

## Index Annual Report Hearings 2022: Speaking notes

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## ANNUAL REPORT HEARINGS 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Strategic Direction</b>
<b>Description:</b>	
<p><u>Speaking Points:</u></p> <ul style="list-style-type: none"> <li>• The purpose of TQI is to promote teacher quality, protect students, enhance the status of the teaching profession and maintain community confidence.</li> <li>• We do this through professional regulation and practical initiatives to raise teacher quality.</li> <li>• The primary strategy is embedding the Australian Professional Standards for Teachers in the teaching practice of all ACT teachers. This is done in an integrated manner, across all career stages.</li> <li>• Our strategic goals include: <ul style="list-style-type: none"> <li>○ Accreditation and preparation for the profession: <i>accredit teacher education programs to meet the needs of students.</i></li> <li>○ Standards, Regulation &amp; Certification: <i>recognise and leverage high quality teaching practice.</i></li> <li>○ Professional Learning, Recognition and Growth: <i>Promoting engagement in high quality learning and self reflection</i></li> <li>○ Evidence, research and design: <i>develop innovative technology solutions and partnerships</i></li> </ul> </li> </ul> <p><u>Background (including data):</u></p> <ul style="list-style-type: none"> <li>• Use reflection of Directions document for recent summary</li> </ul>	

## ANNUAL REPORT HEARINGS 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>One Teaching Profession</b>

**Description:**Speaking Points:

- Teacher registration in Australia is underpinned by the National Framework for Teacher Registration (the Framework) which was agreed by all Education Ministers in 2011. The Framework embedded the Australian Professional Standards for Teachers (Teacher Standards) in registration requirements across Australia.
- A focus on outputs rather than inputs.
  - PST
    - Accreditation of ITE programs by experts in the field against a rigorous set of standards.
    - Growth journey of PST over time, culminating in a Graduate Teacher Performance Assessment in final semester
    - PST register which welcomes pre-service teachers into the registration space at the very beginning of their career.
  - PR2F
    - Period of provisional registration, with workforce supports in place, and moving to full registration after it has been demonstrated to other professionals that practice is consistent with national standards.
  - FULL
    - Ongoing professional learning, engaging with programs which have been recognised as high quality.
    - Annual renewal; annual reflection on PL and annual commitment to a Code of professional practice and conduct.

- In 2018 a review considered how the current national registration Framework was operating, including all elements of the framework as they relate to consistency and best practice. The extent to which the Teacher Standards are used within regulatory arrangements to drive teacher quality was also explored.
- The Panel found that significant progress had been made across all jurisdictions in implementing the Framework since 2011; in particular, embedding the Teacher Standards has been successful.
- The Panel regard the Framework and the current institutional arrangements for teacher registration, with state and territory regulatory authorities responsible for implementing teacher registration, as the right foundation for further strengthening teacher registration in Australia.
- Recommendations aim to improve and reinforce teacher quality, strengthen children's safety and improve the consistency and efficiency of teacher registration processes across Australia.
- At all stages in implementation of the recommendations, the engagement of the teaching profession is critical if the benefits of universal processes and outcomes of professional registration are to be realised.

Background (including data):

- The terms of reference for a National Review of Teacher Registration (the Review) were agreed by Education Ministers in September 2017, and the Review commenced in February 2018 with the purpose of assessing the ongoing effectiveness of the current regulatory system including the extent to which there is consistency within and between jurisdictions in the way that the Framework is applied.

## ANNUAL REPORT HEARINGS 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>04. National Teaching Standards</b>

**Description:**Speaking Points:

- In use for a decade (February 2011)
- The *Australian Professional Standards for Teachers* identify what is expected of teachers within three domains of teaching (Professional Knowledge, Professional Practice and Professional Engagement)
- Focus areas and descriptors identify the components of quality teaching at each of four career stages (Graduate; Proficient; Highly Accomplished and Lead)
- They are a widely used, professionally owned, public statement of what constitutes teacher quality.
- They define the work of teachers and make explicit the elements of high quality, effective teaching in 21<sup>st</sup> century schools that will improve the educational outcomes for students.
- They are the integrating mechanism for all the professional processes that teachers engage in (qualifying as a teacher, progressing from Provisional to Full teacher registration, professional learning, monitoring Performance and Development planning, certification against the high-level HA and Lead standards)

Background (including data):

- Accompanied by *National Professional Standard for Principals* (July 2011)
- Calls for a refresh of the standards to be more inclusive of EC teaching

- Some jurisdictions have developed supplementary evidence guides to assist ECTs locate their practice within the standards.

## ANNUAL REPORT HEARINGS 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Early Childhood Teacher Registration</b>
<b>Description:</b>	
<p><u>Speaking Points:</u></p> <ul style="list-style-type: none"> <li>• The ACT Government will collaborate with the ACT Teacher Quality Institute to investigate amending the legislation regulating the teaching profession to include qualified early childhood teachers.</li> <li>• We are planning how the TQI Board might further consult, drawing from and building on the previous consultation processes conducted recently in the ACT to develop <i>Set up for success</i> the Early Childhood Strategy for the ACT.</li> <li>• The first step will be for the Board to advise the Minister about possible models for registration, advising on models that reflect the feedback from our jurisdiction.</li> <li>• Consultation will include understanding from the sector how registration could support ECTs with high quality professional learning AND improved industrial arrangements (career pathways, pay and conditions), greater ECT mobility, mentoring and leadership development opportunities, professional recognition (enhanced status and prestige/public esteem with registration the hallmark of a profession).</li> <li>• Registration could support systemic benefits of consistent standards, improved protection of children, enhanced public confidence in the quality of the ECT workforce, attraction and retention of early childhood teacher workforce, unification of the teaching profession.</li> <li>• We need to hear from ECTs themselves about what being registered in the ACT might mean.</li> </ul>	

Background (including data):

- Commitment in second phase of EC Strategy: Investigate amending the ACT teacher professional regulatory framework to include qualified early childhood teachers
- States and territories register ECTs using different models (all in; some in; separate register)



## ANNUAL REPORT HEARINGS 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Early Childhood Teacher Registration</b>

**Description:**Speaking Points:

- Right now we are from ECTs themselves about what being registered in the ACT might mean.
- The TQI Board is currently consulting, drawing from and building on the previous consultation processes conducted recently in the ACT to develop *Set up for success* the Early Childhood Strategy for the ACT.
- Have invited 5 sectors representatives onto a Board committee and they are providing advice, specific to this issue.
- Have conducted 5 successful virtual engagement sessions, with a further 4 scheduled this term (due to demand).
- The first step will be for the Board to advise the Minister about possible models for registration, advising on models that reflect the feedback from our jurisdiction.
- Consultation is deepening our understanding of how registration will support ECTs with high quality professional learning AND improved industrial arrangements (career pathways, pay and conditions), greater ECT mobility, mentoring and leadership development opportunities, professional recognition (enhanced status and prestige/public esteem with registration the hallmark of a profession).
- Registration could support systemic benefits of consistent standards, improved protection of children, enhanced public confidence in the quality of the ECT workforce, attraction and retention of early childhood teacher workforce, unification of the teaching profession.

Background (including data):

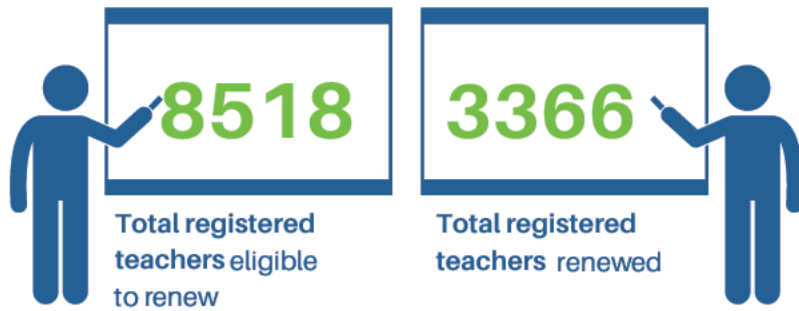
- Commitment in second phase of EC Strategy: Investigate amending the ACT teacher professional regulatory framework to include **qualified** early childhood teachers
- States and territories register ECTs using different models (all in; some in; separate register)
- When the 2011 National Framework for Teacher Registration was developed, it was silent on its application to early childhood teachers.
- Since the agreement of the Framework, a number of jurisdictions have extended teacher registration to include all early childhood teachers, albeit with different models of registration. Across Australia, the majority of early childhood teachers are now registered.
- However, some jurisdictions only register early childhood teachers employed in school settings. This means that some early childhood teachers are not part of the registered profession of teaching.

# Registration Renewal Data

\*figures as at 16 February 2021

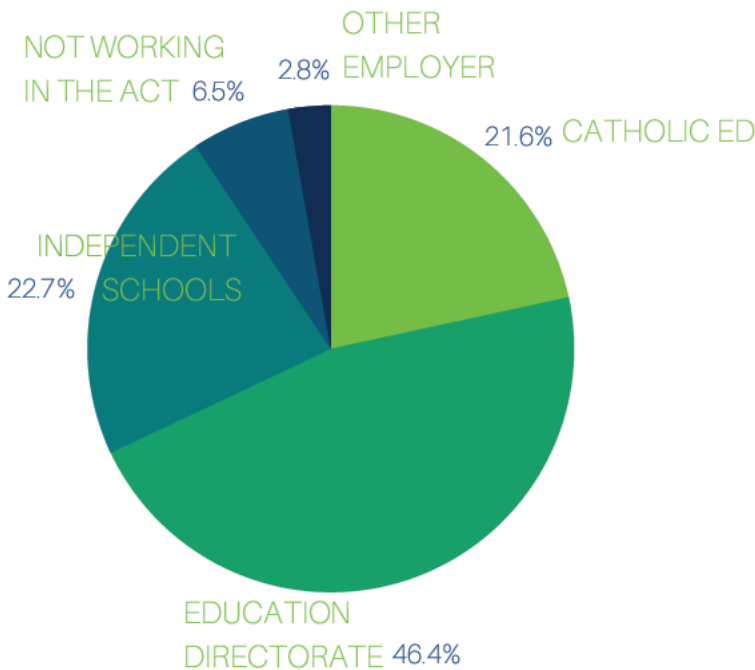


**ACT**  
Government



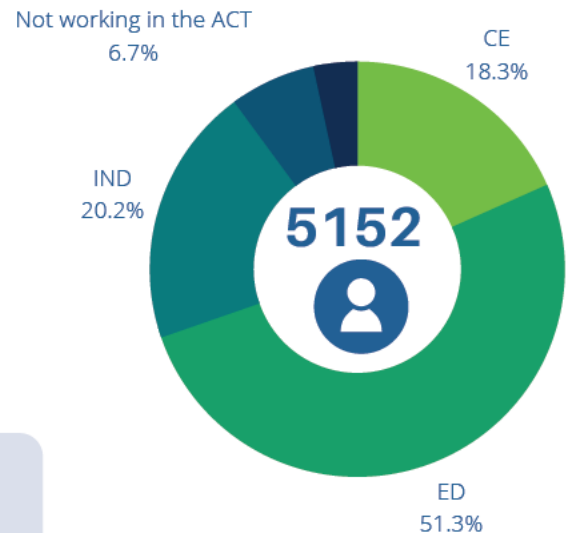
- Renewals opened 4 weeks earlier than previous years and **40%** of teachers who are eligible to renew are now registered for 2021.
- Approximately 600 teachers choose not to renew each year.

## Total number of teachers who have renewed by sector and employment

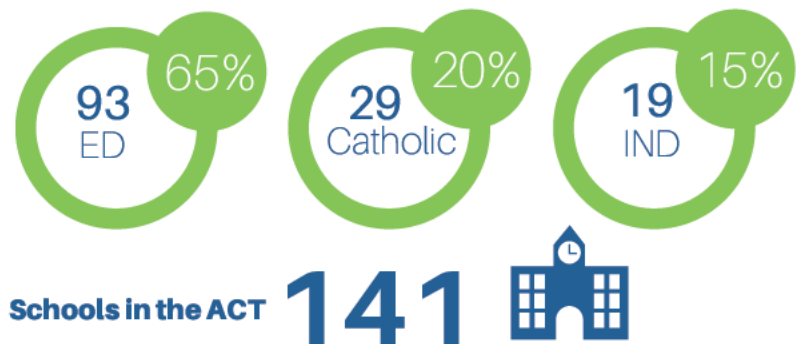
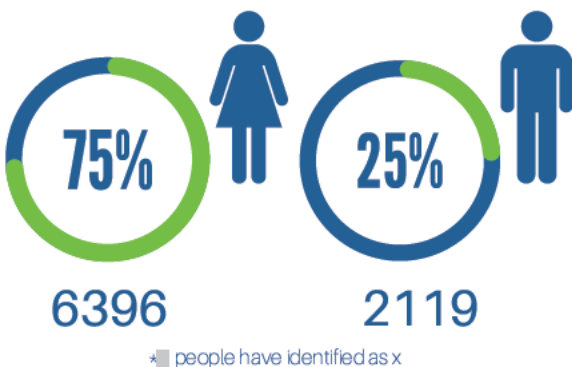


**1064** 32% of teachers who have applied to renew are casuals.  
*Casual Teachers renewed by sector*

## % of teachers still to renew by sector and employment



## General facts



## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Benefits of Registration</b>

**Description:**Speaking Points:

- The purpose of TQI is to promote teacher quality, protect students and maintain community confidence in the teaching profession.
- We do this through professional regulation and practical initiatives to raise teacher quality.
- Three outcomes from professional registration.
- The first is about professional recognition.
- Teachers enter a profession that encourages them to be the best they can be, it encourages quality.
- It also assures quality (you will move from provisional to full registration based upon an assessment of quality teaching)
- This quality is important to the Minister and the ACT community
- Registered teachers receive professional support from the moment they begin their career.
- For our early career teachers the focus is on moving from provisional to full registration, and they receive in investment of time and support by colleagues to achieve this goal.
- However, throughout their career registered teachers will have opportunities for professional recognition by peers and opportunities to be assessed as competent at greater and greater levels of expertise.
- Forty-nine schools in the ACT have at least one HALT. Systematically working towards the vision under FOE that there is one in every school.

- Thirdly, registered teachers have entered a profession that is about ongoing learning and growth – just as they are providing for children and young people, we are doing that ourselves.
- Being registered as a teacher in the ACT brings with it a commitment to professional learning, reflection and growth.
- It's a great thing to be a teacher in the ACT.

Background (including data):

- HALT detail



# TQI Upholding the Standards of the ACT Teaching Profession

PREPARATION FOR  
THE PROFESSION

DATA, EVIDENCE  
& RESEARCH

PROFESSIONAL  
REGISTRATION

PROFESSIONAL  
RECOGNITION

PROFESSIONAL  
LEARNING & GROWTH

ENTRY TO THE PROFESSION



Integrating regulatory frameworks,  
professional standards and quality assurance

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

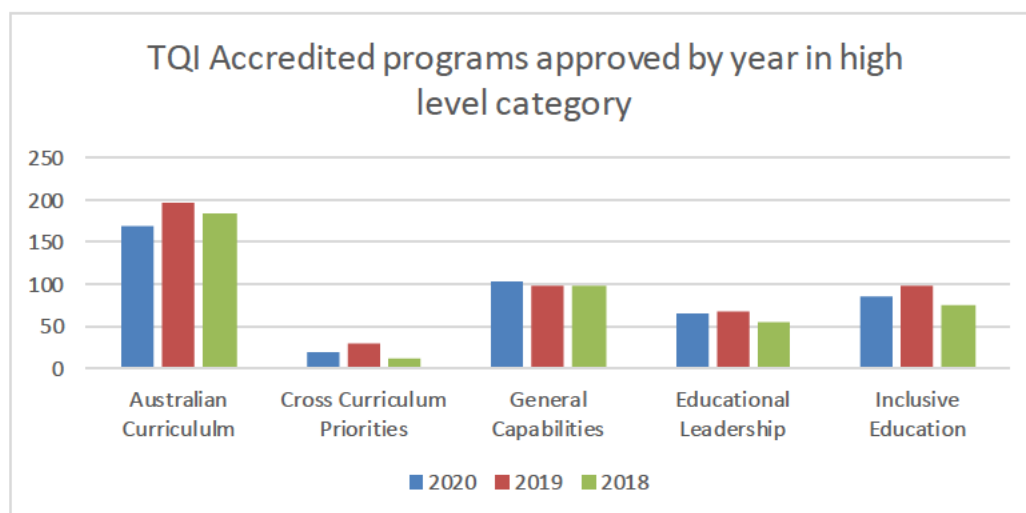
<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Professional Learning – teacher engagement and program accreditation</b>

**Description:**Speaking Points:

- During 2021 TQI supported all teachers in meeting their PL requirements.
- Providers were once again supported in transferring their face to face programs to online delivery using multiple platforms with minimal administrative burden.
- In the first instance an Organisation becomes a Recognised Provider
- Submit an online application consisting of approximately 10 questions which is Standards based, future focussed, collaborative and relevant.
- Provider needs to allow 20 working days prior to delivery for assessment.
- Approved programs are listed on the public [TQI Register of Approved programs](#).

 TQI Accredited programs	2020	2021	2022
<b>Total</b>	<b>625</b>	<b>411</b> <small>*As at 15 February 2021</small>	<b>447</b> <small>*As at 10 February 2022</small>
<b>Online</b>	<b>316</b>	<b>214</b>	<b>269</b>
<b>No Cost</b>	<b>266</b>	<b>185</b>	<b>197</b>
<b>Online &amp; No Cost</b>	<b>87</b>	<b>74</b>	<b>101</b>

- For quality assurance purposes all programs must obtain a minimum 75% evaluations to ensure that the program is meeting the needs of ACT teachers and the Provider is responding to feedback.
- In 2021 following approval from the TQI PLAD committee and board the evaluation threshold was reduced to 65%. However, most Providers obtained well above 80+% of evaluations.
- All Providers are required to nominate one of the 5 high level categories that their program targets.



## PL VARIATION PLANS

- Last year = 114. Significant reduction from previous years and reducing year on year. (30% = casuals)
- As at 10 February 2022 = 96 PL plans offered. Not all have been submitted.

## 2022 CURRENT PL OFFERINGS

- 447 which is a good number given we would expect to rise to approx 700 over the course of the year.
- Casuals is a group we are aware of for PL purposes (see table above for no cost + online)



## A PROFESSION OF ONGOING LEARNING AND GROWTH

- Total number of accredited hours logged since 2015 = 692,371
- Over 1M teacher identified hours (1, 164, 415)
  - 20,000 of accredited hours, on average, are logged each year
  - 50,000 of teacher identified hours

### Background (including data):

- Teachers record and reflect on a minimum of 20 hours of PL each year. A minimum of 5 hours of a *TQI accredited program* and 5 hours of a *Teacher Identified activity*.



- As at 10 February 2022 = **376** External Providers plus all ACT schools (141).

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>10. Initial Teacher Education</b>

**Description:**

## Status of local courses:

- ACU (Canberra campus/online) - ten ITE courses available to tertiary students in the ACT (including two online, more mixed mode)
- ACU Early Childhood teaching programs - Bachelor of Education (Early Childhood and Primary) on campus; Master of Teaching (Early Childhood and Primary) online.
- UC - ten ITE programs available to tertiary students in the ACT all on campus
- UC Early Childhood teaching programs - Bachelor of Early Childhood and Primary Education
- Master of Primary Teaching and Master of Secondary Teaching under review in preparation for Stage 2 accreditation by end 2022.

## Overview of approach to accredit ITE course:

- Panel assessment process against the *Accreditation of initial teacher education programs in Australia – Standards and Procedures* December 2015 (Revised 2019), guided by the *Guidelines for the accreditation of initial teacher education programs in Australia* 2016 (Revised 2020).
- Two stage accreditation process:
  - Accreditation Stage One applies to new programs entering the accreditation system for the first time with:
    - evidence against the Program Standards (PS)
    - mapping where in the program the Graduate Teacher Standards (GTS) are taught practised and assessed
    - a plan for demonstrating impact.
  - Accreditation Stage Two focusses on the provider's interpretation of the evidence they have collected on program impact
    - analysis and interpretation of evidence of PST performance and graduate outcomes
    - description of program changes and planned improvements (informed by annual reporting)
    - evidence of adherence to the PS
    - findings from participation in national cross-TPA benchmarking.

Background (including data):

- The (six) National Program Standards, initially developed in 2011, were revised in 2015 in response to the recommendations of the *Teacher Education Ministerial Advisory Group* (TEMAG), then added to in 2018 by Education Council to strengthen quality assurance, teaching performance assessments (TPAs) and evidence of impact.
- *Accreditation of initial teacher education programs in Australia: Annual reporting operational guide* November 2019 (Revised 2021) assists regulatory authorities to work with ITE providers in providing nationally consistent annual reporting data to AITSL
- i.e. Annual Reporting - Program Standard 6.4:
  - data as identified in the plan for demonstrating impact
  - changes to the program (minor)
  - nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes
  - additional data/information requested by the TRA

## Sensitivities:

- burdensome data collection and reporting requirements.

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>11. Certification of HALT</b>

**Description:**Numbers:

**Total 106** teachers have been certified in the ACT since 2012

**Total 82** teachers in the ACT with current certification

- 62 Highly Accomplished teachers
- 20 Lead teachers
- 24 *who achieved certification in the ACT, and have left and/or not renewed their certification.*

**Sector breakdown of current HALTs**

<u>HA teachers</u>		<u>Lead teachers</u>		<u>Total HALTs</u>	
IND	11	IND	2	IND	13
CE	18	CE	2	CE	20
ED	33	ED	16	ED	49

**In Semester 2, 2021**

- 11 teachers welcomed to the HALT network
- 10 renewed certification after 5 years, with one of those teachers doing so at using the Lead Teacher standards

Speaking Points:

- Highly Accomplished or Lead Teacher (HALT) Certification is rigorous assessment against the high-level *Australian Professional Standards for Teachers* (Teacher Standards) by highly trained school leader assessors who have a strong appreciation of effective teaching practice and leadership expertise.
- The purpose of certification:
  - to promote quality teaching
  - to provide an opportunity for teachers to critique their own practice
  - to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers.

- Certification provides recognition for high-performing teachers while retaining them in the classroom, promoting professional growth and supporting school improvement.
- Leveraging the exemplary practice of expert HALT teachers builds the capacity of teacher colleagues, spreading the impact across the whole school, and improving outcomes for all the students.
- Certification helps to attract high-performing school leavers to teaching with line of sight to teaching excellence.
- With Standards the hallmark of a profession, certification against the high-level Standards becomes a long-term career goal that early career teachers aspire to and work towards on the career trajectory.
- Assessor training builds school leader instructional leadership, expertise in calibrating levelness of practice, fidelity of implementation and Standards-expertise applicable to all career stages and teacher professional processes.

#### Objectives of the Modular model:

- The Modular model in a pilot phase 2019-2021, is a key measure to achieve the FoE goal of a HALT in every ACT school.
- The Modular model was introduced to:
  - increase *access* to certification by teachers (distributed submission cost and workload)
  - increase *sustainability* for applicants and assessors (more manageable with competing professional demands/priorities)
  - increase the *scalability* of certification (higher numbers of teachers participating).
- The Modular model enables teachers to stagger the submission of professional evidence of practice in three Modules over up to three years, and assessors a smaller 'chunk' to assess as their availability allows.
- Fees:
  - Preliminary application fee \$50
  - Module 1 \$300 (two Standards)
  - Module 2 \$300 ((two Standards)
  - Module 3 \$650 (three Standards, plus site visit)
  - Total \$1300 (as for previous Full portfolio approach).

Applicant numbers:

- Since the introduction of the Modular model, the number of teachers submitting new certification applications has significantly increased (2018: 14; 2019: 30 (14 Full portfolio; 16 Modular model); 2020: 19 (despite COVID).

#### Moderation:

- Standards setting – identify applications which are successful/unsuccessful/borderline using heatmaps
- Evidence analysis activities e.g. evidence samples coded and discussed in small groups.
- *Moderation assessors* assess evidence in current round; compared with co-assessors' coding.

#### 5-year renewal process:

- Truncated process to confirm that HALT teachers have maintained high-level practice
- Brief overview of professional context, involvement in 5-year period since certification
- *Professional Practice* and *Professional Learning* statements accounting for all seven Standards (three examples each with Focus, Action, Impact)
- Reference to Lead initiatives undertaken in previous five-year period (for Lead applicants)
- At least two referee discussions including principal/delegate
- One assessor
- Fee: \$300
- If successful, certification granted for a further five years.

#### Background (including data):

- 17 schools have more than one HALT while 9 schools, taking a cohort approach to leading teacher development through certification, have three or more HALTs.
- The ACT boasts a significant proportion of the total number of HALT teachers certified nationally since 2012 i.e. 97 teachers have been certified in the ACT since 2012, 11.43% per cent of the national total of 840 teachers.
- 130+ school leaders trained as assessors since 2012
- Sector breakdown of Certification Assessors: ED 58%, CE 25%, IND 17%.

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Regulatory Matters</b>

**Description:**Speaking Points:

- There is a robust system in place! Multiple agencies respond if something goes wrong.
- TQI has an important role to play because we do three things.
- The purpose of TQI is to maintain community confidence; promote the teaching profession and ensure ongoing professional learning and growth.
- We do this through professional regulation and practical initiatives to raise teacher quality.
- It is a condition of registration that a **code of professional practice** is adhered to. This code complements various codes employers also have in place that articulate expected standards.
- Employer responds to the matter and informs us of action taken.
- In response we can, and do, take action in relation to registration. We can suspend, cancel or place a condition on that registration.
- You will note on p 254 of annual report we took action on 14 matters – which equates to 0.14% of the number of registered teachers that year.

<b>TQI Regulatory Action taken 1 July 2020 to 30 June 2021</b>	<b>Number of actions</b>
Formal written warning (Working with Vulnerable People (WwVP))	0
Formal written warning (conduct)	2
Formal written warning (s.28/29 Breach)	7
Condition placed on registration	3
Suspension of registration (WwVP registration lapsed) -	0
Suspension of registration (conduct)	2

- S 28 & 29 = teaching without approval
  - Majority relate to WWvP background check which may not have been renewed on or before the expiry date = immediate lapse of teacher registration.
- We set the standard – the employer responds to that standard. We do not investigate.
- Employers are very aware of their obligations.

#### Background:

S 67 (suitability = fitness + WWVP) and 70 B (notification = a) formal investigation b) taken disciplinary action c) ended casual teacher d) resigns

- We take action based upon the information that must be reported to us.
- We can cancel; suspend or place a condition on registration
- We show how we have acted via the Annual Report.

#### Pre-Service Teacher Conduct

- Several ITE providers and programs in the ACT
- All are explicit about PST conduct
  - Expectations outlined in documents and agreements
  - Practical/explicit examples in units of study
- Also formal agreements with schools and systems relating to practical placements



### Pre-Service Teacher Register (page 259 AR)

- A supportive step into the profession
- Assists ITE students get ready for future registration
- Universities encourage students register on the PSTR at the point of orientation.

### Freedom of Information

- Documents which detail the reasons why any registered teacher has been issued with a formal warning, had conditions placed on their registration or been de-registered as a result of their conduct. Records from the period 17 February 2019 to 29 November 2021.
- Decision is being released in stages – stage 1 (2021 records) released 1 Feb, stage 2 (2020 records) due 22 Feb and stage 3 (2019 records) due 15 Mar.
- Ombudsman’s decision was to vary the original decision and information was released about teacher conduct as it was deemed that the public interest factors favouring release were stronger than the teacher’s right to privacy.
- We have processed this FOI request in accordance with the Act, and the Directorate has met its obligations under this Act.

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	Teacher Quality Institute
<b>Topic:</b>	Are teachers still leaving after 5 years?
<b>Description:</b>	

Speaking Points:

- When considering our renewal data (which tells us something about ACT teachers), year on year we are seeing an increased trend in registration renewals
- In 2020 we had approx 8,400 teachers eligible to renew, and of that 90% did renew
- These renewal rates are consistent across the previous five years. This is telling us that a high proportion of teachers are coming back for another year.
- If the question is “Are teachers leaving in their first five years?” then we might look at the data of those who do not renew
- Over the past five years the number of teachers who do not renew has been stable (no evidence of increase). Around 600 – 700.
- Of the number who don’t renew, by far the largest group are those at the end of their career (40%).

Background (including data)

Data suggests that there are two distinct groups of teachers who do not renew their registration:

1. Teachers registered under transitional arrangements (prior to 2012)
  - a. However, over a 5-year timeline, this forms the largest group (37%)
2. Teachers in their first year of registration (emerging only over past 2 years)

Another way of considering this is longevity in the profession. Over the past five years we have had 37,000 renewals. Of that 37,000, 80% are still registered.

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Child safety</b>

**Description:**Speaking Points:

- A purpose of the TQI Act is to *‘protect students and the community by ensuring education in schools is provided ... by approved teachers’*.
- TQI takes an integrated approach to ensuring only suitable teachers are approved and only approved teachers provide education in ACT schools.
- This integrated approach includes:
  - registration of teachers which entails a rigorous check of registration requirements including: current Working with Vulnerable People registration; evidence of required teaching qualifications; necessity to notify TQI of criminal history and breaches of the law.
  - strengthening of legislation to require teacher employers to provide to TQI information, in a timely manner, about investigations they are undertaking relating to child safety
  - participation in developing national and ACT policy and practice (including legislation change) in response to recommendations from the *Royal Commission into Institutional Responses to Child Sexual Abuse* and the *National Review of Teacher Registration* about strengthening child safety through teacher registration regulation. Both these reviews recommended improved information sharing arrangements among teacher regulatory authorities and achieving a nationally consistent approach to ensuring suitability to teach.

Background (including data):

- The TQI Act was amended in 2018 to:
  - allow TQI to require a teacher employer to provide to the Institute certain information to protect child safety and welfare. The change to legislation made it clear to employers that notifying TQI at the beginning of a process of examining a teacher's conduct is authorised under the TQI Act, and that they have a positive obligation to do so.
  - make it clear to teachers that they must maintain currency of their WwVP registration if they wish to retain their teacher registration status.

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Business System</b>

**Description:**Speaking Points:

- Last year launched a significant upgrade to enhance usability, performance and security of the platform.
- We broadened it to reflect the significant learning all teachers across the Territory engaged in to deliver at-home learning.
- Also broadening it to welcome Early Childhood teachers in non-school settings, as well as provide prac teachers with professional resources right at the very beginning of their career in education.
- All registered teachers once approved are given access to the TQI Portal.
- Teacher's responsibility to keep their personal details and employment records up-to-date.
- Teachers can record their professional learning goals.
- Employers can also put in employer-based goals and sector goals.
  - Teacher = 3 goals; Employer/School = 1 goal; System = 1 goal (CE & ED)
- Teachers record and reflect on PL activities each year and complete online evaluations for all TQI accredited programs attended.
- Teachers have access to professional learning opportunities via the TQI Register of Approved programs and the Events page on the TQI portal.
- Teachers have access to resources relating to professional registration and professional growth, Certification, regulatory requirements and links to resources.

- Principals can monitor their staff's PL records, WwVP expiry dates via their Principal report and Teacher PL Summary page.
- Delegates verify PL records to ensure teachers have met their PL renewal requirements.
- Portal provides access to renew and evidence of registration (certificate)
- Teachers can apply for Certification
- Portal allows printing of PL reflections, historical records of PL completed and goals that have been recorded.

Background (including data):

The TQI Portal is a self-service platform where teachers and external providers interact with TQI and action their critical tasks (ie, submitting PL, renewing registration, accredited program submissions, marking attendances).

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Pre-service teacher register</b>

**Description:**Speaking Points:

- From January 2020, following 2019 changes to the TQI Act, preservice teachers, seeking to undertake professional experience in an ACT school, must be included on the ACT pre-service teacher register (PSTR). This applies to students undertaking initial teacher education (ITE) courses at an ACT university or any university outside the ACT.
- There is no cost for pre-service teachers to be included on the PSTR.
- To be eligible for inclusion on the register the pre-service teacher must be enrolled in an approved ITE program and have a Working with Vulnerable People registration or equivalent.
- Current inclusion on the PSTR provides to pre-service teachers information about professional standards and a sense of belonging to the teaching profession.
- Once the business system is developed, pre-service teachers will also have access to information about professional development and resources and streamlined transition to ACT teacher registration.
- The PSTR provides data about pre-service teachers that can be used to assist schools and the Government with workforce planning.
- Information which draws on deidentified data will be available such as:
  - the total number of pre-service teachers undertaking professional experience in a particular year or over a period of years;
  - the number of schools providing professional experience placements;
  - the number of pre-service teachers placed at particular schools; and



- the number of pre-service teachers undertaking their professional experience in, for example, the science faculty.

**Background (including data):**

- As at 23 February 2021 there are 969 preservice teachers on the register including 897 from ACT universities (Australian Catholic University and University of Canberra) and 72 from universities outside the ACT.
- Since the register was established in 2020, 175 people who were registered on the PSTR have been registered for provisional registration on the ACT teachers register.
- In 2018, the Minister launched the *Professional Experience Framework*. The Framework provides guidance on how schools and teachers can provide high quality professional experience to ITE students.
- In August 2018, a commitment from the *Future of Education* strategy was for TQI to: *build on its work on ensuring high quality professional experience for ITE students.*
- The establishment and maintenance of the PSTR aligns with the second Foundation in the *Future of Education* strategy: *Empowered Learning Professionals*. This Foundation acknowledges that *'a professional teaching workforce requires high quality ITE that attracts the right kind of people and leads to well-prepared and enthusiastic graduates entering the profession.'*

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>TQI in COVID</b>

**Description:**Speaking Points:

- TQI has taken a serious and planned approach in responding to COVID-19, in line with ACT Government advice. TQI responded seamlessly to COVID safe working arrangements both for TQI staff and in their work with employers, teachers and universities.
- TQI continued to correspond with teachers via the TQI website and email and employers, principals and teachers are able to contact TQI by phone.
- TQI is conscious of the huge task undertaken by teachers to provide excellent learning opportunities for their students during home schooling.
- TQI arranged for the professional learning teachers undertook to develop and provide learning in the on-line space to be recognised.
- TQI also encouraged professional learning providers to deliver an online version of their programs, so that teachers could continue with accredited professional learning during COVID. Number accredited programs were offered on-line by providers in 2021.
- TQI workshops and network meetings were abandoned in term 1 2020, while teachers prepared for their students learning from home. During the remainder of the year, teachers attended workshops and network meetings in the virtual space. It was noticeable that attendances were larger than in the previous year.
- TQI liaised with the University of Canberra to ensure that initial teacher education students were not disadvantaged, due to not being able to complete

their professional experience. UC undertook to prioritise final year students and also, if necessary, to facilitate with schools a mixed mode placement where ITE students could undertake some online teaching.

- TQI has also continued its engagement in the national agenda for teacher registration and regulation. While unable to travel to national meetings or to participate face to face in discussions and consultation about policy relating to accreditation of initial teacher education, TQI has continued to actively represent the ACT position through on-line fora.


## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Casual Teachers</b>

**Description:**Speaking Points

- Casual teachers have the same PL requirements.
- There is flexibility for all teachers in meeting their PL requirements.
- PL plans can be requested in extenuating circumstances.
- TQI offers each term Casual Teacher network to provide learning opportunities and a forum for discussions and networking.

2021	Casual Teacher Network
Term 1	Meet and Greet the New TQI CEO <i>Guest speaker Coralie McAlister TQI CEO</i>
Term 2	Unpacking Digital Systems to support casual teachers <i>Guest Speakers ED Murray McKay and CECG Lora Bance</i>
Term 3	Supporting Students with Complex Needs <i>Guest speaker Sue Roche AIS</i>
Term 4	Setting Casual teachers up for Success in 2022 <i>Guest speakers ED and CECG HR</i>

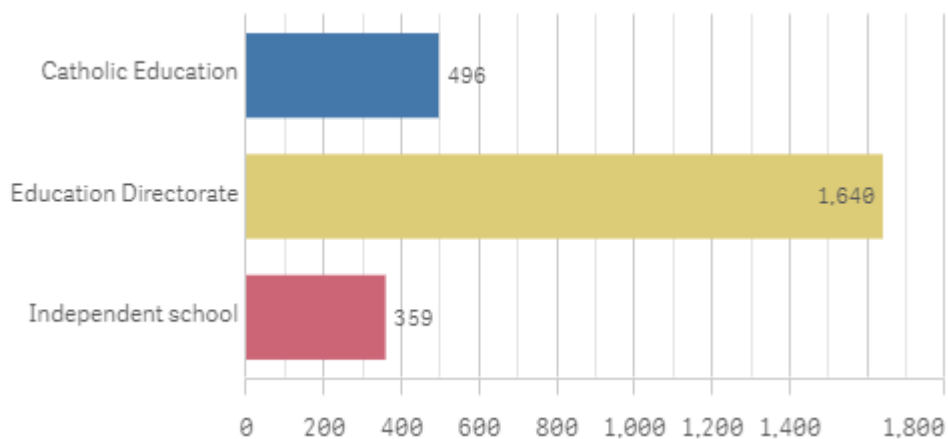


- Term one 2021 we began with 12+ casual teachers – by term 4 the network had grown to over 100+ casuals

Background (including data):

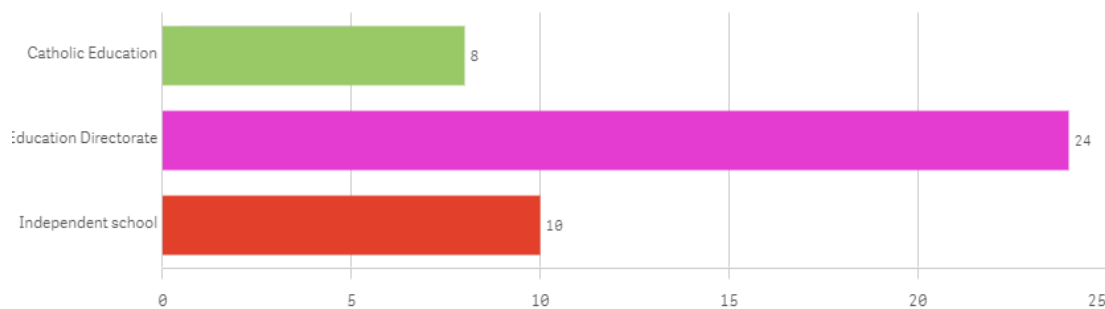
Number of casual teachers registered in 2021 :

- 2238 distinct teachers indicated that they were teaching on a casual basis. The sector breakdown is as follows:



- \*Employment details are self-recorded and accuracy of this data is the responsibility of individual teachers. Teachers can be casually employed across sectors and as such, the total numbers for the graph above will exceed 2238.

- 38 casual teachers have an approved 2021 PL Variation Plan



## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>19. Budget priorities</b>

**Description:**Speaking Points:

- Continue to enhance the status of teaching by working with the Minister and community to achieve registration of ECTs (and resulting upgrade to IT system)
- Increase the number of HALTs
- Develop a pre-service teacher register that provides similar expectations about professional registration to initial teacher education students, at the very beginning of their career. The register will also provide important workforce data for policy and planning purposes.

Background (including data):

- Capital funds support an upgrade to the IT system
- While contemporary and robust, TQIs ICT needs have grown significantly since it began and now cater for several distinct user groups
- Leverage already strong connections across the Territory to introduce a research hub/clearing house function of excellent practice is a strategic direction funded within (EDU)

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>Automatic Mutual Recognition</b>

**Description:**Speaking Points:

- Under AMR teachers wouldn't need to apply for multiple state-based registrations.
- While teachers would have their registration automatically recognised, safeguards for students, workers and the public would stay in place.
- For example, teachers must obtain a Working With Children Check or equivalent if required by the second jurisdiction and must understand and obey local laws.
- In practice, state and territory regulatory teaching authorities would maintain responsibility for occupational licensing and registration, including setting standards and enforcing compliance.
- TQI focus right now is on working in a co-ordinated manner with both Education Directorate and across Govt to establish the notification process, as well as develop clear communication for principals.

Background (including data):

Since November 2020, TQI has been responding to exposure draft legislation proposing a scheme that, from 1 July 2021, introduces automatic mutual recognition (AMR) of occupational licences by amending the *Mutual Recognition Act (1992)*.

The Commonwealth Government is looking to make it easier for workers who need to be licensed or registered to move around the country for new job and business opportunities with their current occupational licence.

XXXXX = approximate number of teachers registered w TQI who live beyond the ACT.

## ANNUAL REPORT HEARINGS 25 FEBRUARY 2022

<b>Entity:</b>	<b>Teacher Quality Institute</b>
<b>Topic:</b>	<b>TQIs Communication with Teachers</b>

**Description:**Speaking Points:

- During 2021 we tracked and evaluated all communication that was sent to teachers via email and social media. Following an analysis of this data has provided us with valuable insight about teachers needs are throughout the year and the various pressure points to avoid.
- We discovered an inability, due to an employers' inability to receive them, to issue bulk emails last year.
- All teachers were advised in their 2020 registration renewal letter that the portal will be the main source of communication to all registration teachers going forward.
- We heard from teachers that receiving a direct reminder at the beginning of each year about the requirement to renew is important to them.
- We've fixed the issue and communicated with all teachers on the register last week (next week)
- We are cognisant of the need to allow teachers to focus on teaching during this complex time, so we plan to email directly once a term with information that they need (professional learning, Certification).
- Social media also a very active way of communicating with teachers and an important feedback channel.
- Highlights in response to recognising professional learning opportunities and resources included:



	Topic	Reach and Engagement	Analysis
<b>Term 1</b>	<b>Inform:</b> The electronic National Capital Teachers Pass	<ul style="list-style-type: none"> <li>• 6670 Reach</li> <li>• 1283 engagement</li> <li>• 35 shares</li> <li>• 32 Comments</li> </ul>	Opportunity to leverage FB reach created. Need to find free resources for all teachers
	<b>Inform:</b> Registration renewal, reminder of removal of individual communication	<ul style="list-style-type: none"> <li>• 17 128 Reach</li> <li>• 5165 engagement</li> <li>• 123 shares</li> <li>• 381 Comments</li> </ul>	Opportunity to leverage FB reach created. Position renewal as professional expectation that will be carried out as BAU.
	<b>Inspire:</b> Feel-Good Friday message be the person you needed when you were at school	<ul style="list-style-type: none"> <li>• 1124 Reach</li> <li>• 77 engagements</li> <li>• 5 shares</li> </ul>	Opportunity for community to see how TQI advocates and supports the profession
	<b>Inform:</b> Registration renewal, last chance	<ul style="list-style-type: none"> <li>• 2738 Reach</li> <li>• 385 engagement</li> <li>• 13 shares</li> <li>• 5 Comments</li> </ul>	Message has been consistent and the reaction was positive. No negative comments
<b>Term 2</b>	<b>Inspire:</b> Feel-Good Friday Teachers are the lifeblood of the success of schools	<ul style="list-style-type: none"> <li>• 1102 Reach</li> <li>• 49 engagements</li> <li>• 2 shares</li> <li>• 2 Comments</li> </ul>	Teachers appreciating the positive acknowledgment
	<b>Inspire:</b> Rita Pierson Every kid needs a champion Ted talk	<ul style="list-style-type: none"> <li>• 1044 Reach</li> <li>• 264 engagements</li> <li>• 6 shares</li> <li>• 4 Comments</li> </ul>	Teachers appreciate PL opportunities that can be counted for registration purposes.
<b>Term 3</b>	<b>Promote:</b> FREE PL spelling - Dr Tessa Daffern	<ul style="list-style-type: none"> <li>• 1114 Reach</li> <li>• 48 engagement</li> </ul>	Teachers appreciating the Free PL opportunities while in lockdown
	<b>Promote:</b> FREE PL Regulating emotions	<ul style="list-style-type: none"> <li>• 4097 Reach</li> <li>• 794 engagement</li> </ul>	Free PL opportunities continued to be appreciated
	<b>Promote:</b> Did you KNOW Wednesday (TQI COVID response)	<ul style="list-style-type: none"> <li>• 1013 Reach</li> <li>• 93 engagement</li> </ul>	Community seeing that we are being flexible and pragmatic and responsive.
	<b>Inspire:</b> Feel-Good Friday Recognition of surviving Wk 1 Remote Learning	<ul style="list-style-type: none"> <li>• 1175 Reach</li> <li>• 84 engagements</li> <li>• 53 reactions</li> <li>• 6 shares</li> </ul>	Opportunity for community to see how TQI advocates and supports the profession
	<b>Promote:</b> Did you KNOW (Changes to evaluation questions)	<ul style="list-style-type: none"> <li>• 1652 Reach</li> <li>• 131 engagement</li> <li>• 4 Shares</li> </ul>	Recognising teachers are time poor and implementing change was well received
<b>Term 4</b>	<b>Promote:</b> Save the date WTD	<ul style="list-style-type: none"> <li>• 1266 Reach</li> <li>• 177 engagements</li> <li>• 1 Shares</li> </ul>	Poor timing considering Lockdown situation - major controversy on Canberra Teachers FB page that TQI is out of touch.
	<b>Inform:</b> Did you KNOW (Submitted PL for renewals)	<ul style="list-style-type: none"> <li>• 2113 Reach</li> <li>• 566 engagements</li> <li>• 5 Shares</li> </ul>	Caused controversy but had desired reaction and over 200 people responded and finalised their PL hours for 2021.
	<b>Inspire:</b> Feel-Good Friday WTD Thanks	<ul style="list-style-type: none"> <li>• 3000 + Reach</li> <li>• 84 engagements</li> <li>• 3 shares</li> </ul>	Acknowledging and joining all ACT School FB pages was well received.
	<b>Promote:</b> FREE PL Regulating emotions	<ul style="list-style-type: none"> <li>• 4097 Reach</li> <li>• 794 engagement</li> </ul>	Free PL opportunities continued to be appreciated
	<b>Inform:</b> Taking extended leave and PL hours	<ul style="list-style-type: none"> <li>• 1245 Reach</li> <li>• 124 engagements</li> <li>• 2 Shares</li> </ul>	Demonstrated how we support the profession in meeting their conditions and busting myths.
	<b>Promote:</b> 5 hour PL credit	<ul style="list-style-type: none"> <li>• 6867 Reach</li> <li>• 1014 engagements</li> <li>• 22 Shares</li> </ul>	Need to leverage this gesture to improve the narrative

## SUMMARY OF ANNUAL REPORT 20-21

**KEY MESSAGE:** Inputs are important, but of great importance is making sure we have the settings right to ensure that outputs meet the standard our community expects.

### WHAT TQI DOES

- promotes and encourage the continuous professional learning and development of teachers, including accredit education programs for pre-service teachers and teachers
- develop and apply codes of practice about the professional conduct or practice of teachers;
- determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards

Page 243 of the Annual Report outlines the range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

### WE HAVE TEACHERS ON OUR REGISTER

#### **TEACHER REGISTRATION page 254**

As of 30 June 2021, TQI has registered 8,237 teachers. Of that number, 104 people were approved to hold a permit to teach.

For the same period, there are 413 newly registered teachers, in addition to those teachers who renewed their registration.

#### **PERMIT TO TEACH – page 255**

A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration.

#### **REGISTRATION OF EARLY CHILDHOOD TEACHERS – p 257**

## WE WORK WITH TEACHERS FROM THE EARLIEST STAGE OF THEIR CAREER

### **PRE-SERVICE TEACHER REGISTER – p 259**

In August 2019, the ACT Legislative Assembly passed amendments to the TQI Act which require that pre-service teachers who wish to undertake a professional experience placement in an ACT school must be approved on the pre-service teacher register (PSTR).

In the life of the register, as of 30 June 2021, 1,486 pre-service teachers have registered on the pre-service teacher register. Of these 121 registered from a university located outside the ACT.

At least 217 of those initially registered, including some who completed their initial teacher education outside the ACT, have moved on to register on the ACT teacher register or have been granted a permit to teach and are now eligible to teach in ACT schools.

Pre-service teachers on the register become accustomed to exercising their responsibilities as a teacher professional from their entry to initial teacher education. As the business system is further developed the pre-service teacher will eventually be able to easily transition to ACT teacher registration.

### **PROVISIONAL TO FULL REGISTRATION – P 255**

Once they have come in from pre-service, teachers have a period of provisional registration.

Successful transition from Provisional to Full registration occurs through a strong, enduring partnership between TQI and employers.

**TQI table 3: Full Registration Reports assessed and processed July 2020- June 2021**

Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	<b>TOTAL</b>
17	20	34	16	38	101	4	10	23	8	11	9	<b>291</b>

**WE ENSURE ONGOING PROFESSIONAL LEARNING AND GROWTH****PROFESSIONAL LEARNING AND GROWTH – P 258**

In total, ACT teachers undertook more than 224,000 hours of professional learning (PL) in the year preceding their 2021 registration.

In the reporting period there were 21,857 attendances at TQI accredited programs. On average a teacher records and reflects on 32 hours of professional learning each year.

Despite the pandemic, attendances at TQI accredited programs were up 1 per cent.

**CERTIFICATION page 256**

National Certification is a voluntary and portable process that ensures teachers have access to a rigorous and transparent process that recognises Highly Accomplished and Lead teachers (HALTs).

We're making more attractive and accessible the process of being Certified at those higher career stages.

HALT certification demonstrates leadership and commitment to excellence in teaching. It enables teachers to receive feedback on their practice and have their practice evaluated by nationally trained assessors who are external to their school.

## WE HAVE HIGH STANDARDS

TQI develop and apply codes of practice about the professional conduct or practice of teachers;

Page 254 shows that in the reporting period, TQI took regulatory action as follows:

### **TQI table 2: TQI Regulatory Action taken between 1 July 2020 to 30 June 2021**

<b>Regulatory action</b>	<b>Number of actions</b>
Formal written warning (Working with Vulnerable People (WwVP))	0
Formal written warning (conduct)	2
Formal written warning (s.28/29 Breach)	7
Condition placed on registration	3
Suspension of registration (WwVP registration lapsed) -	0
Suspension of registration (conduct)	2