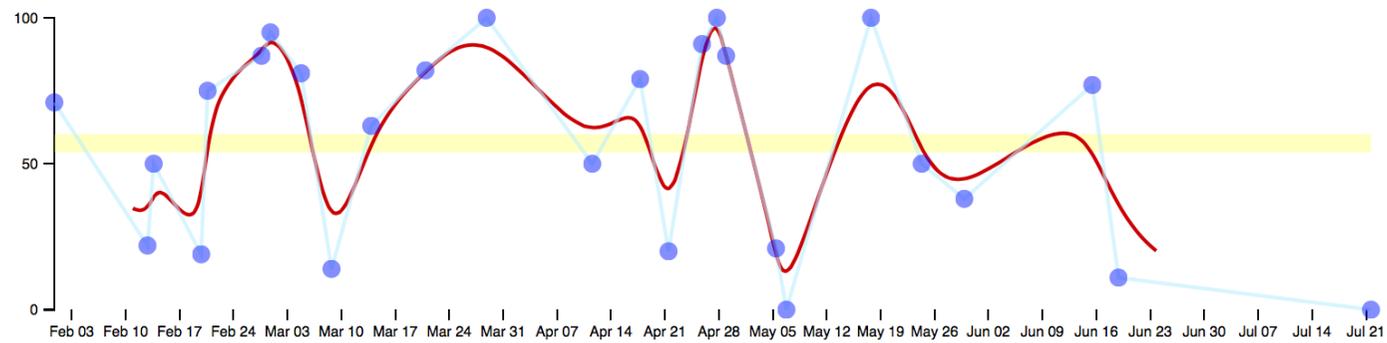
- Three types of resources are important (**ecologies of learning and teaching**)
 - **Personal** (motivation, disciplinary knowledge, interest, professional learning, well-being, resilience)
 - **Cultural** (what is given importance in the setting, what counts, what is expected, socialisation into the profession, view of leadership)
 - **Structural** (tasks, requirements, support structures, resources available)

Karen and Amanda

REFLECTION POINTS



REFLECTION POINTS



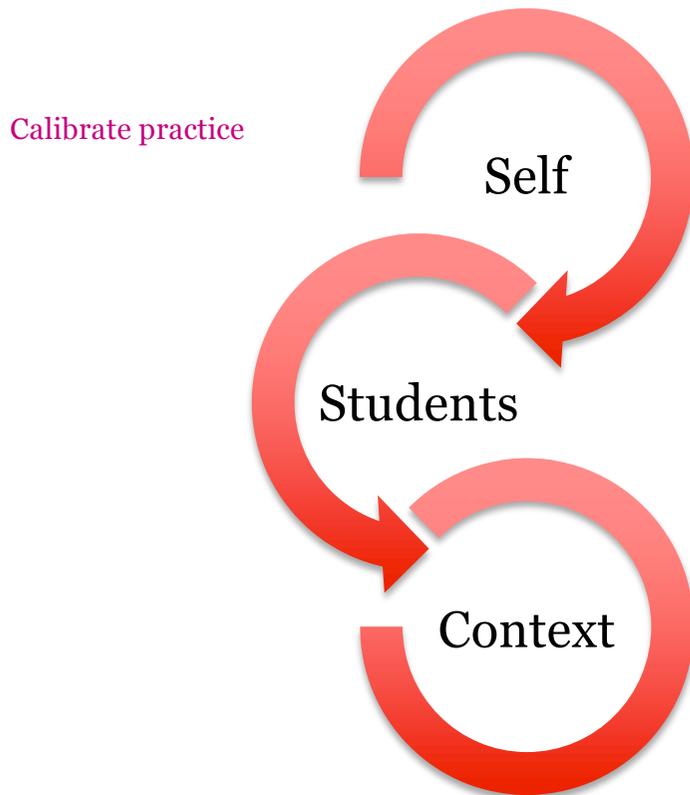
Sustaining our teachers for the profession



- Teaching is an intellectual and emotional profession, not just a behavioural one (Evans, 2011; Darling-Hammond, 2010)
- Importance of dialogic leadership: Attending to, prioritising, sorting concerns and issues
- Mentoring is important – early career teachers are novices
- Opportunities for professional learning that are timely, relevant and embedded in context

Strategies to negotiate the emergences: personal-cultural-structural

Reflexive: Cycle of deliberative practice



- Self-evaluation of skills, practices, beliefs about knowledge, priorities, values
- Valid assessment and other data
- Latest empirical research
- Analysis of the contextual conditions – demographics and diversity of school and community, government agendas, classroom dynamics and cues, curriculum

Responsive

How do we support responsiveness to students, parents and community?

- Scenarios and communication tasks are a starting point only
- We absolutely must be working with our school/centre partners – negotiating the ‘third space’ (Ryan & Bourke, 2016)
- Boundary spanners and professional communities
- How do teacher educators teach to/about/for diversity? (Ryan, Bourke, Lunn, Rowan, Walker, Churchward, 2018)

Early findings from ARC T4D: Enabling conditions for teacher educators



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- theorising their own beliefs or standpoints
- strong capabilities in disrupting students' preconceived beliefs
- valuing collaborative learning opportunities
- normalised practices of reflexivity
- prevailing beliefs about the complexity of knowledge whereby it can be challenged and interrogated

Constraining conditions for teacher educators

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- reliance on experiential knowledge and personal histories to address student diversity rather than evidence and research
 - short contact time with PSTs
 - a lack of control over assessment tasks and timetabling
 - a lack of institutional memory from one unit coordinator to another
 - a lack of diversity in ITE cohorts
 - narrow views regarding what is meant by the concept of diversity

Ready to learn and improve



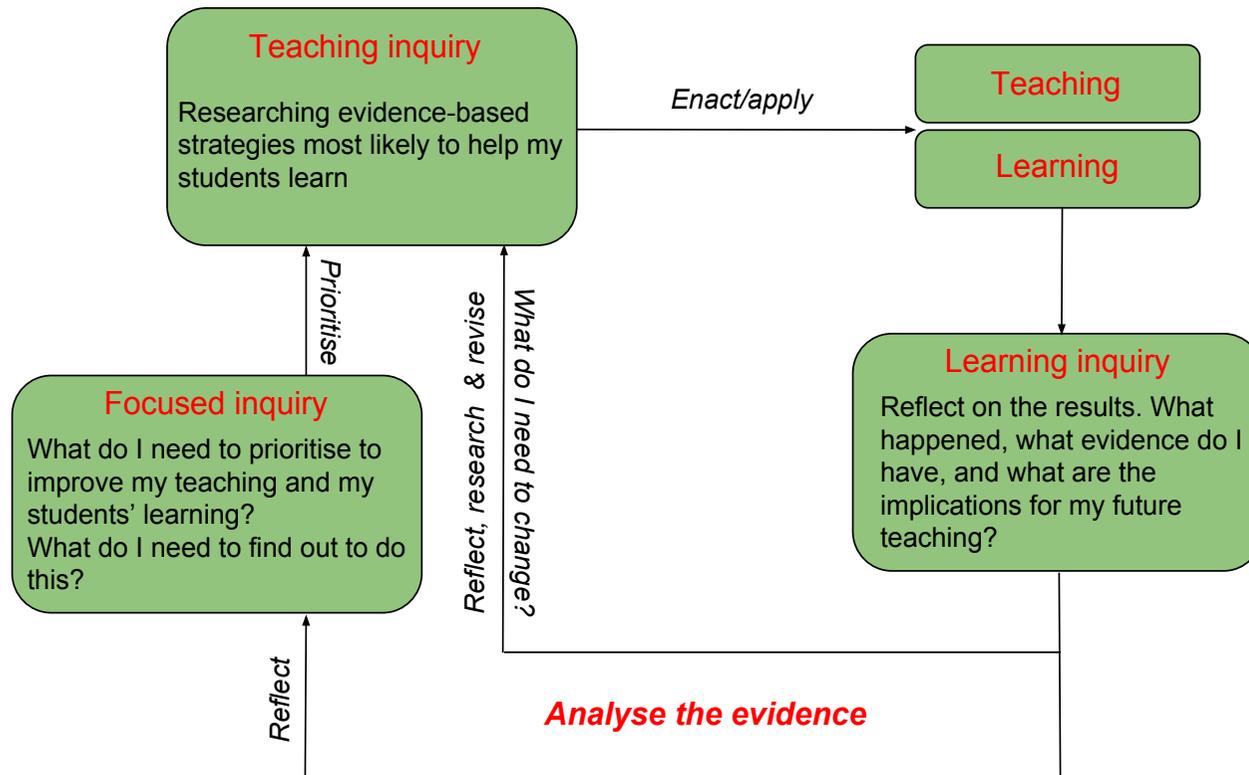
WHAT DO WE KNOW ABOUT EFFECTIVE PROFESSIONAL LEARNING?

- Integrated content focus, active learning and longer duration (Desimone, 2009; Darling Hammond & Bransford, 2005)
- Theory of action not a 'shopping list' (Kennedy, 2016)
- learning and inquiry culture (Cosner, Leslie & Shyjka, 2019)
 - ✓ *Informal conversations between teachers about their evidence-based instructional practices*
 - ✓ *opportunities to fail and share the learning*
 - ✓ *encouragement to seek advice*
 - ✓ *professional learning that is related to and embedded in practice*
- Unwavering focus on students' learning and wellbeing outcomes (Ford & Ware, 2018)

Research engaged: Taking an inquiry stance

(Cochrane-Smith & Lytle, 2009)

Teaching as research-informed inquiry



Evidence-based practice

AND

Practice-based evidence

For ongoing improvement

Strong transitions: Profession ready graduates



How do we set up enabling structural and cultural conditions for our preservice teachers?

- Expectations around engagement and professionalism
- Work with student organisations
- Start PSTs' *continuing professional learning* journey before they graduate
- Stay connected as part of their support network
- Partnering on impact projects to sustain early career teachers

A final note about teacher agency...



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Long-lasting systemic change in quality is much more likely through changes in teacher identities in relation to quality rather than through structural changes imposed from outside (Leonard and Roberts, 2014)



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Thank you

