



ACT
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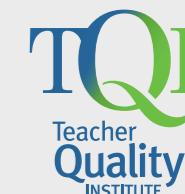
ACT Teacher Quality Institute

TQI Strategic Direction

2022–2024



Strategic Overview



The ACT TQI is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010 (TQI Act)* to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.



BOARD CHAIR

Natalie Howson

Teachers in the ACT are committed to excellent and equitable education outcomes for all children in our community. ACT teachers are highly skilled, they know their curriculum, they know how to teach children and assess their impact, and they provide a positive social and emotional environment that supports children to learn. This commitment is reflected in the standards they achieve in their initial training and development throughout their working life.

The ACT Teacher Quality Institute (TQI), through its independent and responsive regulatory approach, offers the community this assurance about the strength of the teaching profession in the ACT.

On behalf of the TQI Board, made up of representatives from the community, profession, and employers, I present our *TQI Strategic Direction* for 2022–2024.

The Board looks forward to continuing its partnership with the teaching profession that enables the high standards and culture of professional development throughout a teacher's career to be achieved and maintained.

CHIEF EXECUTIVE OFFICER

Coralie McAlister

Our focus over the next 24 months rests squarely on engaging with the profession. Over the past decade, several regulatory tools (that are the hallmark of what it means to be professionally registered as a teacher in the ACT) have been designed, implemented, and embedded – all in collaboration with the profession.

In looking toward our second decade, this *TQI Strategic Direction* document tells us to take time for further reflection. It tells us to engage and seek clarity about how the profession understands the work of TQI and the value it adds to a teacher's lived experience. And, it tells us to continue working to maintain community confidence in the teaching profession.

This knowledge will assist us in developing a framework for its approach to regulation. The framework will aim to clarify and communicate TQI's purpose and goals, and enhance meaning and value for the teaching profession. We have also been tasked with broadening the framework to accept all early childhood teachers, and strengthen the experience of currently registered teachers and those in their pre-service years.

Why does this matter? Because teachers make a positive difference in the lives of the students they teach, and through them, their families and the community. TQI plays an important role in enhancing the community's confidence in the profession by promoting quality teaching.

TQI's role, in relation to the ACT teaching profession, stems from the *TQI Act*. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce. The primary strategy is embedding the *Australian Professional Standards for Teachers (the Standards)* in the teaching practice of all ACT teachers. This integrated approach applies to all ACT teachers as they enter and progress through the career stages of the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

Strategic Mission



Our Vision

TQI enables ACT teachers to demonstrate their professionalism to the ACT community through registration and a responsive regulatory approach that upholds professional standards, and ensures teachers have access to high-quality professional learning at all stages of their career.

Respect

We treat others with the sensitivity, courtesy and understanding we would wish for ourselves. We reflect diverse perspectives, and we communicate appropriately with colleagues and other people.

Our Values

Collaboration

We share information and resources, and work together towards shared goals. We seek opportunities for breaking down silos and rely on genuine engagement with the teaching profession as well as key stakeholders in the education landscape.

Innovation

As a responsive regulator, we seek new and better ways of 'doing what we do' (as well as 'better things to do'), and not settling for 'how it has always been'. We empower colleagues at all levels to raise new ideas. We encourage regular, sensible, thoughtful engagement with risk.

Integrity

We display professional behaviour and practice appropriate to our role. We are consistent in our dealings with others. We are honest, dependable, and accountable.

Our Aim

To promote teacher quality, protect students, and maintain community confidence in the teaching profession.

Strategic Goals



1 Ensure systems and schools uphold professional standards through regulation and certification.

AREAS OF FOCUS

- Establish a registration model for Early Childhood Teachers.
- Publish a regulatory framework that strengthens connections with teachers, promoting quality teaching and professional conduct.
- Embed a communication strategy that supports compliance, enables positive connections with stakeholders, and promotes the profession to the community.
- Improve access to certification (through the implementation of the modular model) in order to recognise and leverage high-quality teaching expertise.
- Reduce the administrative burden of registration across Australian jurisdictions through effective introduction of the automatic deemed registration under the *Mutual Recognition Act*.
- Promote the teaching profession to the community.

OUTPUTS

- Professional registration is available to all qualified early childhood teachers working in non-school settings.
- The professional experience of early childhood teachers is visible in the Standards and the *TQI Code of Professional Standards and Conduct*. These documents speak to all registered teachers and are the integrating mechanism for enhancing teacher quality.
- A regulatory framework is published that acts as a driver for proactively engaging with stakeholders about quality teaching and regulation.
- A communications campaign, promoting the status of teachers, is designed and delivered.
- Engagement in certification is increased, as well as achievement of certification at the latter career stages of Highly Accomplished and Lead.
- A suite of tools is developed that provides confidence for teachers, school leaders and the community as we enter automatic deemed registration.

2 Enable professional learning, recognition, and growth.

AREAS OF FOCUS

- Recognise teacher engagement with system sponsored professional learning.
- Invigorate teachers' reflection and evaluation of professional learning.
- Present data held by TQI to improve the quality of teaching practice.
- Identify ways to recognise the professional learning that occurs when teachers evidence their practice against the *Australian Professional Standards for Teachers*.

OUTPUTS

- High-quality system-sponsored professional learning hours are considered evidence of professional growth and count for registration renewal.
- Increased engagement in program reflection and evaluation.
- A TQI data strategy is published and includes holistic monitoring or evaluation of system teacher professional learning programs.
- Evidencing professional practice against the *Australian Professional Standards for Teachers* is viewed as professional growth and counts for registration renewal.

3 Accredite Initial teacher education programs and support preparation for the profession.

AREAS OF FOCUS

- Provide flexibility to teacher registration to increase quality teacher availability in the ACT.
- Broaden the pre-service teacher register in order to strengthen the introduction to the profession from the earliest career stage.
- Accredite initial teacher education programs.
- Engage in local and national education reform in line with the education system and Government priorities.

OUTPUTS

- Policies have been reviewed in a considered and collaborative way, and target the differing requirements of employers and registrants.
- Pre-service teachers record their professional learning, and register their practicum placements, through the TQI Portal.
- Pre-service teacher professional experience is strengthened through the translation of initial teacher education into the school setting.
- Accredited initial teacher education programs, in-service and pre-service, meet the needs of teachers, students and the community.

4 Present quality data to support education or teacher workforce planning and research.

AREAS OF FOCUS

- Improve accessibility to the TQI Portal.
- Develop a data strategy to enable the functions of TQI. Ensure the data strategy captures measures associated with regulatory best practice.
- Develop and embed technology solutions to improve data quality and access in order to inform education workforce planning and policy decisions from a Territory-wide, independent perspective.

OUTPUTS

- Improvements are evident in the accessibility and relevance of the TQI Portal.
- Data is used to introduce and reinforce various elements of the professionally owned and meaningful regulatory framework, engaging stakeholders in enabling quality teaching.
- Automatic Mutual Recognition is strengthened by the collection and analysis of shared data.
- TQI is valued for the role it plays in providing quality data to inform planning and policy development.



Strategic Measures

1 Uphold the standards of the teaching profession.



2 Protect students and the community by ensuring education in schools is provided in a professional and competent way by approved teachers.



Our Purpose

4 Maintain community confidence in the teaching profession.



3 Enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers.



Our measures of success relate directly to the activities we undertake in order to meet our purpose.



Providing professional registration to all teachers in the ACT.



- Increased community confidence through the regular reporting of the number of teachers approved to teach in the ACT.
- Increased number of registered teachers by enabling professional registration for all Early Childhood teachers. New registrants report that a responsive approach is ensuring success.
- Increased number of teachers from interstate able to work in ACT schools due to the successful introduction of the automatic deemed registration obligations under the *Mutual Recognition Act*. Employers, principals and teachers report confidence in meeting the requirements under the *Mutual Recognition Act*.
- Increased pre-service teacher engagement through the TQI Portal. Pre-service teachers, employers, schools and universities report that the register has strengthened transitions from ITE into the school setting.



Embedding the *Standards* into the teaching practice of teachers as they enter and progress through the career stages.



- The modular certification model leads the recognition of quality across the nation. The number of applicants doubles in the life of this Strategic Direction.
- 100% of teachers moving from provisional to full registration have a recommendation from a school principal verifying competency against the proficient career stage of the *Australian Professional Standards for Teachers*.
- 100% of initial teacher education students offered a permit to teach in the final year of an initial teacher education program meet the graduate career standard at course completion.
- Increased promotion to the community of the rigor of local initial teacher education programs accredited by TQI by trained panel members with deep knowledge of the education sector in the ACT.



Promoting continuous professional learning and development, and the professionalism of all teachers in the ACT.

- Increased promotion to the ACT community of the rigorous nature and level of professional learning teachers undertake annually, along with the *Code of Professional Practice and Conduct* they abide by.
- 10% increase in the number of TQI accredited programs offered to teachers. Particular emphasis will be placed on high-quality offerings for early childhood teachers.
- 100% of courses offered to teachers are reviewed for effectiveness and relevance using teacher evaluative data. Course modifications occur, as required, for course reaccreditation.
- Employers report the benefit of engaging with TQI data to develop policy directions for, and evaluation of, professional learning.