

Michelle Murphy
President Level 3 Classroom Teacher Association

30 November 2017

WA Teacher Registration Act Review
Attn: Mr Terry Werner
Department of Education
151 Royal St
EAST PERTH WA 6004

Dear Sir,

I write this on behalf of The Level 3 Classroom Teacher Association which is a professional organisation of some 20 years standing who represent a large number of current classroom teachers who perform at a lead teacher level within schools and many school leaders who were formerly Level 3 classroom teachers in WA public schools.

This submission will outline concerns raised by members of the Level 3 Classroom Teacher Association in relation to obtaining and maintaining registration under the current Teacher Registration Act of 2012 and the interpretation of the Act by the Teacher Registration Board of WA (TRBWA) which we believe are an oversight by the State Administrative Tribunal.

Many people who hold L3CT status within the DoE are female and as such their career progression can be impacted by the disruption caused by maternity leave and their statistical tendency to hold the primary care giver roles in family units. Male L3CT may also be impacted by the need to take extended leave periods due to parenting duties or caring for sick family members. Dependent on individual circumstances, the members of the L3CT Association described here are vulnerable to being negatively impacted by the current teacher registration requirements to actively teach in a classroom environment for 100 days, plus 100 hours of PL, per registration cycle or else lose their "fully registered" teacher status. Similarly if the nature of their family duties necessitates this group of highly qualified teachers to reduce their working hours by becoming relief teachers, the recognition of their professional capacity is reduced.

The DoE and the L3CT Association hold the very clear view that those DoE teachers who acquire L3CT status are recognised as high performance teachers who have completed a rigorous inventory via the selection process of their knowledge and skills regarding educational pedagogy. We think that it is anomalous to impose the same conditions on L3CT who have been placed on 'non-practicing' status as those teachers beginning their careers. We feel it is unnecessarily punitive to make such teachers (who also tend to be older than many beginning teachers) relocate their original certification documentation and construct extensive teaching portfolios to support their application for fully registered status, having previously achieved systemic recognition as exemplary practitioners.

The current DoE performance management processes undertaken by schools could be used to facilitate and monitor career pathways of L3CT /teachers(who have already demonstrated exemplary practice within a stringent DoE classification) to be able to re-enter their profession, without the assumption that their time away from the classroom has negated their entire skillset and knowledge.

The adoption of AiTSL standards being used as a regulator in teacher registration processes is also a concern as there are no L3CT Association representatives on this board. It is also of concern that AiTSL have not sought to consult the L3CT Association on matters relating to L3CT teacher registration. The L3CT Association is a professional body that recognise and support the need for teaching standards: One of our key functions within WA public schools is to share our exemplary practice with our colleagues and also L3CT aspirants. L3CT by their very status acquisition have demonstrated their advocacy for and capacity to deliver best practice.

Similarly it is of concern that the TRBWA has not considered it appropriate to invite representation of L3CT as a key stakeholder in proceeding surrounding the review of the Teacher Registration Act of 2012, or to participate at an administrative level in any of its functions.

It is from this perspective that I wish to highlight considerations that we think should be attended to within the auspices of this review:

- (1) L3CT who have taken a leave of absence due to maternity, extended maternity, parental, family care giving duties should have their registration; professional learning and professional engagement requirements paused. That there is no limit on the paused period to cater for circumstances where children and parents need extensive after and /or ongoing care as a result of injury, trauma, disability and or sickness postpartum .
- (2) That L3CT (and indeed all teachers) who have met the requirements for full registration prior to employment in areas such as school leaders, deputies, HODs, HOLAs, program coordinators, SSEN staff who are engaged in or working in educational venues that don't fit descriptors for delivering AC or teaching "students" s described in the 2012 Act be allowed to retain their full registration status.
- (3) That the TRBWA undertakes as part of its review, a commitment to seek thorough consultation with key stakeholders such as L3CT Association. There should either be regular consultation with the L3CT Association, or capacity for our group to be included as members of the TRBWA board.
- (4) That the TRBWA petition the AiTSL board to recognise and include the professional expertise of key stakeholders such as L3CT Association and to include representatives from this group on their board, or that they are required by policy to consult with L3CT Association Executive team .

Thank you for the opportunity to contribute to a review of TRBWA practices that have a significant impact on L3CT Association members. We believe adoption of these considerations would allow a more fair and efficient registration system which promotes a skilled teaching workforce.

Yours sincerely

Michelle Murphy
(President) Level 3 Classroom Teachers Association