Griffith UNIVERSITY

Queensland Creating Futures Summit
A focus on the teaching profession

Acknowledgements

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Acronyms and Abbreviations

Acronym	Meaning
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACDE	Australian Council of Deans of Education
AEU	Australian Education Union
AI	Artificial intelligence
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
COP	Communities of Practice
DFAT	Department of Foreign Affairs and Trade
DoE	Department of Education
ECT	Early Career Teachers
GTSI	Global Teacher Status Index
HAT	Highly Accomplished Teachers
ICT	Information and Communication Technology
ILO	International Labour Union
IT	Information technology
ITE	Initial teacher education
MBT	Mentoring Beginning Teachers
NAPLAN	National Assessment Program – Literacy and Numeracy
OECD	Organisation for Economic Co-operation and Development
PD	Professional Development
PDN	Professional Development Network
PISA	Programme for International Student Assessment
QASSP	Queensland Association of State School Principals
QBECT	Queensland Beginning and Early Career Teachers' Reference Group
QCAA	Queensland Curriculum and Assessment Authority
QCDE	Queensland Council of Deans of Education
QCT	Queensland College of Teachers
QELI	Queensland Education Leadership Institute
QTU	Queensland Teachers' Union
QUT	Queensland University of Technology
TALIS	Teaching and Learning International Survey
TEIAG	Teacher Education Industry Advisory Group
TEMAG	Teacher Education Ministerial Advisory Group
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organization
UQ	University of Queensland
USC	University of the Sunshine Coast
VET	Vocational Education and Training
WIM	Women in Media

Summit Visual Representation

Dr Sue Pillans is a marine scientist, artist and writer who specialises in creative and visual communications as a graphic recorder. Sue draws out ideas with people, teams and organisations to visually capture and convey discussions, ideas and concepts. Below is the product of Sue's creative capture of the presentations and discussions of the Framing Teacher Professionalism for the Future Summit designed to help picture how initial teacher education (ITE) programs can best prepare the professional educators of tomorrow.
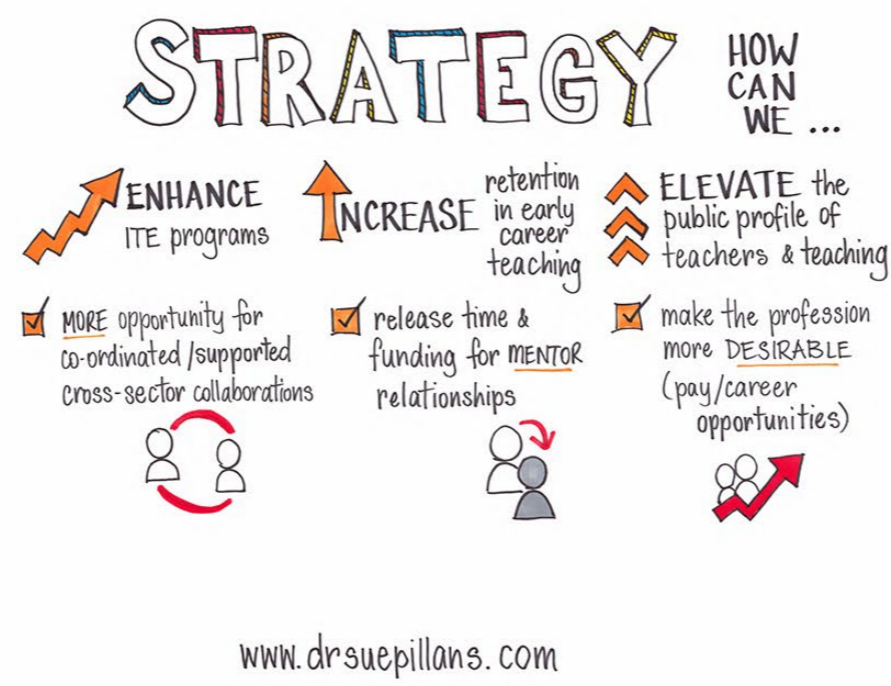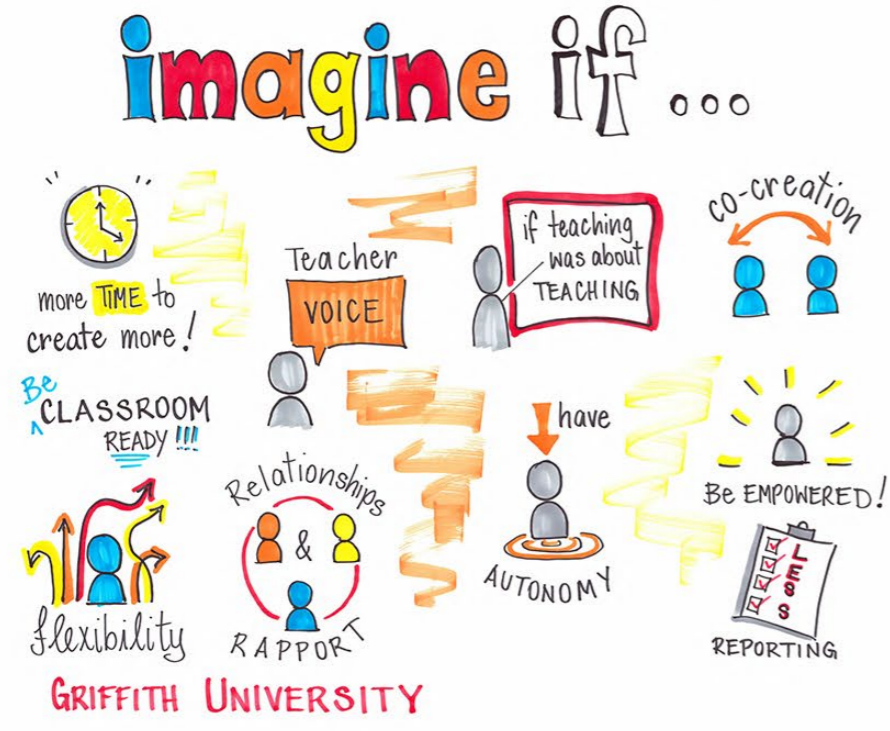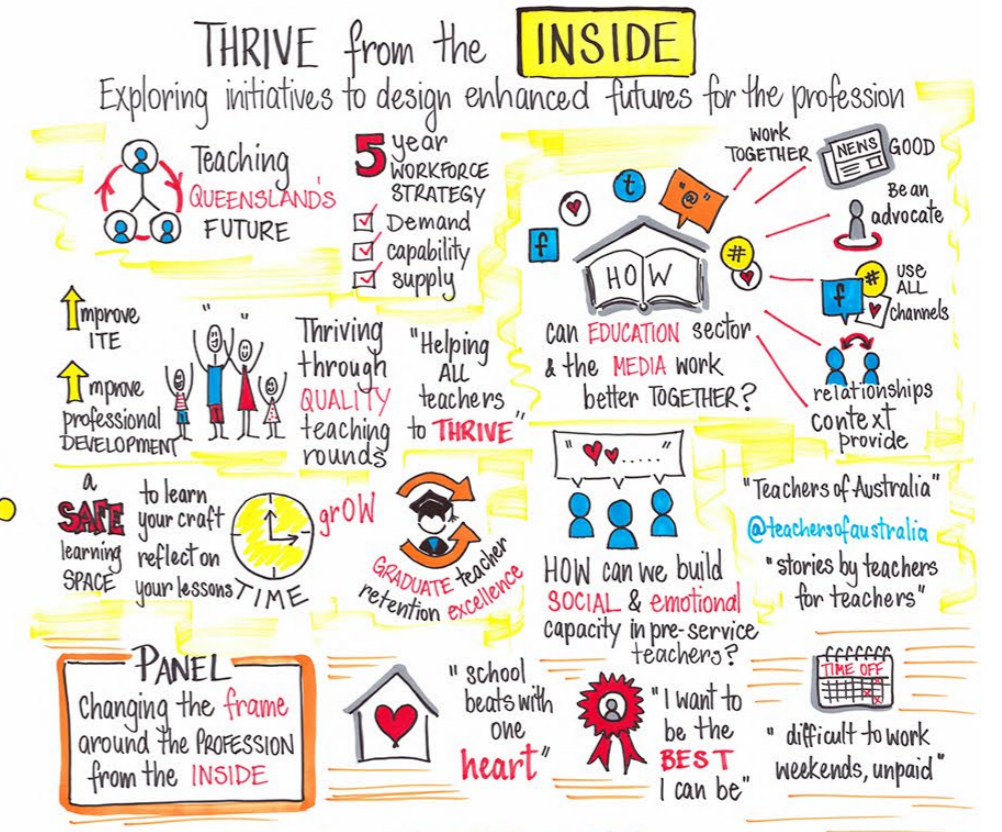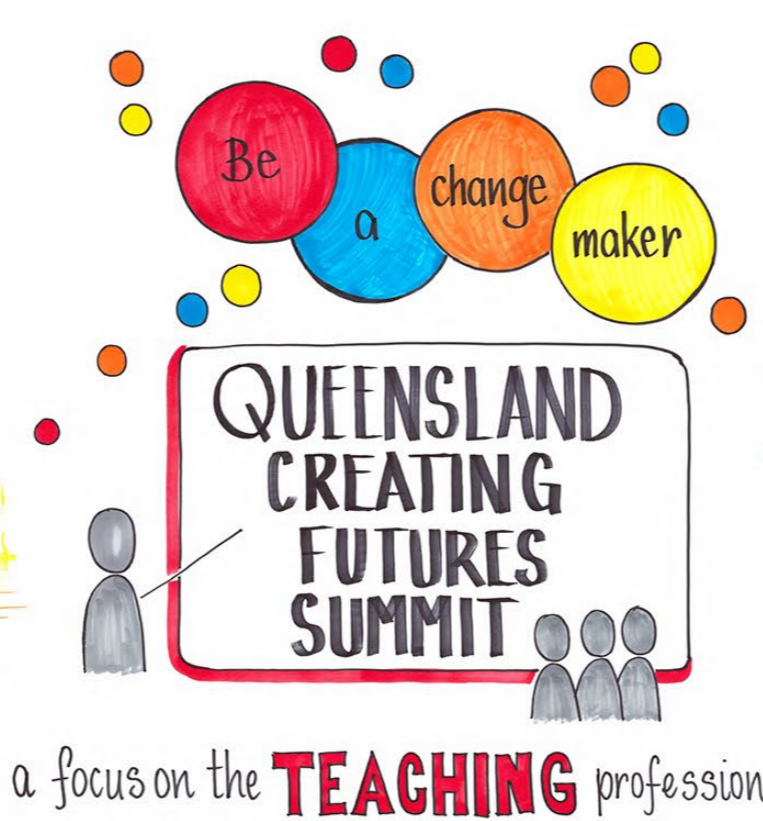
Executive Summary

Specifically, the purpose of the Summit was to use the focus on the status of the teaching profession as a catalyst for taking a proactive approach to reframing negative perceptions of the profession generally, and teachers' work specifically in our Initial Teacher Education programs. The Summit generated a forum to explore and develop creative strategies and actions to contribute towards framing the teaching profession, now and for the future. In so doing the Summit aimed to progress the agenda of teachers' work and teacher professionalism into a positive, creative space.

Based on the data generated at the Summit by participants, the following elements of a shared Image of the teaching profession could be constructed. A profession that:

i.   Essentially involves caring relationships with students, parents and the community;

ii. Draws upon the curiosity of a spectrum of disciplinary subjects to promote learning;

iii. Transforms individuals, schools and society and the value systems upon which they are based;

iv. Possesses commitments to innovation, justice, the work of teaching and to progressing the profession;

v.   Promotes flexibility as both an attitude and a mindset;

vi. Intellectually engages people in ways that previous generations did not.

For delegates, this shared image was founded on enabling strategies:

a.   to enhance ITE University Programs that encouraged:

- An improvement in the quality and breadth of the experience of ITE students;
- Aligning university campuses with local schools;
- Increasing the exposure of ITE students to the same classroom over their last year of training;
- Mapping the timing of ITE practicums;
- Opportunities for supported cross-sector collaboration;
- Remuneration for ITE students for accredited school-based professional development.

b.   to increase retention in early career teaching that encouraged:

- Release time and funding for mentoring relationships;
- Practising teachers to teach in university courses;
- Mentoring funding in terms of time and teacher release from other duties;
- Teachers in schools to work with universities;
- Celebrating new teachers through embracing them in school communities;
- Forming positive school cultures.

c.   to elevate the public profile of teachers and teaching that encouraged:

- Making the profession more desirable (e.g., through pay/career opportunities);

- Positive advocacy at every opportunity;
- Making students more aware of how to become a teacher and why to choose teaching as a career;
- The view that teaching is about building relationships with parents as they will become our advocates;
- Involving the community in positive stories about your school/profession;
- Building relationships with community and parents.

For delegates, these strategies were founded on shared actions that encouraged:

i. Collaborative relationships between students, teachers, schools and communities;

ii. Strengthening advocacy for teaching as a profession;

iii. Promoting active teacher communities of practice;

iv. Nurturing life-long learning and professional development;

v. Fostering teacher wellbeing;

vi. Cultivating a culture of partnerships and mentoring.

In terms of the above outcomes, the Queensland Creating Futures Summit may be said to have achieved its purpose.

Summit Rationale

Creating Futures: A Focus on the Teaching Profession

Griffith University, in collaboration with the Queensland College of Teachers and the Queensland Council of Deans of Education, is hosting the annual Initial Teacher Education (ITE) Summit with a spotlight on issues related to the teaching profession.

The Summit brings together a wide range of stakeholders with an interest in teaching futures. The expanded role of schooling in the education, care and wellbeing of young people has placed increased demands on the teaching profession at a time when the notion of 'professionalism' itself is contested. Scholars have suggested that professions such as teaching are designed to serve the public good, with an ethic of public service, and are thus the cornerstone of democratic societies. Any changes to the teaching profession and its professionalism, then, go to the very core of democratic governance and the ethics of what constitutes the public good and public service.

With a growing appreciation of the evolving nature of work and professionalism, teachers' work remains centred on providing high-quality, student-centred education.

At the heart of the teaching profession is the education of those entering the profession. Initial Teacher Education is core to renewal and regeneration of the teaching profession. Changes to teachers' work and to the very notion of professionalism have been taken up in Initial Teacher Education policies and programs.

However, there remains a pervasive and sometimes negative perception of the teaching profession.

This Summit aims to use the recent focus on the status of the teaching profession as a catalyst for taking a proactive approach to reframing negative perceptions of the profession generally, and teachers' work specifically. It will generate a forum to explore and develop creative strategies and actions to contribute towards framing the teaching profession, now and for the future. In so doing the Summit aims to progress the agenda of teachers' work and teacher professionalism into a positive, creative space.

Through open and vigorous sharing and conversation, including the use of collaborative, digital platforms, we will explore and debate key issues to:

- frame teacher professionalism for the future;
- explore initiatives in ITE and early career development to have teaching professionals thrive; and
- take action by proposing and developing strategies to design enhanced futures for the profession and those within it.

Invitees

Provision was made for a total attendance of 250, including nominees of:

- Queensland College of Teachers
- Queensland Council of Deans of Education
- Department of Education and employment authority
- Education deans and academics from higher education institutions
- School leaders, and experienced and beginning teachers from all school systems in Queensland
- Initial teacher education students
- Peak educational organisations
- School parent associations

Outputs

All attendees will shape the Summit outcomes via group discussion and shared digital platforms to produce an actionable communique. Participants will take insight and knowledge home to use in tackling their own challenges more effectively.

Summits

This is the fifth annual Summit with a focus on Initial Teacher Education led by the Griffith University School of Education and Professional Studies in collaboration with the Queensland College of Teachers and the Queensland Council of Deans of Education. The previous Summits were *Queensland Numeracy Summit 2015: Initial Teacher Education, Queensland Digital Technologies Summit 2016: Initial Teacher Education*, *Health and Physical Education Summit 2017: Initial Teacher Education,* and *Initial Teacher Education Creativity Summit 2018*. The aim of these annual Summits is to engage intensively on a topic of key importance for Initial Teacher Education by drawing together stimulus for action and leadership on that topic. Teacher Professionalism was selected as the focus for the 2019 Summit held on 18 June 2019, at the Pullman Hotel, Brisbane.

Welcome

It is my pleasure to welcome you to the *Queensland Creating Futures Summit: A focus on the teaching profession,* concentrating on Initial Teacher Education (ITE). Thank you for joining us for this unique collaboration.

Griffith University's School of Education and Professional Studies is hosting today's event in partnership with the Queensland College of Teachers and the Queensland Council of Deans of Education, to discuss how we can collaborate to create a vibrant future for the teaching profession.

The submissions to the recent House of Representatives' *Inquiry into the Status of the Teaching Profession* has highlighted a greater need for improved integration and linkages across ITE providers, employers, schools and government to support teacher education and transition to the profession.

Through open and vigorous conversation, this Summit will discuss how we can:

- frame teacher professionalism for the future;
- explore initiatives in ITE and early career development to enable teaching professionals to thrive; and
- act by proposing and developing strategies to design enhanced futures for the profession and those within it.

We are delighted to celebrate our profession and take forward the vision of the Summit outcomes to advance the futures of all young Australians.

Professor Donna Pendergast

Dean and Head of School,

School of Education and Professional Studies

Griffith University

Pre-reading

Creating Futures Summit: A Focus on the Teaching Profession

Roberta Thompson, Donna Pendergast, Parlo Singh and Joy Reynolds

Congratulations—you are attending the *Creating Futures Summit: a focus on the teaching profession*, on 18 June 2019. To prepare you for the day, we invite you to read this pre-Summit paper.

The expanded role of schooling in the education, care, and wellbeing of young people has placed increased demands on the teaching profession at a time when the notion of *professionalism* itself is under contestation. With a growing appreciation of the evolving nature of work and professionalism, teachers' work remains centred on providing high-quality, student-centred education. In response, initial teacher education policies and programs continue to transform and improve. However, there remain pervasive and sometimes negative perceptions of the teaching profession in some corners of the community. The status of teachers and the development of the profession are at a point where transformation and reframing are pivotal to ensuring a positive future.

Reviewing the Teaching Profession: A Timely Stocktake?

Many voices that contribute to and produce discourses about the teaching profession, but often it is teachers themselves and their students who are rendered voiceless amid the noise. A timely stocktake of the profession is needed if the signal of change is to be heard.

This review presents two sets of influences on the teaching profession. The first set outlines what we know is in play at the policy level and with which most in the profession are familiar, that is, known influences. These include: international comparison of student achievement; metrification of teachers and teaching; reviews, recommendations, and reforms; and an evolving media landscape. The second set outlines what we know is in play more broadly but have little idea about how they will play out in the profession, that is, familiar ideas. These influences include but are not limited to: the future of work and associated skills/knowledge, global edu-businesses (both profit and non-profit), and digital devices: replacement and augmentation.

Known Influences

International Comparison of Student Achievement

Australia's commitment to international testing began in the 1960s (Education Council of Australia, 2006) and since has drawn substantial commentary and debate. National support for programs such as the *Programme for International Student Assessment* (PISA) and the *Trends in International Mathematics and Science Study* (TIMSS) intend to improve Australian student outcomes through comparative analysis of student performance across countries. The overall aim is to identify how well Australian schools are doing in comparison to countries both similar and diverse in language and culture, but also to provide information on the strengths and weaknesses of Australian students in particular subject domains (e.g., reading, mathematics, and science).

The Education Council of Australia (2006) deems international performance indicators to be extremely valuable for identifying national areas of educational need and for developing educational policy and reform. However, the use of such indicators for large scale national policy reform has not been without tension. Highly publicised global rankings such as PISA performance league tables can act as "international report cards" (The Economist, 2010) that create "a policy environment … not necessarily conducive to evidence-informed policy making" (Breakspear, 2014,

p. 7). As pointed out by Breakspear, PISA indicators can either become clear and measurable targets for improvement or, alternatively, high stake assessment measures that lead to incoherent and unsustainable policy actions.

Indeed, the 2015 Australian "PISA shock" has had significant impact on educational reform in the country. The *PISA 2015 key findings report* for Australia (OECD, 2015) indicated that the percentage of low-performing 15-year-old Australians had risen since 2012, and this outcome had severe consequences for individuals and the economy. While results can be explained through sociocultural differences and socio-political agendas, the report quickly influenced public views about the effectiveness of the Australian education system and the quality of its teachers. The 2018 Australian *Inquiry into the Status of the Teaching Profession* demonstrates concerns about the profession have not dissipated. And, when the Inquiry lapsed in April 2019, it reignited worries about the under-performance of Australian youth, such as the following commentary:

> We have to do better. Low education achievement by a significant proportion of young people has far reaching individual, social and economic costs. It stunts individual lives and it brings higher health, social welfare and crime costs. It also stunts economic growth and prosperity. … An under-performing education system means an under-performing economy and endemic social problems (Cobbold, 2019, para. 15).

The Australian Productivity Commission (2017) also reports the Australian education system faces challenges in achieving educational excellence. Despite significant increases in educational funding, student performance in key subjects such as English and maths is declining in comparison to many international counterparts. And, even though Australian academic achievement is still above the OECD average, the Productivity Commission points out that our education system largely does not provide the skills and capabilities needed by new generations of students for the contemporary workforce.

The *Global Teacher Status Index* [GTSI] (Global Education & Skills Forum, 2018), a comprehensive study of teacher respect around the world, shows a direct link between teacher status and student PISA scores (Global Education & Skills Forum, 2018). While Australia was not included in the 2018 study, lead researcher Professor Dolton said Australia's sliding PISA results could be linked to the country's low teacher status and concerns about university entrance scores (Singhal, 2019). Sunny Varkey, Founder of the Varkey Foundation, said:

> This index finally gives academic proof to something that we've always instinctively known: the link between the status of teachers in society and the performance of children in school. Now we can say beyond doubt that respecting teachers isn't only an important moral duty—it's essential for a country's educational outcomes (Global Education & Skills Forum, 2018, para. 15).

The suggestion that there is a relationship between student performance on PISA measures and teacher status has important ramifications for Australian educational policy and accountability processes for teachers and teaching.

Metrification of Teachers and Teaching.

Demands for educational excellence, improved student performance, and growth in national capacity have turned attention to teachers. According to Federal Education Minister Dan Tehan, high-quality, responsible teachers are needed if national capability is to be amended. In a recent interview, he supported prerequisite standards and mandatory literacy and numeracy benchmarks for teaching graduates by saying, "our government recognises the

difference high-quality teachers make to a child's education" (Urban, 2019). The Australian Productivity Commission (2017) also explained that "best practice teaching methods" and "the employment of high-quality, well-trained teachers" (para. 14) are paramount to improving student performance, educational outcomes, and national productivity. The 1997 recommendations from the *Class Act* report (Crowley et al., 1998) parallel these views. In that report, accreditation, registration, and professional standards for teachers were deemed critical to advancing the profession and the status of teachers. Both the *Australian Institute for Teaching and School Leadership* (AITSL) and state education department reforms have focused on processes for assessing teacher performance (e.g., professional standards and measures for student performance such as NAPLAN), developing tools and resources for advancing professional learning (e.g., Australian guidelines for school leadership development), establishing standards and procedures for accreditation and delivery of initial teacher education programs, and mandatory literacy and numeracy tests for graduate teachers.

Professional accountability paradigms have met with some criticism (Singh, Allen, & Rowan, 2019). For example, Berliner (2014) states that accountability reforms such as professional standards evaluate teachers' work in terms of value-added measures that often assess individual teacher quality against individual students and/or whole class performance. Professional activity framed in this way does not necessarily encourage a culture of achievement (Dinham, 2013; Hattie, 2011) but rather a type of professionalism with specific sets of accountability and responsibility that promote judgement rather than development. Call (2018) argues that monitoring teacher performance and setting compliance standards act as regulatory controls that polarise teachers (good-bad, strong-weak) and interrupt collegial relationships, encourage conformity rather than empowerment, complicate time constraints, increase workloads, and shift the focus away from professionalism to "playing the [organisational] game" (p. 100).

In principle, standards can place strong emphasis on the professional development of teachers, but they can also reshape organizational relationships (e.g., between teachers and governments and teachers and school-based leaders) and redefine what it means to be a quality teacher (Call, 2018). It is likely standards will remain integral to the teaching profession. However, it is critical that these structures do not become a vehicle for judgement and external control, a message system that can damage the public portrayal of teachers and teaching (Bahr, Graham, Ferreira, Lloyd, & Waters, 2018). The overall message is that on the ground application of standards must encourage a culture of achievement and growth rather than promoting teaching as a profession "under siege" (Hargreaves et al., 2007, p. 24) manned by poor quality teachers and ineffective pedagogy.

Reviews, Recommendations, and Reforms.
There is a long history of international and national inquiry into the teaching profession. The following discussion does not constitute a thorough review or commentary of these documents. However, documents selected for this discussion are reports that reviewed the state of the teaching profession at particular times, and each describes findings, key recommendations and suggested reforms in a report format with clearly identified chapters (see Document Summary below).

Document Summary

1966

UNESCO. (2016). The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel (1997). Geneva, Switzerland. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/normativeinstrument/wcms_493315.pdf

1998–2005

Crowley, R., & Senate Employment Education and Training References Committee. (1998). *A Class Act: Inquiry into the Status of the Teaching Profession*. Canberra, Australia: Commonwealth of Australia.

Australian Council of Deans of Education. (1998). *Report of the National Standards and Guidelines for Initial Teacher Education Project*. Braddon, ACT: Commonwealth of Australia.

OECD. (2005). *Teachers Matter: Attracting, developing and retaining effective teachers*. Paris, France: OECD Publishing. Retrieved from: https://www.oecd.org/education/school/34990905.pdf

Submission to the House of Representatives' Standing Committee on Education and Vocational Training Inquiry into Teacher Education. (2005). Canberra, Australia: Commonwealth of Australia.

2014–2018

OECD. (2014). *TALIS 2013 results: An international perspective on teaching and learning*. Paris, France. Retrieved from: https://www.oecd-ilibrary.org/education/education-at-a-glance-2018_eag-2018-en

Teacher Education Ministerial Advisory Group [TEMAG]. (2014). *Action Now: Classroom Ready Teachers*. Australia: Department of Education.

Wyatt-Smith, C. et al. (2017). *Why choose teaching? A matter of choice: Evidence from the field*. Brisbane, Queensland: Queensland College of Teachers.

Gonski, D. et al. (2018). Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools. Canberra, ACT: Commonwealth of Australia.

OECD. (2018). *Education at a Glance 2018: OECD Indicators*. Paris, France: OECD Publishing. Retrieved from: https://www.oecd-ilibrary.org/education/education-at-a-glance-2018_eag-2018-en

Bahr, N., Graham, A., Ferreira, J., Lloyd, M., & Waters, R. (2018). *Promotion of the profession*. Bilinga, Australia. Retrieved from: https://www.qct.edu.au/pdf/Promotion_TPQ.pdf

To gain some insight into the direction of these reports, a loose mapping of the key recommendations in each report was completed by analysing word frequency and thematic trends identified in report headings. Documents analysed are from two timeframes: 1998 to 2005 and 2014 to 2018. These time frames were selected as a means for detecting how the 1966 global standards and professional discourses from UNESCO were taken up in the late 1990s, early 2000s then, approximately ten years later, 2014 to 2018. The aim was to detect changes to professional discourses over time.

In 1966, the International Labour Union and UNESCO adopted a set of recommendations as global standards concerned with the status of teachers. These recommendations are key international instruments which provide guidance for governments and other stakeholders for "the crafting of effective teacher policies" (UNESCO, 2016, p. 3). The ILO/UNESCO 2016 report is a reprint of the original set of recommendations and focuses mainly on the negotiation of terms and conditions for teacher employment. In the report, improving *career structure* (i.e., hours of work, security of employment, rights and responsibilities, participation in educational decision-making) was deemed critical to advancing the profession and improving teaching personnel. The *Class Act* report (Crowley et al., 1998) focused on *teacher status* and recommendations pushed an *accountability paradigm* that focused on improving public perceptions of teachers. Recommendations included teacher registration and professional standards as a way forward. The report also highlighted the need for more effective *human resource management*, *improved school leadership*, *additional support for beginning and in-service teachers* (e.g., inductions programs),

high-quality in-service teacher training, and *a focus on initial teacher education programs and graduate standards*. As the teacher professionalism debate moved into the 2000s, reformation was less about career structure and even more about accountability. As already mentioned, accountability agendas (e.g., professional standards, teacher registration, and national accreditation processes) were hotly contested by in-field teachers and research academics. And, even though the effectiveness of accreditation processes and the cost-benefit ratio of professional standards to the profession were being questioned, the 2015 "PISA shock" and 2017 Australian Productivity Commission report (discussed earlier) were shaping a national agenda demanding high-quality, responsible teachers.

In later reports, teacher attrition and retention problems are identified as critical problems. Encouraging experienced teachers to stay in the field was clearly a growing concern, but motivation to enter the field was also reported as low. Reports noted that take up of the profession was complicated by employment conditions which included:

i. better pay and better benefits elsewhere,
ii. lack of support and leadership in the field,
iii. high-stress work conditions and teacher burn-out,
iv. increased student diversity demands,
v. out-of-work hours demands,
vi. increased extra-curricular burdens,
vii. out-of-field teaching, and
viii. negative public perception of the profession (e.g., teaching as a second-choice career).

Between 2014 and 2018, improving *reasons to choose teaching as a career* were ways to reform the profession and refocus strategies to combat recruitment and attrition problems (Wyatt-Smith et al., 2017).

Legitimising the profession through b*etter career structures and pathways for teachers* was a consistent message about the profession in 2014–2018 reports. In 2018, this focus was taken up by the House of Representative Standing Committee on Employment, Education and Training's *Inquiry into the Status of the Teaching Profession*, with a summary including the following comments presented in 2019:

> "Australia's teachers inspire, engage and challenge students to be the best they can. Although there are more teachers in Australia than ever, the attrition rate from the profession is rising," Mr Laming[1] said.

> "We are looking at building better career structures and pathways for teachers to ensure that the profession remains fulfilling and rewarding for educators. We are also hoping to hear about ways to support teachers more generally, in and outside the classroom, to reduce the amount of time spent on out-of-hours work," Mr Laming said.

> "We also want to overcome constraints such as inflexible curriculum delivery; reporting and assessment practices; lack of evidence-based research and readily available classroom applications; as well as time pressures and a lack of support for principals to develop professional autonomy," Mr Laming said (Parliament of Australia Media Release, March 2019, para. 4–6).

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[1] At the time, Mr Laming was a Liberal Party member for the House of Representatives.

Ninety submissions from individuals and organisations and three public hearings responded to the Inquiry's four terms of reference that considered opportunities to improve the status of the profession. The terms of reference included:

1. increasing the attractiveness of the profession for teachers and principals, including workplace conditions, and career and leadership structures,

2. provision of appropriate support platforms for teachers, including human and IT resources,

3. identifying ways in which the burden of out-of-hours, at-home work can be reduced, and

4. investigating ways to increase retention rates for the teaching profession, and avoid 'burn out' among early-career teachers.

The Inquiry has lapsed, but a summarising document from the Public Hearings is available (see Status of the Teaching Profession website). An Inquiry report has not been undertaken, however, a preliminary analysis of individual and organisation submissions was completed for this literature review. Word frequency and first level thematic analyses of submission content were completed. The analyses provide a loose mapping of themes and recommendations submitted to the Inquiry. Across submissions, there is a plea for educational narratives to shift away from blaming teachers to strengthening the profession through respect. Thematic trends include: support, wellbeing, and safety strategies, sustainability approaches, secure employment practices, induction and mentoring programs, leadership relationships, professional autonomy, valuing specialist qualifications, increase visibility of how data informs teaching and education, workload policy, and, an overall focus on better workplace conditions for teachers. *Time* emerged as a crucial factor for improving workplace conditions (Terms of Reference 1) and was associated with the following subthemes:

- More time for/on: release time, planning time, supporting beginning teachers, mentor time, collaboration, student wellbeing, behaviour management support, professional learning/development, learning through play.
- Less time on: face-to-face teaching; administrative tasks and paperwork; preparing students for standardised tests; administering standardised tests.
- Comparison of teacher work time over: other occupations; availability of part-time appointments; availability of permanent contracts.

Further analysis of Inquiry contributions is needed. However, noticeably, a focus on better career structures and pathways for teachers, was identified as a place to start thinking about creative strategies and actions for reframing the teaching profession.

An Evolving Media Landscape

The teaching profession is often reliant on various stakeholders and networks of professionals to contribute points of view about their work to the public. The significance of this influence is demonstrated by the high level of inquiry into and media reporting about teachers, teachers' work and the profession. Primary stakeholders who include international and national governing bodies, academics and teacher education providers, and state-based employment authorities, as previously noted, are highly influential in shaping public views about teachers and teaching.

Secondary stakeholders such as professional associations and unions, non-profit health and wellbeing groups (e.g., Beyond Blue and Teachers Health Foundation), and news reporters and journalists also produce and shape representations of teachers and the profession. For example, in a submission to the *Inquiry into the Status of the*

Teaching Profession, the Australian Education Union (2018) used the term "devolution" (p. 5) to describe the teaching profession. They went on to say "what is often painted as increasing autonomy for teacher and principals is actually representative of a decline in the level of professional autonomy afforded to educators and the silencing of the teacher's voice in decisions made at the school, state and national levels" (p. 5). They quoted a recent NSW study that claimed teachers need "more professional respect, time and support for their teaching and the facilitation of student learning" (p. 6). Other organisations such as Beyond Blue (2019) and Teachers Health Foundation (2016) endorse messages about the stressful nature of the profession. They focus on health and wellbeing perspectives and resilience-building skills for preservice and in-service teachers.

Media reporting is well known for focusing on negative aspects of the teaching profession (Bahr et al., 2018) and, more so, for presenting specific portrayals of teachers that are often critical, oppressive, and sensationalised (Baroutis, 2016, 2017). Shine (2018) notes that teachers perceive such reports as predominantly unfair. Indeed, she found some teachers name "the sustained critical news reporting of education as a reason for leaving the profession" (p. 224). Similarly, social media has become a highly influential platform for garnering public opinion about the profession. Platforms like Twitter are particularly powerful spaces for the public to reinforce stereotypical views and normative constructs about teachers and teaching. In a recent *Today Show* Twitter feed, public response to the show's discussion about overhauling teacher training to improve literacy rates constructed teachers and the profession in both positive and negative ways, for example:

> How about we put it back to ACARA and the Government, the class sizes are increasing, teaching staff are being left without support because funding keeps getting cut, and let the teachers teach—get out of this neoliberalist thinking cycle (Breezybaby1811, 2019).

> Hahaha what do you expect with a pass mark of 51% We have Morons trying to teach kids Most can't do basic math (BADAXEL1, 2019).

> How about raising teachers pay, funding more public schools and raising the A scores for teaching. If you want the best you need to encourage the best and reward the best (jenvitoria24, 2019).

> The wonder is why has it taken so long to come to this light bulb moment. For decades it has been evident to anyone who does pre-employment interviews that the standard of education in Australia has collapsed since the 1960s (virginsnowbunny, 2019).

> I told you, it's the most scrutinised profession in Australia. Everyone who has been to a school, think they know about teaching. Criticising teachers isn't helping. (MitchStokes8, 2019).

> Back to basics with reading, writing and arithmetic, rather that pushing transgender politics, political correctness and touchy feely rainbow issues (frostysride, 2019).

> Teachers are probably spending too much time reprimanding self entitled, embellished rudely behaved kids because the parents have dropped the ball (Reeb_73, 2019).

As society becomes increasingly interconnected, norms and stereotypes framing public versions of the profession will be interpreted and translated in a forum previously inaccessible to many. Such contributions have power to influence how teachers and the profession are understood.

Familiar influences

The following discussion is not a thorough examination or commentary. Rather, the intent is to highlight that incremental change comes from the inside but significant change tends to come from the edges of existing practices and organisations (e.g., Airbnb) or more often, and sometimes unexpectedly, from the outside [e.g., Uber was not developed by the taxi industry] (Johnson, 2010).

The Future of Work and Associated Skills

The future offers new opportunities and potential benefits for the world's population. However, challenges associated with globalisation, technological progress and demographic change are having a significant impact on society at large and within the global workforce (OECD, 2019). The prospect of automation across a variety of workgroups is receiving increasing attention. The ongoing development of artificial intelligence, machine learning and robotics poses challenges to 'the professions' (Susskind & Susskind, 2015) and to most activities in which humans engage. As is the case with most emergent technologies and services, the immediate impact tends to be overstated, and the long term impact understated. The challenge for educators is to consider how the future of work and associated skills will impact on teaching (i.e., what students need to know). The task is perhaps best captured by this question: "why do we teach students to do things that machines excel at?" See Ye (2019), "AI achieves its best ever mark on a set of English exam questions". For a useful review and overview of how to make sense of the future of work, see Millerd (2019), *The Future of Work is Five Different Conversations*.

Global Edu-Businesses

The global education business has a long history of involvement in formal education systems. Pearson is a good example. The company is a multinational publishing house that offers educational products and services, assessment, and professional development for all stages of learning. They claim to be "the world's learning company" with the "mission to help people make progress in their lives through learning" (Pearson, 2019, para. 1). There are other platforms that offer a vast range of educational content. For example, The Khan Academy (2019) is a non-profit online educational organisation that delivers free "expert-created content and resources for all course levels and content for anyone, anywhere" (para. 1).

The growth of online interactives such as YouTube has significantly changed how expertise is accessed. As sociologist dana boyd (2019) notes:

> If you talk to a person under the age of 25, you'll quickly learn that they visit YouTube every day. It's their MTV; they use it to watch music videos. But it's also their primary search engine. Want to know how to tie a tie? You go to YouTube. How to cook pasta? Go to YouTube. How to do that calculus assignment? YouTube (para. 3)

Society now accesses expertise in different ways, and this is likely to continue to change. The teaching profession is not alone in having to deal with these changes, but we must have some idea on how it plays out in the local classroom.

Digital Devices: Replacement and Augmentation

There is little evidence that the ongoing development of digital technologies will plateau or stabilise, so it is useful to think about their impact on human practices. This effect is especially true in terms of what human capacities will be replaced and what will be augmented. It is not that machines "think" like us but they work in ways that suggest they do. For example, Agrawal, Gans and Goldfarb (2018) observe that new wave artificial intelligence does not actually bring us intelligence but instead a critical component of intelligence—prediction. They propose "prediction machines" (i.e., certain forms of AI) will be used for traditional prediction tasks (e.g., inventory and demand

forecasting) and new problems like navigation and translation—tasks once the domain of humans. The economic implication is cheaper prediction. When the price of something like prediction falls, then the value of other things increases (e.g., data, judgement and action) and the value of substitutes fall (e.g., human prediction). This is an example of both replacement and augmentation. Human prediction is replaced, human judgement is augmented. Formal education systems must imagine how they can work within these frameworks.

Transformation and the Teaching Profession

> When we are in need of expert guidance on issues that matter to us, we turn naturally to the professions and drawn on their members' knowledge and experience (Susskind & Susskind, 2015, p. 21-22).

Across the professions, the meaning of concepts like 'expert', 'professional' and 'professionalism' is changing. These ideals are shifting because we live in a world that is rapidly transforming. Systems are changing, so workforce demands are changing. Fundamental and irreversible shifts are underway. In particular, the ways in which expertise is made available to people is altering. Much of this change has to do with technology. Regardless, in this century, the central role of 'the professions' (i.e., to provide expertise) is significantly different than the past. Any new model of training for 'the professions' needs an approach that moves past normative concepts of professionalism to recognise that contemporary demands are linked to shifting notions of, and access to, expertise. All professions are at the same crossroads—the teaching profession is no exception. It is where we go to from here that will determine the future of our work.

Acknowledgements

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Summit Activity

(See p. 23 for the full program)

After welcoming messages from the Summit Master of Ceremonies Sarah Kanowski (ABC Radio Conversations) and an Acknowledgement of the Traditional Owners by Freddie Reid, the Summit was opened by Professor Carolyn Evans (Vice Chancellor and President, Griffith University).

Framing Teacher Professionalism for the Future

Session 1 of the Summit devoted to 'Framing Teacher Professionalism for the Future' commenced with keynote stimulus addresses from Bruce Muirhead (Founder and CEO Mindhive) on 'The Changing Nature of Professionalism in a 21st Century World', Professor Leonie Rowan (Griffith University) on 'Who 'Knows' and Who Cares? Can Education Help Change the World?' and Deanne Fishburn (Director, Queensland College of Teachers) on 'Reframing the Teacher Profession: The Role of the Regulator'.

These addresses were followed by a panel discussion guided by questions from delegates that centred around

- changing community attitudes to teachers and teaching;
- teacher and student wellbeing;
- sustaining partnerships across the education community;
- the challenges for Initial Teacher Education students to become professionals;
- the level of administration requirements in schools;
- incorporating AI technologies into the ways teachers teach and assess;
- the promotion of teacher agency and autonomy in the profession;
- the mentoring for early career teachers;
- leveraging collective intelligence across disciplines;
- ITE internships for students;
- contact hours for beginning teachers; and
- the support of early career teachers in rural and remote areas

Creating an Imagine Wall for the Future of the Teaching Profession

The Panel Discussion was then followed by Think Tank Workshop 1, where delegates were asked to Create an Imagine Wall for the Future of the Teaching Profession. From this workshop, delegates constructed a shared image of the teaching profession that centred around

- caring relationships with students, parents and the community (e.g., the importance of building relationships and growing these, with content and assessment) ;
- the curiosity of a spectrum of disciplinary subjects to promote learning (e.g., fostering passion, curiosity and creativity amongst students);
- the transformation of individuals, schools and society and the value systems upon which they are based (e.g., helping every child reach their potential);
- commitments to innovation, justice, the work of teaching and to progressing the profession (e.g., teachers being innovative and creative in their pedagogy to match the student diversity in their class and to progress the profession);
- flexibility as both an attitude and as a mindset (e.g., teachers being flexible in classroom pedagogy and classroom norms); and
- the intellectual engagement of people in the 21st century (e.g., teachers as leaders of human development).

(See Appendix E Workshops: Ideas Generated, p. 63 for a full list of Imagine comments generated by delegates for this session.)
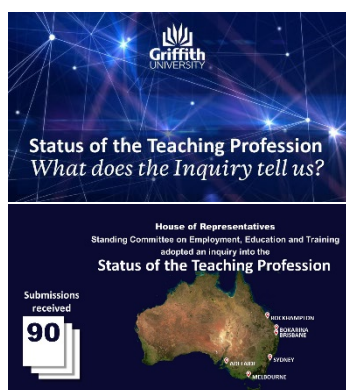
The Think Tank—Imagine was followed by a Video Compilation (see https://plhub.griffith.edu.au/u/lib/cms/inquirymovie-v13.mp4) that summarised the Australian Government, House of Representatives' *Inquiry into the Status of the Teaching Profession*.
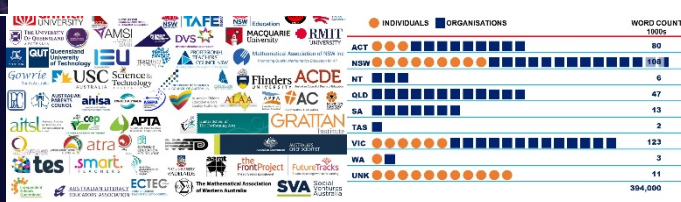
Thrive from the Inside: Exploring Initiatives to Design Enhanced Futures for the Profession and Those Within

Session 2 of the Summit: "Thrive from the Inside: Exploring Initiatives to Design Enhanced Futures for the Profession and Those Within It', commenced with stimulus keynote addresses from Janita Valentine (Executive Director, Organisational Transformation and Capability in the Department of Education) on 'Teaching Queensland's Future: Vigorously Sustaining the Future Teacher Workforce in Queensland'; Dr Jess Harris (Senior Lecturer, School of Education, The University of Newcastle), on 'Thriving through Quality Teaching Rounds'; Michael Smith (Deputy Principal, Teaching Excellence, Marsden State High School) on Graduate Teacher Retention Excellence; Tanya Chilcott (Media and Communications Manager, Queensland College of Teachers); on 'How can the Education Sector and the Media Work Better Together?'; and Dr Alison Willis (Lecturer, Curriculum and Pedagogy, University of Sunshine Coast), on 'How Can We Build Social and Emotional Capacity in Preservice Teachers?'

These addresses were followed by a panel discussion that included Freddie Reid (Bundamba State School, Queensland Beginning and Early Career Teachers' Reference Group (QBECT); Alex Stewart (Mt Isa School of the Air, QBECT); and Emily Williams (Bachelor of Primary Education, Griffith University). This panel discussion was guided by questions from delegates that centred around

- Early Career retention;
- looking to the future for solutions;
- learning from professional development;
- quality teaching;
- teaching as a profession;
- the rural/regional experience;
- the mentoring of beginning teachers; and
- strengthening reciprocal relationships between schools and universities

(See Appendix D Participants' Questions and Comments, p. 56 for a full list of comments and questions generated by delegates for this session).

Strategies to Design Enhanced Futures for the Profession and Those Within

The Panel 2 discussion was followed by Think Tank Workshop 2—Strategy where delegates had to Propose and Develop Strategies to Design Enhanced Futures for the Profession and Those Within It. This workshop was guided by the questions:

- How can we enhance Initial Teacher Education programs?
- How can we increase retention in early career teaching?
- How can we elevate the public profile of the teachers and teaching?

This workshop produced enabling strategies as summarised below:

a. to enhance ITE University Programs strategies were generated that encouraged developing models of participation that considered the tension between time-in-schools vs time-at-university; building authentic on-going partnerships between universities and schools; greater remuneration for supervising teachers; additional benefits for supervising teachers such as further mentoring training, Professional Development and credits towards professional degrees; regular and consistent contact and communication between schools and universities.

b. to increase retention in early career teaching strategies were generated that encouraged seeing Early Career Teachers as valued, proactive members of the community; giving beginning teachers a voice: helping early career teachers to understand that struggling or not knowing everything is Ok and there is help; having longer-term mentoring relationships in the early career phase of teaching; building the self-efficacy of all teachers and helping them develop a sense of belonging; improve remuneration; empowering new teachers to share wins and struggles in a safe forum; and negotiating realistic goals for new teachers (differentiated).

c. to elevate the public profile of teachers and teaching strategies were considered that encouraged establishing and expanding working relationships with business and industry to exchange understanding of practices and needs; mentoring opportunities from organisations such as QTU, QCT, and subject-specific organisations; building communities where the school is the hub of the community in terms of connectiveness and relationships; providing media training so that schools/individuals can communicate with digital and face-to-face communities; communicating and sharing possible career progressions/ opportunities within the profession; and being proud about being a teacher and talking to others positively about teaching

Actions to Bring About the Future

The afternoon session of the Summit commenced with Panel Discussion 3, a Question and Answer Session that Reflected on the Actions delegates could take to bring about the Imagine and Strategies co-constructed in earlier sessions. Panel discussion members included: Professor Bill Blayney (Dean of School of Education & the Arts, CQUniversity); Deanne Fishburn (Director, Queensland College of Teachers); Kim Roy (Research Officer, Queensland Teachers Union); Andrew Peach (Principal, Marsden State High School); Yolanda Tognini (Principal, Wishart State School); Debbie Hansen (Principal, Forest Lake State School; and Alex Stewart (School of the Air).

This panel discussion was followed by Think Tank Workshop 3—Action, a Wall constructed by delegates to underpin the Imagine and Strategies co-constructed in earlier sessions. This Action Wall was founded on shared actions that

- encouraged collaborative relationships between students, teachers, schools and communities (e.g., collaborating within the profession but also with relevant people in other industries—links to subject specific areas and developing relationships: with teaching staff [beginning to experienced], with parents, with students);
- strengthened advocacy for teaching as a profession (e.g., advocating through leadership and modelling & Contributing to a preferred future for the teaching profession by always advocating and championing the work that teachers do);
- promoted active teacher communities of practice (e.g., contributing to the rebuilding of parent and community partnerships, in order to move student outcomes forward and building positive connections between teachers);
- nutured life-long learning and professional development (e.g., providing timely, high-quality support to both preservice teachers and mentors in the professional experience context and advocating for paid scholarships for preservice teachers undertaking professional experience);
- fostered teacher wellbeing (e.g., investing teacher wellbeing so that we can be effective teachers for our peers and students & Instilling a sense of belonging); and
- cultivated a culture of partnerships and mentoring (e.g., continuing to work hard towards developing strong partnerships between my university and schools with innovative partnership models & Ensuring beginning teachers are valued, heard, mentored and enculturated).

(See Appendix E Workshops: Ideas Generated, p. 63 for a full list of comments and actions generated by delegates for this session).

The Summit concluded with a summary of the proceedings and a look to the future by Professor Donna Pendergast (Dean and Head of School, School of Education and Professional Studies, Griffith University, Chair of the Queensland Council of Deans of Education).

Program

Time	Event
8:15am	Registration in Foyer

Welcome to Summit and Acknowledgement of the Traditional Owners

- Sarah Kanowski, ABC Radio Conversations, Summit Master of Ceremonies
- Dr Sue Pillans, Summit Illustrator
- Freddie Reid, Acknowledgement of the Traditional Custodians

Summit Opening

Professor Carolyn Evans, Vice Chancellor and President, Griffith University

Session 1: Framing Teacher Professionalism for the Future

Stimulus Speakers

The Changing Nature of Professionalism in a 21st Century World
- Bruce Muirhead, Founder and CEO Mindhive

Who 'Knows' and Who Cares? Can Education Help Change the World?
- Professor Leonie Rowan, Griffith University

Reframing the Teacher Profession: The Role of the Regulator
- Deanne Fishburn, Director, Queensland College of Teachers

Panel Discussion 1

Q & A Session: Framing Teacher Professionalism for the Future

Panel members:

- Bruce Muirhead
- Deanne Fishburn
- Professor Leonie Rowan

Think Tank Workshop 1—Imagine

Create an Imagine Wall for the Future of the Teaching Profession

Video Compilation

Summary of the House of Representatives' Inquiry into the Status of the Teaching Profession

10:20am	Morning Tea (ends at 10:55)

Please return to your seat by 11:00am for Session 2

Session 2: Thrive from the Inside

Exploring Initiatives to Design Enhanced Futures for the Profession and Those Within It

Stimulus Speakers

Teaching Queensland's Future: Vigorously Sustaining the Future Teacher Workforce in Queensland
- Janita Valentine, Executive Director, Organisational Transformation and Capability in the Department of Education

Thriving through Quality Teaching Rounds
- Dr Jess Harris, Senior Lecturer, School of Education, The University of Newcastle

Graduate Teacher Retention Excellence
- Michael Smith, Deputy Principal, Teaching Excellence, Marsden State High School

How can the Education Sector and the Media Work Better Together?
- Tanya Chilcott, Media and Communications Manager, Queensland College of Teachers

How Can We Build Social and Emotional Capacity in Preservice Teachers?
- Dr Alison Willis, Lecturer, Curriculum and Pedagogy, University of Sunshine Coast

Panel Discussion 2

Q & A Session: Changing the Frame around the Profession from the Inside

Panel members:

- Freddie Reid, Bundamba State School, Queensland, Beginning and Early Career Teachers' Reference Group (QBECT)
- Alex Stewart, Mt Isa School of the Air, Queensland, Beginning and Early Career Teachers' Reference Group (QBECT)
- Emily Williams, Bachelor of Primary Education, Griffith University
- Janita Valentine, Executive Director, Organisational Transformation and Capability in the Department of Education
- Dr Jess Harris, Senior Lecturer, School of Education, The University of Newcastle
- Michael Smith, Deputy Principal, Teaching Excellence, Marsden State High School
- Dr Alison Willis, Lecturer, Curriculum and Pedagogy, University of Sunshine Coast
- Tanya Chilcott, Media and Communications Manager, Queensland College of Teachers

Think Tank Workshop 2—Strategy

Propose and Develop Strategies to Design Enhanced Futures for the Profession and Those Within It

- How can we enhance Initial Teacher Education programs?
- How can we increase retention in early career teaching?
- How can we elevate the public profile of the teachers and teaching?

1:00pm   Lunch (ends at 1:45pm)

Please return to your seat by 1:45pm for Session 3

Session 3: Take Action

Panel Discussion 3
Q & A Session: Reflection-for-Action

Panel members:

- Professor Bill Blayney, Dean of School of Education & the Arts, CQUniversity
- Deanne Fishburn, Director, Queensland College of Teachers
- Kim Roy, Research Officer, Queensland Teachers Union
- Andrew Peach, Principal, Marsden State High School
- Yolanda Tognini, Principal, Wishart State School
- Debbie Hansen, Principal, Forest Lake State School
- Alex Stewart, School of the Air

Think Tank Workshop 3—Action
Create an Action Wall with an Individual Statement of Intention

Synthesis and Communiqué
Professor Donna Pendergast, Dean and Head of School,
School of Education and Professional Studies, Griffith University,
Chair of the Queensland Council of Deans of Education

3:00pm	Close of Summit

Workshops

Think Tank Workshop 1

Imagine Wall

Session Aim: Create an Imagine Wall for the Future of the Teaching Profession

Working with the people at your table, please nominate a table scribe.

A reminder about the rules of Brainstorming …

- Defer judgement. You never know where a good idea is going to come from. Encourage wild ideas. Wild ideas can often give rise to creative leaps.
- Build on the ideas of others.
- Stay focused on the topic.
- One conversation at a time.
- Go for quantity.

Instructions

20 mins	You have 20 mins to generate statements about how you imagine the future of the teaching profession. Discuss your ideas at your table. Scribe to make a list on the butcher's paper supplied.

Imagine if …

_____

_____

_____

_____

_____

_____

10 mins	Each individual chooses the "Imagine" statement that is the most important to them.
5 mins	1. Individuals submit response on Event Poll (name is optional)
	2. Individuals write their statement on post-it notes and display it on the Imagine Wall
	3. Share on Twitter #creatingfuturessummit

Think Tank Workshop 2

Strategy Wall

Session Aim: **Propose and Develop Strategies to Design Enhanced Futures for the Profession and Those Within It around each of the Three Focus Areas**

Each table has been assigned one of the three key issues:

- How can we enhance Initial Teacher Education programs?
- How can we increase retention in Early Career Teaching?
- How can we elevate the public profile of teachers and teaching?

Look at the screen to see which topic has been assigned to your table.

Instructions

10 min	Brainstorm ideas Scribe to capture table discussion on butchers' paper
10 min	What are the barriers to achieving these ideas? Scribe to capture table discussion on butchers' paper
15 min	Form strategy statements to counteract barriers Scribe to capture table discussion on A3 poster
10 min	Each individual distributes their three stars against the strategy/ies most important to them. (Each person can place one star against three different strategies or all stars on one strategy etc.) 1. Scribe enters table's full strategy list on Event Poll (please include assigned topic title) 2. Pin your table's strategies to the Strategy Wall 3. Share on Twitter #creatingfuturessummit

Think Tank Workshop 3

Action Wall

Session Aim: **Create an Action Wall with an Individual Statement of Intention**

Instructions

15 mins   Delegates consider the discussions of the day and formulate an individual action statement. Your action statement is based on your role and your sphere of influence. There is no such thing as an action too small or too big. You may choose to discuss your action statement with your table.

I will contribute to my preferred future for the teaching profession by …

_____

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1. Individuals submit response on Event Poll (name is optional)

2. Individuals write their statement on post-it notes and display it on the Imagine Wall

3. Share on Twitter #creatingfuturessummit

Data from Event Poll

Participants

Which education role do you represent today?

    A.   Teacher
    B.   Preservice teacher
    C.   Academic
    D.   Professional body
    E.   Other
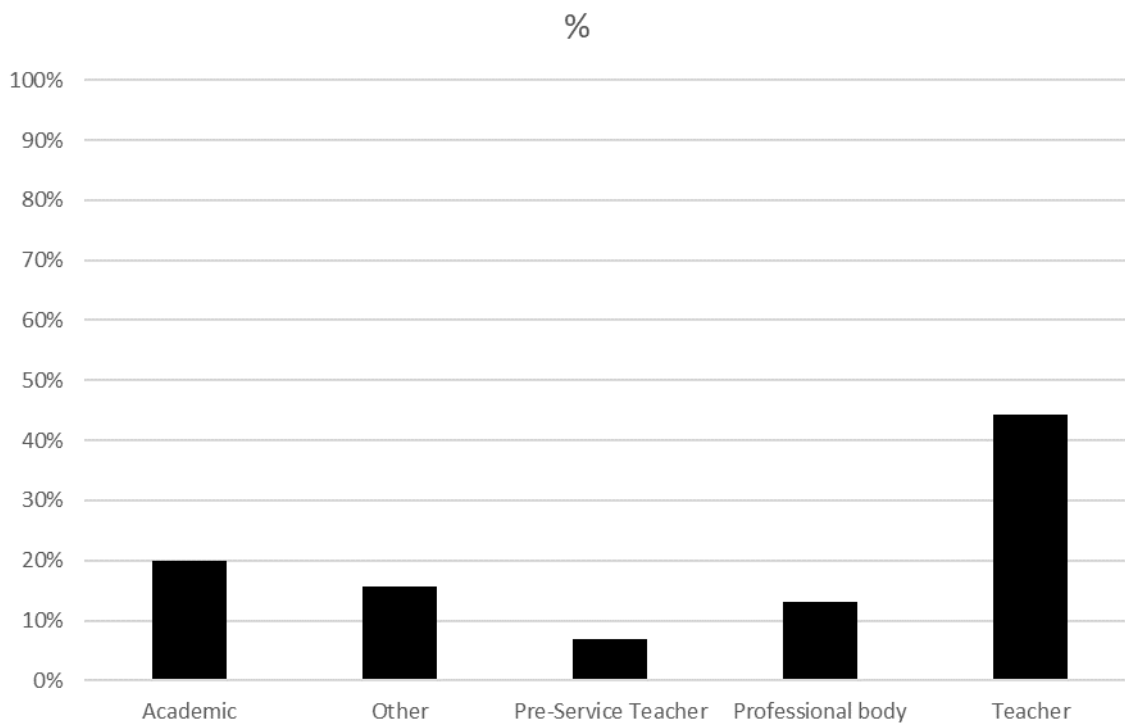
Figure 1 What's your role in education?

Can you tell me in one word to best describe your Summit experience?

Figure 2 Tag cloud of responses around Summit experience

Think Tank Workshop 1—Imagine

What is your Imagine Statement for the future of the teaching profession?
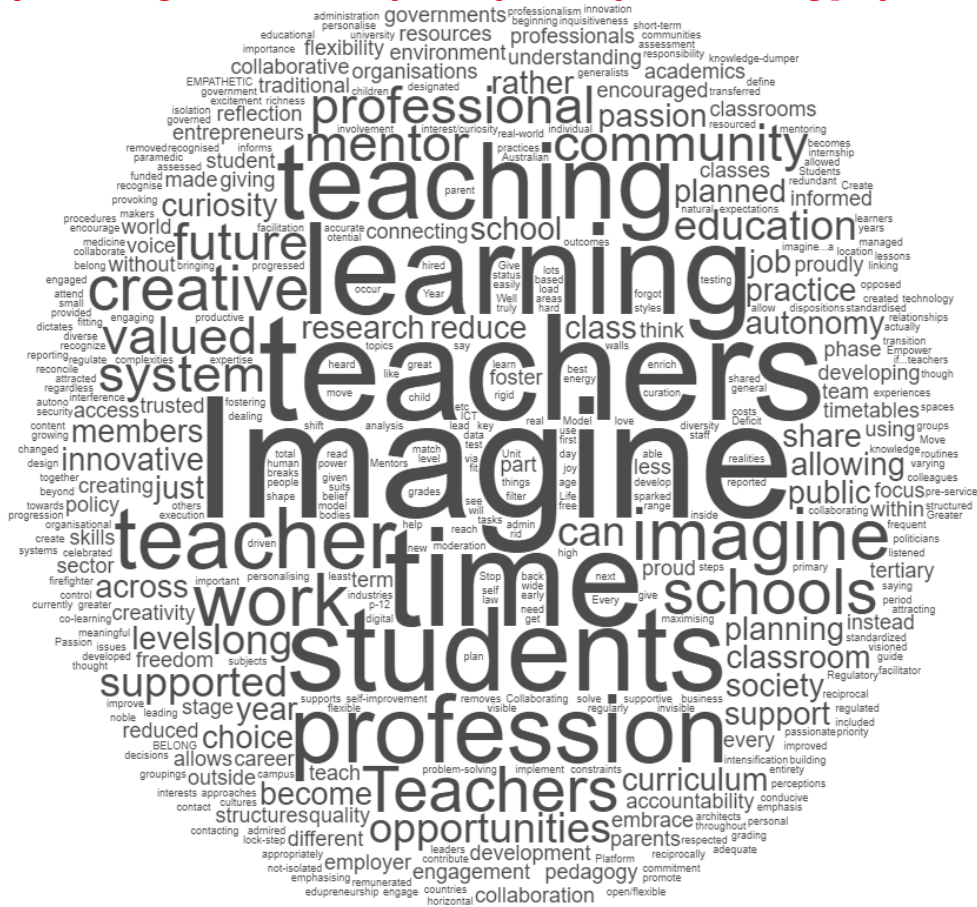
Figure 3 Tag cloud of responses around Imagine

Think Tank Workshop 2—Strategy

What are your table's strategies?

Figure 4 Tag cloud of responses around Strategies

What is the most important strategy to enhance ITE university programs?

A. Improve the quality and breadth of experience of ITE students
B. Align university campuses with local schools
C. Increase exposure to the same classroom over last year of training
D. Map timing of practicums
E. More opportunities for coordinated / supported cross-sector collaboration
F. Remuneration for preservice teachers for accredited school-based professional development

Response	n	%
Improve the quality and breadth of experience of ITE students	22	22%
Align university campuses with local schools	18	18%
Increase exposure to the same classroom over last year of training	7	7%
Map timing of practicums	3	3%
More opportunities for coordinated / supported cross-sector collaboration.	43	43%
Remuneration for preservice teachers for accredited school-based professional development	6	6%
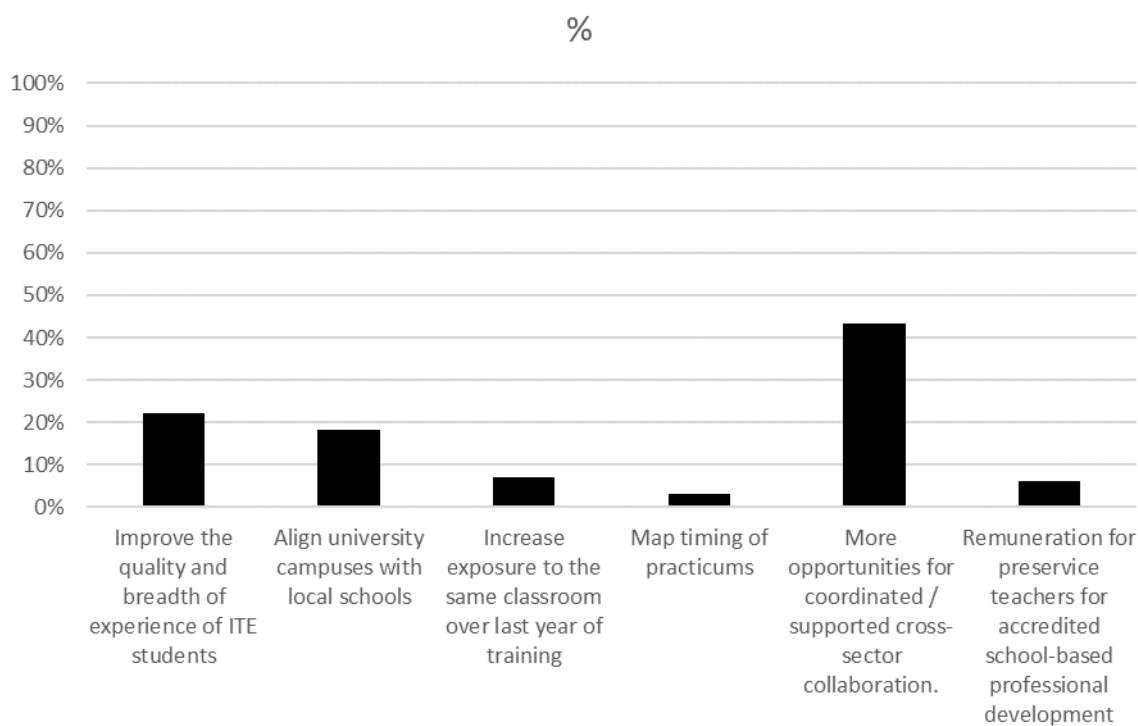
Figure 5 Most important strategy to enhance ITE university programs

What is the most important strategy to increase retention in early career teaching?

A. Release time and funding for mentor relationships
B. Practising teachers teaching in university courses
C. Mentoring funding in terms of time and release
D. Teachers in schools working with universities
E. Celebrate new teachers—embrace them in school communities
F. Form positive school cultures

Response	n	%
Release time and funding for mentor relationships	64	56%
Practising teachers teaching in university courses	4	3%
Mentoring funding in terms of time and release	11	10%
Teachers in schools working with universities	10	9%
Celebrate new teachers—embrace them in school communities	5	4%
Form positive school cultures	21	18%

%
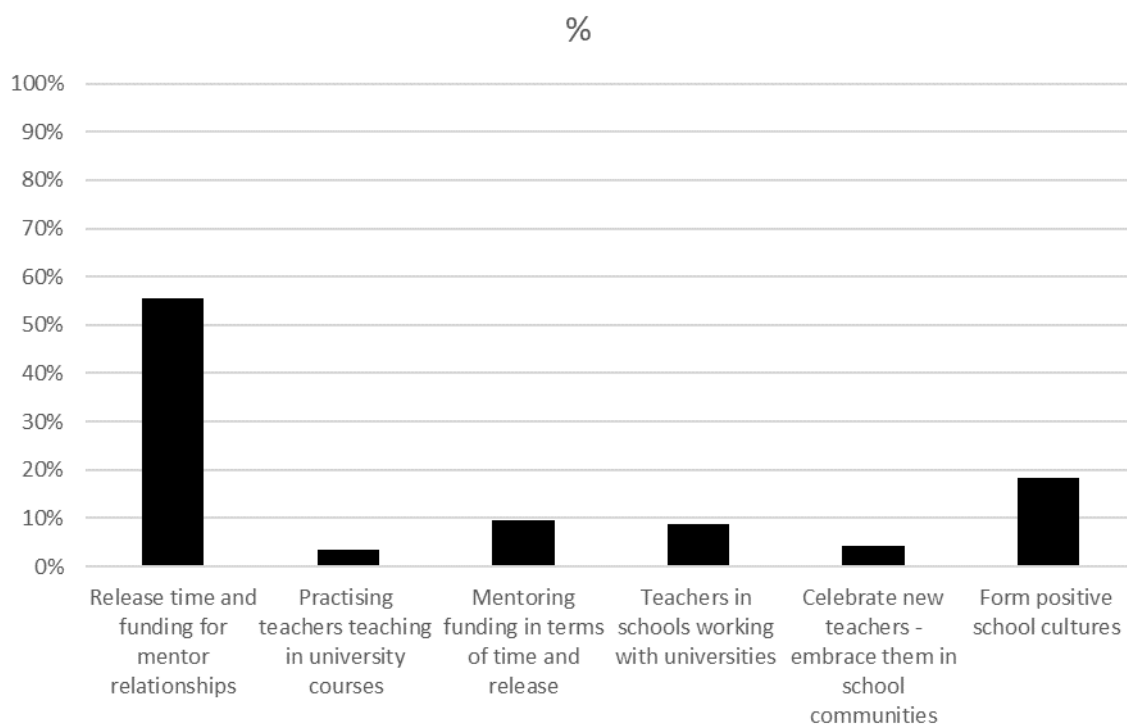
Figure 6 Most important strategy to increase retention in ECT

What is the most important strategy to elevate the public profile of teachers and teaching?

A. Make the profession more desirable (pay/career opportunities)
B. Positive advocacy at every opportunity
C. Make students more aware of how to become a teacher and why to choose teaching as a career
D. Teaching is about building relationships with parents as they will become our advocates
E. Involve community in positive stories about your school/profession
F. Building relationships with community and parents

Response	n	%
Make the profession more desirable (pay / career opportunities)	51	44%
Positive advocacy at every opportunity	25	22%
Make students more aware of how to become a teacher and why choose teaching as a career	9	8%
Teaching is about building relationships with parents, they will become our advocates	6	5%
Involve community in positive stories about your school/profession	13	11%
Building relationships with community and parents	12	10%
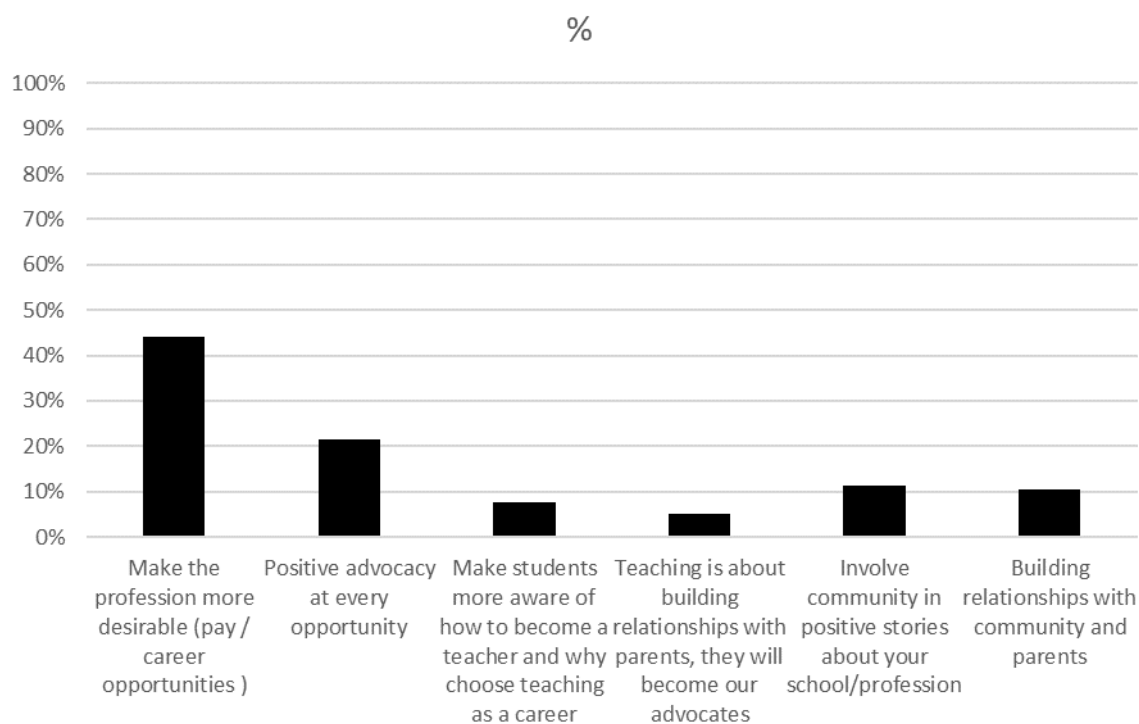
Figure 7 Most important strategy to elevate the public profile of teachers and teaching

Think Tank Workshop 3—Action

I will contribute to my preferred future for the teaching profession by …

Figure 8 Tag cloud of Contribution statement

Summit Evaluation

What is the likelihood that you will implement aspects of this Summit into your organisation/school?

A. Not at all likely
B. Slightly likely
C. Moderately likely
D. Very likely
E. Completely likely

%
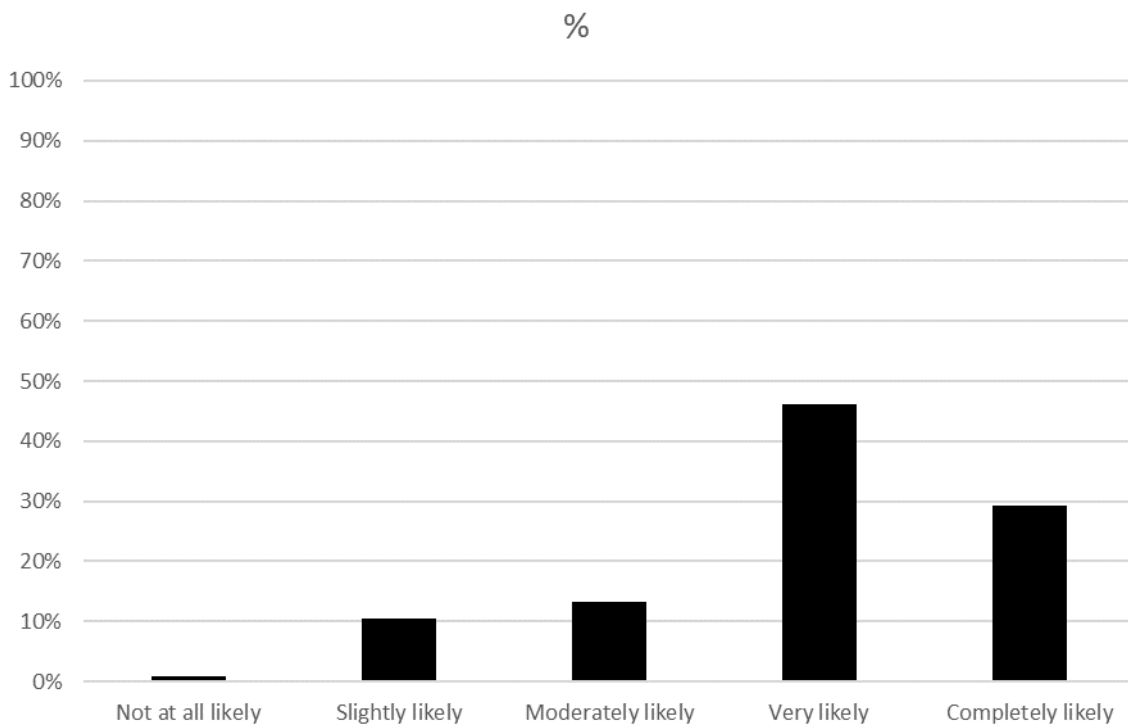
Figure 9 Implementing Summit aspects

Appendix A Organising Committee

Members

	Professor Donna Pendergast Chair of Summit Committee Dean and Head of School, School of Education and Professional Studies Griffith University, Queensland Council of Deans of Education
	Professor Bill Blayney Dean of the School of Education and the Arts CQUniversity Queensland Council of Deans of Education Representative
	Professor Leonie Rowan Professor School of Education and Professional Studies Griffith University
	Professor Parlo Singh Professor School of Education and Professional Studies Griffith University
	Associate Professor Raymond Brown MEPS Program Director and HDR Convenor School of Education and Professional Studies Griffith University
	Associate Professor Jeanne Allen Academic Staff School of Education and Professional Studies Griffith University
	Dr Aspa Baroutsis Research Fellow Griffith Institute of Educational Research Griffith University
	Dr Katherine Main Senior Lecturer School of Education and Professional Studies Griffith University
	Dr Sarah Prestridge Senior Lecturer and Program Director of the Bachelor of Education School of Education and Professional Studies Griffith University

	Julie Brown Gold Coast TEIAG (Teacher Education Industry Advisory Group) Representative
	Debbie Hansen Professional Development Network Representative Principal Forest Lakes State School
	Phoebe Haywood Senior Project Officer Professional Standards Queensland College of Teachers (QCT)
	Michael Smith Brisbane TEIAG Representative Deputy Principal, Teaching Excellence Marsden State High School
	Yolanda Tognini Logan TEIAG Representative Principal Wishart State School
	Charlotte Chamier Event Organiser Griffith University
	Shaun Charles Video Production and Technical Staff Griffith University
	Mary-Ellen Feldhagen Administration Assistant School of Education and Professional Studies Griffith University
	David Noonan Professor Learning Hub Business Development Officer School of Education and Professional Studies Griffith University
	Joy Reynolds Research Assistant and Graphic Designer School of Education and Professional Studies Griffith University

Appendix B Presenter Biographies

Host

Professor Donna Pendergast is Dean and Head of School of the School of Education and Professional Studies, Griffith University. She has served in many State and Federal Government roles and is presently Chair of the Board of the Queensland Education Leadership Institute (QELI); Director on the Board of the Australian Institute for Teaching and School Leadership (AITSL); and Chair of the AITSL Teacher Education Expert Standing Committee. She is also Chair of the Queensland Council of Deans of Education. Her fields of research expertise are educational transformation and efficacy, with a focus on middle years' education and student engagement, initial and professional teacher education, and school reform.
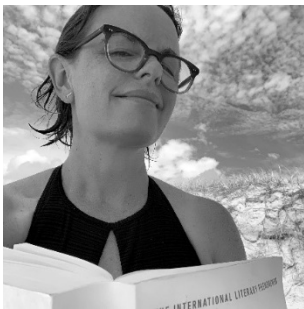
Moderator

Sarah Kanowski co-hosts ABC Radio's *Conversations*. *Conversations* is an hour-long interview program heard every day on ABC Radio. The program's focus on powerful personal stories, the range of guests and subject matter, and the skills of its presenters have made Australia's most downloaded podcast.

Graphic Recorder

Dr Sue Pillans is a marine scientist, artist and children's author/illustrator who specialises in creative and visual communications. As a graphic recorder, Sue draws out ideas with people, teams and organisations to visually capture and convey discussions, information and concepts. Her visual storytelling approach helps to take people on a journey, shows the 'big picture' and provides a unique visual record for later reflection, as "when you see it, you get it!" Sue also combines her love of marine science and art to bring creativity into classrooms as her alter ego *Dr Suzie Starfish*. Her creative thinking style helps to make learning visual and fun for children of all ages.

Speakers

Freddie Reid is a first-year teacher currently teaching at Bundamba State School in Ipswich. Freddie currently teaches in a multi-age classroom comprised of Year 5 and 6 students. He graduated from Griffith University in 2018 where he studied between Mt Gravatt and Logan Campuses. Freddie is a proud Aboriginal man whose people are the Wakka Wakka from the South Burnett Region of Queensland. In his first year of study, he received a Pearl Duncan Indigenous Teachers Scholarship from the Queensland Department of Education and in his third he undertook a placement at Cooktown State School through the Department's *Beyond the Range Program.*

Freddie has a passion for following in the footsteps of Aboriginal educators that have come before him and has recently accepted an offer from the Far North Queensland region to teach in a remote school. From 2020, Freddie will be teaching at the Northern Peninsula Area College in Cape York.

- Acknowledgement of the Traditional Custodians
- Panel: Changing the Frame around the Profession from the Inside

Bruce Muirhead is the Founder of Mindhive, the world's first crowd-sourced consultancy of 14,000 thought leaders. Since 2014, his work has been recognised with eleven international and Australian innovation awards. Bruce's lifework has focused on leveraging large-scale collaboration to design ideas and solve problems. The Australian Government has acknowledged Bruce for creating a large-scale collaboration to respond to Australia's priority challenges of social and economic impact. Recently, as Research Centre Director at the University of Queensland and Adjunct Professor at Griffith University, he authored *MindHive: How Collective Intelligence Can Create Better Policy and Strategy*. He consults extensively with government, university and international boards and executives on collaboration and their innovation futures.

- Stimulus: The Changing Nature of Professionalism in a 21st-Century World
- Panel: Framing Teacher Professionalism for the Future

Leonie Rowan is a Professor in the School of Education and Professional Studies, and truly believes that education changes lives. Because of this commitment, Professor Rowan's research and teaching are fundamentally connected. Working in diverse educational settings and with a wide range of stakeholders, she explores patterns of educational success and failure, and uses this knowledge to develop practical and powerful ways through which educators can respond to the realities of social and cultural diversity—ways that make hope practical.

- Stimulus: Who 'Knows' and Who Cares? Can Education Help Change the World?
- Panel: Framing Teacher Professionalism for the Future

Deanne Fishburn is the Director, Queensland College of Teachers (QCT). With a successful professional background as a teacher and public servant, Deanne Fishburn is a leader who has national influence in teacher regulation and a personal understanding of teachers' work and child safety. After a rewarding career as an Economics and Japanese teacher and Head of Department in both rural and urban schools, Deanne joined the Professional Standards Unit of the QCT in 2007. During her time at the College, Deanne has led the implementation of national reforms across Queensland related to Initial Teacher Education and Professional Standards. In addition, by engaging closely with a range of stakeholders, Deanne has ensured the QCT is a highly responsive and intelligence-led regulator. She has also influenced the national agenda by advocating the QCT's position at national and state forums. Deanne has a passion for innovation and fostering the capability of individual staff members, committing to continuous professional development for herself and others.

- Stimulus: Reframing the Teacher Profession: The Role of the Regulator
- Panel: Framing Teacher Professionalism for the Future
- Panel: Reflection-for-Action

Janita Valentine is the Executive Director, Organisational Transformation and Capability in the Department of Education. In this role, she is responsible for the design and implementation of strategic programs including *Highly Accomplished and Lead Teacher*, T*eaching Queensland's Future*, *Diversity and Employee Engagement*, and *Learning and Development*. Janita is a human resources professional with significant experience in executive leadership roles within the public sector and brings experience in strategic and operational planning, leadership and capability, strategic human resources, brand and community engagement, workplace health and safety and change management.

- Stimulus: Teaching Queensland's Future: Vigorously Sustaining the Future Teacher Workforce in Queensland
- Panel: Changing the Frame around the Profession from the Inside

Dr Jess Harris is Senior Lecturer at the University of Newcastle. Her research interests include the professional learning of school leaders, teachers and preservice teachers with a focus on improving equitable outcomes for all students. She has a specific interest in qualitative research methods, including case study research and the use of conversation analysis and membership categorisation analysis to analyse structures and patterns in social interactions in institutional settings.

- Stimulus: Thriving through Quality Teaching Rounds
- Panel: Changing the Frame around the Profession from the Inside

Michael Smith is an education leader in Queensland and leads a positive and multilayered recruitment, retention and staff development program. In 2019, Michael was recognised out of an applicant pool of over 3500 as one of 12 Schools Plus/Commonwealth Bank National Teaching awards and fellowship recipients for his work in teacher development and support. Michael is passionate about helping teachers reach their potential and providing opportunities and support to do so. He has a strong interest in mentoring early career teachers and developing teacher support programs and pedagogical training frameworks. Michael began and implemented the widely acclaimed Beginning Teachers Mentoring Program at Marsden State High School, which is recognised as an exemplary model for best practice in Australian schools.

- Stimulus: Graduate Teacher Retention Excellence
- Panel: Changing the Frame around the Profession from the Inside

Tanya Chilcott is the Media and Communications Manager, of the Queensland College of Teachers (QCT). A former award-winning journalist, Tanya Chilcott worked for 13 years as a reporter—six of those as an education writer at *The Courier-Mail*. In 2014 she joined the QCT and has been working hard ever since to help promote the teaching profession. The current part-time law student was a founding committee member of Women in Media Queensland (WIM Qld) and served on the WIM Queensland mentoring committee for four years. She was a mentor in *The Courier-Mail's* mentoring program, served as an acting chief-of-staff and has written feature articles for *QWeekend* and newspapers nationally. Since 2015 Tanya has also been a College Council member at an independent school.

- Stimulus: How can the Education Sector and the Media Work Better Together?
- Panel: Changing the Frame around the Profession from the Inside

Dr Alison Willis is a Lecturer in the School of Education at the University of the Sunshine Coast and the founder of the project, a social media campaign that champions the great work and immense hearts of teachers. Alison's career has spanned multiple levels of education—primary, middle and secondary schools, and undergraduate and postgraduate university programs. She has experience in educational leadership, working with teams of teachers on curriculum, and as a coach in pedagogy. Alison is currently researching the tensions between academic performance improvement agendas and student wellbeing concerns in Australian schools. She is investigating the important role of teachers in balancing academics and wellbeing, and the competencies required to strike this balance well. Alison has worked in DFAT programs for teachers from Indonesia, West Papua Indonesia, Uganda, and Vanuatu, and is a part of the Transcultural and Indigenous Pedagogies Research Group at USC.

- Stimulus: How can we build social and emotional capacity in preservice teachers?
- Panel: Changing the Frame around the Profession from the Inside

Kim Roy is the Industrial/Research Officer at the Queensland Teachers' Union. In her current role, Kim supports members who are beginning and establishing teachers, temporary teachers and supply teachers. She works closely with the Department of Education (DoE) on the temporary to permanent conversion process and represents the QTU at the DoE co-ordinated professional experience stakeholder group. She is very interested in how to best prepare teachers for the classroom and in changes to Initial Teacher Education. She co-authored the QTU's submission on the Status of the Teaching Profession to the House of Representatives Standing Committee on Employment, Education and Training. Before working for the QTU, Kim worked as a secondary school teacher in public schools in Queensland and New South Wales. Kim completed her Bachelor of Education at QUT and Bachelor of Arts/Law at UQ.

- Panel: Reflection-for-Action

Alex Stewart is a fourth-year teacher currently living and working in Mount Isa. She graduated from Griffith University on the Gold Coast in 2015, where during her final year of study was accepted into the Morayfield Teacher Education Centre of Excellence. Through the program, Alex elected to do her rural-remote service and in 2016 and was transferred to Mount Isa School of the Air. During her time at this school, Alex has worked in a variety of roles including On Air Primary Class Teacher, On Air Secondary Class Teacher, and Field Teacher, which is a travel-based role that saw Alex travel across North West QLD to support geographically isolated families with the delivery of the Australia Curriculum. She is currently working in a split On Air role teaching one Year 5 class and one Year 6 class.

- Panel: Changing the Frame around the Profession from the Inside
- Panel: Reflection-for-Action

Emily Williams came to teaching a little later in life and on the cusp of graduation is now reconciling the theory, practice and emotions that come after four years of study and scores of practicum and volunteering weeks. With a background in editing and journalism, Emily took a change of career tack enrolling in the Bachelor of Primary Education degree in the Gold Coast campus. She has never looked back receiving the Edmund Hibbard Award, Sisters of Mercy medal and sitting as student representative at Griffith's Teacher Education Industry Advisory Group (TEIAG). Her philosophy for teaching revolves wholeheartedly around each and every child having the right to access holistic, high-quality and supportive education.

- Panel: Changing the Frame around the Profession from the Inside
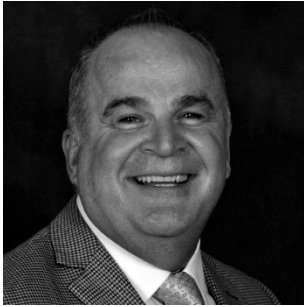
Professor William Blayney (Bill) was appointed as Dean of the School of Education and the Arts at CQUniversity, Queensland's only dual sector University in 2016. Professor Blayney's academic and teaching career spans over 30 years in the Secondary, Vocational Education and Training (VET) and higher education sectors. Since assuming this role, Bill has been working towards achieving his vision to make the school a leader in higher education and training through the expansion of VET options within courses and through opening up opportunities for growth with industry and community partnerships. In 2018 Bill was appointed to the Australian Council of Deans of Education (ACDE) as a representative to the Preservice Teacher Advisory Committee reporting to the Australian Institute for Teaching and School Leadership (AITSL) and is currently the Deputy Chair/Treasurer and Secretary of the Queensland Council of Deans of Education.

- Panel: Reflection-for-Action

Debbie Hansen is currently Acting Principal at Forest Lake State School which is located in Brisbane's west. Debbie began teaching in 1989. Debbie began her leadership career as Deputy Principal in 2003 in a six-month acting role at Park Ridge State School and following that permanent Deputy at Browns Plains State School. Her first principalship began at Ipswich North State School in 2007. Debbie has worked as principal in several schools including Ipswich East State School, Gumdale State School, Eatons Hill State School and Runcorn Heights State School. Debbie is committed to building capacity both across the personnel within her schools as well across networks within the education system in order to contribute to the quality of the teaching profession. Debbie engages with a number of professional bodies to progress this work including the Professional Development Network (PDN) and the Queensland Association of State School Principals (QASSP) of which she is vice president of her branch.

- Panel: Reflection-for-Action

Yolanda Tognini's experience spans over many years of working across a range of educational contexts: in schools as a teacher; Deputy Principal and Principal; at the Regional level as an Advisory Teacher for Mathematics; in Central Office contexts; working in the social justice/inclusive education field; in the development and implementation of policy and curriculum agendas at a National, State and school level; and her work in Aboriginal and Torres Strait Islander Education and Multicultural Education.

Yolanda has contributed to a number of educational articles and research projects related to Aboriginal and Torres Strait Islander Education, School Leadership and Multicultural Education. Her awards include The Griffith University Jack Pizzey Award for Principal of the Year 2018, National Anti-Violence Award for the development of an Anti-Racism Program and the Public Sector Management Commission Equal Employment Opportunity Best Practice Award for addressing racism in the Workplace.

- Panel: Reflection-for-Action

Andrew Peach is the Executive Principal at Marsden State High School, the area's largest state high school with more than 2500 students attending from Years 7 to 12 and over 250 staff. He is active in areas related to preservice and beginner teacher programs through Marsden State High School's well-recognised Staff Development programs. In 2018, Marsden State High School was awarded a QUT Vice Chancellor's Award for Excellence and was one of only two schools nominated for the Department of Education School of the Year Awards.

Andrew graduated from QUT in 1996 with a Bachelor of Education degree before teaching in Roma, Cunnamulla and Ipswich. He completed a Masters of Business Administration degree when he moved into school administration.

- Panel: Reflection-for-Action

Appendix C Participants

Name	Position	School/Organisation
Prof Lindy Abawi	Head of School	University of Southern Queensland
Aljohani Abdallah	Teacher	Saudi Arabia Ministry of Education
Alharbi Abdulaziz	Teacher	Saudi Arabia Ministry of Education
Alqahtani Abdulaziz	Teacher	Saudi Arabia Ministry of Education
Alghazwani Abdullah	Teacher	Saudi Arabia Ministry of Education
Alshehri Abdulrahman	Teacher	Saudi Arabia Ministry of Education
Altariqi Abdulrahman	Teacher	Saudi Arabia Ministry of Education
Aljohani Afrah	Teacher	Saudi Arabia Ministry of Education
Alsarawi Ahmed	Teacher	Saudi Arabia Ministry of Education
Almasoud Albandari	Teacher	Saudi Arabia Ministry of Education
Dr Colette Alexander	Senior Lecturer; Research Fellow	Australian Catholic University
A/Prof Jeanne Allen	Associate Professor of Teacher Education	Griffith University
A/Prof Angelina Ambrosetti	Associate Professor/Deputy Dean Operations	CQUniversity
Prof Tania Aspland	Dean of Education Policy and Strategy	Australian Catholic University
Janette Atchison	Guidance Officer	Hubbard's School
A/Prof Julie Ballantyne	Associate Professor	The University of Queensland
Shelley Bampton	Director Strategy and Performance	DoE—Metropolitan Region
Kylie Barnett	Teacher	Brisbane School of Distance Education
Dr Aspa Baroutsis	Postdoctoral Research Fellow	Griffith University
Laurien Beane	Course Coordinator	Australian Catholic University
Natalie Benfield	Teacher HPE	St Peters Lutheran College
Zoltan Bereznai	Teacher	Kings Christian College
Iman Betrus	Relief Teacher	Queensland Education
Prof Bill Blayney	Dean of Education and the Arts	CQUniversity
Mardi Bolton	Education Officer– Early Career Teacher	Brisbane Catholic Education
Laura Bonner	Manager	Youth Touring
A/Prof Helen Boon	Head of Education	James Cook University
Sarah Botham	Casual Relief Teacher	Casual Relief Teacher

Appendix C Participants

Name	Position	School/Organisation
Victoria Boulter Groening	Senior Teacher (Visual Art)	Sunnybank State High School
Dr Theresa Bourke	Senior lecturer	Queensland University of Technology
Mary Bower	Faculty Leader– Middle Years, Learning and Pathways.	St Columban's College, Caboolture
Angel Braithwaite	Teacher	Merrimac State High School
Julie Brown	Member Gold Coast TEIAG & Summit Planning Committee	Griffith Gold Coast TEIAG
A/Prof Raymond Brown	Associate Professor	Griffith University
Marney Brown	Lead Mentor	Loganlea State High School
Pam Brown	Prep Teacher	Somerville House
Marcel Bruyn	Principal Education Officer, STEM	Department of Education
Jason Budge	Manager	Open Conservatorium Griffith University
Brendan Cahill	Principal	Brigidine College
Mal Callander	Teacher	Kings Christian College
Sheree Carr	Deputy Principal	West End State School
Dr Christine Carroll	Academic—Faculty of Education & Arts	Australian Catholic University
Charlotte Chamier	Event Organiser	Griffith University
Christine Chew	Supply Teacher	Mansfield State High School
Tanya Chilcott	Media and Communications Manager	Queensland College of Teachers
Tania Chisholm	Relief Teacher	Brisbane Metropol
Theo Clark	Manager & Mathematics, Senior Curriculum and Assessment	Qld Curriculum & Assessment Authority
Suzanne Clifton	Deputy Principal	Morayfield East SS
Peter Collins	Undergraduate Coordinator	Christian Heritage College
Andrew Cooke	Head of Department (Junior School)	Marsden State High School
Annette Cooper	TEIAG member / Retired Specialist French & Drama Teacher	Member of Gold Coast TEIAG
David Costin	Principal	Yarranlea Primary School
Joy Craig	Principal	Warwick State High School
Janine Crawford	Principal Communications Officer	DoE Human Resources Branch
Carla Cresswell	GU Student (Returning to teach)	Griffith University
Patricia Cruzado	Provisional Teacher—Supply	Miami area
Narelle Daffurn	Sessional Academic	Griffith University
Alharbi Dalal	Teacher	Saudi Arabia Ministry of Education

Name	Position	School/Organisation
Julia Danher	Student	Australian Catholic University
James Davis	Lecturer	Queensland University of Technology
Yvonne Dewhurst	Senior Lecturer, School of Education	University of Aberdeen
Jamie Dorrington	Headmaster	Saint Stephen's College
Fletcher Drake	Pre-service Teacher	Griffith University
Andrew Duncan	Assistant Regional Director	Metropolitan Regional Office
Kylie Dunne	Deputy Principal	Milton State School
Juliana Dwyer	Intern teacher	Griffith University
Linda Eager	Director- Centre for Excellence in Teaching	Kelvin Grove State College
Tracey Egan		Metropolitan Regional Office
Savannah Epskamp	Student in Bachelor of Early Childhood	University of the Sunshine Coast
Jason Evans	Principal Education Officer—Curriculum, Teaching & Learning	Department of Education
Lauren Evans	Education Careers Ambassador	DoE Human Resources Branch
Prof Carolyn Evans	Vice Chancellor and President	Griffith University
Prof Beryl Exley	Deputy Head of School—Learning and Teaching	Griffith University
Dr Wendy Fasso	Senior Lecturer	CQ University
Mary-Ellen Feldhagen	Event Organiser	Griffith University
Kirsten Ferdinands	Principal—Project Officer	DoE—North Lakes Regional Office
Emer Prof Glenn Finger	Emeritus Professor	Griffith University
Deanne Fishburn	Director	Queensland College of Teachers
Leah Fountaine	Associate Principal	Ipswich State High School
A/Prof Jillian Fox	Academic	Australian Catholic University
Niccole Fryer	Teacher	DoE
Darren Fryer	Director	Sustainable Education for Positive Technologies
David Gall	Assistant Principal	St Francis College
A/Prof David Geelan	Associate Professor of Science Education	Griffith University
Dr Kathy Gibbs	Lecturer	Griffith University
Lisa Gisik	Preservice Teacher	Griffith University
Danielle Gordon	Lecturer (School of Teacher Education & Leadership)	Queensland University of Technology
Hanna Green	Leading Teacher	Tamborine Mountain College

Appendix C Participants

Name	Position	School/Organisation
Kym Greeves	Student in Bachelor of Early Childhood	University of the Sunshine Coast
A/Prof Peter Grootenboer	DHoS(Research)	Griffith University
Dr Amanda Gutierrez	Senior Lecturer (Professional practice, partnerships and literacy)	Australian Catholic University
Sara Haghighi	PhD candidate	The University of Queensland
Tracey Hall	Deputy Principal	Corinda State High School
Jacob Hampson	Growth & Account Management Lead	Mindhive
Debbie Hansen	Principal	Forest Lake State School
Lorraine Harbison	Tertiary Supervisor	Australian Catholic University
Beth Harriss	Student Teacher	Griffith University
Dr Kay Hartwig	Senior Lecturer	Griffith University
Alhazmi Hassan	Teacher	Saudi Arabia Ministry of Education
Jason Hassard	Deputy Principal	Windaroo Valley State High School
Salley Hawkes	Deputy Principal	Kenmore State High School
Phoebe Haywood	Senior Project Officer	Queensland College of Teachers
Anita Heinrich	Deputy Principal	Milton State School
Karen Herburg	Deputy Principal	Morayfield East SS
Roni Hippolite	Pedagogical Coach and MBT Coordinator	Woodridge State High School
Caroline Hollis	Principal Advisor, Office of the Director	Queensland College of Teachers
Katy Holmes-Brown	Touring Administrator	Youth Touring
Matthew Hooper	Pre-Service Teacher	The University of Queensland
Liam Huxter	Beginning Teacher	Griffith University
Paige Idstein	Head of Curriculum	Forest Lake State School
Paula Jervis-Tracey	Manager	Department of Education Human Resources Branch
Allison Johansen	Assistant to the Principal (Professional Teaching & Learning)	Brigidine College
Kerri Jones	Assistant Regional Director	Department of Education
Deb Jones	Senior Manager, Accreditation and Professional Standards	Queensland College of Teachers
Dr Harry Kanasa	Lecturer	Griffith University
Sarah Kanowski	Master of Ceremonies	ABC Radio (Co-host of *Conversations*)
A/Prof Judith Kearney	Associate Professor	Griffith University
Deb Kember	Director, School Improvement	Department of Education

Name	Position	School/Organisation
Chloe Kempster	Head of Logan City Teacher Education Centre of Excellence	Department of Education
Helen Kenworthy	Regional Director—Metropolitan	Department of Education
A/Prof Donna King	Associate Dean, Learning and Teaching	Queensland University of Technology
Anna Kinnane	Project Manager (Digital Strategies)	Queensland College of Teachers
Tracy Kirby	Deputy Principal	Warwick State High School
Merrilyn Krohn	Year 5 teacher	Patricks Road State School
Joseba Larrazabal	Assistant Regional Director	DoE—Metropolitan Region
Dr Sherilyn Lennon	Convenor of secondary English curriculum courses	Griffith University
Shelley Lentfer	Teacher	Education Qld
Leanne (Yan) Li	Pre-service Teacher & Sessional Academic	Griffith University
Dr Lai Kuan Lim	Lecturer	James Cook University
Huifang Liu	PhD student, Secondary school teacher	The University of Queensland
Sarah Longford	Preservice Teacher	The University of Queensland
Dr Katherine Main	Senior Lecturer	Griffith University
Dr Daren Mallett	Senior Lecturer	Christian Heritage College
Bridget Mallory		QBECT
Alarifi Mashael	Teacher	Saudi Arabia Ministry of Education
Brad Maye	Senior Career Educator (Faculty of Education)	Queensland University of Technology
Katie McGuire	Teacher/Writing Coach	Milton State School
Dr Loraine McKay	Lecturer in Teacher Education	Griffith University
Brad McLennan	Academic	University of Southern Queensland
Peta-Anne McNaught	Regional Project Manager	Enable Schools
Leah Mertens	Research Officer—Professional Issues	Qld Teachers Union
Aminta Miller	Principal	Everton Park State School
Julia Miller	Primary Education (Special Education) Graduate Trimester 1, 2019	Griffith University
Al Mustanyir Mohammed	Teacher	Saudi Arabia Ministry of Education
Alotaibi Mohammed	Teacher	Saudi Arabia Ministry of Education
Sue Monsen	Associate Lecturer & Professional Experience Coordinator	The University of Queensland
Prof Patricia Morrell	Head of School	The University of Queensland
Louise Morris	Dean-LINQ Academy	Sheldon College

Appendix C Participants

Name	Position	School/Organisation
Bruce Muirhead	CEO	Mindhive
Dr Michelle Mukherjee	Lecturer, Faculty of Education	Queensland University of Technology
Alkhlaiwi Nasser	Teacher	Saudi Arabia Ministry of Education
David Noonan	PL Hub	Griffith University
Alsegaihii Norah	Teacher	Saudi Arabia Ministry of Education
Sangita Nsidu	PhD student	University of New England
Emma Oakey		QBECT
Cathy Pappalardo	Principal	Hubbard's School
Kirsty Payne	Director, Human Resources	Department of Education
Andrew Peach	Executive Principal	Marsden State High School
Dr Karen Peel	Lecturer	University of Southern Queensland
Prof Donna Pendergast	Dean and Head of School	Griffith University
Sue Pillans	Graphic Recorder	Picture your Ideas
Russell Pollock	ARD Secondary Schooling	DoE—Metropolitan Region
Phillip Poulton	Head of Curriculum	Department of Education
Judy Powell	Governance Board member	Redeemer Lutheran College
Marie Previte	Executive Officer—Education	Qld Catholic Education Commission
Carolyn Prince	ACE Coordinator	Kingston State College
Kelly Quilter	Teacher and Author/Owner of Teacher for a Day	Education Qld
Dr Lorna Quinnell	Lecturer of Education (mostly Maths)	Charles Darwin University
Mary Rafter	Primary Science Course Coordinator—School of Education	The University of Queensland
Freddie Reid	Teacher	Bundamba State School
Joy Reynolds	Research Assistant	Griffith University
Dr Tasha Riley	Lecturer	Griffith University
Simon Riley	Principal	Ipswich State High School
Sean Riordan	Head of Professional Practice and Partnerships	Brisbane Boys' College
Paul Robertson	Executive Principal	Kenmore State High School
Dr Michelle Ronksley-Pavia	Lecturer in Professional Experience and Special Needs	Griffith University
Nicole Rose	Classroom Teacher, Practical Experience Co-ordinator.	Benowa State School
Caitlin Ross		Blackwater State High School

Name	Position	School/Organisation
Jenene Rosser	Executive Manager (Curriculum and Assessment)	Independent Schools Queensland
Petrina Rossner	Executive Manager, Professional Standards	Queensland College of Teachers
A/Prof Leonie Rowan	Professor	Griffith University
Kim Roy	Research Officer	Queensland Teachers Union
Gaye Ryan	Junior School Co-Ordinator—Years 3-4 and Year 3 Teacher	Somerville House
Alribi Sami	Teacher	Saudi Arabia Ministry of Education
Adele Schmidt	Research Officer	IEUA-QNT
Jessica Schwilk	Marketing & Public Relations Officer	Queensland College of Teachers
Laura Sheen	Teacher/Mathematics Coach	Milton State School
Prof Parlo Singh	Professor	Griffith University
Jane Slattery	Executive Officer Education	Queensland Catholic Education Commission
Mark Sly	Principal	Coomera Anglican College
Michael Smith	Deputy Principal	Marsden State High School
Tegan Smith	Classroom Teacher	Park Ridge State High School
Kylie Smith	Principal	Undurba State School
Jo Soothill	Principal	Runcorn State High School
Dr Rebecca Spooner-Lane	Academic Program Director Preservice Teacher Programs	Queensland University of Technology
Shannyn Steel	Manager Professional Learning Programs	Qld Curriculum & Assessment Authority
Alex Stewart	Year 5 & 6 Teacher	Mt Isa School of the Air
A/Prof Madonna Stinson	Associate Professor	Griffith University
Julie Stuart	Contract and Supply Teacher	Redeemer Lutheran College
Rebecca Sullivan	Teacher	Mansfield State School (QCT—QBECT)
Lloyd Swift	Student (Master of Teaching)	The University of Queensland
Phoebe Sze	Teacher	Brisbane School of Distance Education
Nicole Taylor	Head of Curriculum & Pedagogy / Manager—Learning & Innovation Centre	Everton Park State School
Jen Taylor	Teacher Education	Griffith University
Chrissie Taylor	Teacher	Kingston State College
David Templeman	CEO	Australian Council of Deans of Education
Casey Thomsen	Head of Student Performance	Woodridge State High School
Mairi Thomson	Director Learning & Professional Development	Department of Education

Name	Position	School/Organisation
Jane Thomson	Bachelor of Education Student—Primary/Early Childhood	Griffith University
Yolanda Tognini	Principal	Wishart State School
Katrina Torenbeek	Program Director	Qld Music Festival
Joan Trueman	Retired HOD English & Languages	Pine Rivers State High School
Yonus Turki	Teacher	Saudi Arabia Ministry of Education
Kym Turner	Director, Rural and Remote	Department of Education
Gaye Twiggs	Relief teacher	Naranga Valley State School
Ineke Unsworth	CEO	The Australian Free School
Alice Upcher	EAL/D Coordinator	Marsden State High School
Janita Valentine	Executive Director, Organisational Transformation and Capability	Department of Education
Greg Vass		Griffith University
Chloe Warne	Post Graduate	Griffith University
Glen Watt	Director	IMPACT Centre—Department of Education
Lauren Watterson	Year 5 teacher	Redlands College
A/Prof Scott Webster	A/Prof Education, Curriculum & Pedagogy	Deakin University
Elizabeth Whitaker	Relief Teacher	Department of Education
Lyndal White	Manager	IMPACT Centre
Peter Wilkinson	PEP Coordinator	Christian Heritage College
Emily Williams	Pre-Service Student	Griffith University
Paul Willis	Student Coordinator	Christian Heritage College
Dr Alison Willis	Lecturer, Curriculum and Pedagogy	University of the Sunshine Coast
Alex Wills	Principal Project Officer	DoE Human Resources Branch
Prof Stephen Winn	Executive Dean, School of Education	Edith Cowan University
Sky Woodlands	STEM Educator	Queensland University of Technology
Vicki Wright	Teacher	1300 Home Tutor
Huda Yildiz	Student	Griffith University
Sabrina Yu	Alumni	Griffith University
Scott Zadravec	Education Officer Professional Learning Programs	Queensland Curriculum and Assessment Authority
Dr Jason Zagami	Academic	Griffith University
Paul Zernike	Principal	Milton State School

Name	Position	School/Organisation
Wenbo Zhang	Master student (Educational Studies)	The University of Queensland

Appendix D Participants' Questions and Comments

Framing Teacher Professionalism for the Future

- How can we change parental attitudes to teachers and teaching
- What does collective & shared intelligence look like in the classroom?
- Bruce, how do teachers manage the 24/7 ecosystem and benefit from it, while maintaining their wellbeing?
- Which strategies are most successful in sustaining partnerships across the education community? Can you give some examples of successful long-term partnerships that are benefiting the profession?
- How do we redefine quality (from standardization & league tables) to embrace a mindset of continuous innovation in education?
- What might be some of the implications and challenges for Initial Teacher Education Students to become a professional?
- How important do parent/ community partnerships play in our student's education and through increased inclusion, can this assist in achieving better outcomes, improved results academically and lessen the load for overworked, undervalued teachers?
- Facing the level of administration in schools
- What do you think is missing in teaching for student diversity?
- Interested to hear more about the Pathway to teaching option from the QCT
- Nil
- Yes
- Bruce, how do you think AI will change the way teachers teach and assess?
- How do we offer support for early years teachers in ensuring the high standards for teacher registration are understood and upheld?
- Very informative start to the day
- When data collection seems to be the driving force behind schools, how do teachers focus on the relationships Leonie mentioned?
- Why has this summit been limited to only those in the teaching profession
- Deanne raises an excellent point around the importance of intelligence and excellence. Panel—how do we ensure this type of rigour in our teaching community and how the profession is perceived?
- Is there a shared sense of tension between a sense of agency/empowerment compared with demands to comply with accountability requirements.
- How can we promote teacher agency and autonomy in the profession, particularly in curriculum, assessment and pedagogy?
- How do we find the time & space needed to cultivate relationships and uphold excellence in education in an overcrowded curriculum with so many additional tasks for teachers that have been delegated from higher/middle management?
- Initially, the workload is overwhelming so buddy teachers/mentors are extremely helpful. Resource sharing, collaborations amidst experienced and
- How do we change the perception that teachers work from 9-3 and have a heap of holidays?
- We need more mentoring for early career teachers, what are some ways this can be implemented to support early career teacher attrition?
- Encouraging and insightful speech

- How do we develop a more positive culture of teaching through our society and raise prestige and status?
- Deanne—you commented—teaching is not for everyone—it's for the …. (can you repeat them please) and how can we get that message out more as a collective because those adjectives would really resonate with young people.
- Do we need a national body for teachers with actual power and a voice
- Deanne and others have acknowledged the characteristics needed for being a good teacher yet the uni entry requirements are so low. Will / should this change
- How do we best enhance teacher autonomy? (Evidence shows it works, but it seems to be under threat.)
- A recent discourse analysis of a 1978 teacher education policy document and TEMAG shows that nothing has changed. Why do governments think that constant reviews will make something change when they have failed in the past?
- How would we leverage collective intelligence across disciplines and cross-fertilise better in education so that we do not become siloed?
- What does your imagined future look like for teachers?
- How do we respond with excellence to an increasing breadth and demand for diversity?
- How can we turn education back towards considering students' wellbeing and the education of humans to contribute to society in a purposeful and collaborative manner rather than as economic commodities?
- What will we see and hear when the teaching profession has more status in the community?
- How can teachers lift the status of teaching as a career choice for school students?
- What can we do to ensure we build relationships with students when teachers are faced with a curriculum overload and increase in administrative tasks.
- How can the profession support early career teachers in becoming more connected to the profession?
- How do we uphold status of teaching when HEI's accept OP16 as an entry
- How can we work collectively to promote the profession at a national level? Are you aware of any approaches used by other systems internationally to raise the profile and status of the teaching profession?
- With the rise of technology, what is the role of teaching vs learning?
- What more can we do to ensure we are utilising high-quality preservice teacher mentors who are preparing honest and accurate reports coming from an evidence base which are linked only to the standards?
- The biggest problem about perception is language. Calling non-contact time 'holidays'
- We talk about the teaching profession. We talk about teachers. How do we approach the grey area in between? They are not the same thing.
- If teaching is about relational and transactional work do preservice teachers need increased education/knowledge in psychology, social work, and the knowledge acquired in other specialist caring professions?
- As expertise continues to fragment, as more information becomes available and as ways to learn become available outside of the historical norms (online learning courses, self taught learning online) do you think this will change the historical 'normal' learning experience?
- Demonstration within work Environment , acceptance of Ideals , difference, ability.
- If we truly value education as well as experience, might we then increase the value of teachers in society?

- Agree with Sarah. Content knowledge is key. How does brokering friendship work in the, e.g., online environment. Cf the success of the Khan Academy and the like—fully online, "transactional" knowledge?

- Leonie, if we think about good teaching being relational- how do we mitigate the impact of the current obsession in education with data and metrics (NAPLAN etc.) where we are forced to just focus on a very narrow range of me

- Does the process of externally managing and regulating so many aspects of a teachers role, disempower teachers and reduce their personal and public perception of the profession?

- Don't teachers take pride in their work and student outcomes not registration? Like we value driving and not just being a registered driver. Teacher reg could be valued if it is integrated into their school context and reflects what teachers value. But it will be subservient to personal values.

- Teaching is tough but sooo rewarding

- Do you think the teaching profession and innovation in teaching and learning is being stifled by over-regulation?

- How do teachers build connections with international students who have low English language proficiency?

- Why is the role of mentoring beginning teachers so poorly done in so many schools/ educational centres?

- What strategies do you suggest for how educators can come together to build an empowered, collaborative ecosystem?

- The problem with the perception of teacher professionalism is around the use of language. Calling non-contact time between terms 'holidays' is problematic and is potentially inflammatory to the majority of people who get 4 weeks holiday. Teachers are working then so do not call this time holidays!

- Curators of knowledge! Transactions not transmission! AI producing adaptive learning—what does the future look like for teaching given standardised testing, regulatory mechanisms etc.

- Risk is misunderstood in education systems as the risk of non-compliance, but the risk of lost opportunities is never considered a risk: Strategic risk.

- Your perspectives on creative subversive strategies to navigate the tension of standard-based performance expectations and the panels creative artisan aspirational comments

- I really think that internships for students in their last semester and fewer contact hours for beginning teachers are two ways to better support people into teaching. This requires mentors in schools and they need a time allocation to do this work also.

- For Bruce, How do we reduce isolation and learn from other industries?

- The desire is to support EC teachers to stick it out and yet particularly in rural and remote areas there seems to be little support for this vulnerable cohort with Principals themselves being EC leaders and often not coping well themselves with school/community complexities. How can we do better?

Thrive from the Inside—Exploring Initiatives to Design Enhanced Futures for the Profession and Those Within it

- What impact will attracting teachers from outside of Queensland or the country have on the quality standards expected of our current Queensland graduates?

- Is the 25% and 10% drop in retention of early years teachers a result of their lack of preparation? Not at any fault of the educational institutes they have graduated from, but from their knowledge of what the profession demands of them and what they need to commit to the profession?

- Have you got examples of where schools are working well in the teacher development space? What makes their approach successful?

- Explain reasons for teacher departure

- What is being undertaken to address shock jock and media portrayals of the profession

- Is QLD looking at the issue only in a QLD context

- How do we move beyond the deficit discourse of focussing on current problems and instead look to the future for what is needed—solutions?

- Why do we expect new graduates to be classroom ready? Given the university learning model and minimal prac opportunities, wouldn't it be more realistic to say they are school ready and need continued support, internship model type first years to adapt to their career?

- "Professional development is not fundamentally changing how teachers teach"—great point, how can we get more time so that learnings from PD can be applied to our everyday practice?

- Loving Jess Harris' description of 'quality teaching rounds'. Can we 'make room' (i.e., time) in teacher induction and professional learning for *all* teachers to enjoy this deep professional learning?

- Is there scope for getting teachers out of classrooms and into the Dept of Education in other roles for a term or semester every once in a while? Curriculum Development, QCAA etc.? Would connect the professional bodies with classrooms, upskill teachers and give them a break from the classroom

- Interesting comment about preservice teachers being a problem to be solved. I think just as much needs to be done for experienced teachers.

- What changes would you like to see for educational institutions to professional development that is able to fundamentally change the practice of teachers?

- Maybe the issues are situated in the home? Not with teachers? After all the results of those kids from high SES are high but they are taught by the same teachers.

- "Quality teaching" is a construct—and a contestable one at that. To use it as a mode for 'aspiration' is a case yet to be made—not assumed. I would much rather we focus on "education" which specifically is able to promote 'democracy' as a way of being amongst citizens. Purpose!

- How refreshing to hear an administrator speak passionately about the teachers and what we do. Thank you, Michael Smith!

- What role do (or could) internships play in ensuring that 9am on a teacher's first day (as Michael raised) isn't the drastic leap it currently is?

- What other profession is equivalent to teaching? Why do we compare teaching as a profession to medicine and law? Why do we import models of professional development from medicine and law to design prof dev models in EDN?

- If mature beginning teachers are valued as a target market to attract to the industry, how can we provide career opportunities when they are usually not as geographically mobile as younger candidates, given the system rewards 'doing your time' with rural/regional experience?

- How wonderful to hear that new teachers can have input into what they need to learn when they enter their first year of teaching.

- How could the mentoring enjoyed by beginning teachers at Marsden SHS be expanded to include teachers in rural and remote schools?
- wouldn't it be great if teachers had a voice in the media to challenge the narrow media perspective from the CM and News corp.
- If journalists and educators share the aspiration of holding government to account and serving the public good via exposure/enlightenment—where is the solidarity around Julian Assange???
- How can the department of education encourage all schools to adopt the Marsden model and provide sustained funding for a 3-year mentoring program for beginning teachers while ensuring that schools spend their current MBT money (for 12 months) for the purpose that the department originally intended?
- If mature beginning teachers are valued to attract to the profession, how are career opportunities provided when they're comparatively geographically immobile, given rural/regional experience is rewarded for permanency?
- Is there alignment amongst stakeholders about the meaning of "classroom ready"?
- I can't recall the last positive teacher story in the courier mail
- What was the number one thing that you learned/experienced in your initial teacher ed. program that has prepared you to become a teacher?
- We know teachers leave around the five-year mark. Should there be continued support or a process where they become more independent over time?
- Alison said "it is time to re-humanize the profession". How did 'we' allow the teaching profession to become de-humanized? Have 'we' lost the core philosophical purposes of teaching that allowed for this demise? Where are the debates about purposes of education?
- Jess—will the Quality Teaching study be a longitudinal study where the progress of an initial teacher to experienced teacher is tracked?
- Why are we not using teachers at the end of their careers as mentors for those just beginning?
- Perhaps new teachers would be more likely to stick around if they were not employed on contracts that ended in week 8 of term 4- leaving them with an extended period without income stability early in their careers! Also, pay people the right amount at the right time, so they have financial stability
- Do all universities offer an internship placement where preservice teachers are not supervised? I think this needs to happen before entering the classroom so that day one at 9am isn't the first time they've been alone with a class.
- How do we encourage our school leaders to invest in support programs for beginning teachers?
- How can we strengthen reciprocal relationships with universities to not only enhance preservice teacher education, but also retaining in-service teachers?
- If HEI's aren't setting graduates up "to" teach, only giving you a piece of paper to say you "can teach", what else do HEIs need to do more of
- Should there be more practical experiences within classrooms before graduation?
- How do we encourage school leaders to invest in beginning teacher programs, such as Marden State High School's initiative?
- What advice would you give others to prepare them for success in professional experience?
- How can release time for mentoring partnerships with beginning teachers be appropriately funded?
- Hi Alison, did you know recognition of professional status of teachers prior to school early childhood teachers differs. NSW and Vic give teacher registration to B-5 teachers. Qld does not so actual teacher numbers are higher. Did you know teachers who do not get teacher rego miss out on valuable mentoring?
- Can we create opportunities for teachers to get out of the classroom

- Can you provide an example of a successful campaign in promoting the teaching profession nationally or internationally? What made it successful?
- What is being done to bridge the mistrust between the media and teachers?

Take Action

- What tangible change will we see as a result of today?
- Please congratulate Deb Hansen who has just been permanently appointed to Forest Lake SS.
- There are many programs being funded and implemented across jurisdictions in support of the profession. What common principles c
- How do the universities know they make an impact to the teacher—how are they a better educator after a 4 year degree?
- If you had an opportunity to speak to the Education Council what would be your top 2 asks for all ministers to consider and agreed on
- how can we support teachers when they have to deal with controversial topics like the origins of domestic violence, or kinds and forms of religious discrimination? Who helps develop confidence on those topics?
- Would the panel be open to a reformed preservice education model?
- Should apprentice teachers being mentored/taught in schools be paid as most other apprenticeships?
- It might be useful to give ALL preservice teachers a day where they are teaching their classes with a relief teacher- so they experience what is because of their teaching methods and what is the result of the presence of their supervisor in the room.
- In strong school uni partnerships there can be options for part-time employment of PSTs in schools (without conflict of interest), requires creative thinking but can be done.
- Is the challenge workload, or is it *meaningful workload*? What proportion of all the work teachers do feels as though it is directly related to enhancing student learning, versus meeting bureaucratic demands?
- Where is the voice of the other sectors? Are all the universities willing to change? Will both unions back it? Where are the politicians?

Appendix E Workshops: Ideas Generated

Think Tank Workshop 1

Session Aims and Instructions

Imagine Wall

Session Aim: **Create an Imagine Wall for the Future of the Teaching Profession**
Working with the people at your table, please nominate a table scribe.

A reminder about the rules of Brainstorming …

- Defer judgement. You never know where a good idea is going to come from. Encourage wild ideas. Wild ideas can often give rise to creative leaps.
- Build on the ideas of others.
- Stay focused on the topic.
- One conversation at a time.
- Go for quantity.

Imagine if… Themes	Frequency
Flexible / personalised learning	14
Valuing teaching and teachers	13
Autonomy	12
Collaboration	9
More time	8
Internship / mentorship	7
Funding / resources	5
Other	5
Professional learning/development	2

Imagine if…

Flexible / personalised learning (14)

- Imagine if we did not have standardised testing!
- You get rid of lock-step curriculum progression. Move towards horizontal curriculum.
- imagine if we removed all the grading systems and structures that currently define class groupings and curriculum.
- Imagine if there weren't any classrooms but instead small groups with their own teachers who can personalise the learning and use the pedagogy that suits…..
- The excitement of joy in the early learning phase could be transferred throughout the entirety of the school phase (i.e., P-12)

- Imagine if classes were structured across year levels and students were engaged in 'creating' both inside and outside for at least 50% of their time.
- Create an environment that allows innovation to occur. Life long learners.
- Imagine a total shift in classroom flexibility of learning spaces, styles and routines for both staff and students.
- Imagine if school was about real-world problem-solving opportunities instead of traditional subjects and designated topics
- Imagine if fostering passion, curiosity and creativity was more important than grades.
- A creative and supportive learning environment where students progressed at their own level and not in rigid year levels having their learning reported using A—E.
- Empower students to become the architects of their own learning.
- Teachers understanding of their students informs innovative and engaging development of skills & dispositions
- Imagine if we valued more in the education of children than what is able to be easily assessed in a standardized test.

Valuing teaching and teachers (13)
- Stop the 'Deficit Model.'
- I imagine a world where Australian teachers are proud to say that they are a teacher, and that society is proud of its teachers.
- Imagine that teachers are valued by their society as members of a noble profession.
- Imagine if teachers had the same status as a paramedic or firefighter
- A future where teachers are respected by the public, supported by their colleagues, admired by their students, remunerated appropriately and have job security!
- Imagine if teachers proudly encouraged students to become teachers at some stage in their career as a planned choice
- Imagine if the profession sparked high levels of interest/curiosity from the general public.
- Imagine if society and the teaching profession itself truly valued the great work teachers do.
- Imagine if there was a more accurate public understanding of the realities and complexities of the profession
- Imagine if we were recognised as leaders of human development
- Imagine if policy makers and politicians listened to the teacher voice and actually heard what they were saying…
- Imagine if the teaching profession was valued by the community
- Imagine a future where the invisible work of teachers is made visible! Where it is celebrated and people recognize how hard we work and what we do.

Autonomy (12)

- What if teaching allowed us to be more creative and provided more opportunities for informed professionalism.
- A profession planned, managed, regulated and visioned by members of the profession (such as law and medicine) and not government and employer organisations. In giving control of the profession to teachers, teacher and community perceptions of the profession can improve, and by giving teachers autonomy
- Imagine if teachers were driven by the need to foster curiosity and creativity in students, rather than being governed by timetables and accountability.
- Imagine if...teachers had more freedom and autonomy to enrich curiosity and foster students natural inquisitiveness.
- Imagine if the future of education included more time for teacher reflection allowing more teacher autonomy (not-isolated though), allowing for more teacher autonomy to be the "facilitator" over the "knowledge-dumper" dictates by policy & procedures.
- Imagine if teachers had more of a voice in the decisions made within the teaching profession.
- Imagine if edu-preneurship is valued and schools are free to be different.
- Passion becomes a priority within teaching (personal and educational interests)
- Teachers given freedom to do what they do best without constraints such as time, parent expectations and community belief.
- More power to individual teachers to be innovative and creative in their pedagogy to match the student diversity in their class
- Imagine if teachers were trusted to do their job without organisational interference
- Regulatory bodies are redundant. Teachers are trusted to self regulate, contribute and share knowledge

Collaboration (9)

- Teachers as collaborative, creative and informed professionals.
- Imagine if... We could reconcile the importance of building relationships and growing these, with content and assessment.
- When schools and community organisations work together to solve real issues as part of education co-learning
- Imagine that we can recognise and share the skills of all members of the teaching profession
- We imagine classrooms beyond the walls of traditional schools. Students linking across varying countries, cultures and communities.
- Further community engagement and involvement in the curation of resources and classroom practices
- I imagine teachers connecting and collaborating with a wide range of others to shape each student's next steps via flexible approaches and structures.
- Imagine if teachers had access to leading passionate professionals, allowing frequent and meaningful collaborative opportunities regardless of location.
- I imagine...a new business model in of teaching in primary schools. A team of 5 generalists across 4 classes.

Internship / mentorship (7)

- Year-long supported internship for preservice teachers.
- Have a year-long transition period to the classroom, university and employer shared responsibility

- Every beginning teacher has a reduced teaching load and has the time to work with a mentor as part of their work day.
- Teachers to have a mentor to guide them through their teaching emphasising accountability, based on student learning rather than age, to encourage students to be entrepreneurs in a digital world.
- Imagine if teachers had time on the job to learn and practice with a quality mentor of their choice to help every child reach their potential.
- Imagine if every teacher had access to a long term quality mentor. A mentor who had the time to regularly support their teacher to develop and implement innovative and creative learning opportunities that supports all students in their class.
- Mentors will embrace the passion to share expertise

More time (8)

- Imagine if we have reduced reporting…
- Imagine if we had time to create and to teach, with less emphasis on administration… :)
- Give teachers more time to think and plan, time to attend thought-provoking PD and time to design creative lessons
- Imagine if teacher timetables were changed to be more open/flexible to reduce isolation, promote collaboration and allow for improved execution of "facilitation" of learning with energy and passion.
- More time to focus on key things that lead to maximising learning outcomes. (e.g., Unit planning, team planning and moderation, reflection, data analysis and personalising learning). A filter (school admin) removes less productive tasks (such as dealing with parents)
- Teachers being on campus during term breaks to reduce 'work intensification'.
- Imagine if we had time to read, time to research and time to think.
- I'd like to imagine that teachers can focus just on teaching

Funding / resources (5)

- Greater support from governments and tertiary sector for academics and schools to reciprocally collaborate on research, professional practice and professional learning.
- Imagine a funded commitment by the system that allows time for teachers in their first 3 years of teaching to engage in mentoring and collaboration.
- Imagine if we forgot about short-term costs and hired lots more teachers so we could reduce contact time and give teachers adequate time for planning, developing resources, contacting parents etc.
- I'd love to see greater support from governments and the tertiary sector for reciprocal engagement between academics and schools in research, professional practice and professional learning.
- Well resourced

Other (5)

- Imagine if the system was conducive to attracting, creating and developing teachers to belong to the system rather than just fit in?
- Let's embrace technology to be entrepreneurs of learning
- I imagine EMPATHETIC teaching and learning in the future!
- Platform of connecting all the teachers using ICT and AI to teach in different areas
- Imagine if teachers were as diverse as their students

Professional learning/development (2)

- More flexibility for professional learning for teacher self-improvement. Collaborating with other industries outside education
- I imagine a future where teachers are supported to move in and out of the profession bringing a richness of experiences back to their teaching.

Think Tank Workshop 2

Session Aims and Instructions

Strategy Wall

Session Aim: **Propose and Develop Strategies to Design Enhanced Futures for the Profession and Those Within It around each of the Three Focus Areas**

Each table has been assigned one of the three key issues:

- How can we enhance Initial Teacher Education programs?
- How can we increase retention in Early Career Teaching?
- How can we elevate the public profile of teachers and teaching?

Instructions

- Brainstorm ideas
- What are the barriers to achieving these ideas
- Form strategy statements to counteract barriers

Strategies Themes	Frequency
Support	9
Other	8
Mentoring	7
Promoting teaching	7
Media	6
Preservice teachers	6
Working conditions	5
Early career teachers	4
Collaboration	3

Strategies

Support (9)

- Well being of beginners
- Give beginning teachers a voice—help them understand that struggling or not knowing everything is Ok and there is help.
- We can't be passive—we all need to be positive—help build the self-efficacy of all teachers and help them develop a sense of belonging.
- Provide more opportunities for beginning teachers to share their thoughts.
- Teachers encouraged and rewarded for self-managing COP (multiple).

- Encourage systemic approaches in all schools (not just some) to increase retention, e.g. investing in beginning and early career teachers—communicating and demonstrating this to school and wider community (i.e., showing support, guidance).
- Listen to what the teachers need and want
- Consider support for all teachers across the lifespan (not just early-career).
- Empowering new teachers to share wins and struggles in a safe forum; negotiate realistic goals for new teachers (differentiated).

Other (8)

- There is no silver bullet. You need a multi-pronged approach—there is not just one strategy.
- Acknowledge and register early childhood teachers
- Data- stop pitching schools against each other- cultural assumption. Stop ranking schools- public data
- Capture entire cohorts
- Maintain a standard—planned attrition?
- Follow the Marsden model
- Common charter about teacher graduate outcomes and professional attributes/ knowledge in the profession
- How can we elevate the public profile of teachers and teaching?—Schools need to refocus on the primary concern of learning and knowledge.—School leaders need to be accountable & lead by example.—Respectful relationships, communities and representations.

Mentoring (7)

- Mentoring opportunities from organisations such as QLD Union, QCT, and subject-specific organisations give realistic insight.
- Have longer-term mentoring relationships—early career phase
- Consider apprenticeship or 'stripe' models to reconsider models of time-in-schools vs time-at-university. This includes the need to build authentic on-going partnerships between universities and schools.
- Self-selection of mentors as an option...consider online mentors as well
- Funding for mentoring provided by QCT and union.
- Mentor training.
- Promoting retention—mentor training; scheduled leadership check ins; know your staff strengths/weaknesses; release time and funding for mentor relationships; foster healthy, encouraging staff culture; create effective forums for celebration of school community;

Promoting teaching (7)

- For selection: Actively recruit/promote the profession (teachers, careers advisors, unis) to school students, especially the most capable.
- Research education journalists and make contact
- Raise the profile of teachers and have more advocacy
- Public profile: Communicating and sharing possible career progressions/ opportunities within the profession.
- Piggyback on famous past students to promote teachers and teaching
- Public perception: Be proud about being a teacher and talk to others positively about teaching.
- Declaration for the teaching profession

Media (6)

- Social media is a blessing and a curse
- Students writing articles / submit their own good news stories. Making students more aware of how to become a teacher/ why to choose teaching as a career. Stop focussing in data driven agendas- use as a tool for reflection.
- Provide media training so that schools/individuals can communicate with digital and face-to-face communities—in line with departmental protocols etc.
- De-gag teachers and give them media training to teachers are more familiar and confident to speak to press.
- Ensure schools know how to effectively communicate on social media.
- Employ people at a regional or district level to support schools in creating media content in order to share good news stories about their schools in a high-quality way.

Preservice teachers (6)

- For 1st year uni students (student teachers), have placements occur in the 1st year, 2nd semester.
- How can we enhance Initial Teacher Education programs? 1. Look at alternate ways to expose preservice teachers to all aspects of teaching (staff meetings, PD). 2. To authentically involve preservice teachers in building school partnerships?
- For placement: Begin early in the school year, go across the rhythms of the whole year. Prolonged engagement with teacher/students/class/school community.
- For placement: early assignment to and connection with the supervising teacher, prior to beginning block placements, to allow shared expectations and development.
- Enhancing initial teacher education: 1. More in school experiences, 2. Greater remuneration for supervising teachers, 3. Additional benefits for supervising teachers such as further mentoring training, PD and credits towards professional degree, 4. Regular and consistent contact and communication
- Enhancing initial teacher education: 1. 12 month paid internships supported by HAT and Lead teachers 2. Flexibility of Prac dates for schools to choose. 3. Teachers who are practising contributing to refining and creating teacher and education programs

Working conditions (5)

- Casualised, contract workforce and working conditions does not help retention
- EB provides conditions to support beginning teachers
- Place early career teachers in good schools, not just the challenging schools
- Offer permanency instead of contracts
- Improve remuneration

Early career teachers (4)

- Seeing ECT as valued, proactive members of the community
- Detailed booklet introducing ECTs to school and local community
- Survey graduates 6-12 in career about how preparation could be strengthened
- Establish consistent induction programs

Collaboration (3)

- Establish and expand working relationships with business and industry to exchange understanding of practices and needs.

- Establish and expand internal working relationships across university faculties to develop a common vision for how can work better together
- Building communities- school is the hub of the community (two-way), connectiveness, relationships. Social media- = success stories, blessing and a curse. Support for early career teachers and experienced teachers- different level of support. Parents / carers—more involvement in the school

Think Tank Workshop 3

Session Aims and Instructions

Action Wall

Session Aim: **Create an Action Wall with an Individual Statement of Intention**

Instructions

Delegates consider the discussions of the day and formulate an individual action statement. Your action statement is based on your role and your sphere of influence. There is no such thing as an action too small or too big. You may choose to discuss your action statement with your table.

I will contribute to my preferred future for the teaching profession by …

Action Themes	Frequency
Collaboration/Partnership	12
Sense of belonging	8
Advocate	8
Preservice and beginning teachers	5
Promoting teachers and teaching	5
Other	4
Support	3

Actions

Collaboration/Partnership (12)

- Opening up conversations about how we can include more space to talk about complex issues like trauma informed schooling
- Building positive connections between teachers
- Staying on TEIAG Telling more teachers about TEIAG
- Contributing to collaborative discussions with mentors and teachers (both new and experienced)
- Collaborating within the profession but also with relevant people in other industries (links to subject-specific areas).
- Making it about people .
- I aim to continue these conversations at Deakin University's School of Education. I'd really like to contribute to a sense of national community amongst all educations to enable us to be a force at the political levels.
- Further investigating the Quality Teaching Model and influence the implementation of it school-wide
- Reconnecting with former university lecturers/tutors and asking how I can help them/use my current experience to "give back" to the profession.

- Continuing to work hard towards developing strong partnerships between my university and schools with innovative partnership models. Push through the barriers!!
- Developing relationships: with teaching staff (beginning to experienced), with parents, with students. To share discussion around what it means to be a teacher—a profession I love.
- Contributing to the rebuilding of parent and community partnerships, in order to move student outcomes forward.

Sense of belonging (8)

- Belonging
- Belongingness
- Sense of belonging
- Belonging
- Belonging
- Belonging
- Belong
- Belonging

Advocate (6)

- Advocating for paid scholarships for Preservice teachers undertaking professional experience
- Actively challenging the ways in which the discipline of teacher education is overly tightly regulated and constrained from multiple directions. Advocate (loudly!) for an approach that trusts teacher educators and gives them the autonomy to develop truly authentic and innovate programs for the beginning teachers they serve, rather than reducing every ITE program in Australia to a common denominator.
- Advocating through leadership and modelling
- Remind school leaders that teacher efficacy can have an impact on enhancing the view of the profession. What are school leaders doing to lead this in their context. (NB Ask for forgiveness not permission)
- I will contribute to my preferred future for the teaching profession by always advocating and championing the work that teachers do
- Continuing to advocate for the increased value and recognition of our people as professionals

Preservice and beginning teachers (5)

- Refining processes around Mentoring for teachers who are new to the school
- Ensuring beginning teachers are valued, heard, mentored and enculturated.
- Advocating for more integrated, long term and comprehensive prac experiences in the undergraduate space.
- Being realistic with my PSTs about what a demanding job teaching is, but being positive, positive and positive!
- Initiating a consistent approach at a school level to supporting beginning teachers, which allows them to have a voice in the process.
- I will contribute to my preferred future for the teaching profession by scaffolding for and supporting beginning and early years teachers, connecting with university partners early and often, and leading through and dedicating resources to professional learning and development

Promoting teachers and teaching (5)

- Being positive, passionate and proactive.
- Contributing to the Teachers of Australia campaign!
- Joining the Teachers of Australia project!
- Telling good news stories
- Sharing stories on social media

Other (4)

- Positive
- Professional
- Reflecting on my teaching after each lesson
- Investing in my own wellbeing so that I can be an effective teacher for my peers & students

Support (3)

- Systemically supporting the high standard of the teaching profession
- Providing timely, high quality support to both preservice teachers and mentors in the professional experience context.
- There is no single 'silver bullet': solutions to complex problems are necessarily complex. But if I have to choose just one change that will make a difference, I choose TIME. Less paperwork, less face-to-face time (i.e., one fewer classes/lines in secondary, other experiences for students in primary), in order to allow teachers to creatively, collaboratively plan and learn.

One Word for the Summit Experience

Session Aims and Instructions

One word for the Summit Experience

Participants were invited to submit one word to describe their Summit Experience via Event Poll.

Summit Experience

Themes (n)	Answers in theme (n)
Interesting (25)	engaging (9) enjoyable (1) fabulous (2) interesting (10) intriguing (1) sharp (1) stories (1)
Collaboration (18)	collaboration (2) collaborative (9) collective (1) connecting (1) networking (2) relationships (2) uniting (1)
Motivating (18)	aspirational (1) encouraging (1) energising (1) hopeful (1) hoping (1) inspiring (7) invigorating (1) motivating (1) passion (1) proactive (1) reinvigorating (1) thriving (1)
Validating (13)	advocate (1) advocating (1) affirming (6) celebrate (1) reaffirmative (1) reaffirming (1) reassuring (1) voice (1)
Informative (11)	educating (1) enlightening (2) informative (2) insightful (5) relevant (1)

Themes (n)	Answers in theme (n)
Thought-provoking (10)	provocative (1) reflecting (1) reflection (1) reflective (2) thoughtful (2) thought-provoking (3)
Action-oriented (7)	action (1) actionable (1) challenging (3) focussed (1) solution-driven (1)
Time (5)	future (1) futurist (1) time (1) timely (1) try more time (1)
Other (4)	antidisestablishmentarianism (1) circular (1) professionalism (1) thanks (1)
Negative (2)	frustrating (1) mindless (1)