

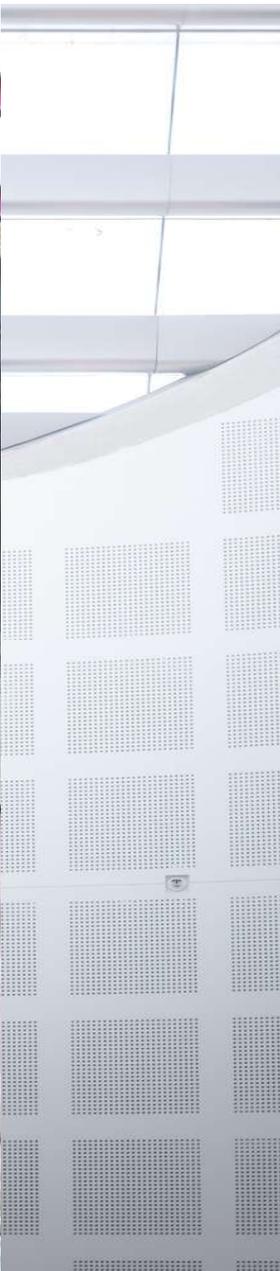
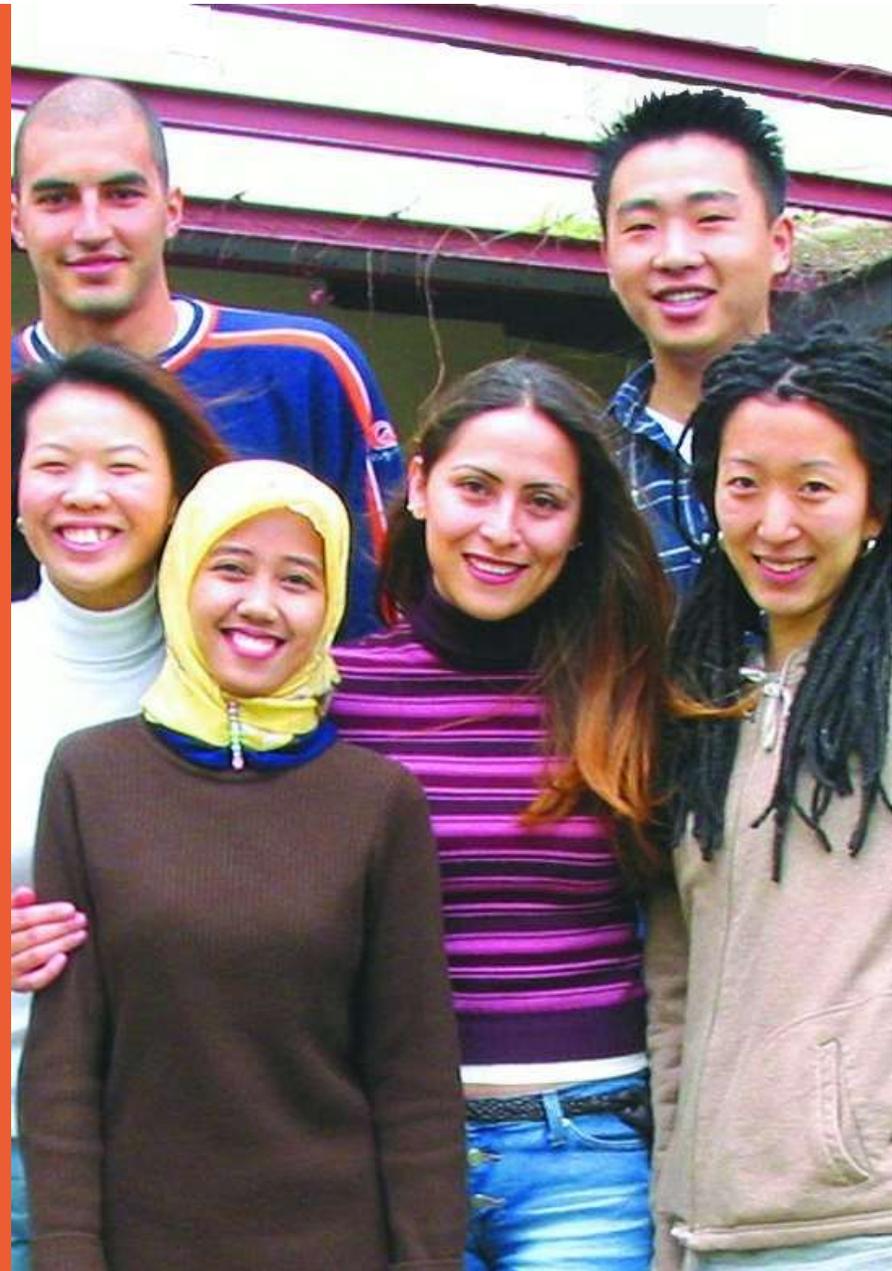
Negotiating
pathways to
becoming a teacher
in Australia:
facilitating access to
requalification

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Outline of presentation:

- Who are the Community Language teachers?
- Navigating the pathway towards formal accreditation
- 2 Case studies
- Why does this matter? Insights from research

Who are the Community Language teachers? What are their aspirations?

Survey of 805 community language teachers

87% community language teachers have post school qualifications:
40% undergraduate degrees
12.7% post-graduate

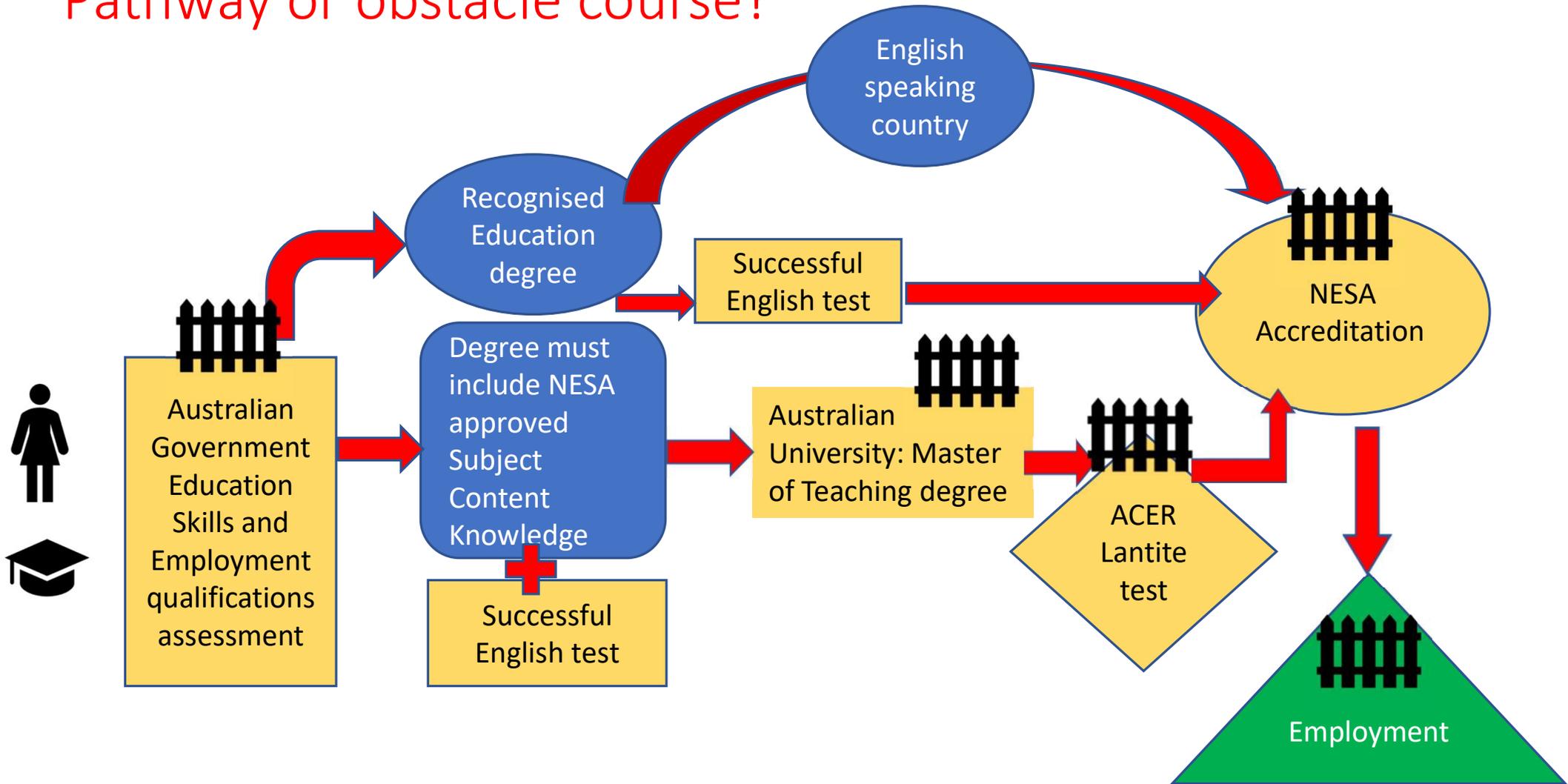
55% had teaching experience overseas

The overwhelming majority (79.1%) of teachers expressed the **wish to become accredited** teachers in Australia

Only 3% of teachers in Community Language schools were **accredited mainstream teachers** in educational institutions in Australia

24% of students in schools born overseas but only 16% of teachers born overseas (2006 Census)

Pathway or obstacle course?



Case Study 1

Magda, a community language teacher in Polish wants accreditation as a Secondary teacher in NSW

She has an overseas Education degree, is qualified and has experience in Mathematics and Physics teaching in Poland.

NESA Subject Content Knowledge requirements: A major in pure or applied mathematics that must include algebra and calculus. One unit only of statistics may be counted provided it is studied as a stand-alone unit. Engineering units may be considered upon review of unit statements for appropriate mathematical content.

- Magda has no specific studies in Algebra and Calculus so needs additional units of Mathematics discipline studies.
- She must sit an English test.

Case study 2

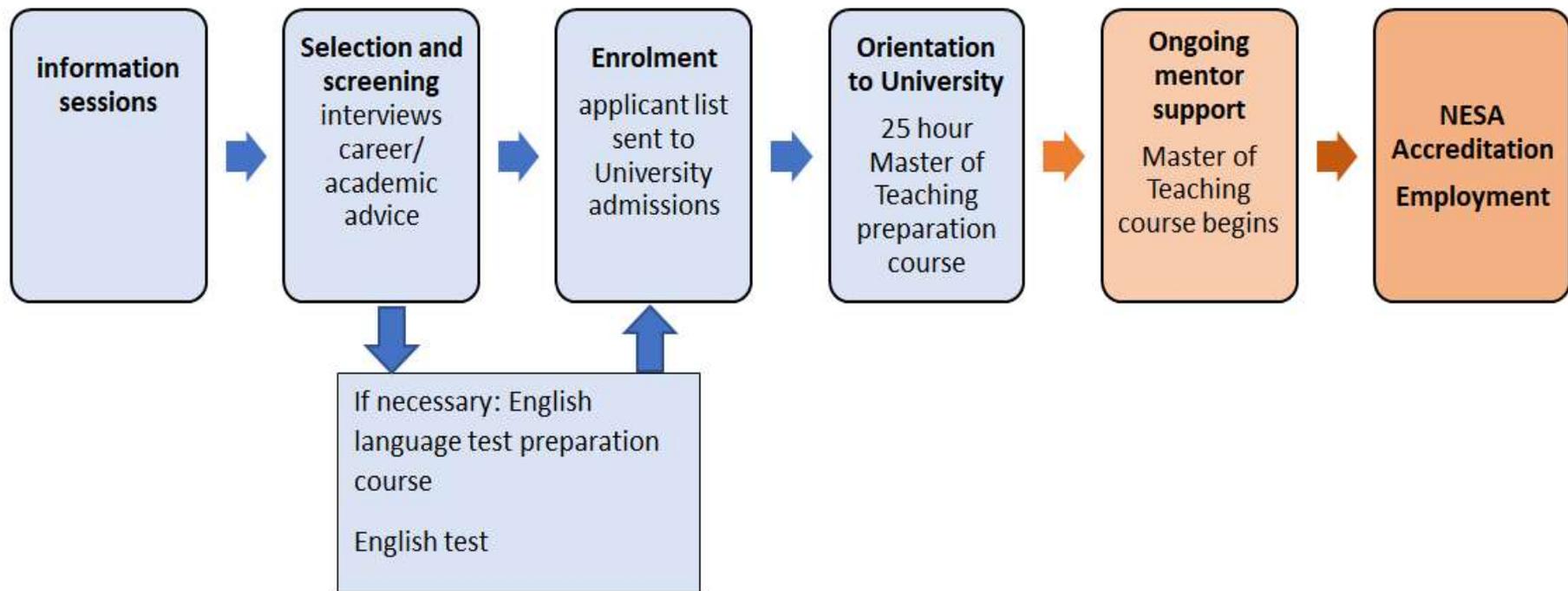
Wen Li wants to pursue teaching Mandarin in a Primary school

She has an overseas degree in accounting from Shanghai and wants to become accredited to teach Mandarin.

She needs to become accredited as a Primary school teacher generalist first (able to teach all Primary school subjects).

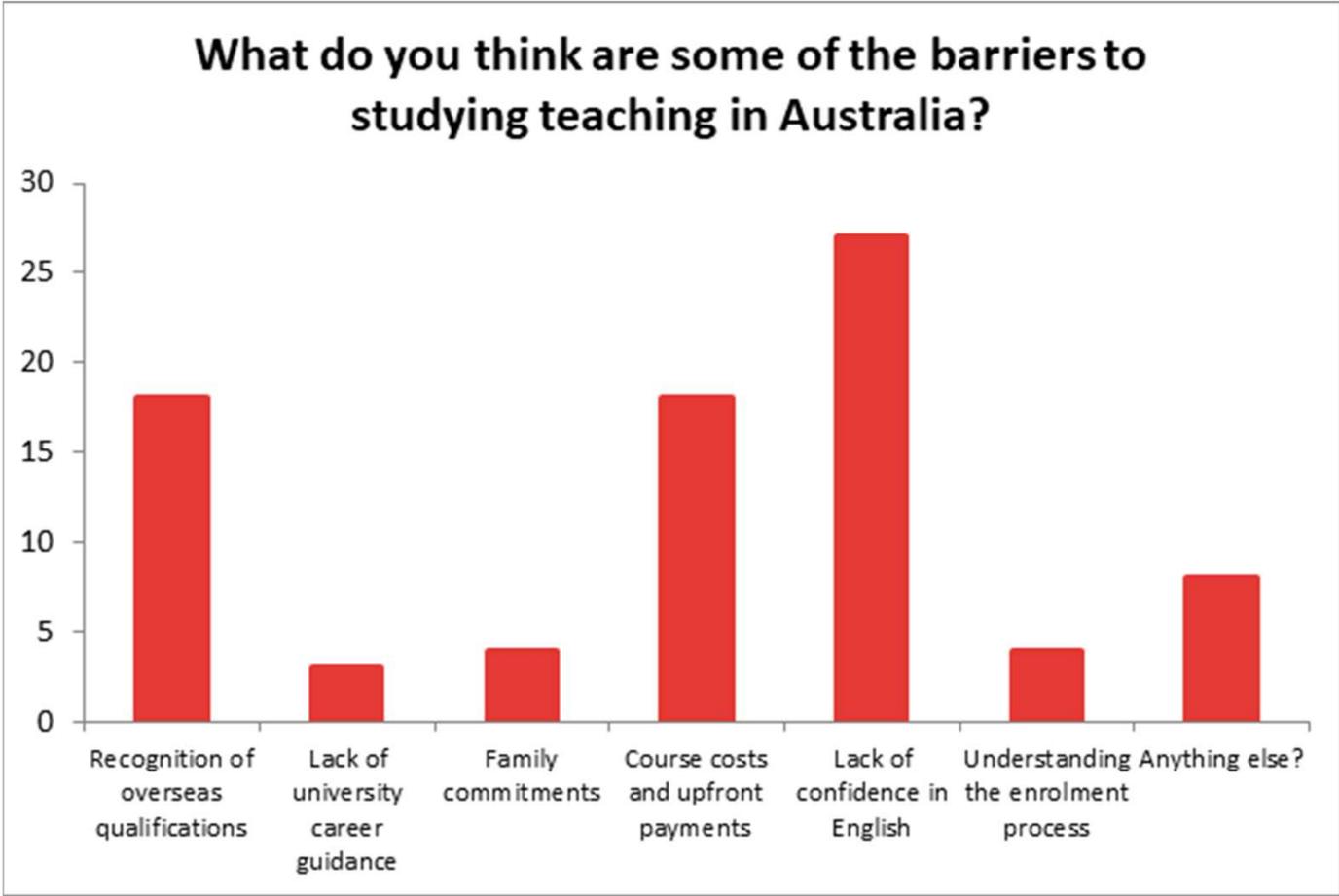
- Wen Li has no formal tertiary studies of Mandarin language so she must sit a Community Language Teacher Test (CLTT) to prove her Mandarin language proficiency.
- She must also sit an English test.

Master of Teaching pathway program



Master of Teaching pathway project research

Survey of 89 community language teachers



Navigating the obstacle course - key findings from research

Lack of access to information sources

- websites are complex and confusing
- difficult to obtain individual career advice

No coordination between institutions

- Australian immigration requirements (skilled migration)/ NESA/ State Education departments/ University admission centres

Information is all over the place

It's kind of like playing a guessing game (SICLE careers advisor)

Navigating the obstacle course- findings from research

Complex requirements for Subject Content Knowledge

- qualifications are presented in different ways in different countries
- NESAs mandates specific discipline subjects

An Arabic speaker with a Bachelors degree from Lebanon, who has a degree in French and English must prove competence in Arabic through a language test unless she has formal studies of the Arabic language.

Demonstration of English language competence via a test

- *People have a go and then they discover how tricky it is and they get really discouraged*
(SICLE careers advisor)

Why does access to accreditation matter?

How does the teaching profession reflect Australian society?

24% of students in schools born overseas but only 16% of teachers (2006 Census)

Community language teachers are:

- highly skilled with special linguistic and cultural knowledge
- have teaching experience in Community language schools

Research has shown that such teachers :

- establish better relationships with students from diverse backgrounds
- are more skilled in linguistically / culturally – responsive pedagogy

Conclusions from research into barriers

Community language teachers are:

- a special group: neither just mature age nor international students
- have teaching experience in Community Language schools
- are highly motivated and successful learners

Educational institutions' systems and processes

- have no mechanisms for supporting access to accreditation or valuing the qualities of overseas trained professionals

With access to information and initial supports Community Language teachers are very successful Master of Teaching students

Some areas for future research

- How can educational institutions acknowledge and value diversity in the teaching profession?
- What level of English competence is required of teachers? Is it the same for every discipline?
- What is the validity of different English tests as predictors of teaching performance?
- What are the experiences of employment in the teaching profession of overseas trained professionals?

Questions?



Thank you!