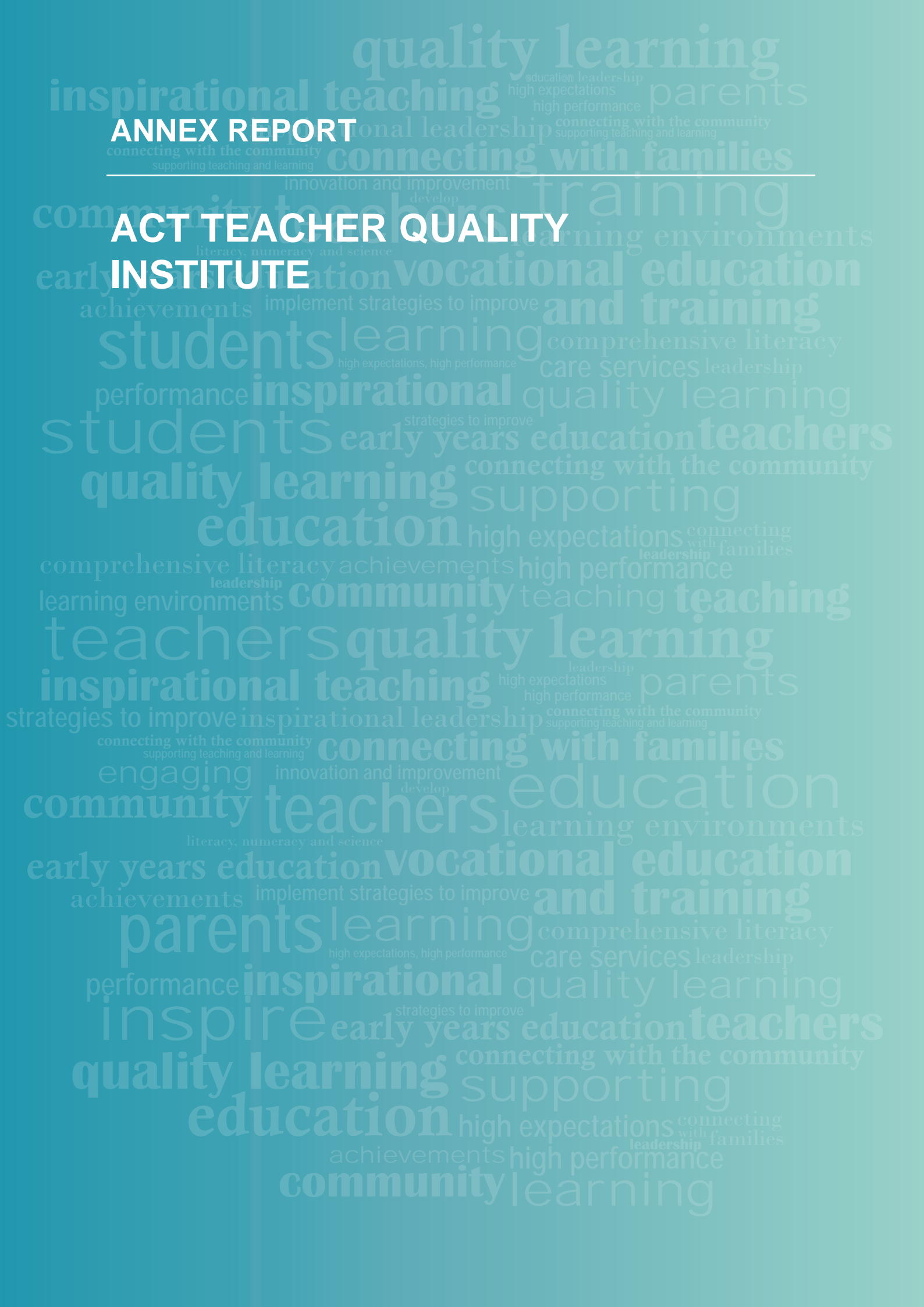


**ANNEX REPORT**

**ACT TEACHER QUALITY  
INSTITUTE**





**ACT**  
Government



Ms Joy Burch MLA  
Minister for Education and Training  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

This Report has been prepared under section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2013 to 30 June 2014 has been included.

I hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standards, Part 2.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within three months of the end of the financial year.

Yours sincerely

Dr William Maiden  
Board Chair  
ACT Teacher Quality Institute  
29 July 2014

Anne Ellis  
Chief Executive Officer

## B. Performance Reporting

### B.1 Organisational Overview

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

TQI is a Territory authority for the purposes of the *Financial Management Act 1996 (FMA)*. By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. Therefore, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions* issued under section 9 of that Act. This annual report also addresses all the matters required by section 26 of the TQI Act.

#### Our Vision

TQI is a key enabler of a high quality teaching workforce in the ACT.

#### Our Values

TQI values set out in TQI's *Strategic Plan 2011-2014* are:

- Respect
- Integrity
- Collaboration
- Excellence
- Innovation.

#### Our Role

Since its beginning in 2011, the focus of the Teacher Quality Institute has been on integrating quality measures into professional regulation as teachers enter and progress through career stages in the profession. TQI emphasises collaboration across all sectors in school education, promotes professional learning and networking between sectors and provides online facilities for teachers to maintain professional development records in a simple and readily accessible form.

TQI has statutory responsibility for the functions set out in section 11 of the TQI Act which are to:

- register or grant permits-to-teach to eligible people
- keep a register of, and records relating to, teachers working or intending to work in the ACT
- promote and encourage the continuous professional learning and development of teachers, and increased levels of skill, knowledge, expertise and professionalism
- determine standards for, facilitate and issue directions for, the ongoing professional learning and development of teachers
- develop and apply codes of practice about the professional conduct of teachers
- determine standards, including assessment and certification standards, for the profession
- accredit education programs for pre-service teachers and teachers.

#### Our structure

TQI is governed by a Board comprising key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out below at C.1.

TQI began operations from 1 January 2011, headed by the Chief Executive Officer, Ms Anne Ellis, and is supported by a small staff of 10.6 FTE.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education and Training Directorate in relation to some financial accounting and internal audit matters.

## B.2 Performance Analysis

### Overview

TQI completed its third full financial year of operations on 30 June 2014.

In the reporting period, key priorities identified in the TQI's *Strategic Plan 2011 – 2014* have been achieved. In particular:

- governance and compliance frameworks have been implemented in line with legislative requirements
- accreditation of teacher education programs has commenced
- the Australian Professional Standards for Teachers have been promulgated
- cross-sectoral collaboration with ACT schools and universities is successfully embedded in TQI's practice
- TQI has contributed to national and local research relevant to teacher professional standards and learning
- implementation of the Code of Professional Practice and Conduct for Teachers.

### Regulatory framework for the teaching profession in the ACT

The TQI Act provides an integrated framework for the regulation of the teaching profession in the ACT with the underlying goal of improving the quality of ACT teachers in accordance with national professional standards and national agreements for education reform.

In the reporting period, the final key parts of the framework were formally put in place.

The following regulations, disallowable instruments, and notifiable instruments were promulgated:

- Amendment of *TQI Regulation 2010* – prescribed mandatory professional development and professional practice requirements for initial teacher registration and renewal of registration
- TQI Notifiable Instrument (NI2014-53) – prescribed directions under s.38 of the Act setting out requirements for annual mandatory professional learning targets for teacher registration renewal
- Disallowable Instrument (DI2014-22) - prescribed the *Code of Professional Practice and Conduct* for the teaching profession in the ACT
- TQI Notifiable Instrument (NI2013-491) – prescribed the *Australian Professional Standards for Teachers* as standards for the ACT Teacher Quality Institute Act 2010.

The intended impact of each of these initiatives is discussed below.

#### (i) Mandatory Professional Learning and Professional Learning targets

The regulatory framework mandates minimum professional learning requirements for the renewal of registration. These requirements are intended to ensure that members of the profession remain up-to-date in their knowledge and practice, which in turn will enhance their performance as teachers.

The introduction of mandatory Professional Learning for ACT teachers has been implemented after consultation with teachers, unions and employers over the preceding two years. It brings the profession into line with other professions in the Territory and with the teaching profession in other jurisdictions in Australia and New Zealand. The minimum 20 hours of required professional learning per year is comparable to that of other professions and is designed both to promote improvements in teacher quality and to enhance community confidence in the profession.

The communication strategy adopted for the new mandatory professional learning requirements included production of an online multi-media presentation describing the arrangements. The link to the presentation was sent to all registered teachers as well as to employers and is publicly accessible via the TQI website: <http://www.tqi.act.edu.au/professional-learning>.

TQI has collaborated with a large number of ACT schools and other recognised providers of professional development programs to accredit programs for teacher professional learning and development. The accreditation process is designed to ensure consistency and quality of all professional development programs being offered in the ACT. Ninety seven percent of ACT schools are currently Recognised Providers and have the capacity to submit professional learning programs for accreditation. Over 60 external providers have been assessed as having the educational and management capacity to become recognised providers of professional learning programs.

**Table TQ1 1: Teacher professional learning programs are accredited by TQI against criteria linked to the Australian Professional Standards for Teachers**

<b>Standards based</b>	Developing professional knowledge, practice and engagement <ul style="list-style-type: none"> <li>As outlined in the <i>Australian Professional Standards for Teachers and Australian Professional Standard for Principals</i>.</li> </ul>
<b>Relevant</b>	Supporting teacher learning priorities, student learning and engagement with learning and wellbeing <ul style="list-style-type: none"> <li>Linked to student learning and individual/school needs, based on current research, aligned to Australian curriculum frameworks, system and employer priorities; designed for adult learners.</li> </ul>
<b>Collaborative</b>	Enhancing teacher and leader quality and agency <ul style="list-style-type: none"> <li>Through professional collaboration, collective inquiry, reflection with peers and experts, enhancing professional learning communities.</li> </ul>
<b>Future focussed</b>	Promoting teacher and leader innovation and feedback for next practice <ul style="list-style-type: none"> <li>In response to current and emerging challenges; prompting research, innovation and skill development to broaden repertoire.</li> </ul>

The professional development programs accredited as at 30 June 2014 are listed at Attachment 1 of this report. The Register of Accredited Programs is updated continuously on the TQI website.

*(ii) The Code of Professional Practice and Conduct for Teachers*

The Code sets out the principles which TQI expects members of the teaching profession in the ACT to uphold. These principles:

- guide ethical teacher practice and professional behaviour
- enable the profession to affirm its public accountability
- promote confidence in the teaching profession.

To conform with the Code, teachers should demonstrate the following in their professional practice:

- personal and professional **integrity**
- **respect** for others and for community expectations
- acceptance of **responsibility** for their contribution to the profession and through it to the community.

Teachers have been advised that compliance with the Code is now a condition of their registration.

*(iii) Australian Professional Standards for Teachers*

The *Australian Professional Standards for Teachers* reflect and build on national and international evidence that a teacher’s effectiveness has a direct impact on student achievement. The Standards represent an analysis of an effective, contemporary practice by teachers throughout Australia. They articulate what teachers are expected to know and do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. The Standards provide nationally consistent language to assist teachers and pre-service teachers reflect on and talk about their own practice and to understand and mentor their colleagues.

In the reporting period, implementation of the national Standards for Teachers included a second round of certification of teachers against the higher levels of the Standards: Highly Accomplished and Lead Teacher. On 11 December 2013 the Minister for Education and Training, Ms Joy Burch MLA, presented certification awards to 24 teachers from all education sectors in the ACT who had been successfully assessed against these levels in 2012 and 2013. Awards were also received by 35 teachers who had trained as certification assessors in 2012-13. The 2014 round of higher level certification began in May 2014.

As a complementary step, TQI continued to deliver the ACT Teacher Mentor Program in collaboration with the Education Institute of the University of Canberra, and to host the cross-sectoral teacher mentoring network. In 2013-14 seven course modules were provided to 251 teachers.

All of the elements of the regulatory framework described above are applied in an integrated manner to encourage a professional approach to teaching as a practice. The framework integrates regulation of professional practice and conduct with the enhancement of teacher professional capabilities and quality.

**Other Initiatives**

In the reporting period the Minister requested TQI to begin a project to review opportunities to improve teacher quality through enhancements to the professional experience component of pre-service teacher programs. This project to identify optimal conditions for quality professional experience is being planned in collaboration with schools, the University of Canberra and the Australian Catholic University.

In June 2014 TQI provided advice to the Minister supporting her submission to the Commonwealth Teacher Education Ministerial Advisory Group (TEMAG) review of initial teacher education. The TQI submission set out the cross-sectoral initiatives taken by TQI to foster teacher mentoring, coaching and standardised practicum reporting for pre-service teachers attending ACT universities.

### **Stakeholder Relationships**

TQI has maintained strategic relationships with national bodies such as AITSL, ATRA, the Australian Council on Educational Leadership (ACEL) and the Australian Council on Educational Research (ACER), as well as with key education stakeholders within the ACT. In May 2014 the Chief Executive Officer launched the ACER publication by Canberra academics Dr Michael Gaffney and Dr Rhonda Faragher – *Leading Improvements in Student Numeracy*– which reported on national school-based research into strategies for improving student numeracy, a recognised priority for the ACT.

In June 2014 thirteen briefing sessions were provided by TQI for all ACT principals and some assistant/deputy principals (230 attending) on the basic regulatory framework for the teaching profession in the ACT. The aim of the sessions was to ensure that ACT school leaders were aware of their responsibilities under the integrated regulatory and quality improvement framework and the responsibilities and roles played by schools in key regulatory functions. Principals were also briefed on the reporting capabilities of the TQI professional learning system aimed at supporting the management of required professional learning at a school level.

In the reporting period TQI provided eleven cross-sectoral workshops to support progression of provisionally registered teachers to full registration, with over 600 teachers attending.

Sixteen workshops were provided to support schools with the application for accreditation of professional learning programs, with over 550 teachers attending. Cross-sectoral collaboration has also included interactive workshops to assist ACT teachers and school leaders use the Standards to support teacher reflection and professional conversations, prepare and assess Standards evidence and annotation at the Graduate and Proficient level and prepare for certification assessment.

### **Outlook**

In 2014-15 TQI will focus on embedding the mandatory professional learning for renewal of registration, as well as preparing to implement the professional practice requirements of the regulatory framework for the teaching profession in the ACT.

TQI will continue its promotion of the use of the *Australian Professional Standards for Teachers* and the certification of teachers against the higher levels of the standards.

In addition, emphasis will be given to collaboration with the universities and teacher employers on initiatives to improve the quality of entrants to the teaching profession and the improvement of pre-service teacher education programs, in particular the effectiveness of the professional experience component of programs.

The business system will be enhanced to provide a digital portfolio for teachers that enables them to collate evidence of their career progression, based on practices already implemented in the Universities. TQI will also revise its Strategic Plan in line with legislative responsibilities and government priorities.

## **C. Governance and Accountability Reporting**

### **C.1 Internal Accountability**

Section 15(4) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board other than the Chief Executive Officer. The appointment of a member, other than the Chief Executive Officer, must be for a term of no longer than three years. The Chief Executive Officer is a non-voting member of the Board.

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the Remuneration Tribunal 1995. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- 2 August 2013
- 26 November 2013
- 25 March 2014
- 24 June 2014.

Five appointments were made to the Board during the reporting period.

Three of the appointments filled vacancies which were reported on during the previous reporting period (2012/13) as follows:

- Mr Michael Lee, Principal, St Mary MacKillop College, Canberra appointed to represent teachers and principals of non-government schools
- Ms Moira Nadjecki, Director of Catholic Education, Catholic Education Office appointed as the nominee representing the Archdiocese of Canberra and Goulburn Catholic Education Office
- Mr Glenn Fowler, Secretary, Australian Education Union, ACT Branch appointed as the nominee representing the Australian Education Union.

Mr Phillip Heath who represented the Association of Independent Schools resigned from the Board on 27 November 2013.

Ms Anne Coutts, Principal, Canberra Girls' Grammar School was appointed to fill this vacancy following nomination by the Association of Independent Schools.

Professor Denis Goodrum did not seek re-appointment as Board Chair at the expiry of his term on 16 May 2014. Dr William Maiden was appointed as Board Chair on 30 May 2014.

All of these appointments are for a period of three years.

Board meeting attendance as at 30 June 2014:

**Table TQI 2: TQI Board members and meeting attendance during reporting period**

Member	Qualifications	Role	Number of meetings attended 2013/14
Professor Denis Goodrum	BSc, DipEd, MEd, EdD, FACE	Chair	3
Dr William Maiden	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL(ACT)	Chair	1
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd, BEd, DipTeach, TPTC, FACE and FACEL BSc, FACEL	Australian Catholic University, ACT Campus	4
Ms Diane Joseph	BSc, FACEL	Director-General, Education and Training	3
Ms Moira Najdecki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA	Catholic Education Office	4
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	4
Ms Wendy Cave	BEd, DipEd	Teaching profession in government schools	4
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	3
Mrs Narelle Hargreaves	BEd, FACE, FACEL	Community representative	4
Mr Phillip Heath	BA(Hons), MA(Hons), DipEd, FACE, MACEL	Association of Independent Schools of the ACT	2
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	2
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), MEd	Teaching profession in non-government schools	3
Professor Geoffrey Riordan	BEd, MEdAdmin, PhD	University of Canberra	3



## Board Committees

### Registration Committee

The Registration Committee provides expert advice on the application and development of policy of the Board on issues relating to:

- full or provisional registration or permit to teach;
- renewal of, and issues related to, full or provisional registration or permit to teach; and
- conditions of registration in relation to eligibility (apart from conditions concerned with suitability to teach).

The Registration Committee discusses and provides expert advice on qualification matters.

The members of the committee during the reporting period were:

- Professor Denis Goodrum (Chair)/Dr William Maiden (Chair)
- Ms Anne Ellis (TQI CEO)
- Associate Professor Carolyn Broadbent (University representative)
- Ms Lyn Caton (Union representative)
- Ms Lyn Smith (non-government schools representative)
- Mr Michael Bateman (government schools representative)
- Mr Jari Teivonen (Senior Registration Supervisor, TQI).

### Teacher Education and Accreditation Committee

The *Teacher Education Accreditation Committee* (TEAC) provides advice and recommendations to the Chief Executive Officer and the TQI Board on teacher education courses, professional learning and development in relation to the accreditation of programs for teachers. The members of the committee during the reporting period were:

- Mrs Narelle Hargreaves (Chair)
- Ms Anne Ellis (TQI CEO)
- Ms Lyn Smith (Catholic Education Office)
- Ms Coralie McAlister (Education and Training Directorate)
- Ms Anne Marie Marek (Catholic Principals' Association)
- Ms Jennifer Hall (Government Principals' Association)
- Mr Andrew Wrigley (Association of Independent Schools)
- Associate Professor Wayne Hawkins (University of Canberra)
- Dr Rhonda Faragher (Australian Catholic University)
- Mr Roger Amey (Australian Education Union);
- Ms Berna Simpson (Independent Education Union)
- Ms Wendy Cave (TQI Board member)
- Ms Claudia Hale (TQI).

### ICT Project Board

The cross sectoral ICT Project Board continued to meet to oversee the strategic direction, financial accountability and operational progress of the business system development project. The Project Board can escalate project risks or issues to the Steering Committee (TQI Board). No risks or issues were escalated. The members of the Project Board during the reporting period were:

- Ms Robin Hutchison (Chair, TQI)
- Ms Carol Rohead (TQI)
- Ms Anna McKenzie (TQI)
- Mr Andrew Wrigley (Association of Independent Schools)
- Ms Helen Casey (Catholic Education Office)
- Ms Coralie McAlister (Education and Training Directorate)
- Ms Jessica Ho (Shared Services ICT)
- Mr Terry Ryan (Dialog) (non voting).



## C.2 Risk Management and Fraud Control

As part of its initial Strategic Plan, the TQI undertook a comprehensive risk assessment of its operating environment. That assessment, and the strategies identified to mitigate the identified risks, has informed the subsequent work and development of TQI's policies and procedures.

The TQI is also mindful of the possibilities of fraud in its daily operations. In particular, the TQI has implemented specific checks and balances to minimise the risk of frauds occurring in relation to its regulatory functions.

## D. Legislation Based Report

Requirements of the *ACT Teacher Quality Institute Act 2010*

Section 26 of the TQI Act require that TQI's annual report include:

- a. a copy of any direction given by the Minister under section 25 of the Act – no directions were given during the reporting period
- b. a statement by TQI about the action taken to give effect to a direction – not required
- c. as at 30 June 2014 there were 7706 approved teachers. Of these 843 were newly registered during the reporting period. 689 teachers did not renew their registration in 2014, resulting in a net increase of 154
- d. the education programs available for the professional learning and development of teachers – the Teacher Education and Accreditation Committee (TEAC) met a total of six times in the reporting period to provide advice and recommendations to the Chief Executive Officer and Board
- e. on professional learning programs. Since November 2013, 280 professional learning programs have been accredited. (See Attachment 1)
- f. the current assessment and certification standards that are required to be met by teachers (see Attachment 2).

### D.1 Public Interest Disclosure

The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- is illegal
- misuses or wastes public money or resources
- is misconduct
- is maladministration
- presents a danger to the health or safety of the public
- presents a danger to the environment.

No disclosures were received in the 2013-14 reporting period.

### D.2 Freedom of Information

The *ACT Freedom of Information Act 1989* (the FOI Act) aims to extend, as far as possible, the right of the community to access information in the possession of the ACT Government. As an ACT Government authority, the FOI Act applies to TQI.

This right of access is limited by certain exceptions and exemptions specified in the FOI Act. These include the private and business affairs of persons in respect of whom information is collected and held by TQI. As well, the TQI Act limits access to the personal information held on individual teachers on the teachers' register maintained by TQI (see, in particular, Div 4.4 of the TQI Act).

TQI has prepared the following statements under sections 7, 8, and 79(2), of the FOI Act.

The Section 7 Statement concerns the publication of information about functions and documents of TQI. The Section 8 Statement refers to documents in the possession of TQI that are available for inspection. The Section 79(2) statement details the actual requests for access to documents under the FOI Act in the reporting period.

#### Section 7 Statement

##### Organisational functions and powers

TQI administers the TQI Act. The organisational functions and powers of TQI under that Act are described in Section B.1 of this Report.

## **Documents available on request and without charge**

Documents within this category include publications produced by TQI on various aspects of its activities.

## **Documents available under the FOI Act**

Such documents may include:

- general records, including minutes of meetings, agendas, background papers, and policies
- administrative records including correspondence
- personnel records
- records held in connection with TQI functions
- financial records
- contracts.

People seeking information are encouraged to first contact TQI before using the more formal FOI process.

For more information contact:

ACT Teacher Quality Institute  
02 6205 8867  
tqi@act.gov.au

## **Section 8 Statement**

Section 8 of the FOI Act requires TQI to make available a list of documents TQI staff use when making decisions. The principal documents are:

- Teacher Registration and Permit to Teach Policy
- Teacher Registration Qualifications Policy
- Australian Qualifications Framework
- Australian Professional Standards for Teachers.

## **Section 79(2) Statement**

TQI received no FOI requests during the reporting year.

## **D.4 Territory Records Act**

The TQI Records Management framework, developed in accordance with the *Territory Records Act 2002*, incorporates an electronic document records management system (EDRMS) to facilitate the management of TQI records. The EDRMS approach includes the provision of online self service functions to TQI stakeholders, with direct mapping to TQI's core business system. Integration between the business system and TRIM is a key component of the framework.

## **E. Human Resources Management Reporting**

### **E.5 Staffing Profile**

TQI staffing has been supplemented by seconded staff from schools across the sectors for specific programs but remains small (10.6 FTE). In the reporting period, the ACT Government remained the primary source of financial resources for TQI.

TQI staff have attended professional learning organised within the organisation and external programs. This has included interstate network meetings with other jurisdictions, administrative courses, International English Language Testing System workshops, first aid training and internal training on the TQI business system.

## **F. Financial Management Reporting**

### **F.1 Financial Management Analysis**

TQI continues to operate in a sound financial manner. The ACT government and revenue from registration application fees remains the primary source of finance for TQI. The surplus in 2013-14 is due to the seasonal nature of registration application fee income.

### **F.2 Financial Statements**

The summary report below shows the details of income and expenses for TQI for the financial year 2013-14 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2014 \$'000
<b>INCOME</b>		
<b>Revenue</b>		
Government Payment for Output	1	975
Interest		49
Other Revenue	2	815
Grants	3	446
<b>Total Revenue</b>		<b>2,285</b>
<b>EXPENSES</b>		
Employee Expenses		1,406
Superannuation Expenses		171
Supplies and Services	4	329
Establishment Expenses		-
<b>Total Expenses</b>		<b>1,906</b>
<b>Operating (Deficit)/Surplus</b>		<b>379</b>

**Notes forming part of revenue and expenditure:**

- The appropriation is drawn down by the Education and Training Directorate and passed on to TQI.*
- Other Revenue consists of own source revenue from registration fees.*
- Grants primarily associated with the Reward for Great Teachers National Partnership.*
- Supplies and Services consists of:*

	2014 \$'000
<i>Property Maintenance</i>	11
<i>Materials and Services</i>	184
<i>Travel and Transport</i>	21
<i>Administrative</i>	44
<i>Financial</i>	2
<i>Operating Lease</i>	67
	<b>329</b>

### **F.3 Capital Works**

TQI continued with a phased implementation of its business system and online capabilities. Unexpended funds from the original capital budget allocation in 2012-13 were rolled over in accordance with ACT Government procedures, to ensure that business system development was paced to align with emerging national teacher quality initiatives and national requirements for consistent teacher registration. The TQI ICT model focuses on providing online self service functions for approved teachers and other stakeholders, with a strong emphasis on system integration to reduce duplication of data, maintain data quality and optimise efficiency of operations.

Achievements in the reporting period include:

- enhancements to the business system and portal to support the introduction of Working with Vulnerable People registration requirements for teachers
- development and delivery of Professional Learning functions to support teachers, schools, Professional Learning providers and program accreditation assessment processes
- provision of self service function to allow teachers to update their employment information
- delivery of easy to use and security/privacy compliant password reset facilities for online users
- ongoing delivery of business system automated workflows and data reporting functions for operational efficiency
- continued participation in national data collection.

### **F.5 Government Contracting**

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises whole of government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

For more information contact:

The secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute

Ms Anne Ellis

Chief Executive Officer

ACT Teacher Quality Institute

Dr William Maiden

Board Chair

ACT Teacher Quality Institute

PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6295 8867

## Attachment 1

### 2013-14 Accredited Professional Learning Programs

#### Non school based Professional Learning

##### Program name

'Healthy Active Kids' on-line Program	Australian Institute of Sport
2014 Annual ACTMEN Conference	ACT Music Educators Network Inc
ACT Teacher Mentor Program Day-1	Education Institute, University of Canberra
ACT Teacher Mentor Program Days 2-3	Education Institute, University of Canberra
ACTATE Sharing the Secrets of Success 2014	ACT Association for the Teaching of English (ACTATE)
ACTivate 2014	Peak Phys Ed
African Drumming Course	Drum Effect
Building Learning Power in Practice	Better Learners Australia Pty Ltd
Byte-Sized Digital Technologies	Information Technology Educators ACT
Curating Digital Collections for the Australian Curriculum Workshop	Syba Signs
Curriculum of giving for student and staff wellbeing and engagement (One Day)	Education Institute, University of Canberra
Curriculum of giving for student and staff wellbeing and engagement (two hour)	Education Institute, University of Canberra
Developing Inquiry-Based Science Lessons	Questacon Technology Learning Centre
Differentiated Instruction for Language Teachers	Big Scope
Differentiating the Curriculum	Promoting Learning International
Effectively Managing Challenging Behaviours in the classroom	Big Scope
Food&ME Nutrition Education	Nutrition Australia ACT Incorporated
Foundation Conducting and Musician Management Course	Instrumental Music Program
Fun with Music Art	ANU Music Program
Guided Inquiry Design for the Australian Curriculum: Putting it into Practice	Syba Signs
Hands-On Design Thinking	Questacon Technology Learning Centre
Hands-On History: European Scientists and Experiments	Questacon Technology Learning Centre
Hands-On Science Activities to Inspire Students and Teachers	Questacon Technology Learning Centre
Identifying and planning for gifted students in 21st century classrooms	Big Scope
Inquiry-based Learning Skills for Early Career Teachers	Questacon Technology Learning Centre
Inquiry-based Learning Skills for Early Career Teachers: Primary and Secondary	Questacon Technology Learning Centre
Inquiry-based Learning Skills for Teachers	Questacon Technology Learning Centre
Introduction to Montessori Music	Montessori Australia Foundation
Learn the Piano in 3 Hours	ANU Music Program
Making it Up. Improvisation Workshop	ANU Music Program
Mathletics Certification Level 1	3P Learning Australia Pty Limited
Mathletics Certification Level 2	3P Learning Australia Pty Limited

## Program name

MEP Basic : Singing Outreach	ANU Music Program
MEP Early Childhood Basic Course	ANU Music Program
MEP Primary Basic Course	ANU Music Program
Moderation Day Leader Workshop	Board of Senior Secondary Studies
Music Across the Curriculum	ANU Music Program
Musica Viva Teacher Forum: The Culturally Diverse Music Classroom	Musica Viva Australia
National Visual Art Education Conference	National Gallery of Australia
Neuroscience and Music Education	Instrumental Music Program
Pedagogy : An Indigenous Perspective	NSW ACT Independent Education Union
Personal and Professional Strategies for Successful Teachers	DFL Coaching and Training
Playing with Grammar in the Early and Primary Years	ALEA
Positive Partnerships: Supporting School age students on the autism spectrum (1)	Partnerships between Education and the Autism Community
Positive Partnerships: Supporting School age students on the autism spectrum (2)	Partnerships between Education and the Autism Community
Positive Partnerships: Supporting School age students on the autism spectrum (3)	Partnerships between Education and the Autism Community
Quality Learning Leadership Capacity Building Seminar with David Langford (2-days)	Quality Learning Australia Pty Ltd
Resourcing for the Australian Curriculum: Building Digital Collections	Syba Signs
Spelling in the Primary School Years: Part One	Tessa Daffern
Spelling in the primary school years: Part two	Tessa Daffern
Supporting Students with Autism Spectrum Disorder in the Classroom	Big Scope
Taking the Load Off	Big Scope
Teaching English in Years 7 - 12	ACT Association for the Teaching of English (ACTATE)
Teaching Music: Techniques Inspired by Orff	Big Scope
Technology in the Music Classroom	Orff Schulwerk Association of NSW Inc.
The Creative iPad Classroom	Big Scope
Understanding Differentiated Instruction for Beginning Teachers	Big Scope
Using Digital Communication Technology for Science Lessons	Questacon Technology Learning Centre
Using simple instruments to enhance music-making	ANU Music Program
Using writers' workshop to improve students' writing	ALEA

**School based Professional Learning programs****Provider**

10 Essential Skills	Belconnen High
A School Based Approach for Catering for Students' Social and Emotional Needs	St Anthony's Parish Primary
Accepting the Challenge: Action Inquiry Program 2014	Central Office ETD
Accidental Counselling Workshop	Burgmann Anglican School
ACER: National School Improvement Tool (NSIT)	Central Office ETD
ACT Asia Forum: Leading Asia Education in 21st Century Schools	Central Office ETD
Action Research Cranleigh 2014	Cranleigh School
Advanced Skills: Coaching Teachers in Essential Skills	Central Office ETD
Advancing Effective Classrooms: Assessment for Learning	Weetangera Primary
An Introduction to The Art & Science of Teaching	Lake Tuggeranong College
Assessment for Learning	Red Hill Primary
Assessment for Learning	Caroline Chisholm School
Assessment for Learning – A Whole School Approach	Calwell Primary
Assessment for Learning Caroline Chisholm School - workshops 3-7	Caroline Chisholm School
Assessment in the PYP	Canberra Girls' Grammar School
Australian Curriculum - An Introduction to Geography	St Bede's Primary
Australian Curriculum links and the IB	Miles Franklin Primary
Australian Curriculum: Geography	Central Office ETD
Beginning the PLC Journey	Canberra High
Best Practice in Literacy Learning	Good Shepherd Primary
Bloomin' Appy	Canberra Girls' Grammar School
Canberra REAIE Network	Canberra Grammar School
Capacity 2: Change Leadership Program	Central Office ETD
Career Adviser Mentor Program	Central Office ETD
Catering for Diversity	Gungahlin College
Challenged Based Learning	Duffy Primary
CHANGE2	Central Office ETD
Chapman Primary PALLs Reading Institutes - Reflection & Application	Chapman Primary
Chatz with Jatz	St Edmund's College
Circle Time: Strengthening Relationships in the P-10 Classroom	Central Office ETD
COG - Conversations that enable Opportunities for Growth	Good Shepherd Primary
Collaborative Coaching @ Amaroo	Amaroo School
Collaborative Problem Solving	Canberra High
Collaborative Problem Solving	Central Office ETD



School based Professional Learning programs	Provider
Colleges Conference 2014	Gungahlin College
Combined EALD, Literacy and Numeracy Professional Learning Forum	Central Office ETD
Communication@Malkara	Malkara School
Communities of Practice	Campbell High
Communities of Practice at Dickson College	Dickson College
Community Engagement and the Importance of Trust in Schools	Hawker Primary
Cooperative Reading	Gordon Primary
Count Me In Too (CMIT)	Central Office ETD
Creating a positive learning community	Canberra Montessori School
Creating a positive school culture	Curtin Primary
Critical analysis of students' reading as a tool to inform future teaching	Canberra Girls' Grammar School
Cultivating Thinking through a Culture of Contemplation	Burgmann Anglican School
Cultural competence in the Preschool Curriculum	Yarralumla Primary
Culture of Grace	Covenant Christian School
Curriculum Differentiation	Lyneham High
Curriculum, Assessment and Reporting	Melrose High
Defining Beliefs and Aligning Practices at Mt Rogers	Mount Rogers Primary
Developing a Community of Practice (CPL Program)	Canberra Grammar School
Developing a Sense of Number Across the School	Holy Trinity Primary
Developing Critical and Creative Thinking	Burgmann Anglican School
Developing Effective Teacher Learning Communities	Holy Trinity Primary
Differentiation For All	Mother Teresa Primary School
Differentiation, Curriculum and Student Engagement	Alfred Deakin High
Disability Standards for Education and Reasonable Adjustment of Assessment Items	Narrabundah College
Early Childhood Education Network Sessions: (Session 2 2014)	Central Office ETD
Early Childhood Education Network Sessions: North/Gungahlin (Session 1 2014)	Central Office ETD
Engaging Students and Personalising Learning in the Senior Years	Amaroo School
English as an Additional Language Teachers' Professional Learning Forum	Central Office ETD
Enhancing school unity	St John the Apostle Primary
Enhancing Social Emotional Learning	Majura Primary
Evidence Based Practice	Melrose High
First Steps Spelling	Central Office ETD
First Steps Writing (2nd edition)	Holy Spirit Primary

School based Professional Learning programs	Provider
Flipped Classroom Learning	Telopea Park School
Formative Assessment	Amaroo School
Formative Assessment	Macgregor Primary
Formative Assessment in Practice	Richardson Primary
Gordon Primary Curriculum Induction	Gordon Primary
Guiding Circles and Hope Filled Engagement	Central Office ETD
Hawker College as a Community of Learning	Hawker College
High Order Thinking for the 21st century: More than just a catch cry Pat Hipwell	Canberra High
How do I guide students to become more effective writers and spellers?	St Jude's Primary
Implementing spelling skills and strategies to improve practice	St Matthew's Primary
Implementing Understanding by Design to develop quality Religious Education Programs	St Thomas Aquinas Primary
Improving Outcomes for Students	St Mary MacKillop College
Improving Outcomes with a Well-Being and Engagement Curriculum for Students and Staff	Kingsford Smith School
Improving Outcomes with a Well-Being and Engagement Curriculum for Students and Staff	University of Canberra Senior Secondary College, Lake Ginninderra
Improving Staff and Student Wellbeing and Achievement through a Curriculum of Giving	Narrabundah College
Improving student outcomes - Visible Learning	Kingsford Smith School
Improving Teaching through Peer Observation	Mount Stromlo High School
Inquiry Learning	Melba Copland School
Integrating ELYF and NQS into Montessori curriculum	Yarralumla Primary
Integrating the teaching of spelling into your reading and writing program	Aranda Primary
Intentional Teaching	Fraser Primary
Intercultural Understanding and Asian "Transformational " Engagement at CGS	Canberra Grammar School
International Bacculaureate Workshops – Language B Indonesian	Narrabundah College
Introduction to Second Step	Central Office ETD
Introduction to Teacher Mentoring	Canberra Grammar School
Kaleen & Giralang Primary Building the capability of our teams	Kaleen Primary
Kaleen KidsMatter	Kaleen Primary
Kaleen KidsMatter Component 1 - workshop 1	Kaleen Primary
Kaleen Primary KidsMatter – Component one, workshop 2 Engaging Fathers in their child's education	Kaleen Primary
Kids Matters Component 2	Gordon Primary

**School based Professional Learning programs****Provider**

Kids Matters Component 2	Gordon Primary
KidsMatter: Component 2 & 3	St Thomas Aquinas Primary
Kingdom Living in the Classroom	Emmaus Christian School
Kulture Break: Every Chance to Dance	Central Office ETD
Lanyon Cluster Action Research	Lanyon High
Leading Literacy Phase: 1	Erindale College
Macquarie Primary School Teacher Inquiry Program (MPSTIP)	Macquarie Primary
Making appropriate adjustments for students with disabilities	Sts Peter and Paul Primary
Making Maths Meaningful	Holy Family Parish Primary School
Making Maths Meaningful Part 2	Holy Family Parish Primary School
Making the PYP Happen	Miles Franklin Primary
Mathematics Framework	St Michael's Primary
Mathematics Framework	Rosary Primary
Mathematics Professional Learning (Inquiry Based Approach)	Maribyrnong Primary
MCC Andrew Fuller Jan 2014	Marist College
Mentoring @ Rosary	Rosary Primary
Microteaching	Emmaus Christian School
Middle Years Mental Computation (MYMC) 1. Introduction	Central Office ETD
Middle Years Mental Computation (MYMC) 2. Addition and Subtraction	Central Office ETD
Middle Years Mental Computation (MYMC) 3 Multiplication and Division	Central Office ETD
Middle Years Mental computation at Red Hill	Red Hill Primary
Mindfulness@Malkara	Malkara School
Mindset	Lyneham High
MTS Numeracy 2014 POA	Mother Teresa Primary School
MYMC Fractions	Central Office ETD
Namadgi Formative Assessment PLC's	Namadgi School
Narrabundah College Quality Teaching Rounds	Narrabundah College
Nationally Consistent Collection of Data School Students with a Disability	St Bede's Primary
Numeracy - WLAM	St Vincent's Primary
Numeracy and Differentiation	Lyneham Primary
Numeracy for the Twenty First Century	Holy Spirit Primary
Off the Shelf 1: Stratosphere	St Mary MacKillop College
Online Learning: Dyslexia and Significant Reading Difficulties	Central Office ETD
Online Learning: Motor Coordination Difficulties (MCD)	Central Office ETD
Online Learning: Speech, Language and Communication Needs (SLCN)	Central Office ETD
Online Learning: Understanding Hearing Loss	Central Office ETD
PALLs (4): Designing/Implementing/Monitoring Reading 22 Jan 2014	Central Office ETD
PALLs ACT Reading Institute (1) 29 January 2014	Central Office ETD

<b>School based Professional Learning programs</b>	<b>Provider</b>
PALLs ACT Reading Institute (2) 30 January 2014	Central Office ETD
PALLs Reading Institute (3) 24 April 2014	Central Office ETD
Pastoral Care of Students	Merici College
Peer Observation: An Effective Feedback Strategy for Teachers	Burgmann Anglican School
Performance and Development 2014	Daramalan College
Personalised Learning and Knowing our Students Jan 2014	Calwell Primary
Playmeo Inspire Your Group- Challenge By Choice	Birrigai Outdoor School
PLC Assessment workshop	Canberra Girls' Grammar School
Positive Teams	Harrison School
Primary Years Program of Inquiry Review	North Ainslie Primary
Professional Collaboration Meetings	Marist College
Professional Learning Communities	Hawker Primary
Professional Learning Communities at Work Part 1 : with Kylie Lipscombe	Ainslie School
Professional Learning Communities at Work Part 1: with Gavin Grift	Ainslie School
Professional Learning Communities at Work Part 2- with Gavin Grift	Ainslie School
Professional Learning Communities at Work Part 2: with Gavin Grift	Ainslie School
Professional Learning with ANU Indonesian Community	Central Office ETD
Professional Mentoring Conversations	John Paul College
Promoting Language and Literacy Development in the Early Years	Canberra Girls' Grammar School
PYP Concepts Workshop	Radford College
PYP Induction Red Hill 2014	Red Hill Primary
PYP Maths Inquiry Workshop	Radford College
QT Rounds Facilitator workshop	Canberra College
Quality Curriculum at Curtin	Curtin Primary
Quality Learning Seminar with David Langford (4-days)	Central Office ETD
Quality Teaching Rounds	Red Hill Primary
Quality Teaching workshops	Woden School
Radford College Faculty Head Leadership Professional Learning	Radford College
Radford College Junior School Peer Based Professional Learning Program	Radford College
Radford College Junior School Transdisciplinary Mapping	Radford College
Radford College Peer Based Professional Learning Program	Radford College
Reading at Taylor Primary School	Taylor Primary
Reading Strategies - a door to content knowledge	Kingsford Smith School
Reflective Practice	Emmaus Christian School

## School based Professional Learning programs

## Provider

Relational Practice	Red Hill Primary
Renew, Review, Refocus	Harrison School
Restorative and Relational Practice in the School Setting	North Ainslie Primary
Restorative Practices	Charnwood-Dunlop School
Restorative Practices	St John the Apostle Primary
Restorative Practices and Circle Time	Woden School
Rob Vingerhoerst – Elements of a great maths lesson	Curtin Primary
Role of Assessment SCA	St Clare of Assisi Primary
SCA Numeracy Problem Solving	St Clare of Assisi Primary
SEL : Friendly Schools Plus	Central Office ETD
Shaping Learning through Formative Assessment: A Collaborative Action Project	Holy Spirit Primary
Social Justice: Strategies to raise social justice awareness in students	Daramalan College
Enhancing Student Spirituality	St John Vianney's Primary
Wellbeing in the Classroom	St Francis Xavier College
Storyline2014	Maribyrnong Primary
Student Well Being	Radford College
Successful Learning for the 21st Century	Daramalan College
Supporting Children's Wellbeing	Isabella Plains Early Childhood School
Supporting literacy learners	St Clare of Assisi Primary
Supporting literacy learners	St Francis of Assisi Primary
Supporting reluctant and disengaged adolescent readers in the classroom	Daramalan College
Supporting reluctant and disengaged readers in the classroom	Holy Family Parish Primary School
Taskforce on Students with Learning Difficulties: Understanding Learning Difficulties	Central Office ETD
Teaching and Behaviour Support Strategies for Students with Autism Spectrum Disorder.	Trinity Christian School
Teaching ESL Students in Mainstream Classrooms (TESMC)	Central Office ETD
Teaching Interlingually and interculturally in a bilingual school	Yarralumla Primary
Teaching Spelling Through Writing	Sacred Heart Primary
Teaching students to be effective writers	Forrest Primary
Teaching with Count Me In Too	Red Hill Primary
TEALLN411 Upgrade Workshop	Canberra College
Team building, KidsMatter and social/emotional learning	Fraser Primary
The Big Writing	Evatt Primary
The Curious Teacher	Orana Steiner School
Time for Talk: EALD Teachers	Central Office ETD
Towards an Authentic Culture of Wellbeing	Burgmann Anglican School
Understanding and Using Data	St Thomas the Apostle Primary
Understanding by Design	Ainslie School

School based Professional Learning programs	Provider
Understanding By Design Curriculum (UBD) Workshop	St Edmund's College
Understanding Literacy in a PYP Context	Forrest Primary
Using Achievement Standards to Improve Student Outcomes	St Mary MacKillop College
Using Data to Improve Student Achievement	Holy Spirit Primary
Using Data to inform Teaching	St Vincent's Primary
Using Data to Inform Teaching	St Thomas the Apostle Primary
Using Inclusive Technologies to Support Students Struggling With Literacy	Melrose High
Visible Learning Principles in the Primary Classroom	Maribyrnong Primary
Wanniassa School Professional Learning	Wanniassa School
Whole School Positive Behaviour Support	Black Mountain School
Write it Right	Campbell High

## Attachment 2

### ACT Teacher Quality Institute Act Section 26 (e)

#### Assessment standards required to be met by teachers.

New applicants are required to meet the following assessment standards:

#### Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

<b>Qualification(s)</b>	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
<b>Teaching experience</b>	180 school teaching days in the previous five year period before the day the application is made.
<b>Abilities, knowledge and skills</b>	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the <b>Proficient</b> level of the <i>Australian Professional Standards for Teachers</i> . If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate who can attest to the professional practice of the applicant.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

#### Provisional Registration

Provisional registrants meet the qualification requirement for full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for full registration but is unable at the time to provide the relevant supporting evidence.

<b>Qualification(s)</b>	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

#### Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. 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. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

## ACT Teacher Quality Institute Regulation 2010 Part 2A

### Assessment standards required to be met by teachers

#### Certification against Highly Accomplished and Lead level of the Australian Professional Standards for Teachers

<b>Certification</b>	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
<b>Certification assessment</b>	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
<b>Eligibility criteria to apply for Certification</b>	<ul style="list-style-type: none"> <li>• Australian or New Zealand citizenship or Australian permanent residency visa.</li> <li>• Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.</li> <li>• Full registration with the ACT Teacher Quality Institute.</li> </ul>

**Current Certification standards** - required to be met by teachers who elect to apply.

The <b>collection of evidence</b> required for assessment	<ul style="list-style-type: none"> <li>• Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total).</li> <li>• Lesson observation reports.</li> <li>• Teacher reflection on the direct evidence as a written statement addressing the Standards.</li> <li>• A written description of a Lead initiative for Lead applications.</li> <li>• Referee statements.</li> </ul>
The <b>direct observation of classroom practice</b>	<ul style="list-style-type: none"> <li>• Classroom observation.</li> <li>• Discussion with the principal and other colleagues.</li> <li>• Professional discussion with the applicant.</li> </ul>