**Video 1 – Excellence in Teacher Education: Qualities of a good teacher**

**David Clift (Principal, Warrnambool College)**

We've got to get this right. Our young people deserve no less than the best education system and the best teachers in front of them.

**Michelle McCracken (Pre-service teacher, La Trobe University)**

Seeing that moment when the students they understand an idea or they pick up a skill and they're so proud of themselves. It's such a delightful experience I'd say.

**David Clift (Principal, Warrnambool College)**

Their role they're taking on is actually a vocation, not a job. It's probably without peer in our society with respect to the importance of how we progress not just in Australia but globally.

**Professor Rob Strathdee (School of Education, RMIT University)**

So there are two parts to making a good teacher, the first part is the academic knowledge. Good teachers know the discipline areas in which they're teaching. The second part are the non-cognitive attributes around propensity to teach. They're much harder to assess but they are equally important.

**Gail McHardy (Executive Officer, Parents Victoria)**

Teachers play a critical role and that's why it's so important these people that fill this profession are the best that can be.

**Phoebe Hickman (Prep Team Leader, Footscray North Primary School)**

It's really important that every teacher is a lifelong learner as well and they're always looking for more information, they're always researching, they're always looking for the best way to impart their knowledge.

**Neil Crossett (Year 11, Melbourne Girls' College)**

I feel like one of the great quality in teachers is their ability to kind of adapt to students' different learning styles because a lot of students learn differently.

**Tracey O'Neill (Victorian Catholic Schools Parent Body)**

They've also got to know how to interact with parents, so I think it's important that they learn that from the outset.

**Matthew Smith (Pre-service teacher, Victoria University)**

I wanted to become a teacher because of my passion for kids and my love of learning.

**Michelle McCracken (Pre-service teacher, La Trobe University)**

I expect teachers to be approachable. So you want your students, if they're having difficulties, to be able to come up to you and ask for help.

**Zack Pretlove (Teacher, Melbourne Girls' College)**

You need to provide them the support but at the same time, they need to be able to trust you. If they don't trust you they don't really want to listen to you. If they don't want to listen to you, they're not going to learn anything.

**Phoebe Hickman (Prep Team Leader, Footscray North Primary School)**

Teachers also need to be really empathetic and be able to support their students through times of need, whether that be inside or outside the classroom.

**Tracey O'Neill (Victorian Catholic Schools Parent Body)**

I expect teachers to be as passionate about their own learning as they are about my child's learning. And by that I mean I hope that they're open to learning from children and learning from parents.

**Matthew Smith (Pre-service teacher, Victoria University)**

Teaching is tough, you need to be prepared and resilient and hardworking.

**Neil Crossett (Year 11, Melbourne Girls' College)**

Just being able to look forward to going to school, because they're gonna be teaching me. That's when you know you have a good teacher.

**Video 2 – Excellence in teacher education – Teacher excellence**

**Nell Crossett (Year 11, Melbourne Girls’ College)**

Having a really passionate teacher kind of pushes it on to you and makes you really enjoy what you’re doing. Because they’re passionate about the content, then you’ll be passionate about it as well.

**Matthew Smith (Pre-service teacher, Victoria University)**

I wanted to become a teacher because of my passion for kids and my love of learning. Also I wanted to become a teacher because I wanted to make a difference.

**Michelle McCracken (Pre-service teacher, Latrobe University)**

Seeing that moment when the students they… understand an idea or they pick up the skill and they’re so proud of themselves, it’s such a delightful experience I’d say.

**David Clift (Principal – Warrnambool College)**

The role they’re taking on, is actually a vocation not a job. It’s probably without peer in our society with respect to the importance of how we progress not just in Australia but globally.

**Professor Rob Strathdee (School of Education, RMIT University)**

So there are two parts to making a good teacher, the first part is the academic knowledge. Good teachers know the discipline areas in which they are teaching. The second part are the non-cognitive attributes around propensity to teach. They are much harder to assess but they are equally important.

**Tracey O’Neill (Victorian Catholic Schools Parent Body)**

They’ve also got to know how to interact with parents, I think it’s important that they learn that from the outset.

**David Clift (Principal – Warrnambool College)**

And first and foremost sees their role as someone who is supportive of students and children. Who actually loves spending time with kids.

**Zack Pretlove (Teacher – Melbourne Girls’ College)**

You need to be open… to be reflective on what you’re doing and willing to change when you need to. You might be teaching the same subject for five years and in that fifth year you just get a different mix of students and all of a sudden the activities don’t work anymore, you have to change things, you can’t just keep doing the same you’ve always done.

**Phoebe Hickman (Prep Team Leader, Footscray North Primary School)**

It’s also a really exciting time at the moment where there’s lots of research coming out around learning and good instructional practice for you to be able to get the most out of our students and to improve our student outcomes.

**Nell Crossett (Year 11, Melbourne Girls’ College)**

Being able to form solid relationships with your students to be on a level of understanding with them is also really important because if you don’t have that connection with them they’re going to find it really hard to ask for help. And that’s a really big part of being a teacher, being able to help your students.

**Matthew Smith (Pre-service teacher, Victoria University)**

I found when I first started teaching, it was a really daunting process. I was really nervous but once I got through the first lesson, everything just started to flow and you really learn things on the go.

**John Loughran (Executive Dean – Education, Monash University)**

I would hope that one of the things that happens is a consequence of teacher education is that you plant many seeds that you’ll grow during your career, and then there will be times in a career when that teacher will want to come back and replenish and develop new ideas and be pushed further themselves just the same as they expected their students – the same applies to them.

**Gail McHardy (Executive Officer, Parents Victoria)**

Parents Victoria believe the quality of good teachers is making sure that they meet or surpass the Australian Professional Standards of Teaching.

**David Clift (Principal – Warrnambool College)**

So I would encourage everyone to spend as much time as possible in other people’s classrooms… as a lifelong learner to explore how you best refine and evolve your practice.

**Michelle McCracken (Pre-service teacher, La Trobe University)**

I am a bit nervous about going and doing my first full-time placement in a school but I feel like I’ve had the experience.

**John Loughran (Executive Dean – Education, Monash University)**

A teacher confronts more people in a day than almost any job I can think of. So, that could be a hundred or two hundred students in a day that you are supposed to be able to understand and work with. How demanding is that?

**Professor Rob Strathdee (School of Education, RMIT University)**

In their first year, teachers should be able to apply the knowledge that they have learned in their training program. They should be able to contribute to the corporate life of the school which they are in but they need be able to do that in a supported way.

**Nell Crossett (Year 11, Melbourne Girls’ College)**

I really enjoyed having some younger new teachers and like the first year teachers because they have so much energy.

**David Clift (Principal – Warrnambool College)**

The most important piece of advice I can give to someone starting out is to have patience…in yourself, in the school that you’re in and the students that present for you.

**Video 3 – Excellence in Teacher Education: Starting out in the profession**

**Michelle McCracken (Pre-service teacher, Latrobe University)**

I am a bit nervous about going and doing my first full-time placement in a school but I feel like I’ve had the experience.

**David Clift (Principal – Warrnambool College)**

A beginning teacher actually won’t know when they’re ready for the classroom. Often the only way you actually do realise you are ready is when people recognise it in you. It’s when they tap you on the shoulder and say it is time to start flying solo and not until you are in the middle of it actually recognise and realise that you’re doing it, that the students are learning from you.

**John Loughran (Executive Dean – Education, Monash University)**

A teacher confronts more people in a day than almost any job I can think of. So, that could be a hundred or two hundred students in a day that you are supposed to be able to understand and work with. How demanding is that?

**Professor Rob Strathdee (School of Education, RMIT University)**

In their first year, teachers should be able to apply the knowledge that they have learned in their training program. They should be able to contribute to the corporate life of the school which they are in but they need be able to do that in a supported way.

**Tracey O’Neill (Victorian Catholic Schools Parent Body)**

It must be a very daunting experience to go into a classroom and manage the classroom and deal with parents. What they really need is support. That has to come from Principals, I think, primarily.

**Professor Rob Strathdee (School of Education, RMIT University)**

I would want careful and considered mentoring. There is something around a broader notion of mentorship within a school, beyond just a one to one.

**John Loughran (Executive Dean – Education, Monash University)**

It’s actually thinking seriously about what it means to mentor in ways that help people realise their ambition.

**Phoebe Hickman (Prep Team Leader, Footscray North Primary School)**

It’s also a really exciting time at the moment where there’s lots of research coming out around learning and good instructional practice for you to be able to get the most out of our students and improve our student outcomes.

**Zack Pretlove – teacher (Melbourne Girls’ College)**

You are not just a classroom teacher. There are so many more things you have to be in a school, with your interests, your hobbies, with your other skills and other experiences.

**David Clift (Principal – Warrnambool College)**

The most important piece of advice I could give to someone starting out is to have patience in yourself, in the school you are in and in the students that present for you.

**Video 4 – Excellence in Teacher Education: Qualities of a good course**

**John Loughran (Executive Dean – Education, Monash University)**

A powerful teacher preparation program you are seeing that the learning about teaching is a content area in its own right.

**Michelle McCracken (Pre-service teacher, Latrobe University)**

I’ve learnt different ways to approach my students. It’s never a one size fits all approach.

**John Loughran (Executive Dean – Education, Monash University)**

A deep knowledge of content matters, however content alone is not what teaching is and what we’re trying to develop in teacher education is how do you take that content through your teaching so that is moves from propositional knowledge into something useable, meaningful and applicable, in the real world. Good teachers do that really well.

**Phoebe Hickman (Prep Team Leader, Footscray North Primary School)**

The clinical teaching model and Melbourne University has allowed me to monitor and evaluate my lessons and adapt them to my student’s needs.

**Tracey O’Neill (Victorian Catholic Schools Parent Body)**

We look at a child’s age group and we might have Grade One and you might think, well those children are the same, but they’re not. I think from a teacher’s perspective the practical is really important because then they get a feel for that diversity in the room.

**John Loughran (Executive Dean – Education, Monash University)**

The first thing is, for somebody to become comfortable in what it means to work with a group of students and that therefore means, in the first instance, them being comfortable with themselves. Once you can deal with those needs, issues and concerns then the really big deal is helping a student teacher think about the teaching…and then the really big step is helping them do something about the learning.

**Phoebe Hickman (Prep Team Leader, Footscray North Primary School)**

During my course at university, I learnt how to bring together the theory and practice, and pull them together to be able to improve student’s outcomes.

**David Clift (Principal – Warrnambool College)**

It’s really, really important to get as much practical experience as you possibly can before becoming a teacher. And so every moment that you can actually spend in someone else’s classroom is vital in terms of understanding how you then will be able to take your L plates off, put your P plates on and actually start to do that journey for yourself.

**Tracey O’Neill (Victorian Catholic Schools Parent Body)**

There should be practical assistance for them during their course to go into schools and not just be focussed just on teaching children but having direct interactions with families.

**Matthew Smith (Pre-service teacher, Victoria University)**

I feel like over the 4 year teaching degree, I’ve definitely grown as a person and matured and I feel like I’m finally ready to become a teacher.