Annexure A - ACT Teacher Quality Institute Annual Report 2020-21

Section A: Transmittal Certificate

Ms Yvette Berry MLA
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

2020-21 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section 7(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2019.*

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute has been included for the period 1 July 2020 to 30 June 2021.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

The annual report must be provided to the Speaker on 1 December 2021 for distribution to each Member of the Legislative Assembly. The annual report must then be tabled in the Legislative Assembly on the next sitting day.

Yours sincerely

Natalie Howson
Board Chair
ACT Teacher Quality Institute
27 September 2021

Coralie McAlister
Chief Executive Officer
ACT Teacher Quality Institute
27 September 2021

Compliance Statement

The ACT Teacher Quality Institute (TQI) must comply with the Annual Report Directions (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004.* The Directions are found at the ACT Legislation Register (www.legislation.act.gov.au).

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the TQI and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and record keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

Part 2 Reporting Entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the TQI Annual Report as follows:

A. Transmittal Certificate, see page 239;
B. Organisational Overview and Performance, inclusive of all subsections, see pages 242 – 271; and
C. Financial Management Reporting, inclusive of all subsections, see page 272.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2020-21 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2021 Directions are applicable to TQI and can be found within the TQI Annual Report:

• Ministerial Directions see page 280.

Part 5 Whole of Government Annual Reporting

Most subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

• Human Rights, see the annual report of the Justice and Community Safety Directorate;
• Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
• Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
• Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: www.cmd.act.gov.au/open_government/report/annual_reports.

Section B: Organisational Overview and Performance

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 all ACT teachers, to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality and strengthen child safety and wellbeing.

Vision, Purpose and Values of the Institute

Our Vision

A high-quality teaching profession for the ACT.

Our Purpose

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

Our Values

Respect   Integrity   Collaboration   Innovation

Role, Functions and Services of the Institute

Our Role

TQI's role in relation to the ACT teaching profession is to set a high standard of professionalism, support professional development throughout a teacher's career and consequently promote the status of teachers to the community. This role stems from the *TQI Act, 2010*. TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter and progress through career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools, and universities. TQI promotes continuous professional learning and development, the professionalism of all teachers in the ACT and the quality of aspiring teachers qualifying to enter the profession. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students. Integral to this goal is TQI's legislated purpose to protect students and the community by ensuring education in schools is provided in a professional and competent way by approved teachers.

Functions and Services

The functions of the Institute set out in section 11 of the TQI Act 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;
- keep a register of pre-service teachers undertaking or intending to undertake professional experience;
- use and share information on the teachers register and pre service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce;

- promote and encourage:
  - the continuous professional learning and development of teachers; and
  - increased levels of skill, knowledge, expertise and professionalism of teachers;

- determine standards for, and to facilitate, the professional learning and development of teachers;
- develop and apply codes of practice about the professional conduct or practice of teachers;
- determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards;
- accredit education programs for pre-service teachers and teachers; and
- monitor compliance with and enforce the TQI Act.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- direct regulatory services with respect to the ACT teaching profession;
- quality assurance of initial teacher education programs in ACT universities;
- quality assurance with respect to professional learning programs for ACT teachers;
- facilitation of collaborative teaching practice across the ACT teaching profession;
- promotion of the continuing development and professionalism of ACT teachers; and
- inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school.

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board comprised of ACT education stakeholders, the teaching profession, and the ACT community. The Board advises the Minister on matters relevant to the purpose of the Act. Following the expiry of Mr Bill Maiden's term as Board Chair in May 2020, on 6 June 2020, Ms Roberta McRae was appointed as interim Board Chair for a period of no longer than six months. Ms Natalie Howson was appointed as the TQI Board Chair on 12 August 2020. Board members who served on the TQI Board in the reporting period are listed in Table 1.

Management of the Institute's operations is undertaken by the Chief Executive Officer (CEO) subject to the requirements of the *Public Sector Management Act 1994*, the *Financial Management Act 1996* (FMA) and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which may be varied from time to time.

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances, and other entitlements of executives within the meaning of the *Public Sector Management Act 1994*.

The Chief Executive Officer (CEO) is responsible for the day-to-day operations of TQI, supported by a small team numbering 9.7 FTE.

Ms Anne Ellis resigned from the CEO position from 9 January 2021. Ms Ellis was the founding CEO of TQI and established TQI as an important professional body for teachers in the ACT. She was instrumental in building the professionalism of teachers, thereby fostering in the ACT community the confidence that the

teachers who are responsible for their children's learning are quality teachers who are continuously improving as professionals.

Mr Jason Borton acted as CEO from 24 February 2020 to 31 January 2021. Mr Borton brought to TQI valuable insights relating to the workings of schools and systems, and to the relationship schools, principals and teachers have with TQI. His experience and strong networks with schools provided TQI with strategies to strengthen TQI's communication with teachers and principals.

Ms Coralie McAlister PSM was appointed as CEO and began in the position on 18 January 2021. Ms McAlister brings with her a breadth of experience in policy and legislative reform. She has experience as a teacher, principal and Executive Branch Manager of People and Performance and most recently of Strategic Policy in the Education Directorate.

Ms McAlister's vision is to acknowledge the exceptional outcomes that have been achieved 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. She will lead the organisation in looking toward the second decade of operation and seize the opportunity for further reflection and engagement with the profession to assist TQI to develop a framework about its approach to regulation. The aim of the framework will be to clarify and communicate TQI's purpose and goals and enhance meaning and value for the teaching profession. The new framework will include the expansion of teacher registration to include the registration of early childhood teachers who are teaching in a non-school setting.

Operating Environment

TQI is a Territory authority for the purposes of the 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. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 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. TQI's operating budget is made up of:

- an appropriation allocated in the ACT government budget process;
- fees received from teachers on application for teacher registration or permits to teach; and
- application fees for teachers applying for Certification under the Australian Professional Standards for Teachers.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public sector body'. Accordingly, TQI has prepared this annual report to comply with section 7 of that Act and in accordance with the requirements referred to in the *2021 Annual Report Directions* issued under section 9 of that Act.

TQI has established administrative arrangements with the Education Directorate in relation to providing financial accounting and audit services. The Board oversees the financial management and planning that supports TQI's operations. The Board regularly considers the financial performance of TQI. In the reporting period, the Board approved four Finance Reports.

Planning Framework

In April 2020, the TQI Board approved the strategic planning document for the next three years: *TQI Strategic Direction 2020-22*. The TQI Board also endorsed the TQI 2020 Operational Plan. Under the Strategic Direction and the Operational Plan, TQI focused its efforts on the following four key areas:

Standards, Regulation and Certification	Professional Learning, Recognition and Growth	Accreditation and Preparation for the Profession	Evidence, Research and Design
Sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the Australian Professional Standards for Teachers in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;	Promoting increased engagement by all ACT teachers in high quality professional learning and reflection.	Implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities, establishing the pre-service teacher register and developing innovative practical approaches to better prepare initial teachers entering the profession.	Collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality, student learning, and workforce planning; respond to evolving demands and high expectations for quality service and develop innovative technology solutions and partnerships.

The achievements against each of these key focus areas over the reporting period are discussed in the Performance Analysis section. In December 2020 the Board undertook a review of the *TQI Strategic Direction 2020-22*. The review's focus was on clarifying and communicating TQI's purpose and goals and enhancing meaning and value for the teaching profession. The Review is informing the development of the TQI Regulatory Framework – work which is taking place in 2021.

The Review's focus areas are discussed later in the Annual Report in the section of the Annual Report – Performance Analysis.

TQI Governing Board

Section 15(2) 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 no longer than three years. A person may be reappointed for a further term of 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 Act 1995. Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board. TQI Board Members and Meeting Attendance 2020-21 is listed in the table below.

TQI table 1: TQI Board Members and Meeting Attendance 2020-21

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Natalie Howson	MEd (Leadership) Commenced 2017 B.H.M.S.(Ed) 1983	Chair	12 August 2020- 11 August 2023	4
Ms Roberta McRae OAM	LLB, GDLP, GDE, BA 1992 BA, GDES, TITC.	Interim Chair	6 June 2020 –6 August 2020	0*
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	n/a	0*
Ms Coralie McAlister PSM	MHRD, BEd, Dip Soc Sci.	Chief Executive Officer, TQI	n/a	2
Mr Jason Borton	BEd, BT.	A/g Chief Executive Officer	n/a	2
Ms Meg Brighton	BA, MCom	Education Directorate	18 May 2018 – 1 March 2021	2
Dr Judith Norris	Dip Teach, Grad Dip Ed; MEd Admin, PhD.	Australian Catholic University, ACT Campus	5 September 2017 – 4 September 2020	0*
Mr Timothy Elliott	Dip Teach, BEd, MEd Leadership.	Catholic Education Office	10 April 2020– 10 April 2023	3
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	6 September 2020 – 5 September 2023	4
Professor Ting Wang	BA, MEd Leadership, PhD	University of Canberra	18 May 2018 – 17 May 2021	2
Ms Julie Murkins	BA, Grad Dip Ed, MIL	Teaching profession in government schools	8 February 2019 – 8 February 2022	2
Dr Kaye Price AM	Dip Teach, BEd, Med, PhD	Community representative	5 September 2017 – 4 September 2020	0*
Ms Rita Daniels	BA, Dip Ed, Dip Theology, Med	Association of Independent Schools of the ACT	8 February 2019 – 31 December 2020	1
Mr Patrick Ellis	BEd, MChild&AdolesWelf, Cert RE.	Teaching profession in non-government schools	30 September 2019- 25 June 2021	2

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Angela Burroughs	BComm; MT (Hon), M.A.	Australian Education Union, ACT Branch	10 September 2019-10 September 2022	4
Associate Professor Carolyn Broadbent	Ph D (Psy), UTas; M. Ed (Research); B.Ed; DipTchg, SCVC Melb; TPTC.	Australian Catholic University	6 September 2020 – 5 September 2023	4
Ms Helena Walker	Certificate IV in Workplace Training and Assessment (2019) DipGov; GradDip Lin; DipE; BSc.	Community	6 September 2020 – 5 September 2023	4

* Board members showing as attending zero Board meetings do so because they were either on leave when meetings occurred, or no meetings occurred in this reporting period for the time they were members.

The Board met on four occasions during the reporting period:

- 8 September 2020;
- 1 December 2020;
- 23 March 2021; and
- 17 June 2021.

The Minister made two appointments during the reporting period and one reappointment as follows:

- Dr Judith Norris's term as the member nominated by the Australian Catholic University (section15(2)(i) expired on 5 September 2020. Professor Carolyn Broadbent was appointed on 6 September 2020 for a period of three years.
- Dr Kaye Price's term as the member representing the community (section15(2)(l)) expired on 5 September 2020. Ms Helena Walker was appointed on 6 September 2020 for a period of three years.
- Ms Berna Simpson's term as the member nominated by the Independent Education Union expired on 5 September 2020. Ms Simpson was reappointed for a period of three years.

Four members resigned during the reporting period and one member's term ended:

- Ms Rita Daniels resigned as the member nominated by the Association of Independent Schools of the ACT (section15(2)(d)) from 31 December 2020. Her resignation coincided with her retirement from the role of school principal.
- Ms Meg Brighton, member nominated by the Director-General, Education, (section15(2)(c)) resigned from the Board on 1 March 2021, given her secondment and permanent appointment to the ACT Health portfolio.
- Mr Patrick Ellis resigned as the member representing teachers and principals of non-government schools ((section 15(2)(k)) on 25 June 2021 due to the commitments relating to his new position as Education Lead in Catholic Education, Canberra Goulburn. The appointment process for the member representing teachers and principals of non-government schools is underway.
- Dr Ting Wang's term as the member nominated by the University of Canberra expired on 17 May 2021 ((section15(2)(h)). The appointment process for each of the three vacancies is close to completion.

In early 2021, the Minister approved the inclusion of a new member to the Board – a member representing Early Childhood Education teachers. Following an extensive recruitment process, it is anticipated the Minister will appoint the member representing Early Childhood Education teachers during the next reporting period.

During the reporting period, the Board:

- monitored TQI's performance against the annual operational plan;
- monitored TQI's performance against the annual budget;
- reported TQI's progress to the Minister;
- reviewed the TQI Strategic Direction 2020-2022;
- reviewed the TQI Strategic Risk Register;
- approved the annual calendar for Board meetings;
- applied the functions of Board committees, some members chairing committees, and monitored committee proceedings;
- approved new policies and reviewed existing policies; and
- engaged with Board stakeholders including: Chairs of the Australian Institute of School Leadership; chairs of state and territory teacher regulatory authorities; teacher employers; unions; universities; and teacher and principal peak bodies.

The Board deliberated on the following major issues and legislation during the reporting period:

ACT specific matters:

- TQI's management of business during restrictions relating to COVID-19;
- Fee for renewal of certification as a Highly Accomplished or Lead Teacher after 10 years
- *Set up for Success: an Early Childhood Strategy for the ACT* - designed the consultation process to inform the broadening of the regulatory model to register all early childhood teachers in the ACT;
- The development of the Teacher Quality Institute Regulatory Framework;
- Strategies to enhance engagement and communication with employers, principals, teachers and the community;
- *Future of Education Strategy*, in particular ensuring there is a Highly Accomplished or Lead teacher in every school;
- The teacher workforce; including casual teachers; teacher recruitment; teacher retention; promotion of the teaching profession; and improving teacher quality;
- Professional learning and growing a highly capable teacher workforce – introduction of Ngunnawal language programs;
- TQI's business system and governance best practice;
- Teacher professional development; and
- Development of educative material to respond to recommendations from the Royal Commission into Institutionalised Responses to Child Sexual Abuse to further strengthen understanding of teacher registration requirements.

The Board considered a range of policy issues emerging from the work of the Education Minister's Council including:

- Automatic Mutual Recognition;

- Literacy and numeracy testing for initial teacher education (LANTITE);
- The Teacher Education Ministerial Advisory Group (TEMAG) and more recent issues raised by the Commonwealth Minster for Education regarding the quality of initial teacher education;
- Indigenous cultural competency in the Australian teacher workforce: Australian Institute of Teaching and School Leadership (AITSL's) National Dialogue; and
- Developing, esteeming, and investing in expertise: The Second Decade of Australian Institute of Teaching and School Leadership (AITSL).

TQI Board Charter

The *TQI Board Charter* sets out the responsibilities of Board members and details obligations regarding confidentiality of Board discussions and deliberations. The Charter also requires members to avoid conflicts of interest; disclose any conflicts of interest; and to absent themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with s85 of the FMA, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of corporation in relation to the affairs of that corporation. The charter is reviewed every two years or at other intervals as the Board may determine.

In accordance with the Charter, the Board reviewed the TQI risk assessment and management plan, and self-assessed its effectiveness using a customised self-assessment tool.

Board Committees

The TQI Board has four committees which provide advice to the Board and the Chief Executive Officer as follows:

- Teacher Professional Registration Committee (TPRC) which provides advice on teacher professional registration matters. The TPRC met and reported to the Board four times in the reporting period;
- Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. ITEC met and reported to the Board four times during the reporting period;
- Professional Learning and Development Committee (PLAD) which provides advice on teacher professional learning matters. PLAD met and reported to the Board four times during the reporting period; and
- Standards and Professional Practice Committee (SPPC) which provides advice on standards and professional practices matters including the certification of teachers as 'Highly Accomplished' or 'Lead' teachers. The SPPC met and reported to the Board four times during the reporting period.

Performance Analysis

Overview

ACT teachers are expert professionals, who are highly skilled at working with students to guide them through their learning journey. They are committed to building their skills through ongoing professional learning and have met the professional learning requirements for teacher registration, while also contending with the challenging COVID-19 environment.

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all

ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a framework that integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates:

- preparation for the profession for initial teachers;
- national professional standards;
- high quality professional learning; and
- formal accreditation and registration requirements.

The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

TQI has commenced the development of a new Framework. The work which has commenced in relation to the development of the new Framework is discussed later in the Annual Report.

Strategic Direction 2020-2022

TQI's actions against the *Strategic Direction* during 2020-21:

In early 2020, the TQI Board endorsed the *TQI Strategic Direction 2020-2022*. This plan reflects TQI's commitment to build upon past successes while advancing its mission to improve the professional standing of teachers and to build the confidence of the ACT community in the teachers in ACT schools. The Strategic Direction sets four pillars, each of which is a foundation for one of the four strategic goals.

Standards, Regulation and Certification	Professional Learning, Recognition and Growth	Accreditation and Preparation for the Profession	Evidence, Research and Design
1	**2**	**3**	**4**
Ensure professional responsibility, accountability and transparency	Promote intellectual growth and learning	Foster high-quality learning and teaching	Collect and share quality data

For each of the strategic goals, outcomes are defined to provide greater clarity and focus for aligning TQI programs and activities. Although presented separately, the goals are interrelated. The successful achievement of one goal can impact the success of others.

As mentioned earlier in the Annual Report, the TQI Board undertook a review of the 2020-22 Strategic Direction during 2021. The areas of the review focus included:

- TQI appears at a juncture where the Board might celebrate what has been achieved in its first ten years of operation and engage in a discussion with the profession about what should be achieved over the next ten years. A well-articulated outcome would outline the role all stakeholders play in promoting a quality, professional teaching workforce, the principles that underpin the decision-making

responsibilities of TQI and emphasis of the regulatory approach that complements the *Future of Education Strategy*[5]

- TQI plays a key role in assuring the community in the ACT that our teachers meet the Australian Professional Standards for Teachers and by implication, are career long learners enabling students to be the best they can be. The Review highlighted the current opportunity to articulate TQI's key role with greater clarity. Given ACT teachers were consulted on the original model reflected in the legislation (particularly the emphasis on promoting the profession and building teacher competence), there is an opportunity 10 years on to involve them in a conversation about a contemporary regulatory approach that works for them.

- There is an opportunity to assess the perception of the work of TQI. An opportunity exists to explore and understand other regulatory models so that the Board might better manage the perception of the work of TQI.

- There are some genuine opportunities to align the investment of employers into quality teaching with the design of TQI policy and practice by leveraging existing connections and exploring new ones. Ensuring that the professional development of the teaching profession has systemic and career long coherency amongst all of TQI's stakeholders will enhance meaning and value for the profession.

- The review offers the opportunity for examining the current Board committee structure to ensure it continues to support strategic goals.

- The importance of recognising early childhood education teachers through professional registration. The Board will work with TQI to ensure these teachers are embraced within the quality teaching framework that underpins teacher registration in the ACT.

- The Review highlighted the need to ensure the priorities of the government, relevant to the functions of TQI are appropriately reflected in the revised Strategic Direction.

An updated TQI Strategic Direction will follow the approval of the TQI regulatory framework.

COVID-19 impacts

Due to COVID-19, and advice from government about social distancing, the TQI office at 170 Haydon Drive, Bruce, ACT closed in March 2020. TQI cancelled most of its term 1 2020 workshops. This decision was made in acknowledgment of the increased teacher workload related to providing learning and resources online.

TQI Response to COVID-19

As we all navigate the unknown during the COVID-19 crisis be assured TQI continues to work with compassion, pragmatism and consistency to ensure that we support the on-going professional work of teachers in the ACT.

1. All face to face TQI workshops are available online. Refer to the Term 2 calendar of events on the TQI portal for workshops to support provisionally registered teachers and those applying for Certification.

2. Teachers can record and reflect on the work they have been doing to up-skill around teaching remotely for registration purposes as teacher identified activities.

3. Most PL Providers of 2020 accredited programs are changing the delivery to ensure teachers can access their programs digitally. Refer to the *Register* and *Events* page on the TQI portal.

4. The TQI portal will continue to be the primary source of all communication to registered teachers for information regarding workshops, handbooks, guides and resources.

5. Certification 2.0 Modular Model Pilot has been adjusted in response to COVID-19. TQI will continue to work with all applicants to support them during this time.

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[1] ACT Government *The Future of Education: An ACT Education Strategy for the next Ten Years*; ACT; 2018

TQI made and communicated to employers and teachers the following arrangements:

- the on-line availability of TQI workshops where necessary and desirable;
- teachers could include as part of the 'teacher identified activity' component of their professional learning obligations, their learning related to remote teaching and learning;
- many providers of TQI accredited professional learning converted their programs on-line;
- the TQI portal accessed via the TQI website continued as the main source of communication to registered teachers for information regarding workshops, handbooks, guides, and resources; and
- the Highly Accomplished and Lead Teacher Certification Module pilot was adjusted. TQI continued to support applicants.

During 2020-21, TQI has continued its engagement with employers, registered teachers, applicants for teacher and pre-service teacher registration and its stakeholders through email, phone calls, on-line meetings, and video chats. TQI has opened the TQI office, and where safe, has reintroduced some face-to-face meetings and workshops.

TQI staff also engaged in the ACT Government COVID-19 survey. This provided an opportunity for staff to reflect on their personal and professional circumstances during the pandemic. It enabled input from staff about their wellbeing and impact on their ability to work efficiently and effectively during this time. This informed the ongoing approach taken by TQI to support staff on an ongoing basis.

TQI has continued its engagement in the national agenda for teacher registration and regulation. TQI staff adjusted to changing circumstances, participating in on-line meetings and face to face meetings as appropriate.

Overall, TQI has been flexible and adapted its operational processes to support the teaching profession to meet regulatory requirements and continue to invest in professional development and professional standing in the community.

Ministerial Statement of Expectation (2021 – 2024)

In June 2020 Yvette Berry MLA, Minister for Education and Youth Affairs wrote to the Board Chair, setting out the ACT Government's expectations for TQI in discharging its responsibilities under the TQI Act. The Minister outlined her confidence that TQI would continue enact its commitment to good governance, accountability and transparency to be a key contributor to achieving teaching excellence in the ACT and deliver a workforce for the future.

Embedding reforms from Future of Education (Phase 1 & 2). The ACT Government is committed to giving every child a fair start to life through high quality education for every child. TQI has an important role to play in the ACT Government's vision for education, expressed through the *Future of Education Strategy* and *Set up for Success: An Early Childhood Strategy* for the ACT by increasing the number of Highly Accomplished and Lead Teachers in the ACT as well as broadening the current regulatory framework to provide professional registration for all Early Childhood teachers. Given TQI's cross-sectoral governance, the organisation will also play a leadership role in curating and sharing local research and resources on teaching practice through a TQI clearing house of excellent practice.

Articulating TQI's approach to meeting its statutory functions under the TQI Act. The development of a regulatory framework, in consultation with the profession and key education stakeholders will be to clarify

and communicate TQI's purpose and goals and enhance meaning and value for the teaching profession. The new framework will include the expansion of teacher registration to include the registration of early childhood teachers who are teaching in a non-school setting.

As the TQI Board engages in strategic planning, direction setting for TQI and policy priorities, it ensures that regular reports are provided to the Minister. The Minister outlined her expectation that future formal annual reporting would outline progress in relation to the priorities set out in the Statement of Expectation.

2020-21 Key Achievements

Standards, regulation, and certification

TEACHER REGISTRATION

As of 30 June 2021, TQI has registered 8,237 teachers. Of that number, 104 people were approved to hold a permit to teach. For the same period, there are 413 newly registered teachers, in addition to those teachers who renewed their registration.

In the reporting period, TQI took regulatory action as follows:

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

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

Regulatory decision making was further strengthened through the development and use of a Conduct Risk Management matrix along with the engagement of a Senior Officer as an independent technical adviser to support the decision-making process as required.

Sharing of information about registered teachers

The Teacher Quality Institute Act authorises TQI to give Information in the register, including information that is not available to the public, to a corresponding registering authority to assist in the regulation of teachers in the authority's corresponding jurisdiction. In the case of TQI taking regulatory action to suspend or cancel a person's registration, TQI must give each registering authority the name of the person, a short description of the grounds for the suspension or cancellation, when the action takes effect, and in the case of a suspension, its end date.

In 2019, the TQI Act was strengthened to enable TQI to request, and teacher employers to provide, timely information about investigations they have begun into the conduct of a teacher, and then the outcome of the investigation.

Provisional to Full Registration

Successful transition from Provisional to Full registration occurs through a strong, enduring partnership between TQI and employers. Table 3 shows that 291 teachers moved from Provisional to Full registration during the reporting period.

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

	2020					2021						TOTAL
Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
17	20	34	16	38	101	4	10	23	8	11	9	291

TQI has refreshed its professional learning offerings for teachers moving from Provisional to Full registration. Previous workshops have been redesigned as one 45-minute online offering provided on a fortnightly basis. Provisionally registered teachers and mentors are invited to engage in dialogue about the process, receiving reminders about essential elements and where to find supporting resources.

TQI continues to be committed to working with teachers and school leaders to facilitate the growth and support based ACT provisional to full registration model designed for the ACT context and workforce.

<u>Permit to Teach</u>

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. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. 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. Schools may request a person be granted a permit to teach to deliver curriculum in a particular language, or an aspect of the Arts curriculum.

TEACHER QUALITY INSTITUTE REGULATORY FRAMEWORK

In 2021, TQI Board decided to develop a regulatory framework that would clearly articulate the Institute's approach to regulation. This framework will provide greater visibility to stakeholders of TQI's regulatory strategies and enable regular reviews of all elements of the regulatory system to ensure it continues to deliver for the ACT Government and the community.
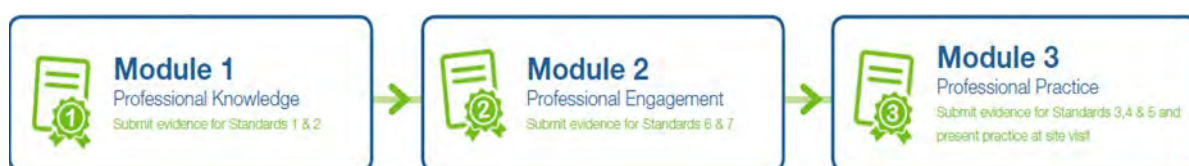
A series of workshops with Mr John Ryan, previous CEO of the Queensland College of Teachers, occurred in March 2021 and resulted in the articulation of the elements of the framework. The development of the regulatory framework will occur in consultation with the profession and key education stakeholders. The Board intends to develop and publish the framework over the next reporting period.

CERTIFICATION

National Certification is a voluntary and portable process that ensures teachers have access to a rigorous and transparent process that recognises Highly Accomplished and Lead teachers (HALTs). Teachers applying for certification use the HALT career stages of the Teacher Standards to critically reflect on their own practice and the impact they have on their students and colleagues. HALT certification demonstrates leadership and commitment to excellence in teaching. It enables teachers to receive feedback on their practice and have their practice evaluated by nationally trained assessors who are external to their school.

The original process for the national certification of teachers against the higher levels of the Australian Professional Standards for Teachers was trialled in the ACT during 2012. The trial occurred in partnership with the Australian Institute of Teaching and School Leadership (AITSL) and the National Centre for Science, Information and Communication Technology, and Mathematics Education in Rural and Regional Australia (SiMERR).

Following five years of implementation, an analysis was commissioned by TQI in 2017, which led to re-conceptualising the approach to Certification. The trial of a new model began in 2019, which maintained the rigour of the assessment while it offered participants greater access and flexibility, through the distribution of workload and cost across three consecutive Modules. The model requires teachers to submit professional evidence of their capabilities and achievement of the seven standards at the Highly Accomplished or Lead level of the Australian Professional Standards for Teachers and to confirm their expert practice in the classroom.

Module 1
Professional Knowledge
Submit evidence for Standards 1 & 2

Module 2
Professional Engagement
Submit evidence for Standards 6 & 7

Module 3
Professional Practice
Submit evidence for Standards 3,4 & 5 and present practice at site visit

Certification: Modular model showing domains of teaching for the seven standards included in the Australian Professional Standards for Teachers

TQI commissioned research investigating the value and effectiveness of the new modular model, with the modular certification process currently being evaluated by the University of Canberra. The evaluation is based on survey and interview data with key stakeholders including certified teachers, certification assessors, aspiring applicants and school leaders. The research will culminate in the completion of a major report produced for the TQI with suggested changes, improvements and recommendations for further development of the 2.0 Modular Certification model. The findings and recommendations from the research will assist TQI in adapting the approach to achieve a more sustainable, robust and attractive certification process, with the objective of increasing teacher engagement in certification for enhanced teacher and school leader efficacy and improved outcomes for students.

HALTs in ACT schools

As of 30 June 2021, 45 of 142 ACT schools (30 per cent) have at least one Highly Accomplished or Lead Teacher (HALT), and some schools up to five.

30%
of 142 ACT schools have at least one Highly Accomplished or Lead Teacher
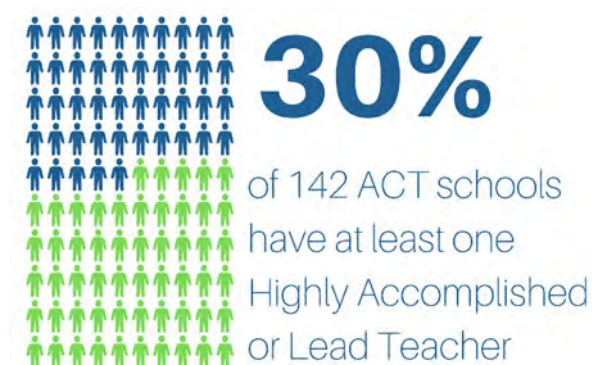
The number of HALTs who currently hold certification in the ACT has grown from 34 in 2015 to 76 in 2021. 95 ACT teachers have achieved certification since 2012, 11.3 per cent of the national total of 840. The total number of currently qualified ACT certification assessors, trained by TQI, has increased from 61 in 2015, to 122 by 2021.

During the reporting period 2020-2021, TQI received 24 new certification submissions. This is twice as many as the average number of applications received in previous years. The number of preliminary applications,

from teachers registering their interest in commencing the certification process has also continued to increase year on year.

As COVID-19 restrictions impacted teacher (applicant) workload and access to schools by certification assessors, Module 3 applications were not accepted in 2020. An exception under special circumstances was made for one applicant, so that in 2020 one ACT teacher achieved certification. A further eight teachers achieved certification in the first half of 2021, bringing the total of HALTs with certification currently in the ACT to 76.

REGISTRATION OF EARLY CHILDHOOD TEACHERS

There is increasingly strong evidence that demonstrates the positive impact of early years learning on outcomes for later life. *Set up for Success: An Early Childhood Strategy for the ACT* reflects the commitment of the ACT Government to amend the regulatory framework to include early childhood teachers in non-school settings. This was a priority project for TQI in 2021.

In March 2021, the Minister agreed that a 13th member be appointed to the TQI Board to represent the early childhood education and care sector. Recruitment for this member began in the reporting period and is expected to be finalised in the next reporting period. In addition to a 13th member of the TQI Board being recruited, five new members were invited to join the Teacher Professional Registration Committee (TPRC), based upon a breadth of experience with Early Childhood Education and Care, for the purpose of providing specialist advice to the committee and the Board.

- Ms Jantiena Batt (Secretary Early Childhood Australia ACT Branch);
- Ms Kellie Stewart (Director Children's Services Comms@Work);
- Ms Lyndall Read (Principal Latham Primary School);
- Ms Anna Whitty (Chief Executive Officer Northside Community Centre); and
- Ms Kylie Berry (Early Childhood Policy and Regulation Branch, Education Directorate).

After an induction, these members joined the TPRC meeting of 25 May 2021 where a proposed consultation approach was outlined and fulsomely discussed. TPRC will play an essential role in providing advice to the TQI Board regarding broadening the regulatory framework to include all qualified early childhood teachers in the ACT.

LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE), a Teacher Ministerial Advisory Group (TEMAG) reform, was introduced to provide confidence to employers and the community that graduate teachers have strong personal literacy and numeracy skills. LANTITE commenced in the ACT as an Initial Teacher Education (ITE) program graduation requirement for students enrolling in ITE programs from the beginning of 2018.

Following a review in the latter half of 2020, Education Ministers decided to allow prospective ITE students, from the beginning of 2023, to sit the tests prior to commencing an ITE program. Successful completion of LANTITE will not be an ITE program entry requirement, instead earlier access to the tests will enable ITE providers to better target literacy and numeracy support to students in need and provide ITE students with earlier opportunities to meet the graduation requirement.

PROFESSIONAL LEARNING AND GROWTH

In total, ACT teachers undertook more than 224,000 hours of professional learning (PL) in the year preceding their 2021 registration. In the reporting period there were 21,857 attendances at TQI accredited programs. On average a teacher records and reflects on 32 hours of professional learning each year. Despite the pandemic, attendances at TQI accredited programs were up 1 per cent.

Data demonstrating PL hours completed

ACT continues to be the only jurisdiction where teachers are recording, reflecting and evaluating on their professional learning. The evaluation data is used by providers of TQI accredited professional learning to safeguard that the content continues to meet the needs of ACT teachers across the Territory. This rigorous quality assurance measure continues to ensure a high standard of professional learning opportunities is available to ACT teachers. This approach, informed by research and developed in partnership with the profession, demonstrates a rigorous model for teachers to develop their professional competence in an ongoing way over the course of their career.

As of 30 June 2021, 528 TQI accredited programs were available to ACT teachers. 271 of these programs were available online and 93 were available online and at no cost. These figures support accessibility to all teachers regardless of their employment status.

The *Professional Learning and Development Committee* (PLAD) during the reporting period explored the data relating to the average time it takes teachers to complete the evaluations of accredited programs. Further work began on promoting a cultural shift to improve engagement and completing the evaluations in a timely manner. Collateral was provided to employers and external providers to strengthen communication about the important quality assurance measure of collecting and analysing the evaluation data from each program delivered.

Details of professional learning programs accredited 1 July 2020 to 30 June 2021 are listed in <u>Attachment 1</u> to this report.

ACCREDITATION AND PREPARATION FOR THE PROFESSION

High quality preparation of future teachers is a key to enhancing the quality of the teaching workforce and hence to improving education outcomes for all ACT school students. In the ACT, the TQI has legislative responsibilities for accrediting Initial Teacher Education (ITE) programs under s.11 (1)(g) and s.76(a) of the TQI Act.

ACCREDITATION OF INITIAL EDUCATION COURSES

Following the national guidelines for the accreditation of initial teacher education programs in Australia, TQI conducted accreditation panel assessment for two suites of Initial Teacher Education programs submitted by the University of Canberra during 2020.

Primary undergraduate program accreditation documentation was submitted for the Bachelor of Primary Education (321JA), the Bachelor of Primary Education (STEM) (322JA), Bachelor of Primary Education (Creative Arts) (323JA), Bachelor of Primary Education (Health and Physical Education) (324JA), and the Bachelor of Early Childhood and Primary Education (326JA). Secondary undergraduate program accreditation documentation was submitted for Bachelor of Secondary Education/Bachelor of Arts (327JA), Bachelor of Secondary Education/Bachelor of Science (328JA), Bachelor of Secondary Education (Health and Physical Education) (330JA).

The programs were accredited for a further five years, until December 2025. The provider demonstrated that continuing program design and delivery were underpinned by evidence of program outcomes and impact from the preceding accreditation period. The programs were assessed as meeting both the Graduate Teacher Standards (February 2011), the graduate career stage of the Australian Professional Standards for Teachers, and the Program Standards (January 2019), nationally agreed standards and procedures. The process also included an assessment of the provider's quality assurance and continuous improvement mechanisms, as well as ensuring that the provider has a nationally endorsed teaching performance assessment which all graduates must successfully complete. These measures ensure the program is of high quality and prepares pre-service teachers for the teaching profession.

PRE-SERVICE TEACHER REGISTER

In August 2019, the ACT Legislative Assembly passed amendments to the TQI Act which require that pre-service teachers who wish to undertake a professional experience placement in an ACT school must be approved on the pre-service teacher register (PSTR). This requirement applies to all pre-service teachers including people who are undertaking their pre-service teacher education outside the ACT.

The PSTR commenced operation on 1 January 2020. TQI's successful collaboration with universities, schools and pre-service teachers has enabled a smooth introduction of the PSTR. In the reporting period, 854 initial teacher education students were added to the PSTR.

In the life of the register, as of 30 June 2021, 1,486 pre-service teachers have registered on the pre-service teacher register. Of these 121 registered from a university located outside the ACT. At least 217 of those initially registered, including some who completed their initial teacher education outside the ACT, have

moved on to register on the ACT teacher register or have been granted a permit to teach and are now eligible to teach in ACT schools.

Pre-service teachers on the register become accustomed to exercising their responsibilities as a teacher professional from their entry to initial teacher education. Being on the register allows the pre-service teacher to access information about approved professional learning programs that are available to registered teachers. As the business system is further developed, pre-service teachers will be able to enter details of each of their professional experience placements on the register. Should they register on the ACT Teachers Register, the pre-service teacher will eventually be able to easily transition to ACT teacher registration. They will carry through to their teacher registration with the same ID number they began with on the PSTR.

TQI will be able to collect information about the schools and sectors who are involved with providing teacher professional experience placements, and the number of teachers from the PSTR who take up a teaching position in the ACT, following graduation. This information may be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, throughout their teaching career in the ACT and through to their exit.

Data, evidence, and research

AUSTRALIAN TEACHER WORKFORCE DATA STRATEGY

In 2017 in response to a TEMAG recommendation and a National School Reform Agreement national policy initiative, Education Ministers approved the development of the *Australian ITE and Teacher Workforce Data Strategy* (ATWD). The ATWD is a national strategy for the collection and analysis of initial teacher education data and teacher workforce data. Teacher regulatory authorities (TRAs) are tasked with primary responsibility for the collection and supply of teacher workforce data to the national dataset. ITE providers (universities), through the Federal Government's Higher Education Information Management System (HEIMS) and the Quality Indicators for Learning and Teaching (QILT) survey, provide ITE data to inform the ATWD. The ATWD Oversight Board, in partnership with TRAs, supplements the dataset with data collected annually through the ATWD teacher survey.

2019 amendments to the TQI Act authorised TQI to contribute to the ATWD strategy. For the first time, in 2020, TQI provided teacher workforce data to the national data collection and did so again in 2021. During the reporting period, TQI continued to represent Teacher Regulatory Authorities on the ATWD Oversight Board.

The ATWD links ITE student data from 2005 with current teacher data to provide longitudinal information on teachers working in Australian schools and future teachers engaged in teacher preparation. As the data collection expands and datasets are linked, the ATWD data will be a highly valuable resource for research and planning.

The aggregated data will:

- inform ACT research and teacher workforce planning to better enable universities and schools to provide an authentic professional experience which will build the ITE students' readiness to teach;
- give more comprehensive information on subject specialties studied in ITE;

- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher;
- provide information on how many teachers stay in the profession and for how long;
- be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit; and
- inform future policy decisions about the teaching profession.

The first report from the ATWD initiative, *National Initial Teacher Education Pipeline*, was published in late 2020 and provides an analysis of the characteristics of students who are entering, are currently enrolled in, or have completed ITE. Key findings in the Pipeline Report include changes to the supply of teaching graduates and a detailed understanding of the characteristics of pre-service teachers in the ITE pipeline.

The second report, *Teacher Workforce Characteristics*, is expected to be published later in 2021.

Education Ministers agreed to fund the ATWD initiative for a further four years, until July 2025.

NATIONAL TEACHER WORKFORCE

Education Ministers commissioned the development of a *National Teacher Workforce Strategy* (NTWS) to respond to the supply of and demand for teachers across Australia. It is intended that the NTWS will complement the work commenced by the ATWD through focusing national attention on current and future teacher workforce challenges. TQI and the Education Directorate have each provided considerable input to the development of this national strategy. TQI continued its high level of engagement with the strategy through the on-going provision of data to the ATWD.

Outlook

TQI activities in the coming year continue to focus on the ACT's *Future of Education Strategy* and at the national level, actions deriving from reforms related to accreditation of ITE programs and building a sustainable quality teaching workforce; and the development of business systems to support all aspects of TQI's work.

ACT Government Future of Education (FoE) Strategy.

'Teachers must be empowered to continue their professional learning throughout their careers and supported to collaborate with purpose and positive impact' (*Future of Education Strategy*).

A key focus area is the ACT Government's goal of working towards a Highly Accomplished and Lead Teacher (HALT) in every ACT school. HALT certification demonstrates leadership and commitment to excellence in teaching. HALTs improve learning outcomes for their students, contribute to an increased culture of learning among staff, with HALTs sharing expertise and skills among colleagues.

44 schools in the ACT (30 per cent) have at least one HALT.

17 schools have more than one HALT, while nine schools have three or more HALTs - with those schools reflecting a 'cohort approach' towards teacher development through certification.

ACT boasts 97 of the 840 HALT teachers across Australia.

11.5%

The ACT boasts a sizable proportion of the total number of HALT teachers certified nationally since 2012. 95 teachers have been certified in the ACT since 2012 (11.3 per cent of the National total of 840 teachers). During this reporting period, TQI continued to trial the Certification 2.0 modular model and, if successful, will embed the new model in TQI's certification process over the forward years.

TQI has procured a partnership with the University of Canberra to evaluate Certification 2.0. The purpose of the evaluation is to discover if the modular approach makes teacher certification more achievable and sustainable for teacher applicants and school leader assessors, while maintaining the rigour and credibility of the previous full portfolio approach. The evaluation is expected to provide important findings that will enhance Certification 2.0 and inform implementation of Certification in other jurisdictions.

TQI will continue to promote the benefits of Certification and lead engagement with the process. TQI will encourage teachers and School Leaders to engage with Certification as a school cohort for the practice of expert teachers to be leveraged, building collective teacher efficacy for school improvement.

Child Abuse Royal Commission Best Practice Framework

The 2017 Royal Commission identified issues with the current arrangements for information sharing on teachers and made several recommendations to improve these processes.

In December 2019, Education Council considered the implementation of the National Review of Teacher Registration. Council committed to national harmonisation of legislative requirements and information sharing as a necessary first step before transferability of teacher registrations could be considered. Following the Education Council decision, AITSL facilitated the development of the *Best Practice Framework for Strengthening Child Safety and Wellbeing* (the Framework). Teacher registration stakeholders have provided input on possible implementation.

The Framework sets out best practice principles for strengthening child safety and wellbeing through the regulation of the teaching profession. It aims to facilitate a nationally consistent approach to the implementation of the recommendations from the Royal Commission and the National Review of Teacher Registration. National information sharing recommendations cannot be developed by states and territories working alone. As such, implementation of the Framework by individual jurisdictions will not be sufficient to deliver the information sharing requirements. AITSL has advised that they have progressed as far as possible with their work on national information sharing through the delivery of the Framework. AITSL also advised that future work on national information sharing requires policy support from jurisdictions.

The Royal Commission found significant gaps in working with children checks and our national information sharing arrangements for teachers. The Commission's recommendations were against facilitating mobility of teachers who could exploit these gaps and move between states to evade findings of misconduct, until appropriate national information sharing arrangements are in place.

Provisional to Full Registration

NATIONAL POLICY

Recommendation 2 from the *One Teaching Profession* report specified the need to develop and implement a national strategy to ensure national consistency in the judgements made about whether teachers meet the Proficient career stage of the Australian Professional Standards for Teachers, in the provisional-to-full registration process.

During 2020, a national steering committee, led by AITSL and including TQI representation, explored this recommendation via a phased process. Mapping current practices and sharing quality assurance practices across all jurisdictions, coupled with workshops and consultations, produced results that highlighted the essential understandings in considering provisional to full registration progression in operation across Australia.

The steering committee identified that that the focus of national efforts needs to be on the point of judgement within educational settings and would include the consistent and widespread understanding of the Australian Professional Standards for Teachers and the value of the full registration process in supporting continued professional growth.

Further work by AITSL and TRAs will increase understanding the Teacher Standards as well as clarity regarding what constitutes quality evidence. There will be a particular focus on the development of supporting resources. TQI remains integrally involved in this work, maintaining the importance of a close partnership between AITSL and TRAs to co-design and co-create these opportunities, ensuring that any resources developed can be adapted and modified to individual jurisdiction requirements and systems.

Quality Initial Teacher Education Review

On 11 March 2021, the Hon Alan Tudge MP, federal Minister for Education and Youth announced a review into Initial Teacher Education (ITE). A Quality Initial Teacher Education Review was launched on 15 April 2021 with the announcement of the terms of reference and an Expert Panel of Ms Lisa Paul AO PSM (Chair), Mr Malcolm Elliott, Emeritus Professor Bill Louden AM and Mr Derek Scott.

The Review has two points of focus:

1. Attracting and selecting high-quality candidates into the teaching profession; and
2. Preparing initial teacher education (ITE) students to be effective teachers.

Given the stated desire for the review to hear from ITE students, the opportunity to participate in the review was promoted to all pre-service teachers on TQI's Pre-Service Teacher register. The Initial Teacher Education Committee (ITEC) considered the key questions from the review in the context of local initiatives such as Highly Accomplished and Lead teachers and the Affiliate Schools model – a partnership between the ACT Government schools and the University of Canberra based around the clinical model of delivering ITE program. Members of ITEC were encouraged to provide input to the panel. Chief Executive Officers of Teacher Regulatory Authorities met with the panel on Thursday 15 July 2021.

The review will build on considerable progress to date and inform the next evolution of reforms to continue to improve our capacity to attract high-quality candidates into teaching and equip them to become highly effective teachers.

Teaching Quality

The ACT Audit Office conducted a performance audit (report no 5: 2021) titled *Teaching Quality in ACT Public Schools*, with the report tabled in the ACT Legislative Assembly on 23 June 2021. The Auditor-General recommended that the Education Directorate work with the ACT Teacher Quality Institute to:

- receive and analyse data to use for evaluating the quality of Education Directorate professional learning activities, and identify trends and insights from its teachers' professional learning to help determine the impact this has on improving student outcomes; and
- design methods and practices to recognise key professional learning supports, including professional learning communities, as accredited learning that meets the requirements of the Australian Professional Standards for Teachers.

The TQI Board recognises the importance of improving teaching quality for the purpose of enhancing student performance and continues to work in close partnership with the Education Directorate.

Automatic Mutual Recognition (AMR)

In August 2020, the Commonwealth Treasurer announced that the Commonwealth, and State and Territory governments had agreed to introduce a uniform scheme for the AMR of occupational registrations as part of a broader set of red-tape reduction reforms to assist Australia's COVID-19 recovery. The Commonwealth Treasurer's media release included the teaching profession as one of the occupations to be subject to the AMR scheme.

On 24 June, the Commonwealth Parliament passed the *Mutual Recognition Amendment Act 2021* (the Act) on 24 June 2021 and the AMR scheme came into effect on 1 July 2021. NSW, Victoria, NT and the ACT were the participating jurisdictions at the time the AMR scheme commencement. However, the ACT determined that teaching would be granted a twelve-month exemption to allow time for preparatory work to address child safety, information sharing, teacher quality and school administrative burden concerns. During the exemption period, the Teacher Quality Institute will be working with other TRAs to develop nationally consistent approaches to addressing issues identified with implementing the AMR scheme.

The AMR scheme enables a teacher who is registered in another jurisdiction (the Home State) to work in the ACT. While the Act does not require a teacher utilising AMR to notify TQI, the ACT has determined that notification and Working with Vulnerable People clearance will be required as this is crucial to ensure appropriate screening of registered teachers working in ACT schools. Further the Act allows for the teacher to determine the Home State for registration based on either principal place of residence or principal place of work. Currently around 14 per cent of teachers registered in the ACT have a home address in another jurisdiction. These teachers may elect to move their registration to the other jurisdiction and, by accessing the AMR scheme, continue working in the ACT. Such an outcome will see a reduction in the TQI teacher registration revenue for the ACT and may impact on the capacity to deliver registration services.

Business system development

TQI delivered Portal 2.0 in the reporting period. The new build has ensured the portal reflects industry standards and is *Web Content Accessibility Guidelines* (WCAG) friendly with intuitive functionality. The enhanced site performance has increased usability and has been well received by all portal users. This new build has enabled any future expansion of the portal functions to be integrated seamlessly into the existing

architecture. Continued site security and data privacy measures have been updated in the reporting period as part of ongoing improvement measures.

Scrutiny

In the reporting period, in relation to scrutiny reports, the government has made no commitments involving the TQI portfolio.

Risk Management

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board.

Operations/service level risks are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff.

Project risks are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

Internal Audit

TQI is covered by the audit arrangements of the Education Directorate audit framework.

In May 2021, the ACT Audit Office performed an audit of 2020-21 financial statement as requested by TQI. The objective of the audit was to obtain sufficient and appropriate audit evidence to enable the Auditor-General to express an audit opinion on the financial statement.

The Audit Office performed its work in accordance with the Australian Auditing Standards to provide assurance that the financial statement was free from material misstatement or omissions. The Audit Office also complied with independence and ethical requirements of the Australian Auditing Standards.

In performing this work, the Audit Office examined evidence supporting the amounts and other disclosures in the financial statement and evaluated any significant accounting policies and accounting estimates used to prepare the financial statement. The audit report and key recommendations will be presented to the Board in the latter half of 2021.

Fraud Prevention

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of, or updates to four TQI policies. TQI has 18 documents posted on the Open Access website, including links to policies, annual reports, the TQI Strategic Direction and governance information.

TQI received three applications under the *Freedom of Information Act 2016* (FOI Act) in the reporting period. Two requests related to teacher movement within a school, the third related to information shared under s.70A and s.70B of the TQI Act. The applicant seeking information relating to s.70A/B was provided with a response and requested a review by the ACT Ombudsman.

The TQI has information on its organisation, function and decision-making powers on its website:

www.tqi.act.edu.au/about-tqi. Further information can be obtained by contacting tqi@act.gov.au or (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the more formal Freedom of Information process.

Documents available on request and without charge include publications produced by TQI on various aspects of its activities.

Documents used by TQI staff when making decisions include:

- Teacher Registration and Permit to Teach Policy;
- TQI Procedure for Review of Registration;
- Teacher Registration Qualifications Policy;
- *Australian Qualifications Framework*;
- Continuing Professional Learning and Program Accreditation Policy;
- Continuing Professional Learning Program – TQI Accreditation Guide January 2021;
- TQI National Certification of Highly Accomplished and Lead Teachers Policy;
- Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2020;
- ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook;
- Australian Professional Standards for Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers; and
- Initial Teacher Education Program Accreditation Policy.

Community engagement and support

Workshops and Programs

In response to COVID-19 restrictions, including social distancing rules and teachers supporting learning from home, TQI expanded professional learning protocols and practices. During the reporting period, TQI continued to adjust its service provision as follows:

- workshops and meetings were hosted face-to-face and/or online, in accordance with COVID-19 circumstances; and

- professional learning providers of accredited programs continued to offer content online.

When appropriate, TQI took advantage of the ACT Government's relaxing of restrictions regarding indoor gatherings and conducted some face-to-face workshops and meetings. Participants had the option of attending in person or on-line where practicable.

Some of the TQI workshops and programs offered by TQI in the reporting period included:

- Moving from provisional to full registration – 18 cross-sectoral workshops for beginning teachers, casual teachers, teacher mentors/supervisors and school leaders on the process for progression to Full Registration.
- Certification at Highly Accomplished or Lead –
    – Delivery of the ACT Certification Assessment Standards Setting forum for eighty ACT assessors;
    – 26 cross-sectoral workshops for certification applicants, certification referees, mentors and school leaders;
    – National Certification assessor training for 21 ACT school leaders; and
    – Four assessor update training workshops for ACT certification assessors.
- Teacher Education – Co-convening the University of Canberra Master of Education Capstone Unit on professional evidence and the Teacher Standards for ACT post-graduate students.
- Networks:
    – Facilitating and hosting four meetings of the ACT Casual Teacher Network; and
    – Facilitating and hosting four meetings of the ACT HALT Network.
- Provision of advice
    – to assist teachers to renew their teacher registration;
    – to mentors and school leaders to assist them to support teachers to move from Provisional to Full Registration; and
    – to school leaders, teachers and employers regarding Working with Vulnerable People obligations.

Communication methods

TQI continuously reviewed and evaluated its communication media to ensure provision of clear, timely, relevant and important messages to stakeholders, particularly to schools and teachers. As mentioned in the Overview, the TQI Facebook page was established in 2018. In April 2020 TQI began a TQI Twitter handle. This social media addition was implemented to expand social media reach and continue to ensure timely messages were distributed during the pandemic.

TQI social media reach on Facebook is 2.3K. Posts focus on informing, inspiring and promoting the profession. 87.6 per cent of the audience was women, with 34.4 per cent of women in the 35-44 age range.
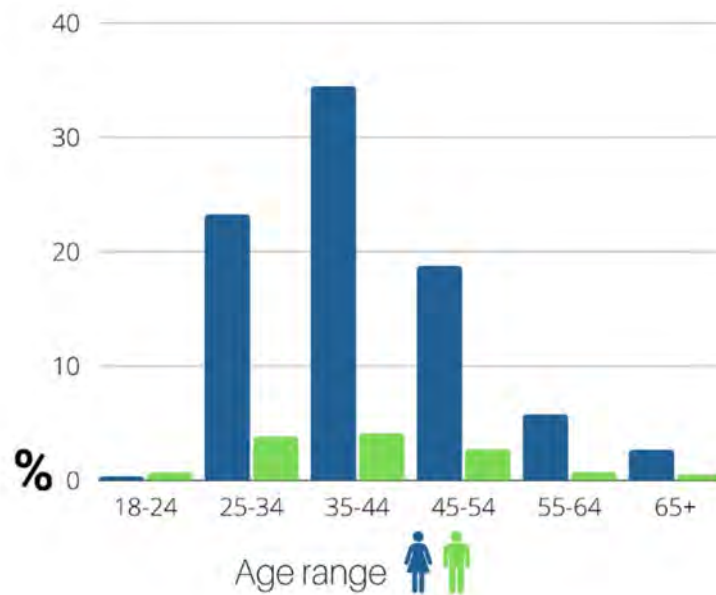
Average age demographic engaging with TQI Facebook

During the reporting period TQI developed two short videos outlining the work of TQI in promoting the profession. These videos were shared with stakeholders.

Front cover of first issue of TQI Post

In May 2021 TQI published the first issue of the TQI Post. This newsletter publication has been developed to provide a platform for TQI to share best practice across the Territory; highlight professional learning opportunities; and offer high level insights into data that TQI collects.

The first issue in this reporting period focused on the Australian Professional Standards for Teachers – Standards 1.4 and 2.4 – which identify what teachers need to know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture. The first issue was well received and future publications will continue to focus on a particular standard, in an endeavour to promote professional learning opportunities to support quality teaching and learning.

During the 2020 renewal period all teachers were advised that the TQI portal would be the primary source of all communication to registered teachers for information regarding workshops, handbooks, guides and resources. Teachers have adapted well to this new approach to communication.

TQI Portal

In June 2021, the TQI portal interface changed, with the introduction of a new dashboard, encountered by teachers when they enter the teacher portal. The new dashboard improves teachers' access to registration information specific to them when they log on. Teachers can now see an overview of the professional learning they have recorded, critical dates that they need to remember and can access resources relevant to their career stage.

TQI Portal 2.0 landing page

Aboriginal and Torres Strait Islander Reporting

In the 2020-21 reporting period, TQI accredited 43 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and standard 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*.

Number of programs and hours

TQI promoted professional learning opportunities focusing on 1.4 and 2.4 in the May TQI Post 2021. TQI actively promotes Reconciliation and NAIDOC week through social media and associated professional learning opportunities.

The TQI CEO attended a National Dialogue on 18 – 19 May 2021 to critically consider and discuss cultural competency in the Australian teaching workforce. The event, hosted by the Australian Institute of Teaching and School Leadership (AITSL), brought together a range of education experts, system and sector representatives, Aboriginal and Torres Strait Islander stakeholders, teachers, and school leaders and built upon AITSL's research and consultation to date. It offered attendees an opportunity to discuss, develop and workshop solutions on how to build a culturally competent teaching workforce. It also helped establish agreement on a roadmap for AITSL's development of resources and tools to support teachers and school leaders to develop their cultural competency.

Workplace Health and Safety

TQI has one nominated Health and Safety representative and one Respect, Equity and Diversity Officer. In the 2020-2021 reporting period TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

In response to COVID-19 restrictions, team members were encouraged to become familiar with communications from government about COVID-19 safe practices. Daily online executive and team meetings were scheduled and continued throughout the reporting period. At these meetings, team members were encouraged to identify any workplace health and safety issues being experienced, particularly related to the working from home environment.

Following the easing of COVID-19 restrictions, TQI staff were given the option of working in the office should they prefer to do so, or should their work require it e.g. use of office equipment such as printers to process multiple registration renewals. TQI continued to follow staff and workplace protocols to ensure social distancing and safe practices around hygiene. Staff only attended the office if well and used the TQI Check-in CBR app. The ACT Government's revised 'Work from Home Checklist' was completed by all staff in April 2021.

Human Resources Management

Staffing Profile

The TQI comprises the Chief Executive Officer and 9.7 FTE. The staff gender ratio is 75 per cent female and 25 per cent male as of 30 June 2021.

Professional Development

TQI staff attended a range of professional development activities. A particular focus in the reporting period was Executive engagement with ANZSOG (Australia and New Zealand School of Government) National Regulators' Community of Practice (NRCoP). Five senior staff attended the virtual seminar by Professor Malcom Sparrow - *Values at Stake in Regulatory Practice* as well as listened to podcasts and undertook readings and professional discussions about various components of the regulatory framework.

The International Federation of Teacher Regulatory Authorities conference took place on 6 - 7 May 2021, hosted by the General Teaching Council for Scotland. Three TQI staff attended both days of the conference (despite time zone differences). There was a strong presence by the Australian Regulatory Teaching Authorities. Relevant conference material was shared with the TQI Board.

TQI staff also undertook the Herrmann Brain Dominance Instrument (HBDI) to measure and harness the cognitive diversity within the TQI team. Drawing on both individual and collective results, the TQI team gained greater understanding of the way each person thinks, communicates, and works at their best.

Professional learning for TQI staff included internal TQI training, whole of government initiatives, and specialist external programs. Professional development occurred through participation in national initiatives, interstate network meetings with other jurisdictions, whole of government communities of practice and administrative courses.

Ecologically Sustainable Development

TQI is a tenant of the University of Canberra (UC). TQI pays UC a flat rate which covers energy and water consumption. TQI does not have information about the amount of water or energy used.

TQI sources its paper from a sustainable forest, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, and promotes a culture among staff of ecologically sustainable practices and purchases.

Financial Management Report

Financial Management Analysis

TQI continues to operate in a sound financial manner. ACT Government and registration fees remain the primary sources of revenue for TQI.

Financial Statements

The summary report below shows the details of income and expenses for TQI for the financial year 2020-21 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

Section C – Financial Management Reporting

ACT Audit Office

AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY

INDEPENDENT AUDITOR'S REPORT

ACT TEACHER QUALITY INSTITUTE

To the Members of the ACT Teacher Quality Institute's Governing Board

Opinion

I have audited the special purpose financial statement (financial statement) of the ACT Teacher Quality Institute for the year ended 30 June 2021 which comprises the statement of income and expenditure and accompanying notes.

In my opinion, the financial statement:

(i)   presents fairly, in all material aspects, the Institute's income and expenditure for the year ended 30 June 2021; and

(ii)   is presented in accordance with the basis of preparation described in Note 1 of the financial statement.

Basis for opinion

I conducted the audit in accordance with the Australian Auditing Standards. My responsibilities under the standards are further described in the 'Auditor's responsibilities for the audit of the financial statement's section of this report.

I am independent of the Institute in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (Code). I have also fulfilled my other ethical responsibilities in accordance with the Code.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matter – Basis of preparation

The financial statement has been prepared to meet the needs of the Institute's Governing Board members. I draw attention to Note 1 'Basis of preparation' of the financial statement which describes the basis of accounting used in the preparation of the financial statement.

The Governing Board of the Institute has determined that the basis of preparation is appropriate to meet its financial reporting requirements. As a result, the financial statement may not be suitable for other purposes. My opinion is not modified in respect of this matter.

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Responsibilities for preparing and fairly presenting the financial statement

The Governing Board is responsible for:

- determining the accounting policies and basis of accounting used in the preparation of the financial statement;

- preparing and fairly presenting the financial statement in accordance with the basis of accounting described in Note 1 of the financial statement; and

- determining the internal controls necessary for the preparation and fair presentation of the financial statement so that they are free from material misstatements, whether due to error or fraud.

Auditor's responsibilities for the audit of the financial statement

I am responsible for issuing an auditor's report that includes an independent audit opinion on the financial statement of the Institute.

My objective is to obtain reasonable assurance about whether the financial statement as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statement.

As part of the audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identified and assessed the risks of material misstatement of the financial statement, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or override of internal controls;

- obtained an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Institute's internal controls;

- evaluate the appropriateness of accounting policies used to prepare the financial statement and related disclosures made in the financial statement; and

- evaluate the overall presentation, structure and content of the financial statement, including the disclosures, and whether they represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Governing Board regarding among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal controls that I identify during my audit.

Rosario San Miguel
Senior Director, Financial Audit
21 September 2021

ACT TEACHER QUALITY INSTITUTE
Statement of Responsibility

In my opinion, the Statement of Income and Expenditure is in agreement with the ACT Teacher Quality Institute's accounts and records and fairly reflect the financial operations of the Institute for the year ended 30 June 2021.

Ms Natalie Howson
Chair, Governing Board
ACT Teacher Quality Institute
15 September 2021

ACT TEACHER QUALITY INSTITUTE
Statement of Income and Expenditure
For the year ended 30 June 2021

	Note No.	Actual 2021 $'000	Actual 2020 $'000
INCOME			
Revenue			
Controlled Recurrent Payments	2	1,449	1,411
Interest	2	15	27
Registration Fees	2	1,003	997
Grants and Other	2	33	29
Total Revenue		2,500	2,464
EXPENSES			
Employee Expenses	3	1,640	1,523
Superannuation Expenses	3	267	238
Supplies and Services	3	882	567
Audit Fees	3	8	0
Depreciation	3	239	244
Total Expenses		3,036	2,572
Operating (Deficit)		(536)	(108)

The above Statement of Income and Expenditure should be read in conjunction with the accompanying notes.

Notes to and Forming Part of the Statement of Income and Expenditure

Note 1 Basis of preparation

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the ACT Teacher Quality Institute Act 2010. The Teacher Quality Institute prepares the Statement of Income and Expenditure to meet the requirement of ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1) of providing summary details of its income and expenses for a financial year. The Statement of Income and Expenditure is a special purpose financial statement prepared on an accrual basis. It is prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and the significant accounting policies as set out below. The Governing Board of the TQI has determined that the TQI is not a reporting entity.

The Statement of Income and Expenditure is presented in Australian dollars and values are rounded to the nearest thousand dollars.

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statement.

Where the presentation or classification of items in the financial statement is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

Note 2 Significant accounting policies

Revenue

- Controlled Recurrent Payments are drawn by the Education Directorate and passed on to the TQI. Appropriations are recognised when the TQI gains control over the funding which is normally obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations as defined by AASB 15 Revenue from Contracts with Customers.
- Registration Fees, which relate to the registration of teachers in the ACT, are recognised as revenue when the certificate of registration is issued.
- Grants and Other revenue relate to legal services received free of charge from the ACT Government Solicitor's Office and recognised as revenue on the basis that the services would have been purchased if they had not been donated.
- Interest revenue is recognised using the effective interest method.

Note 3 Expenses

- Employee and superannuation expenses include short-term expenses such as wages and salaries, annual leave loading, and applicable on-costs, and other long-term expenses such as long service leave and annual leave, and termination expenses. Superannuation expenses relate to employer contributions for defined benefit and defined contributions schemes.

Notes to and Forming Part of the Statement of Income and Expenditure (cont)

- Supplies and Services consists of:

	2021 $'000	2020 $'000
Property Maintenance	14	12
Materials and Services^	678	388
Travel and Transport	0	11
Administrative	64	34
Financial	6	6
Short term Leases	120	116
	882	567

^ Materials and services has increased from 2020 due to expenditure on the maintenance of TQI's IT platform.

- Audit fees are associated with fees to the ACT Audit Office.

- Depreciation expenses relate to Software and Furniture & Fittings.

Note 4 Cash
Cash totalled $0.96 million at the end of 2020-21 ($1.3 million as at the end of 2019-20).

Asset Management

The TQI business system is the single most significant asset of the Institute. Maintaining and updating this system is a key operational consideration. As such, regular analysis and assessment of TQI's digital services infrastructure is undertaken to ensure that the business system remains fit for purpose and is aligned with industry practice. The significant difference in the TQI budget from the current year to previous years was due to the fact that, in the absence of capital funding, system upgrades were funded within general expenses for the reporting period.

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.

TQI entered into one contract during 2020-2021 - Contract number 30062020-ID – ACT Teacher Quality Institute Platform Maintenance. The contract commenced on 1 July 2020 and expired on 30 June 2021. The contractor, Dialog Pty Ltd, was contracted to provide maintenance to the TQI business system.

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of $25,000 or more. A full search of TQI contracts notified with an execution date from 1 July 2020 to 30 June 2021 can be made at https://www.tenders.act.gov.au/contract/search.

Aboriginal and Torres Strait Islander Procurement Policy

TQI CEO, Ms McAlister became an Aboriginal and Torres Strait Islander Procurement Policy Executive Champion and attended a virtual 'boot camp' which outlined the key features of the Aboriginal and Torres Strait Islander Procurement Policy.

For the 2020-21 reporting year, TQI achieved the following against the Aboriginal and Torres Strait Islander Procurement Policy three performance measures

TQI table 4: Aboriginal and Torres Strait Islander Procurement Policy performance measures

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities that were issued from the Approved Systems	Nil
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	$0
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprise	Nil

ACT Teacher Workforce Analysis

This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by Part 4 of the Chief Minister's Annual Report Directions.
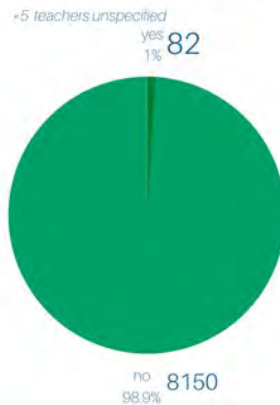
Registration Renewal Data
*figures as at 30 June 2021

ACT Government | TQI Teacher Quality Institute

8237
Total registered teachers

- Renewals opened 4 weeks earlier than previous years and **66%** of teachers who are eligible to renew were registered by end of February 2021.
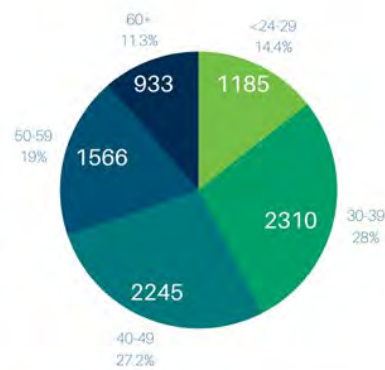
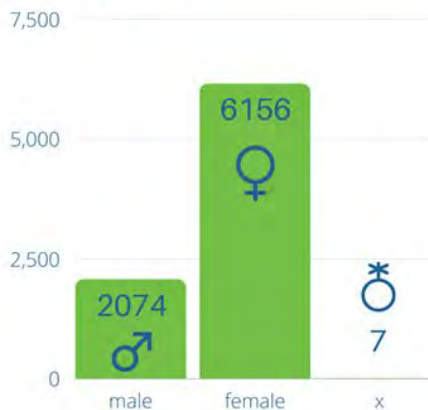Total number of registered/approved teachers by registration type
- Permit to Teach 1.3%
- Provisional 15.9%
- Full 82.9%
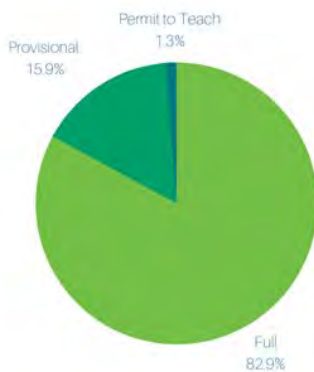
Total number of registered/approved teachers identified as Indigenous
- *5 teachers unspecified
- yes 1% 82
- no 98.9% 8150

Total number of registered/approved teachers by age
- 60+ 11.3% — 933
- <24-29 14.4% — 1185
- 50-59 19% — 1566
- 30-39 28% — 2310
- 40-49 27.2% — 2245

Total number of registered/approved teachers by gender
- male: 2074
- female: 6156
- x: 7

43 Average age of a teacher
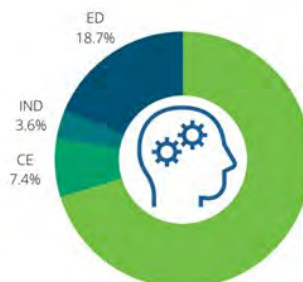
Total number of Recognised Providers able to submit programs for accreditation
- ED 18.7%
- IND 3.6%
- CE 7.4%
- External 70.3%

Workforce data statistic

When teachers apply for teacher registration, they must provide evidence of their teacher qualifications. They may also at the time of registration, at renewal time, or at any time during the registration year, update their qualifications on the teacher register. Teachers who were registered with TQI during the 2020-21 reporting year indicated they completed 437 qualifications. TQI records indicate that the qualifications completed include:

- 30 certificate/graduate certificates;
- 252 bachelor degrees;
- 21 diplomas (including graduate and advanced);
- 157 post-graduate degrees; and
- 11 doctorates.

The diagram below shows the total number of qualifications currently registered teachers have recorded with TQI since their registration. Some teachers begin their teaching career in the ACT with the minimum four-year teaching qualification, and others, with additional qualifications. From the number and variety of academic qualifications listed below, it is clear teachers continue to build their knowledge and expertise throughout their career, not only through their yearly 20 hours of professional learning, but also by gaining additional academic qualifications.

Qualification	Number
Certificate / Diploma / Advance Diploma / Associate Diploma	2744
Associate degree / Bachelor degree	9835
Graduate Cert / Graduate diploma	3374
Masters Degree	2166
Doctorate	136

Teacher qualifications

Ministerial Directions

Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

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; and/or
- presents a danger to the environment.

No disclosures were received in the reporting period.

Contact Information

For more information contact the Chief Executive Officer or the Board Chair of TQI:

ACT Teacher Quality Institute
Coralie McAlister
Chief Executive Officer
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ACT Teacher Quality Institute Board
Natalie Howson
Board Chair
natalie.howson@act.gov.au

ACT Teacher Quality Institute
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JAMISON CENTRE ACT 2614
Telephone: 02 6205 8867
Email: tqi@act.gov.au

Attachment 1

Details of professional learning programs accredited 1 July 2020 to 30 June 2021

Organisation	Program Name
Catholic Education (CE) Religious Education and Curriculum Services	K-6 Mathematics Subject Matter Expert Workshop
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice- COGLearn
(CE) Religious Education and Curriculum Services	Catalyst Numeracy Cluster day Term 1
(CE) Religious Education and Curriculum Services	Catalyst: HITP in Action PL 1
(CE) Religious Education and Curriculum Services	Catalyst: HITP in Action PL 2-4
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum Resourcing Working Party
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum Resourcing Working Party - Meeting 2.
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum Resourcing Working Party - Meeting 3.
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum resourcing Working party - Meeting 4.
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 3 & 4
(CE) Religious Education and Curriculum Services	CECG Catalyst System Day
(CE) Religious Education and Curriculum Services	CECG Numeracy Clusters Term 4
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Assessment Data Analysis Professional Learning
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Screening Check Data Analysis 2021
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Screening Check Professional Learning 2021
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	Developing Culturally Competent and Responsive Schools
(CE) Religious Education and Curriculum Services	Perspectives Across the Curriculum: Catholic Social Teaching
(CE) Religious Education and Curriculum Services	Professional Learning Series in RE: How to Plan for Deep Conceptual Learning
(CE) Religious Education and Curriculum Services	Professional Learning Series in RE: What is conceptual learning?
(CE) Religious Education and Curriculum Services	Teach Well High Impact Practices in Action

Organisation	Program Name
(CE) Religious Education and Curriculum Services	Teaching about Catholic Church History; aligning with the Australian History Curriculum.
(CE) Religious Education and Curriculum Services	Term 3 CECG Numeracy Cluster
(CE) Religious Education and Curriculum Services	Understanding Biblical contexts and texts: First Century Judaism
(CE) Religious Education and Curriculum Services	Understanding Biblical Text: Miracle Stories
(CE) Religious Education and Curriculum Services	Understanding Biblical Text: Teaching about the Gospel of Mark
(CE) School Services	Supporting Student Wellbeing and Mental Health online course
(CE) School Services	Attachment and Trauma Theory Online course
(CE) School Services	Autism Spectrum Disorder
(CE) School Services	CECG HALT Network Day 2021: Engaging with the APST at Highly Accomplished and Lead Teacher
(CE) School Services	Dyspraxia and Motor Coordination Difficulties online course
(CE) School Services	Effective planning and teaching of Physical Education in CECG Primary Schools
(CE) School Services	MAPA (Management of Actual or Potential Aggression)
(CE) School Services	Speech, language and Communication needs online course
(CE) School Services	Teaching Physical Education Effectively
(CE) School Services	The Dyslexia and Significant Difficulties in Reading online course
(CE) School Services	Understanding and Supporting Behaviour course
(CE) School Services	Understanding Attention Deficit/Hyperactivity Disorder online course
(CE) School Services	Understanding Hearing Loss online course
(EDU) Inclusion and Engagement Branch	Essential skill for Classroom Teachers
Education (EDU) Inclusion and Engagement Branch	OLT Understanding and Supporting Behaviours
(EDU) Inclusion and Engagement Branch	Team Teach
(EDU) Inclusion and Engagement Branch	Trauma Informed Practices, Level 1: Trauma Aware
(EDU) Inclusion and Engagement Branch	Understanding Dyslexia and Other Significant Reading Difficulties
(EDU) Learning and Teaching Branch	Building confidence with digital systems for learning - Early Educators Program
(EDU) Learning and Teaching Branch	Building cultural capability

Organisation	Program Name
(EDU) Learning and Teaching Branch	Cultivating reflective practices through Engoori
(EDU) Learning and Teaching Branch	Cultivating reflective practices through Engoori extended program
(EDU) Learning and Teaching Branch	Deepening Scientific Literacy with Digital Sensors
(EDU) Learning and Teaching Branch	Designing and Testing a Sustainable Home: a rich STEM project
(EDU) Learning and Teaching Branch	Disability Education Coordinator Officer (DECOs) E-Learning package
(EDU) Learning and Teaching Branch	Driving Excellence
(EDU) Learning and Teaching Branch	EAL/D Forum Term 1, 2021
(EDU) Learning and Teaching Branch	EAL/D Forum Term 3
(EDU) Learning and Teaching Branch	EAL/D Term 4 Forum 2020
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Feedback
(EDU) Learning and Teaching Branch	Finding the Balance - Whole School Mathematics Professional Learning
(EDU) Learning and Teaching Branch	Inquiry Based Learning (an interdisciplinary approach)
(EDU) Learning and Teaching Branch	Reimagining Relationships (Full Day Program)
(EDU) Learning and Teaching Branch	Reimagining Relationships (Half Day Program)
(EDU) Learning and Teaching Branch	Teaching STEM to Improve Student Achievement
(EDU) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts (TYCEMC)
(EDU) Learning and Teaching Branch	To understand our present, we must understand our past.
(EDU) Learning and Teaching Branch	Using Data, Evidence and Research to Inform Career Education Practice
(EDU) School Leadership	2021 Leadership Symposium Leading with Precision not Prescription
(EDU) School Leadership	AEDC - Moderation, Impact and Next Steps
(EDU) School Leadership	Early Years & Primary Literacy Initiative 2021 (Phase 10 & 11)
(EDU) Student Wellbeing Branch	Developing consistent Literacy Practices at Cranleigh School
(EDU) Student Wellbeing Branch	Early Years Literacy Initiative Hybrid Model 2021 Phase 10 & Phase 11
(EDU) Student Wellbeing Branch	PBL Classroom Systems (Effective Classroom Practice 1 and 2) and PBL Non-Classroom Systems Review
(EDU) Student Wellbeing Branch	Spelling Inquiry with Chris Topfer

Organisation	Program Name
(EDU) Student Wellbeing Branch	Writing Inquiry with Chris Topfer
ACT Association for the Teaching of English (ACTATE)	2021 Sharing the Secrets of Success Conference
ACT Association for the Teaching of English (ACTATE)	English Textual Concepts: Designing Learning in Years 7-12
ACT Association for the Teaching of English (ACTATE)	Extending Students in English
ACT Association for the Teaching of English (ACTATE)	The English Textual Concepts for Beginners and Advanced Users
ACT Association for the Teaching of English (ACTATE)	Thinking, Writing and Speaking Creatively in Years 11-12 English
ACT Badminton Association	Shuttle Time Teacher course
ACT No Waste - Transport Canberra and City Services	Recycling and Sustainability in the Early Childhood Environment
ACT No Waste - Transport Canberra and City Services	Recycling, Waste and Sustainability through Inquiry Learning
ACT Public Colleges Professional Learning Committee	2021 Colleges Conference - Beyond Content
Acting For the Fun of It	Acting and Devising Theatre
Ainslie School	Enabling Growth - Monitoring and Documenting Student Learning
ALEA	ALEA Unconference - Literacy Speed Dating 2021
All About Writers	The Essential Elements of the Writers' Workshop
All About Writers	The Qualities of Great Writing
All About Writers	Unpacking the Writing Process
All About Writers	Writing Conferences: The Foundation of Assessment
Alliance Française de Canberra	La classe inversée The Flipped classroom - French Network Professional Learning 2020
Alliance Française de Canberra	V O I C E - workshop for bilingual educators
Amaroo School	Amaroo Pedagogical Practices
Amaroo School	Everything You Need to Know about Dyslexia, Dysgraphia and Dyscalculia
ANNA COMERFORD	Mindfulness, Neuroscience & Compassion
ANSTO Australian Nuclear Science and Technology Organisation	Real-world Applications of Nuclear Science: Develop your own Lesson
ANSTO Australian Nuclear Science and Technology Organisation	Real-world Applications of Nuclear Science: Develop your own Lesson
ANSTO Australian Nuclear Science and Technology Organisation	Understanding Aboriginal and Torres Strait Islanders Histories and Cultures.

Organisation	Program Name
ARACY - Australian Research Alliance for Children and Youth	The Common Approach in Education
Aranda Primary	Teaching Numeracy at Aranda
Association of Independent Schools of the ACT	2020 AISACT Colloquium – Building Authentic Engagement
Association of Independent Schools of the ACT	AISACT 2021: Maximising Growth for Diverse Learners
Association of Independent Schools of the ACT	Reflecting on the quality of the adjustments we make for our students: Collaborative conversations
Association for Teachers of English to Speakers of Other Languages (ATESOL) ACT	Exploring the Many Voices of Australia through Literature
ATESOL ACT	Standard Translatable English and the Dictionary of Invisible Culture
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 1
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 2
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 3
Australian Council for Educational Research	Data Driven Decisions: PAT
Australian Council for Educational Research	Data Driven Decisions: PAT
Australian Council for Educational Research	Getting Ahead with PAT
Australian Council for Educational Research	Getting Ahead with PAT
Australian Council for Educational Research	Getting Started with PAT
Australian Council for Educational Research	Getting Started with PAT
Australian Council for Educational Research	Online Teaching
Australian Council for Educational Research	Online Teaching
Australian Council for Educational Research	Using and Interpreting Data in Schools
Australian Council for Educational Research	Using and Interpreting Data in Schools
Australian Council of Health Physical Education and Recreation (NSW Branch)	Effective assessment practices in HPE
Australian Council of Health Physical Education and Recreation (NSW Branch)	Effective assessment practices in HPE - Melba Copland
Australian Electoral Commission	Voting in the classroom
Australian Gifted Support Centre	Creating a differentiated learning experience for high ability and gifted students.
Australian Gifted Support Centre	Gifted and High Potential Students - Identification and teaching

Organisation	Program Name
Australian Gifted Support Centre	Underperforming high potential and gifted students Identification and strategies
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Effective Partnerships
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Making Judgements
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Practice Analysis
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Unpacking the Graduate Standards
Australian School Library Association	Keys to Learning ASLA Conference
Australian Securities and Investments Commission (ASIC)	Moneysmart HASS (2.0)
Australian Securities and Investments Commission (ASIC)	Moneysmart Maths (2.0)
Avalon Montessori Association	Montessori Action Research Project
Avalon Montessori Association	Montessori Children with Additional Needs 0-3
Avalon Montessori Association	Montessori Children with Additional Needs 3-6
Batyr Australia Limited	batyr Teacher PD
Belconnen High	Ngunnawal Language and Country Cultural PL
Beyond Blue	Be You: Early Support 2021
Beyond Blue	Be You: Family Partnerships 2021
Beyond Blue	Be You: Learning Resilience 2021
Beyond Blue	Be You: Mentally Healthy Communities 2021
Beyond Blue	Be You: Responding Together 2021
Birrigai Outdoor School	Birrigai - Outdoor Education Rock Climbing Abseiling
Birrigai Outdoor School	Grounding in Story - an approach to developing cultural integrity
Birrigai Outdoor School	Living Culture - Cultural Integrity Workshop Day
Birrigai Outdoor School	Namadgi School - Strengthening Effective Professional Learning Communities
Black Mountain School	Evidence Based Instruction
Black Mountain School	ROCC, Communication ILP Goals, 2020 & Beyond
Blue Gum Community School	Blue Gum Pedagogy in Action 2021
Blue Gum Community School	Blue Gum Philosophy and Practice 2021

Organisation	Program Name
Board of Senior Secondary Studies	Curriculum Planning: Health, Outdoor and Physical Education Framework
Board of Senior Secondary Studies	Curriculum Planning: The Commerce Framework
Board of Senior Secondary Studies	Curriculum Planning: The Humanities and Social Sciences Framework
Board of Senior Secondary Studies	Curriculum Planning: The Languages Framework
Board of Senior Secondary Studies	Curriculum Planning: The New English Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Mathematics Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Science Framework
Board of Senior Secondary Studies	Introduction to BSSS New College Teachers
Board of Senior Secondary Studies	Quality Assessment: Designing and Evaluating Tasks
Board of Senior Secondary Studies	SGL/AGL Quality Assurance Workshop 1
Board of Senior Secondary Studies	SGL/AGL Quality Assurance Workshop 2
Brindabella Christian College	Developing Powerful Learners
Burgmann Anglican School	Critically Reflective Wellbeing Practice
Calwell High	High Impact Teaching - Calwell High School
Campbell High	Campbell High Aspiring Leaders Program
Campbell Primary	10 Essential Instructional Practices
Canberra Girls' Grammar School	First day, first class lessons: What makes them exceptional?
Canberra Girls' Grammar School	Gifted As Thriving
Canberra Girls' Grammar School	Gifted Awareness Week 2021: Thriving as Gifted
Canberra Girls' Grammar School	Holding Modelling Mentoring
Canberra Girls' Grammar School	Honouring Student Agency Through Assessment
Canberra Girls' Grammar School	Student Growth Conversations
Canberra Girls' Grammar School	Using and Applying Data for Learning
Canberra Grammar School	CGS Learning: Challenging and Empowering
Canberra Grammar School	CGS Learning: Moving Forward, Building Agency
Canberra Grammar School	CGS Quality Assessment
Canberra Grammar School	Interdisciplinary teaching and learning: from principles to practice
Canberra High	Formative Assessment
Canberra Mathematical Association	miniMaths - Maths In Nature Inquiries in the Early Years

Organisation	Program Name
Canberra Theatre Centre	ACT Up Drama Festival Teachers Mentor Program and Workshop
Canberra Theatre Centre	School Drama
Careers Advisers Association	Careers Advisers Association of NSW & ACT Inc Annual Conference for Careers Advisers
Caroline Chisholm School	Professional Learning Communities and Teams at CCS
Charles Conder Primary	UrFab
Charles Weston Primary	Literacy Practices at CWSC
Charnwood-Dunlop School	Inquiry is a stance, not a subject: Inquiry learning and the Australian Curriculum
CIT Solutions	Vocational, VET, Assessment, Mapping
CIT Solutions	Vocational, VET, clustering units
CIT Solutions	Vocational, VET, Training Supervision
Code Club Australia	Code Club Teacher Training Online 2021
Cool Australia	Advocating For STEM
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Get Creative with STEM
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Integrating STEM Through Project-based Learning
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Secondary STEM
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Save The World With STEM
Cool Australia	Teach Caring for Country Using Fire
Cool Australia	Teach Indigenous Land Management Using Fire
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	War on Waste - Use Primary Maths to Measure Waste
Cool Australia	War on Waste - Use Secondary Maths to Measure Waste
Cranleigh School	Team Teach 2021
Curtin Primary	Evidence based reading and spelling
Curtin Primary	Mental Computation and vocabulary

Organisation	Program Name
Daramalan College	Defining SharePoint and MS Teams as communication and collaboration services to support learning.
Daramalan College	Growth for our Diverse Learners
Daramalan College	Leading Community
Daramalan College	Mental Health and Wellbeing for Staff and Students in Educational Settings
Daramalan College	Teaching with Heart 2021
Daramalan College	Twilight PL - Staff Wellbeing
Deploy Learning Pty Ltd	Level 1 Google Certified Educator Course
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2021
Duffy Primary	Inquiry Pedagogy
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions
Education Events	Developing Early Childhood Approaches for children with additional needs
Education Events	Understanding Autism Spectrum Disorder - Teaching Strategies and Behaviour Support
EduInfluencers	A Feedback Culture
EduInfluencers	Building Professional Trust
EduInfluencers	Celebrating Results
EduInfluencers	Crafting Commitment
EduInfluencers	Equipping Teams for Big Conversations
EduInfluencers	Feedback for Growth
EduInfluencers	Managing Conflict
EduInfluencers	Practicing Accountability
Emerging Minds	Supporting primary students following a disaster or community trauma
Emerging Minds	Supporting secondary students following a disaster or community trauma
Emmaus Christian School Canberra Limited	Mental Health First Aid
English for Work	Grammar Basics Workshop
English for Work	Grammar for Classroom Teachers
Epilepsy Foundation	Introduction to Epilepsy for Educators
Erindale College	Developing Visible Learners

Organisation	Program Name
Erindale College	Feedback that Makes Learning Visible
Erindale College	Making Learning Visible: Learning Intentions and Success Criteria.
Exhale People	Wellbeing & Resilience for Teachers and School Staff
Garran Primary	Rigor in the Classroom
Generation Next	The Mental Health and Well Being of Young People - Block 1
Generation Next	The Mental Health and Well Being of Young People - Block 10
Generation Next	The Mental Health and Well Being of Young People - Block 11
Generation Next	The Mental Health and Well Being of Young People - Block 12
Generation Next	The Mental Health and Well Being of Young People - Block 13
Generation Next	The Mental Health and Well Being of Young People - Block 2
Generation Next	The Mental Health and Well Being of Young People - Block 3
Generation Next	The Mental Health and Well Being of Young People - Block 4
Generation Next	The Mental Health and Well Being of Young People - Block 5
Generation Next	The Mental Health and Well Being of Young People - Block 6
Generation Next	The Mental Health and Well Being of Young People - Block 7
Generation Next	The Mental Health and Well Being of Young People - Block 8
Generation Next	The Mental Health and Well Being of Young People - Block 9
Generation Next	The Mental Health and Well Being of Young People - Course 10
Generation Next	The Mental Health and Well Being of Young People - Course 11
Generation Next	The Mental Health and Well Being of Young People - Course 12
Generation Next	The Mental Health and Well Being of Young People - Course 13

Organisation	Program Name
Generation Next	The Mental Health and Well Being of Young People - Course 7
Generation Next	The Mental Health and Well Being of Young People - Course 8
Generation Next	The Mental Health and Well Being of Young People - Course 9
Gordon Primary	Gordon Primary School Social and Emotional Learning Framework
Gowrie Primary	Teaching Numeracy in the Early Years
Grok Academy Limited	Digital Technologies workshop
Growth Coaching International Pty Ltd	Coaching Accreditation Program.
Growth Coaching International Pty Ltd	Fundamentals of Coaching Practice
Growth Coaching International Pty Ltd	Fundamentals of Coaching Practice-online
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching.
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching-Online
Growth Coaching International Pty Ltd	Video Peer Coaching
Gungahlin College	Effective application of assessment differentiation & learning strategies to the practical classroom
Gungahlin College	Evidence Informed Teaching- Moving the learner from Novice to Expert
Gungahlin College	Rethinking Differentiation
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move online professional learning course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools (Teacher Module)
Health Improvement Branch, ACT Health, ACT Government	Ride or Walk to School: Safe Cycle Years 5&6 (Teacher Module)
Hughes Primary	Hughes PS - Mathematics - formative assessment
ICTE Solutions Australia	Formative Assessment in Primary School
ICTE Solutions Australia	Formative Assessment in Primary Schools
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today

Organisation	Program Name
ICTE Solutions Australia	ICT Leadership Course for Teachers
ICTE Solutions Australia	ICT Leadership Course for Teachers
ICTE Solutions Australia	ICT Teaching Strategies for Primary School Teachers
ICTE Solutions Australia	Teach Literacy with ICT Effectively Today
Imagine More Ltd	Making connections in mathematics
ImagineerMe Pty. Ltd	S1 Imagination as a Way of Knowing
Impact Learning Team	Data Informed Instruction: Literacy and Numeracy
Impact Learning Team	Developing Problem Solving Skills
Impact Learning Team	Empowering Success through Numeracy
Impact Learning Team	Meaningful Assessment Task Development (Secondary Teachers)
Impact Learning Team	The Workshop Model
Instrumental Music Program	Arts Up Front 2021
Instrumental Music Program	Limelight Art Exhibition Teacher Event
International Baccalaureate - Asia Pacific	Category 1 DP: Subject Workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Subject Workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Theory of Knowledge (ToK)
International Baccalaureate - Asia Pacific	Category 3 MYP: MYP projects (Personal project and community project)
Into English Pty Ltd	Raising the Rigour Online: Instructional Strategies for the English Classroom
John Paul College	Advancing critical thinking through writing
John Paul College	Developing Mentoring Skills to Foster Positive Relationships.
John Paul College	Mathematical Mindsets
Kairos Consultancy & Training	All About Assessment Rubrics: Create valid reliable & coherent rubrics
Kairos Consultancy & Training	Classroom Planning for Inclusion: Supporting the learning needs of ALL students in your classroom
Kairos Consultancy & Training	Developing your Educational Philosophy Statement
KMEIA ACT Inc	Building a Picture. Assessment in the Primary and Lower Secondary Music Classroom
KMEIA ACT Inc	Virtual Kodaly Australia Day
Lakespeare & Co	Beginner Shakespeare Verse Course

Organisation	Program Name
Lanyon High	Using the High Reliability Schools Framework within a PLC
Libby Baker Literacy	First Steps in Functional Grammar
Libby Baker Literacy	Multimodal Texts: Using Functional Grammar to understand more than just words
Libby Baker Literacy	Planning for Functional Grammar
LifeJourney International	Cyber Teacher - Starting Up in Cyber Security
Light Educational Ministries	LEM Phonics Introductory Course
Light Educational Ministries	LEM Phonics Overview
Lighthouse Education	Rock and Water One Day Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive Workshop
Lighthouse Education	Rock and Water Two Day Focus on Girls and Women
Lighthouse Education	Rock and Water Two Day Primary Focus
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Engineering
Little Scientists Australia	STEM and Inquiry Based Learning Webinar Series
Lyneham High	The Healthy Mind Platter - Lyneham High School
Macgregor Primary	Differentiation: Catering for the range of abilities in our classrooms
Malkara School	Strategic Indigenous Awareness Workshop
Marist College	Marist Learning Principles January 2021
Marist College	Mark House Staff - Starting with Why
Mathematics Association of NSW Inc	2021 MANSW Pre-K to Year 8 Conference
Mawson Primary	Visible Learning in Mathematics
Merici College	IB MYP Familiarisation and standardisation of the Personal Project
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Developing a Learning Culture at Miles Franklin
Miles Franklin Primary	Future focussed pedagogy for deep learning
Miles Franklin Primary	Using and analysing data in schools
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Collaboration, creativity & formative assessment in Language education

Organisation	Program Name
Montessori Australia Group	Montessori Inclusion Conference
Mother Teresa Primary School	Teacher Wellbeing - Recharge and Take Control
Mount Stromlo High School	Discipline Literacy & the Spiral of Inquiry
Mount Stromlo High School	Formative Assessment
Mount Stromlo High School	Literacy Toolkit for Diverse Classrooms
MultiLit Pty Ltd	InitiaLit F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	Positive Teaching Professional Learning Online Course
MultiLit Pty Ltd	PreLit Professional Development Workshop
MultiLit Pty Ltd	Spell–It Professional Development Workshop
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MulitLit)
Murrimatters Pty Ltd	Leadership - Student Voice
Muse Consulting	BBB Educator Course
Muse Consulting	BBB Talking to Parents about Research
Museum of Australian Democracy (MoAD)	Media Literacy & Critical Thinking Skills - Political Cartoons
Musica Viva Australia	Adventures in Antarctica Online PD
Musica Viva Australia	Adventures in Antarctica Webinar PD
Musica Viva Australia	Music for Wellbeing in the Primary Classroom
Musica Viva Australia	Musica Viva In Schools Composing (made easy) in the Classroom Online PD Webinar
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD Webinar
Musica Viva Australia	Musica Viva In Schools Music & Culture Online PD Webinar
Musica Viva Australia	Musica Viva In Schools Music Education Skills for the Primary Classroom part 1
Musica Viva Australia	Musica Viva PD Workshop - Music and Movement
Musica Viva Australia	Musica Viva PD Workshop 'Inclusive Strategies for the Musical Classroom'
Musica Viva Australia	Musica Viva: Music Education Skills for the Primary Classroom part 2
Musica Viva Australia	Musica Viva: Music Education Skills for the Primary Classroom part 3

Organisation	Program Name
Musica Viva Australia	Zeeko Online PD
Musica Viva Australia	Zeeko Webinar Online PD Webinar
Narrabundah Early Childhood School	Reader's Workshop
National Gallery of Australia	Botticelli to Van Gogh: Masterpieces from the National Gallery, London - Educators Preview
National Gallery of Australia	Patricia Piccinini's Skywhales and Know My Name
National Museum of Australia	Teaching Indigenous History and Culture
National Rugby League	Rugby League Community Coach (Primary Schools)
National Rugby League	Rugby League Community Coach (Secondary Schools)
NSW ACT Independent Education Union	Survival guide for Casual Teachers
Nutrition Australia ACT Incorporated	Food&ME - teaching nutrition in primary school
Nutrition Australia ACT Incorporated	Food&ME in preschool
Office of the eSafety Commissioner	eSafety Online Safety for School Leaders
Office of the eSafety Commissioner	Online harmful sexual behaviours, misinformation & emerging technology
Office of the Legislative Assembly	ACT democracy head on
OzHarvest	Online Food Education And Sustainability Training Yr 5&6 unit of inquiry
Parentshop Pty Ltd	1-2-3 Magic® & Emotion Coaching in the Classroom
Parentshop Pty Ltd	No Scaredy Cats for Teachers & Teacher Aides
Parentshop Pty Ltd	Resilience in Our Teens
Parentshop Pty Ltd	Tough Conversations for School Leaders
Parentshop Pty Ltd	Tough Conversations with Students
Parliamentary Education Office	Teaching Civics and Citizenship: A parliamentary approach
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism online module
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships - co-located program
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships - concurrent program for teachers and parents
Physical Activity Foundation	Safe Cycle for Years 5/6
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration

Organisation	Program Name
Primary English Teaching Association Australia	PETAA Leading with Literacy : Powerful practices for all learners
QL2 Dance	Seminar: Facilitating choreographic process in dance education - Primary
QL2 Dance	Seminar: Facilitating choreographic process in dance education - Secondary
Radford College	Developing our Practice to Improve Student Outcomes
Radford College	Junior School PL Conference (January/February 2021): Empowering learning to improve student outcomes
Red Hill Primary	PYP at Red Hill School
Refract Ed	Cultivating Problem Solving
Refract Ed	Delving into the National Literacy and Numeracy Learning Progressions
Refract Ed	Informed by Data
Refract Ed	Lighten the Load with STEM
Refract Ed	Tapping into Numeracy
Reshaping Schools	Phenomena-based learning: Curriculum that matters!
School of Education UNSW	GERRIC Mini-COGE
School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part A
School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part B
Science Educators Association for ACT (SEA ACT)	CONASTA69
SEE-Change	Parliament of Youth on Sustainability: Teacher Information Session & Workshop
Shine Om	Time Out Teachers - Yoga, Mindfulness & Self-care for Educators
SP Specialist Inclusion Services	Functioning through Dysfunction
SP Specialist Inclusion Services	Handwriting and Writing - know the difference.
SP Specialist Inclusion Services	Strategies for Written Output and Executive Functioning Difficulties
St Edmund's College	Alignment of Assessment Types and Processes
St Edmund's College	Reconciliation and Working with Our Students from Diverse Backgrounds.
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Leadership Program
Taylor Primary	Reading for meaning

Organisation	Program Name
Teaching for Neurodiversity	Are they listening or can't they hear? A sticky problem and hiding the Emotional Pain of SpLD's
Teaching for Neurodiversity	Are they listening or can't they hear? A sticky problem and hiding the Emotional Pain of SpLD's
Teaching for Neurodiversity	Behaviour for Learning: Get out of my face! It's not fair! You don't understand me at all!
Teaching for Neurodiversity	Behaviour for Learning: Get out of my face! It's not fair! You don't understand me at all! 2021
Teaching for Neurodiversity	Dyscalculia and Mathematical Learning Difficulties
Teaching for Neurodiversity	Teacher training for students with Neurodiversity.
Telopea Park School	Restorative Practices
Telopea Park School	The Pedagogy of Inquiry
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
The Anglican School Googong	REAIE Conversations
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Confident Kids: Enhancing Social Skills in Children with Hearing Loss
The Shepherd Centre	Confident Kids: Enhancing Social Skills in Children with Hearing Loss from Infancy to School Age
The Shepherd Centre	Engineering Executive Function for Children with Hearing Loss
The Shepherd Centre	Interactive Online Services (Telehealth) for Children and Students with Hearing Loss
The Shepherd Centre	Leap into Literacy for Children with Hearing Loss
The Shepherd Centre	Learning to Listen with Music for Preschool Children with Hearing Loss
The Shepherd Centre	Navigating Friendships for Students with Hearing Loss
The Shepherd Centre	School Transition: Supporting Students with Hearing Loss to Feel Safe and Connected
The Shepherd Centre	The Functional Listening Index Paediatric (FLI-P) - Monitoring Listening Skills for Positive Progres
The Shepherd Centre	Uncurling the Cochlea: Latest Advancements in Cochlear Implant Intervention for Hearing Loss

Organisation	Program Name
The Shepherd Centre	Understanding Hearing Loss: Tips and Tricks to Support a Student with Hearing Loss in the Classroom
Theodore Primary	The New Art and Science of Teaching at Theodore Primary School
Torrens Primary	Word Inquiry
TQI PL Test School	PL Variation Plan Approved Hours 2022
Trinity Christian School	2030 Learning Futures
Trinity Christian School	A Culture for Building Powerful Learners
Trinity Christian School	Connectness and Relationships in School
Trinity Christian School	Inquiry Learning
Trinity Christian School	Managing Distractions
Trinity Christian School	Relational Learning
UC Faculty of Education	Mentoring Pre-Service Teachers: Leading Practice
UC Faculty of Education	Teachers as Researchers
Wabisabi Learning	Blending Learning Masterclass
Wabisabi Learning	Critical Thinking Literacy Challenge
Wabisabi Learning	Foundations of Inquiry Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Purposeful Questioning Masterclass
Wanniassa Hills Primary	Cultural Integrity at Wanniassa Hills
Wanniassa Hills Primary	Rigour and Differentiation in the Classroom
Wanniassa School	Developing Visible Learners
Weetangera Primary	Collaborative Teams that Transform Schools: Professional Learning Communities
Wellbeing For Kids	Peaceful Kids Facilitator Training
YWCA Canberra	Teaching Respect Ed
Zart	Book Week 2021 Zart Art

Attachment 2

Assessment standards required to be met by teachers.

(Part 4 of the Chief Minister's Annual Report Directions requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

New applicants are required to meet the following assessment standards:

Assessment Standards	
Full Registration	
Full registration is only available to experienced applicants who meet the criteria specified below.	
Qualification(s)	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.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous five-year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the *Proficient* level of the *Australian Professional Standards for Teachers*. 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 attesting to the professional practice of the applicant at the Proficient level.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration 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 TQI Act. Applicants who have not undertaken the required four full years of higher education 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 with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

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.

Qualification(s)	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.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration 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 the required four full years of higher education 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; or the required results of another approved English language test.

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. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. 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 a current Working with Vulnerable People (Background Checking) (WwVP) registration 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 TQI Act. Applicants who do not hold a qualification undertaken 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; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

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*

Certification – Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below	
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	Australian or New Zealand citizenship or Australian permanent residency visa.
	Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.
	Full registration with the ACT Teacher Quality Institute

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

The collection of evidence required for assessment	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).
	Lesson observation reports.
	Teacher reflection on the direct evidence as a written statement addressing the Standards.
	A written description of a Lead initiative for Lead applications.
	Referee statements.
The direct observation of classroom practice	Classroom observation.
	Discussion with the principal and other colleagues.
	Professional discussion with the applicant.