

Shaping our Future Growing Together

FA3-3 Investigate options for a national professional practice network for educators and teachers

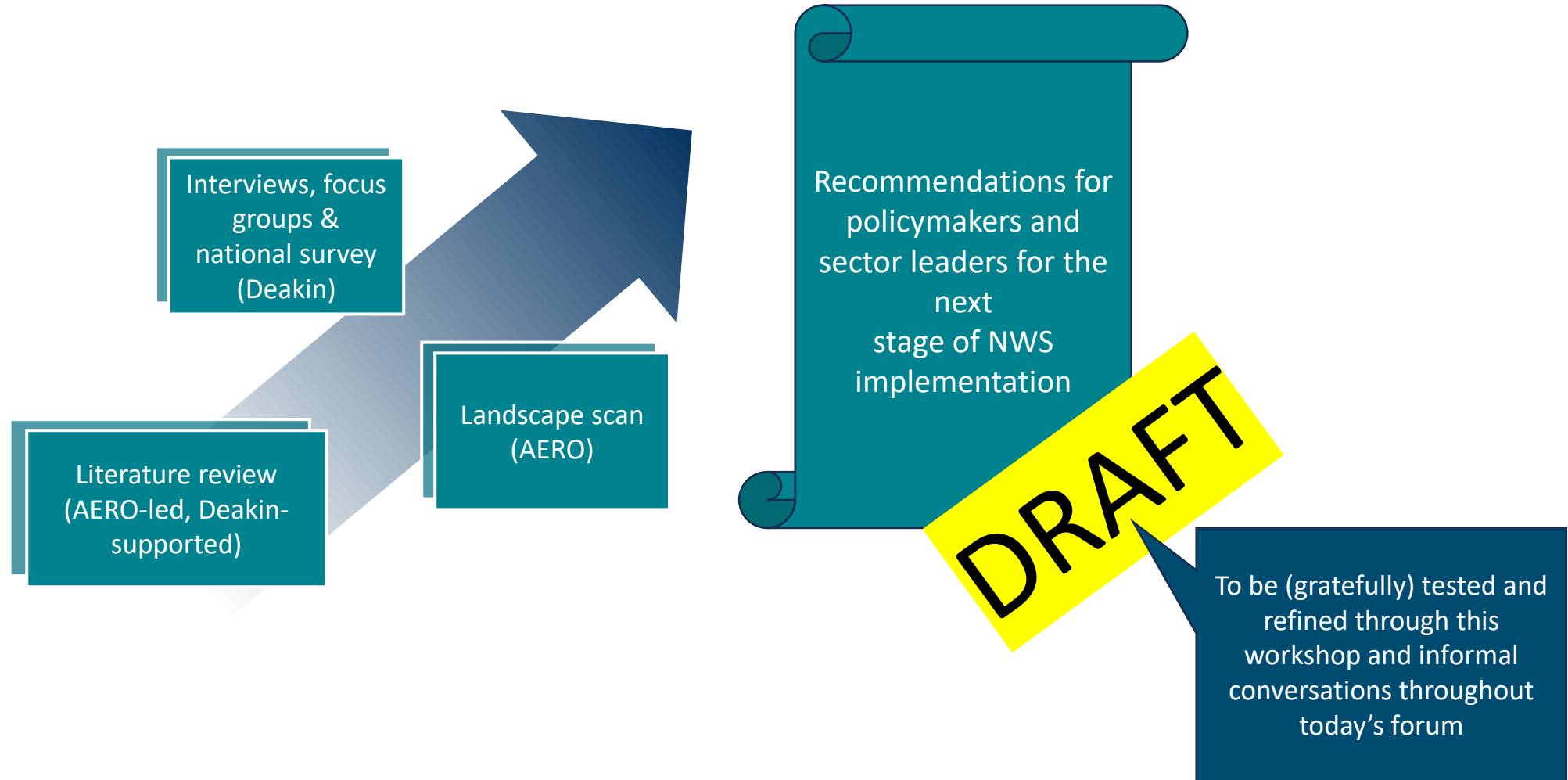


Banner artwork by Wadawurrung woman and NIKERI Institute alumnus Dr Deanne Gibson.
The artwork is entitled 'Creation Tree of Knowledge' and depicts the Wadawurrung Creation Story of South Eastern Victoria at a place known as Black Hill in Gordon which is situated on Deanne's ancestral Country.



- The Australian Education Research Organisation (AERO) and Deakin University acknowledge the traditional custodians of the lands, waterways, skies, islands and sea country across Australia. We pay our deepest respects to First Nations cultures and Elders past and present. We endeavour to continually value and learn from First Nations knowledges and educational practices.

Our work so far...



A national professional practice network for educators and teachers

Session overview



Sharing what we know (10 mins)

- What we know from the literature
- Themes in the national survey, focus groups and interview data



Overview of draft recommendations (5 mins)

- Framing our recommendations as efforts to answer the why, what, who, when, where, how of a national professional network



Focusing in: testing and wondering (15 mins)

- There are lots of potential options, so let's hear from you about what we should prioritise...

What is a 'national professional practice network'?



Appropriateness of a national professional practice network

According to research literature, networks for professional practice:

- provide opportunities to consider alternative perspectives and ways of working
- reduce the possibility of self-deception
- harness collective thinking
- offer space to learn about and model quality practice
- may increase teachers' and educators' resilience and wellbeing
- can improve teacher retention

These benefits align with the NWS goals:

Educators, teachers and service leaders, particularly those in regional and remote areas, can feel isolated and would benefit from access to a professional practice network to enhance their practice (ACECQA, 2021 – p. 51)

Professional practice network: Indigenous perspectives

- For some Indigenous early childhood educational services the chance to network with others was viewed as an exciting opportunity.
- Many Indigenous early childhood services and Communities professionally network in and to local communities.
- Equity of access and the need for time to professionally network with others – yarn up – highlights challenges experienced by Indigenous early childhood educational services.
- Professional networks are varied in their operations, agendas and appearances.

In the words of educators, teachers and leaders...

One size fits all approaches rarely meet the individual needs of services or specific contexts.

I think that there's merit in looking at a combination of online and face to face for the more regional, more online relationships still benefit from face-to-face connection as well.

Having the ability to discuss safely, anonymously in peer group discussions, to set up resources, regular time for zoom drop-in session ... face-to-face once a month, then online more regularly.

An overarching network with smaller networks with like-minded people.

Each state has different laws and regulations as well as different approaches to early childhood degrees (eg 0-5 vs 0-8 vs 0-12) so it might be difficult to run this at a national level.

What would work better is a situation where you had a national body and it had a state branch ... sending the same information to the state but promoted within the state.

Summary of AERO's draft recommendations



Why

Clarify the purpose of the network to inform its design



Who

Apply a 'proportionate universalism' membership model



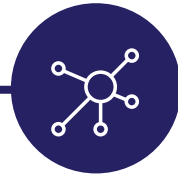
What

Moderate information and interactions to build trust



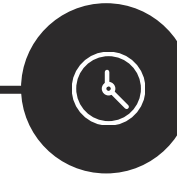
Where

Identify a suitable host for the network



How

Provide a range of delivery options to promote inclusion



When

Allocate time for purposeful engagement

Assessing the appropriateness of a national professional practice network relies on collective agreement about its purpose



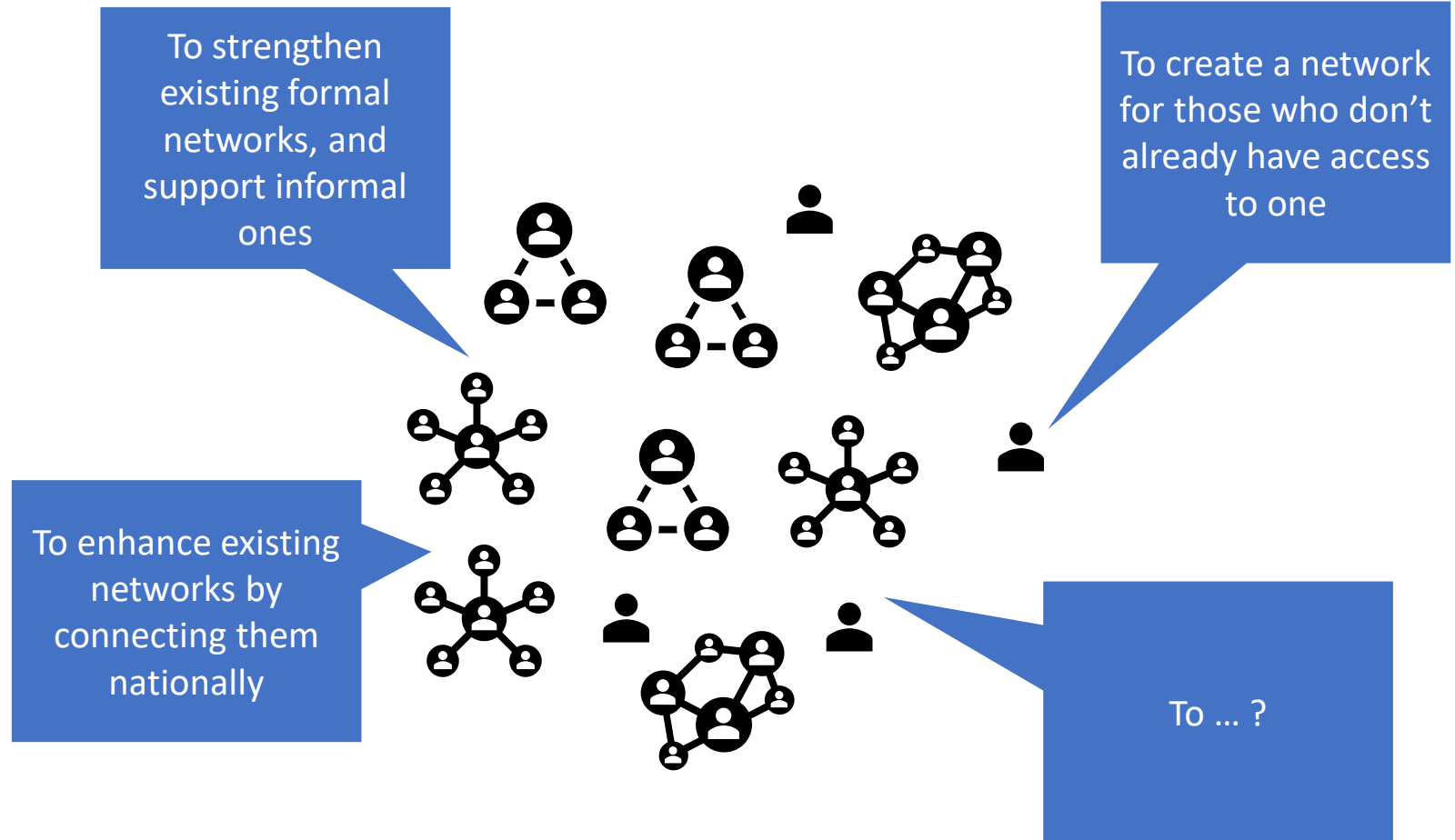
Why

Clarify the purpose of the network to inform its design

Discuss at your table

What purpose would a national professional practice network serve for my organisation and for the educators, teachers and providers we serve?

Given that, how could my organisation contribute to a national professional practice network?



Thank you



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