

The background of the entire page is a close-up, high-angle shot of water ripples. The ripples are concentric and spread out from the top left towards the bottom right, creating a sense of movement and depth. The colors range from a deep, dark blue in the shadows to a bright, light blue in the highlights where the ripples catch the light.

ANNEX REPORTS
ACT TEACHER QUALITY INSTITUTE



ACT
Government



Dr Chris Bourke MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report for ACT Teacher Quality Institute for the reporting period 1 July 2011 to 30 June 2012.

This report has been prepared under section 6(1) of the *Annual Reports (Government Agencies Act 2004 (Annual Report Directions) 2012* and in accordance with the requirements referred to in the *Chief Minister's 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 hereby 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 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with *Public Sector Management Standard 2, Part 2.4*.

I commend the report to you.

Yours sincerely

Professor Denis Goodrum
Board Chair
ACT Teacher Quality Institute
30 August 2012

Anne Ellis
Chief Executive Officer

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ACT Teacher Quality Institute Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act).

TQI has statutory responsibility for the functions 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, and facilitate, 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 teaching profession
- accredit education programs for pre-service teachers and teachers.

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 purposes 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.

A2 Overview

TQI completed its first full financial year of operations on 30 June 2012. In the past 12 months TQI has implemented the key activities and processes necessary for its practical establishment. Significant progress has also been achieved against most of its key statutory responsibilities. These statutory responsibilities underpinned the business planning of the Board and management.

Owing to its modest budget and staff resources TQI has established co-operative working arrangements with the Education and Training Directorate. In particular, the Directorate offers a range of practical help in relation to financial, accounting and audit matters. Over the reporting period, the Directorate also offered accommodation to the TQI at no cost.

A3 Board

Section 15(4) of the *ACT Teacher Quality Institute Act 2010* 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.

Professor Denis Goodrum was appointed as Board Chair on 17 May 2011 for a period of three years. The appointments of all members to the Board were notified on 16 August 2011 for a period of three years.

Board meeting attendance as at 30 June 2012:

Table TQI 1: Board members and meeting attendance during reporting period

Member	Role	Number of meetings attended
Professor Denis Goodrum	Chair	4
Ms Anne Ellis	Chief Executive Officer	4
Associate Professor Carolyn Broadbent	Australian Catholic University, ACT Campus nominee	4
Ms Lyn Caton (nee Renno)	NSW/ACT Independent Education Union	3
Ms Wendy Cave	Teaching profession in government schools	3
Ms Penny Gilmour	Australian Education Union	3
Mrs Narelle Hargreaves	Community	4
Mr Phillip Heath	Association of Independent Schools of the ACT	4
Mr Mark Hogan	Archdiocese of Canberra and Goulburn Catholic Education Office	3
Ms Alison Jeffries	Teaching profession in non-government schools	2

Member	Role	Number of meetings attended
Ms Diane Joseph	Director-General, Education and Training	2
Professor Geoffrey Riordan	University of Canberra	2

Information about TQI Board members is provided in Attachment 1.

Remuneration arrangements

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

Board committees

Registration Committee

The Registration Committee was established with Terms of Reference approved by the Board at the meeting held on 20 September 2011 to advise on and guide the development of the teacher registration process. The members of this committee are:

- Professor Denis Goodrum (Chair)
- Ms Anne Ellis
- Ms Lyn Caton
- Professor Carolyn Broadbent
- Mr Mark Hogan
- Mr Jari Teivonen (TQI representative)
- Mr Michael Bateman (Education and Training Directorate representative).

Committee meetings were held on 28 September 2011 and 17 April 2012.

A4 Highlights

Principal achievements

Professional teacher registration of ACT teachers

Teacher registration and permit to teach are key features of the TQI Act designed to ensure that all teachers employed in the ACT have appropriate qualifications, skills, and experience. These regulatory functions contribute to protecting students and the community by ensuring that education in ACT schools is provided in a professional and competent way by approved teachers.

All applicants must provide certified copies of academic transcripts and consent to criminal history assessments. TQI assesses applicants under the *Teacher Registration and Permit to Teach Policy*. On approval a Certificate of Registration and a Registration Card are issued.

Three inaugural registration milestones were achieved in the reporting period:

- Completion of the initial implementation of teacher registration for existing teachers under the transitional provisions of the TQI Act (6539 teachers in total).
- Development and implementation of the online registration process for teachers seeking employment in the ACT from 1 October 2011 (1435 applications submitted to 30 June 2012).
- Processing over 6100 applications between 31 March and 24 April 2012, arising from the first registration renewal process for ACT teachers.

National Professional Standards for Teachers

The *National Professional Standards for Teachers* were developed by the Australian Institute for Teaching and School Leadership (AITSL) as a key component of the *Improving Teacher Quality National Partnership*. The Standards provide nationally consistent language to assist teachers and pre-service teachers reflect on and talk about their own practice and to understand, mentor and provide feedback to their colleagues.

The ACT is leading the national implementation of the *National Professional Standards for Teachers* through a number of TQI projects undertaken with ACT schools, universities and AITSL. This work focuses on the use of the Standards across the career stages of Graduate level, Proficient level and Highly Accomplished and Lead level.

Highlights in the reporting period were:

- completion of a cross-sectoral pilot on the use of the *National Professional Standards for Teachers* to enhance professional experience programs for pre-service teachers and their mentors. This pilot project was undertaken with three ACT schools, the University of Canberra and Canberra Campus of the Australian Catholic University. The pilot led to the collaborative development of common pre-service teacher reflection and assessment tools by the two ACT universities.
- co-development and delivery with the University of Canberra's Education Institute of a professional learning program on the use of the Standards to support quality mentoring. This full day professional learning program was delivered to over 275 teachers as part of the ACT Teacher Mentor Program.
- provision of information sessions on the use of the Standards to support teacher reflection, professional conversations and feedback to pre-service teachers and their associates and beginning teachers and their mentors and supervisors. Seven sessions were delivered in the first half of 2012 with over 500 teachers attending.
- commencement of a cross-sectoral trial in late June 2012 of the process for certification of highly accomplished and lead teachers against the *National Professional Standards for Teachers*. This work is being undertaken in partnership with AITSL and SiMERR (the National Research Centre of Science, ICT and Mathematics Education for Rural and Regional Australia) and involves teachers from 40 ACT schools.

TQI also coordinated ACT participation in training for the new process for accreditation of initial teacher education against national program standards and graduate teacher standards. The 11 ACT people trained came from schools, universities and the TQI Board and will be able to participate in local and interstate panels for accreditation of initial teacher education.

Relationships and communication

TQI has continued to place priority on the development of strategic partnerships with ACT Catholic, Public and Independent schools, the University of Canberra and the Canberra Campus of the Australian Catholic University.

A highlight in the reporting period has been the co-ordination of two collaborative principal forums for ACT principals from all Public, Catholic and Independent schools. These cross-sectoral forums facilitated professional discussions on key national education reforms including the Standards frameworks and the Gonski Review.

A5 Outlook

In 2012-13, TQI will give emphasis to two further areas of its statutory responsibilities. It will develop, for the Minister's approval, a code of practice to provide guidance to ACT teachers about appropriate professional conduct. TQI will also develop a register of accredited education programs (namely programs that prepare pre-service teachers for employment, and programs suitable for the professional learning and development of established teachers throughout their careers).

At its meeting held on 8 June 2012 the Board noted the need to establish the Teacher Education Committee to oversee the accreditation of education programs early in the next reporting year.

TQI received \$990,000 capital funding in the 2012-13 Budget to enable it to further develop its business systems. This funding will be used to ensure that TQI's business systems can effectively and efficiently support TQI in the administration of its statutory functions.

New Budget funding will also enable TQI to employ additional staff who will focus on accreditation of education programs and certification of teachers against National Professional Standards.

A6 Management discussion and analysis

TQI is a small organisation (5 x full time equivalent staff) with a modest budget in 2011-2012 of \$1.3m.

In the reporting period, the ACT Government was the primary source of funding for the TQI. A small amount of grant funding was also received.

Staff salaries and on-costs (including the remuneration provided to the Board Chair) accounted for 49 per cent of total outlays. The Education and Training Directorate

assists TQI by managing the payment of staff salaries. TQI has very modest funds to cover other discretionary expenditure.

In future years, TQI revenue will be supplemented by registration application fees from teachers.

A7 Summary financial report

The Minister for Education and Training, under section 25 of the Act, has directed TQI to provide summary details of its income and expenses for each financial year:

	Actual 2012 \$'000
Revenue	
ACT Government	1,025
Interest	58
Own source funding (registration fees)	166
Carryover from previous Financial Year	1,257
Grants	24
Total revenue	2,530
Expenses	
Employee Expenses	714
Superannuation Expenses	105
Rent	0
Supplies	902
Other	8
Total expenses	1,729
Operating result	801

The surplus in 2011-2012 was due to the delay in the relocation of the Institute from its temporary premises, and the deferral of a component of the initial business system development. The surplus will be carried over to 2012-2013 and expensed in that financial year primarily on establishing the TQI's new leased premises, and programmed business system works.

A8 Requirements of the *ACT Teacher Quality Institute Act 2010*

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

- a. a copy of any direction given by the Minister under section 25 of the Act – a copy of the direction given in 2011-12 is at Attachment 2
- b. a statement by the TQI about the action taken to give effect to a direction by the Minister – the TQI has included summary financial information in section A6 above
- c. the number of new approved teachers – a total of 7329 teachers were registered during the reporting period and TQI will report in future years on variations from this baseline number
- d. the education programs available for the professional learning and development of teachers – as noted in section A.4 above, developing the register of accredited education programs is a priority for 2012-13
- e. the current assessment and certification standards that are required to be met by teachers – the eligibility standards for each of 'full registration', 'provisional registration', and 'permit to teach' are at Attachment 3.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B4 Legislation Report

ACT Teacher Quality Institute Amendment Act 2011

The *ACT Teacher Quality Institute Amendment Act 2011* effected amendments on 4 October 2011 to the *ACT Teacher Quality Institute Act 2010* (the Act) to provide for spent convictions to be assessed during the teacher registration process.

The definition of convictions in the Act did not include spent convictions and therefore spent convictions could not be considered as part of checks for teacher registration. This was at odds with the requirement of teacher employers to consider spent convictions as part of pre-employment checks. The amendment allows TQI to undertake full disclosure criminal history checks on applicants for teacher registration as part of the assessment process.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

C17 Territory Records

In 2012-13, TQI will introduce an electronic document records management system (EDRMS) to support the creation and management of administrative records relating to teacher registration and other statutory functions.

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

Professor Denis Goodrum
Board Chair
ACT Teacher Quality Institute

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Attachment 1

Board members

Professor Denis Goodrum

Professor Goodrum is Executive Director, Science by Doing, Australian Academy of Science. Professor Goodrum was a visiting scholar at the United States National Research Council in Washington DC and has extensive administrative experience in his roles as Head of Department, Head of School and Dean of Faculty in the university sector. He has served on a number of state and national boards including the Board of Australian Deans of Education, Questacon, SciTech and the ACT Curriculum Renewal Taskforce. Professor Goodrum has also managed large national projects and been responsible for a variety of international projects including a Mauritius teacher education project.

Qualifications: B.Sc, Dip. Ed, M.Ed. EdD, FACE.

Ms Anne Ellis

Prior to her appointment as Chief Executive Officer of TQI Ms Ellis led the ACT cross-sectoral consultation and planning for the *Teacher Quality National Partnership*, worked in senior management positions in the ACT Education and Training Directorate and taught in the primary sector in the NSW and ACT public education systems.

Qualifications: BA, Dip.Ed, Graduate Dip. (Information Management).

Professor Carolyn Broadbent

Associate Professor Broadbent is Head, School of Education (ACT) in the Faculty of Education at the Australian Catholic University. Associate Professor Broadbent has extensive teaching, research and executive leadership roles within the higher education sector and substantial teaching experience in many educational settings, including primary, secondary, special needs and adult and community education. She is a Fellow of the Australian College of Educators (FACE) and Fellow of the Australian Council of Educational Leaders (FACEL).

Qualifications: Ph.D (Psy), UTas; M.Ed (Research), B.Ed, DipTchg, TPTC.

Ms Lyn Caton (nee Renno)

Ms Caton is an Organiser with the ACT Office of the NSW/ACT Independent Education Union. Ms Caton has 25 years of teaching experience in the non-government and public education sectors. She is also a member of the Non-Government Schools Education Council.

Qualifications: Dip.Ed, Graduate Certificate of Religious Education, Diploma of Arts (Applied).

Ms Wendy Cave

Ms Cave is currently the principal at Macquarie Primary School and has worked in the Education and Training Directorate for over 20 years as a teacher and in various executive roles. She is also an education member on the Government Schools Education Council.

Qualification: B.Ed, DipEd.

Ms Penny Gilmour

Ms Gilmour is Branch Secretary, Australian Education Union – ACT Branch. Prior to commencing her work in the union sector in January 1989 Ms Gilmour taught in NSW high schools. Ms Gilmour completed the Harvard Trade Union Training Program in 2008.

Qualifications: BA, Dip.Ed., NSW Teachers' Certificate, Grad Cert Adult Education (Training).

Mrs Narelle Hargreaves

Mrs Hargreaves is the Chair of the Non-government Schools Education Council. She was awarded an Order of Australia Medal in 2008. Mrs Hargreaves is Chair of the ACT Children and Youth Services Council; Chair of the Canberra-Nara Sister City Committee and President of the ACT Children's Week Committee. In 2007 she was appointed 'Official Visitor' to the Bimberi Youth Justice Centre and Marlow Cottage. In 2011 Mrs Hargreaves was appointed as a Justice of the Peace in the ACT.

Mrs Hargreaves has many years teaching experience, including 14 years as a principal in ACT schools. Her teaching career was followed by 10 years as Director of Schools and International Education, with the previously known ACT Department of Education and Training.

Qualifications: B.Ed., FACE, FACEL.

Mr Phillip Heath

Mr Heath has been Principal of Radford College since 2009. Prior to commencing at Radford College, Mr Heath has taught in a number of Independent schools in NSW including Trinity Grammar School, William Clark College and The King's School Ely in the UK. From 1995 to 2009 he was the Head of St Andrew's Cathedral School in Sydney and in 2007 was the Founder of the Gawura School for Aboriginal and Torres Strait Islander children from the inner city.

Mr Heath represented Independent schools on the NSW Board of Studies 2001-09. He is a past president of the Australian Anglican Schools' Network, former Chair of the Headmasters' Conference (NSW).

Qualifications: BA (Hons), MA (Hons), Dip.Ed., FACE, MACEL

Mr Mark Hogan

Mr Hogan is Deputy Director and Head of Human Resource Services, Catholic Education Office, Archdiocese of Canberra and Goulburn. Mr Hogan has extensive teaching experience in the public and Catholic sectors and school and system leadership experience in state/territory and national Catholic sectors.

Qualifications: B.Ed., MEd., Grad Dip Ed Studies (Educational Leadership), Grad Dip Ed (Religious), Grad Dip Legal Studies, Cert of School Counselling, NSW Teachers' Certificate.

Ms Alison Jeffries

Ms Jeffries is the Principal of St Clare's College, Canberra and is a member of the ACT Board of Senior Secondary Studies. Ms Jeffries has recent experience in teaching in ACT Catholic schools and working in education administration in the Catholic Education Office. Prior to 1999 she taught in non-government and public education schools in NSW and WA.

Qualifications: M.Ed., B.Ed., Grad Cert in Education Law, Master of Catholic Ed.

Ms Diane Joseph

Ms Joseph commenced with the ACT Education and Training Directorate in January 2010 as Deputy Director-General and has been Director-General since March 2012. Ms Joseph has been responsible for overseeing key strategic planning and coordinating activities across the Directorate including national and whole of government initiatives. Ms Joseph was previously General Manager, Policy Research and Innovation in the Victorian Department for Education and Early Childhood Development. She has many years experience in central and regional executive roles and as a secondary school principal.

Qualifications: B.Sc. (Education).

Professor Geoffrey Riordan

Professor Riordan is Dean and Professor, Faculty of Education, University of Canberra. Professor Riordan has held various positions in tertiary institutions in Australian and in Alberta, Canada and taught in schools in northern NSW.

Qualifications: B.Ed, (CCE), M.EdAdmin (UNSW), PhD (Alberta).

Attachment 2

Australian Capital Territory

ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1)

Disallowable Instrument DI2012—43

made under the

ACT Teacher Quality Institute Act 2010, s25 (Ministerial directions)

I direct the ACT Teacher Quality Institute to provide summary details of its income and expenses for a financial year in its annual report for the financial year.

Chris Bourke MLA
Minister for Education and Training
12/4/12

Authorised by the ACT Parliamentary Counsel—also accessible at www.legislation.act.gov.au

Australian Capital Territory

ACT Teacher Quality Institute Ministerial Direction 2012 (No 1)

Disallowable instrument DI2012 –43

made under the

ACT Teacher Quality Institute Act 2010, s25 (Ministerial directions)

EXPLANATORY STATEMENT

Section 25 of the *ACT Teacher Quality Institute Act 2010* provides that the Minister can direct the ACT Teacher Quality Institute (TQI) about the exercise of its functions.

TQI operates as an authority with responsibilities to undertake teacher registration, pre-service education accreditation and teacher certification. TQI was set up largely as a cost recovery operation, i.e. one funded from a mix of appropriations and fees.

The Treasurer made a declaration NI2012-128 on 21 February 2012 to omit TQI from certain reporting requirements under the *Financial Management Act 1996*, which were imposed when TQI was established under the TQI Act.

The reporting requirements for a Statement of Intent, Annual Financial Statements and a Statement of Performance are not warranted for an organisation of the scale and complexity of TQI, nor for an entity with its regulatory focus.

Section 26 of the TQI Act already requires TQI to report on its performance for the year. This direction further requires TQI to provide summary details of its income and expenses for the financial year in its annual report.

Treasury has advised that summary income and expense details are considered an appropriate level of financial reporting for a small regulatory authority closely tied to the financial operations of the Education and Training Directorate.

Authorised by the ACT Parliamentary Counsel—also accessible at www.legislation.act.gov.au

Attachment 3

ACT Teacher Quality Institute Act Section 26 (e)

Current assessment standards required to be met by teachers

New applicants are required to meet the following assessment standards:

Full Registration

Qualification(s)	Completion of at least four years of full time tertiary study (or part time equivalent) leading to the award of a school teacher qualification recognised under the <i>Australian Qualifications Framework</i> , including an accredited initial teacher education program. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in the previous five year period before the day the application is made.
Abilities, knowledge and skills	Abilities, knowledge and skills of a comparable level to those in the Proficient level of the <i>National Professional Standards for Teachers</i> .
Suitability to teach	TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.
English language proficiency	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 International English Language Testing System (IELTS) test undertaken in the two years prior to the date of the application. Applicants are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Provisional Registration

Provisional registrants meet the qualification requirement for full registration but have not yet accumulated the required teaching experience or skills and abilities outlined above. 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.

Qualification(s)	Completion of at least four years of full time tertiary study (or part time equivalent) leading to the award of a school teacher qualification recognised under the <i>Australian Qualifications Framework</i> , including an accredited initial teacher education program. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
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Suitability to teach

TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.

English language proficiency

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 International English Language Testing System (IELTS) test undertaken in the two years prior to the date of the application. Applicants are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

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. The person may also be progressing towards a qualification prescribed by regulation to become a teacher and is required to gain practical teaching experience in a school to achieve the qualification. 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.

Suitability to teach

TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.

English language proficiency

TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken their training/qualification study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Current certification standards required to be met by teachers

Certification standards for teachers will be implemented in the next reporting period.