Annexure

ACT Teacher Quality Institute

Section A: Transmittal Certificate

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

Dear Minister

2022-23 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 2023*.

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 2022 to 30 June 2023.

I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, *Public Sector Management Standards 2016*).

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 13 October 2023 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
Chair
ACT Teacher Quality Institute Board
8 August 2023

Lyndall Read
Chief Executive Officer
ACT Teacher Quality Institute
8 August 2023

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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 348
B   Organisational Overview and Performance, inclusive of all subsections, see pages 351 to 393
C   Financial Management Reporting, inclusive of all subsections, see page 394 to 396.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2022-23 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2023 Directions are applicable to TQI and can be found within the TQI Annual Report:

• Ministerial directions. A copy of any direction and a statement about the action taken during the year to give effect to any direction given must be included.

• TQI must also report on:

(a) the number of new approved teachers

(b) the education programs available for the professional learning and development of teachers

(c) the current assessment and certification standards that are required to be met by teachers.

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
- 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.

The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

Vision, Purpose and Values of the Institute

Our Vision

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

Our Aim

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

Our Values

- respect
- integrity
- collaboration
- innovation

TQI Figure 1: Image of TQI Vision, Values and Aim

Role, Functions and Services of the Institute

Our Role

TQI's role in relation to the ACT teaching profession stems from the *Teacher Quality Institute Act 2010* (TQI Act). 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. The primary strategy is embedding the *Australian Professional Standards for Teachers* (the Standards) in the teaching practice of all ACT teachers.

This integrated approach applies to all ACT teachers as they enter and progress through the career stages of the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT and supports teachers to uphold the ACT Code of Professional Practice and Conduct. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

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 in an ACT school
- 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
  - 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
- 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 comprising ACT education stakeholders including teacher employers, universities and teacher unions, the teaching profession, the early childhood education and care sector and the ACT community. Board members who served on the TQI Board in the reporting period are listed in TQI Table 1.

The Board advises the Minister on matters relevant to the purpose of the Act.
Ms Natalie Howson was appointed as the TQI Board Chair on 12 August 2020. During her term as Chair, Ms Howson has built coalitions-of-interest in a range of sectors fostering the ACT Government's vision to develop empowered, highly effective educators.

Ms Howson sees TQI as a responsive regulator, supporting teachers to meet the vision of quality expressed within the Standards.

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 CEO is responsible for the day-to-day operations of TQI, supported by a team of 13 (full time equivalent). Specialist consultants are employed as needed by TQI. In 2022-23, TQI contracted the services of experts in the fields of communications, and human resources.

Ms Coralie McAlister was CEO until her retirement on 12 May 2023. Ms McAlister's focus during her two years as CEO was to ensure the voice of ACT teachers is reflected in the work it does. She regularly engaged with the teacher workforce to assist teachers to see themselves as active, positive participants within the profession and within the regulatory system.

Ms Lyndall Read began in the CEO position in May 2023. Ms Read is an experienced early childhood teacher, school principal and instructional leader. Ms Read brings with her specialist knowledge, experience and expertise in early childhood education, school leadership and stakeholder relationships. This experience is of great value during this time, when TQI is working towards the introduction of a new category of registration to include early childhood teachers, including those working in early childhood education and care settings.

Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA). By a declaration issued by the Treasurer in February 2012 *[Financial Management (Territory Authorities) Declaration 2012 (No. 1)],* TQI has been exempted from certain provisions of the FMA. 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
- 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 *Annual Report Directions 2023* 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 ACT Audit Office conducted a comprehensive financial management audit in 2021. The Education Directorate has scheduled an audit of TQI finances for 2024.

The Board approves the TQI Budget and 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.

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 3 years. A person may be reappointed for a further term of 3 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 2022-23 are listed in the table below.

**TQI Table 1: TQI Board Members and Meeting Attendance 2022-23**

Member	Qualifications	Role/Nominated by/Representing	Appointment Period	Meetings Attended
Ms Natalie Howson	MEd; B.H.M.S.(Ed)	Chair	12 Aug 2020-11 Aug 2023	4
Ms Coralie McAlister PSM	MHRD, B.Ed, Dip Soc Sci.	Chief Executive Officer, TQI	n/a	3
Ms Lyndall Read	BECE; Cert IV Prockmnt&Contract	Chief Executive Officer, TQI	n/a	1
Mr Mark Huxley	BA; Dip Ed; Cert IV WT&A; DipMultim	Education Directorate	27 July 2021-26 July 2024	4
Mr Timothy Elliott	DipTeach, B.Ed, MEd	Catholic Education Office	10 April 2020–10 April 2023	3

Ms Natalie Harper	BGS; BEd; GradCertHRM	Catholic Education Office	5 May 2023 – 4 May 2026	1
Ms Berna Simpson	CertTeach, BA; DipEd, GCert, MEd.	NSW/ACT Independent Education Union	6 Sept 2020 – 5 Sept 2023	4
Professor Barney Dalgarno	PhD; M IT; GDipEd; BSc	University of Canberra	27 July 2021-26 July 2024	4
Ms Amanda Hawkins	MTeach; BA.	Teaching profession in government schools	16 June 2022-15 June 2025	4
Mr Andrew Wrigley	MEd; BEd	Association of Independent Schools of the ACT	27 July 2021-26 July 2024	4
Ms Maria O'Donnell	MEdL; MEd; CertRE; BEd.	Teaching profession in non-government schools	29 April 2022 – 28 April 2025	4
Ms Angela Burroughs	BComm; MT(Hon),MA.	Australian Education Union, ACT Branch	10 Sept 2022 -9 Sept 2025	4
Associate Professor Carolyn Broadbent	PhD (Psy); MEd; BEd; DipTchg, SCVC	Australian Catholic University	6 Sept 2020 – 4 April 2023	2
Ms Helena Walker	BSc; Cert IV WT&A; Dip Gov; GDipLing; GDip Ed.	Community	6 Sept 2020 - 5 Sept 2023	4
Ms Samantha Page	PhD candidate; MMan; BA.	Early Childhood Education and Care sector	17 June 2022 - 16 June 2025	4

Source: Teacher Quality Institute

The Board met on 4 occasions during the reporting period:

TQI Figure 2: TQI Board Meetings 2022-23
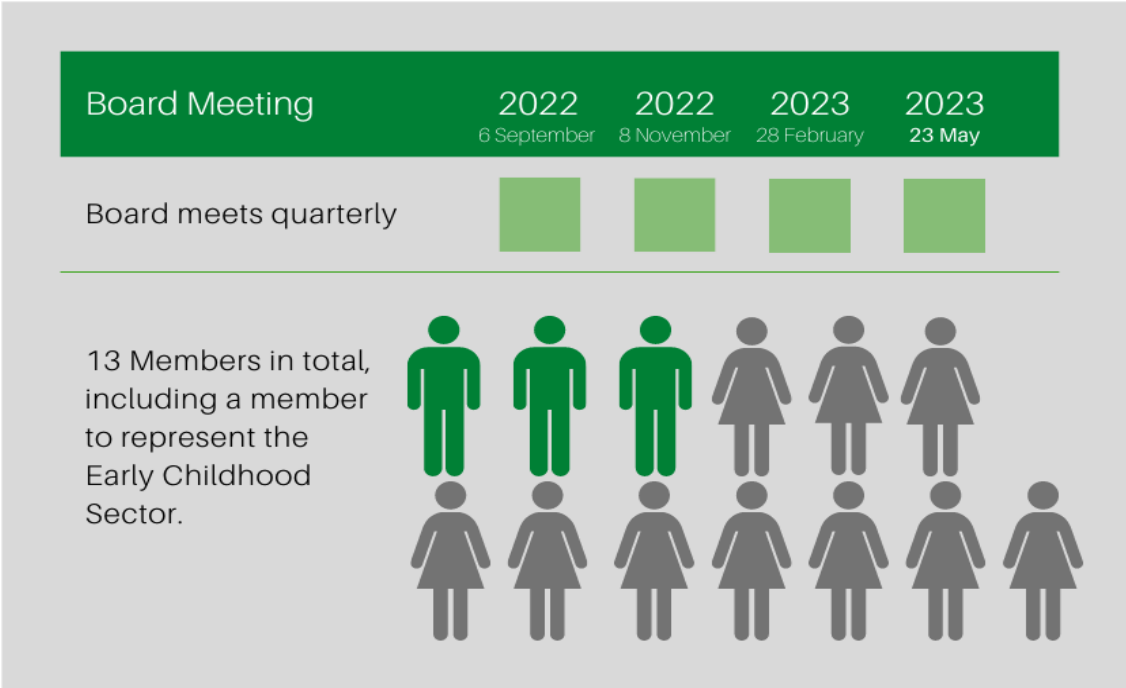
The Minister made one appointment during the reporting period.

- Mr Tim Elliott's 2 terms as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office expired in April 2023. On 5 May 2023, the Minister appointed Ms Natalie Harper, under section 15 (2) (e) of the TQI Act

- The Board membership of 12 as outlined in the TQI Act does not include a member with specific representation of the Early Childhood Education and Care (ECEC) sector. *Set up for Success: An Early Childhood Strategy for the ACT* states 'The ACT community also requires a better awareness of value of the professionalism, skills and knowledge of those working in the early childhood education and care sector and how the work they do translates into an improved school education, and ultimately life, for children'. In 2021, the Minister approved the addition of a 13th Board member to represent the ECEC sector. On 17 June 2022, the Minister appointed Ms Samantha Page, CEO, Early Childhood Australia, as the member representing the ECEC sector.

During the reporting period, the Board:

- developed a new Strategic Direction and monitored TQI's performance against the TQI Strategic Direction 2022 – 2024
- reviewed the Board's performance
- monitored TQI's performance against the annual budget
- reported TQI's progress to the Minister

- responded to the Minister's Statement of Expectation with a progress report and forecast for 2022-23
- approved and monitored the TQI Strategic Risk Register
- applied the functions of Board committees; and monitored committee proceedings
- approved new policies and reviewed existing policies
- approved 10 hours of system sponsored professional learning to be recognised as teacher identified professional learning for teachers from Catholic Education engaging in the Catalyst program
- approved the change in the Permit to Teach Policy to allow initial teacher education (ITE) students who have begun their final year of ITE to be employed via Permit to Teach
- approved 5 hours of Teacher Identified Professional Learning to be recognised for teachers for each module of certification submitted
- approved 5 hours of Teacher Identified Professional Learning for teachers who submit an application to move from Provisional to Full Registration;
- approved the accreditation of 5 hours of Teacher Identified Professional Learning in acknowledgment of teachers' significant learning undertaken to continue to provide quality teaching in the face of a continuing COVID environment
- engaged with Board stakeholders including: Chair of the Australian Institute of School Leadership; chairs of state and territory teacher regulatory authorities; teacher employers; unions; universities; and principal peak bodies
- hosted the 2022 Highly Accomplished and Lead Teacher awards
- approved the model for Early Childhood Teacher registration.

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

- teacher shortage
- procurement processes
- teacher professional boundaries
- examined the impact of regulatory obligations on the workload of teachers and identified projects to reduce the administrative burden, such as, automatic recording of approved professional learning, enhancements to the teacher portal, improved communication with schools and teachers
- how TQI data can be used to better inform workforce planning
- high quality professional learning
- partnering with employers and universities to grow a highly capable teacher workforce including exploring the employment of initial teacher education students in their fourth year
- ways to retain quality teachers considering retirement to continue as casual teachers, following their official retirement; and providing alternative pathways into teaching
- recognising (for registration purposes) system sponsored teacher professional development

- implementing TQI business system improvements
- strengthening governance and administration practice
- the *Commonwealth Automatic Mutual Recognition Act* and the implications for TQI and schools
- registration of Early Childhood teachers who are working in early childhood education and care settings.

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 *Financial Management Act 1996*, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of a corporation in relation to the affairs of that corporation. The charter is reviewed every 2 years or at other intervals as the Board may determine. The Board reviewed the Charter in March 2022.

The annual review of the Board's performance in February 2022 showed there is a high level of satisfaction with Board performance amongst the members. The members believe they are well supported to participate in strategic discussion, decision making and to account for the performance of TQI. In response to feedback in the annual review of the Board's performance, the Board adjusted the structure of its meeting agendas to allow for more in depth discussion of Board priorities.

Board Committees

The commitment of Board members is also reflected in the Board committee membership. Sixty-five committee members, making up 4 committees, are drawn from education sectors. Each committee is chaired by a member of the Board. Teachers make up a large proportion of the membership and offer an authentic perspective on TQI priorities and projects. The committees provide considered and quality advice to the Board and give of their time voluntarily.

Teacher Professional Registration Committee

The Teacher Professional Registration Committee (TPRC) provides advice on teacher professional registration matters. The Committee's major focus for the reporting period was broadening the registration framework to include early childhood teachers who teach in early childhood education and care settings, including out of school hours care.

The TPRC met and reported to the Board 6 times in the reporting period. After extensive consultation with the early childhood education and care sector, in June 2023, a model for the registration of early childhood teachers was endorsed by the Board to seek Ministerial approval. A response is expected from the Minister in early July 2023.

Initial Teacher Education Committee

The Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. The Committee's major focus for the reporting period was the development of the policy to enable initial teacher education (ITE) students in their final year of study to be employed under a Restricted Permit to Teach for up to 3 days per week, with agreements in place to provide for integrity of the program.

ITEC informed the proposed guidelines and evaluation plan and reported to the Board during the reporting period (Nov 2022, Feb 2023). The committee also offered views on national initiatives and their implications for the role of TQI in ITE and teacher quality in the ACT. These included Reform Areas 1-4 of the Teacher Education Expert Panel (TEEP) discussion paper in regard to attracting high-quality, diverse candidates into initial teacher education, and teacher preparation pathways.

Professional Learning and Development Committee

The Professional Learning and Development Committee (PLAD) provides advice on teacher professional learning matters. This committee's major focus in the reporting period was to explore ways of recognising the ongoing reflective and collaborative practice that exists in ACT schools that is having a sustained positive impact on student learning. PLAD met and reported to the Board 4 times during the reporting period. PLAD began a pilot recognising professional learning through the 'Catalyst program' and how the regulatory framework could holistically be integrated as part of the system wide initiative being rolled out in all Catholic Education Archdiocese of Canberra and Goulburn (CECG) schools. The committee endorsed the intent of the pilot and accepted the 3 high level proposed principles moving forward with the initiative:

1. ***Maintains confidence*** in the regulatory framework and its focus on ***quality***
2. ***Supports system*** investment in PL programs that is research-based that includes ongoing ***reflective*** practices and makes explicit connections to ***school improvement***.
3. ***Provides recognition*** of high-quality PL that is ***evidenced*** by improved student outcomes.

TQI continues to engage with teachers with an authentic and current understanding of the situations within which teachers practise in the ACT. The Institute applies intelligence led decision making. By doing so, TQI aims to reduce duplication and provide realistic connections between compliance and professional growth while being cognisant of striving for quality. TQI has begun initial consultation with the Education Directorate and Independent Sector to explore ways of reducing regulatory burden and increase teacher quality.

Standards and Professional Practice Committee

The Standards and Professional Practice Committee (SPPC) provides advice on teacher standards and professional practice matters including the certification of teachers as 'Highly Accomplished' or 'Lead' Teachers.

SPPC's focus was on the implications arising from the evaluation of the Certification Modular Model for Certification and consolidating our approach to its future implementation. Advice included opportunities for broadening pathways to Certification, which may include the assessment of evidence curated beyond the Certification program. The SPPC met and reported to the Board twice during the reporting period.

TQI Figure 3: Meetings of the Board Committees during 2022-23

Board Committee	2022 August	2022 Oct/Nov	2023 Feb/March	2023 May
Teacher Professional Registration Committee (TPRC)	■	■	x2	x2
Initial TeacherEducation Committee (ITEC)	■	■	■	■
Professional Learning and Development Committee (PLAD)	■	■	■	■
Standards and Professional Practice Committee (SPPC)	■		■	

Planning Framework

In July 2022, the TQI Board approved the *TQI Strategic Direction 2022-2024*. Under the refreshed strategic direction TQI continued its focus on 4 high-level goals:

1. Ensure systems and schools uphold professional standards through regulation and certification
2. Enable professional learning, recognition and growth
3. Accredit Initial Teacher Education programs and support preparation for the profession
4. Present quality data to support education or teacher workforce planning or research.

The TQI Board regularly monitors progress against different aspects of the Strategic Plan as projects are progressed. In February 2023, the Board formally reviewed the goals met during the previous 6 months. The Board's overall assessment was that the strategic goals of the organisation were directly addressed throughout 2022. Further to this assessment, the Board identified areas for focus throughout 2023. The areas of focus for 2023 include:

1. Resolve TQI Portal hosting and managed services arrangements for TQI's digital platform, and strengthen the foundation for TQI's Digital Strategy
2. Invigorate teachers' reflection and evaluation in professional learning through a review of the professional learning component of the regulatory framework
3. Strengthen community confidence through promotion of the:
   – level of professional learning teachers undertake annually, along with the Code of Professional Practice and Conduct
   – local initial teacher education programs accredited by TQI by trained panel members with deep knowledge of the education sector in the ACT
4. Consult with the profession about the TQI Regulatory framework
5. Establish a registration model for Early Childhood Teachers

Each of these priorities is reported under the performance analysis section of the Annual Report.

Performance Analysis

Overview

The purpose of TQI is to assure the ACT community that every child and young person is educated in preschools, schools and colleges by qualified teachers who keep up to date with developments in their professional practices, and who uphold high professional and ethical standards.

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 national 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
- formal accreditation and registration requirements.

This 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 local framework which outlines to the profession the purpose of the TQI Act, inspires a vision and educates teachers and the broader community about the benefits of registration. The TQI framework will provide transparency about the actions TQI takes, as well as articulate TQI's approach and response to risk. This work is discussed later in the Annual Report.

Strategic Direction

In July 2022, the TQI Board endorsed the *TQI Strategic Direction 2022-2024*. 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 plan outlines the actions TQI is taking to transition in its second decade to a responsive regulatory approach which appropriately recognises the professionalism of ACT teachers and respectfully supports and builds the status of our teachers.

The plan takes into account the requirements of the *ACT Teacher Quality Institute Act 2010,* the vision and values of the Board, along with the current local and national drivers for change within the quality and regulation of the teaching workforce. The plan incorporates the expectations for TQI as outlined in the Minister's *2022 Statement of Expectation* (see below).

The 4 strategic goals for 2022 to 2024 are:

- ensure systems and schools uphold professional standards through regulation and certification
- enable professional learning, recognition and growth
- accredit initial teacher education programs and support preparation for the profession
- present quality data to support education or teacher workforce planning and research.

Each of the strategic goals supports TQI's legislated purpose under the TQI Act:

- to uphold the standards of the teaching profession
- protect students and the community by ensuring education is provided in a professional and competent way by approved teachers

- enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers
- maintain community confidence in the teaching profession.

Specific focus areas and outputs are linked to each strategic goal, aligning TQI programs and activities. Although presented separately, the goals are interrelated and the successful pursuit and achievement of one goal can impact the success of others.

The Minister's Statement of Expectation, sent to the Board Chair in late 2022, points the Board to TQI's role in delivering the Government's *Future of Education Strategy* and the *Set Up for Success: An Early Childhood Strategy for the ACT.*

Specifically, the Minister stated her expectations regarding:
- registration of early childhood teachers
- increasing the number of Highly Accomplished and Lead Teachers in the ACT
- curating and sharing local research and resources on teaching practice through the TQI clearing house of excellent practice
- enabling service access across all sectors
- articulating TQI's approach to meeting its statutory functions under the TQI Act through its development of a Statement of Practice, in consultation with the profession through unions and key education stakeholders.

Strategic Goal 1: Ensure systems and schools uphold professional standards through regulation and Certification

During 2023-2023, the Board and its committees achieved the following matters relating to Goal 1:

Registration of Early Childhood Teachers

Set up for Success: An Early Childhood Strategy for the ACT outlines the plan for early childhood education and care in the ACT for the next decade. The Strategy includes amending the ACT teacher professional regulatory framework to include qualified early childhood teachers (ECTs).

During the reporting period, the Board's Teacher Professional Registration Committee continued the consultation with the Early Childhood Education and Care (ECEC) sector through its Teacher Professional Registration Committee on how the TQI Board might provide professional registration for all ECTs, not just those working in a school setting.

Consultation sessions showed that ECTs wished to be recognised as teaching professionals, along with their counterparts who teach in schools. They also expressed their wish to be held to the same high professional standards as their school teacher counterparts, in the

areas of Australian Professional Standards for Teachers and professional learning requirements.

The Board approved the addition of the Early Childhood Teacher registration category to sit alongside the Provisional registration and Full registration categories. Legislative change to the TQI Act will be required to facilitate transition to a revised regulatory model.

Development of a regulatory framework

The Board Chair has communicated to the Minister that the Board is consulting with teachers, employers, and teacher unions to develop a policy document that outlines how TQI regulates and engages with teachers and employers. The framework, or Statement of Practice, will articulate TQI's regulatory stance in our second decade and will demonstrate how TQI is environmentally relevant and accountable to the profession. The Board acknowledges the intense workload of teachers during 2022 and 2023 and understands teachers' restricted capacity to participate in the consultation process.

In lieu of broad consultation, a draft Statement has been developed to initiate discussion. It is proposed that in Terms 3 and 4 2023, TQI will undertake a broad and far-reaching consultation to seek teachers' views about the application of the regulatory framework over the past 10 years, and suggestions for the next 10 years.

Development of the TQI Communications Strategy

The TQI Board approved the *TQI Communications Strategy 2022* in November 2021.
In the development of the Strategy, TQI reviewed existing communications activities, plans and collateral to identify ways to be more efficient with available time and resources, and to adapt to changing stakeholder communications opportunities and requirements.
It prioritised the need to develop an understanding of professional regulatory practice, and models that reflect best practice, and to involve the profession in the evolution of the Registration, Certification, and Accreditation responsibilities of TQI.

The aim of all TQI communications activities is to get the right message, to the right people, at the right time, through the appropriate channel. The TQI Communications Strategy outlines the stance TQI will take in adjusting communications methods and channels for engaging with stakeholders, particularly with teachers. The Strategy is a high-level parent document, which guides the development of companion communications plans.
The TQI team developed the companion social media plan during Semester 1, 2022.

TQI has embedded its communications strategy that supports compliance, enables positive connections with stakeholders, and promotes the profession to the community.
Throughout the reporting period, communications with employers, principals, teacher networks and teachers were based on revised templates, refreshed branding, and developed according to TQI communications principles. Simplified, timely, clear, and pragmatic communication was appreciated, particularly by school leaders. The TQI Communications Strategy was used as an important strategic guide for the Certification Awards event held in October 2022.

The Strategy also informed communications in the following:

Website – The TQI Website was fully refreshed over the latter half of 2022 prior to release in April 2023. The new site is built on the ACT Government's Single Public Face 2.0 (SPF2) framework and incorporates the Institute's refreshed branding. The site was designed with the ambition of enhancing the user experience and reducing redundant information.

TQI portal – The Portal has continued to mature over the course of the reporting period. Improvements implemented include self-service allocation of professional learning records, provision of access to pre-service teachers, new Events and Resources sections, and the completion of work required to retire Version 1 of the Portal (and related server resources). Reporting via the Portal was improved, with school and system leaders now able to access enhanced reports relating to teachers working in their school. Leaders are also able to search the register of ACT teachers and the register of approved pre-service teachers.

Social media – Social media continued to be an important channel of communication for the organisation. The TQI social media reach on Facebook is 12,699. Posts focussed on informing, inspiring and promoting the profession. Facebook and Instagram followers continue to grow organically. Followers appreciate the positive affirmations and sharing of colleague achievements using school-based stories and photos.

TQI Figure 4: Snapshot of TQI social media engagement

TQI Post – During the reporting period TQI published a refreshed version of the TQI Post and emailed this to all registered and approved teachers via Campaign Monitor. TQI published 4 issues of the Post, one each quarter. A focus each quarter was to provide teachers with myth-busting information and offer valuable insights regarding the work of TQI in the educational landscape.

Emails to teachers and principals – TQI tailored emails to teachers and school leaders to inform them about the functions and services of TQI, and to support their understanding. TQI's focus was to ensure messaging was clear, succinct, and consistent. Consideration was given to the timing of the school year to ensure, where possible, email communications were released at an appropriate and relevant time.

Email communications were distributed to support the following:

- teacher access to registration renewals
- school leader access to school registration reports
- school leader and employer monitoring of teacher renewal submission
- teachers undertaking the process to move from provisional to full registration
- teacher understanding and compliance with registration requirements
- invitation to sector and school leaders to attend the HALT Certification Awards Ceremony recognising teachers who achieved Certification since the beginning of the pandemic
- communication with HALTs and assessors regarding HALT training events and significant dates relating to Certification applications.

Board Chair Engagement

The TQI Board Chair continued to meet with ACT and national education stakeholders including the Chairs of other teacher regulatory authorities (TRAs), the Australian Institute of Teachers and School Leadership (AITSL), teacher employers, universities, and unions. Discussion with these stakeholders included: teacher shortages; enrolments in initial teacher education programs; quality initial teacher education; elevating the profession; information sharing across TRAs; teacher workforce data management and analysis; recognising teaching excellence; and teacher professional learning.

Teacher registration: Registration renewal

In the ACT, teachers renew their registration annually by 31 March. Ninety two per cent of ACT teachers successfully renewed their registration in 2023.
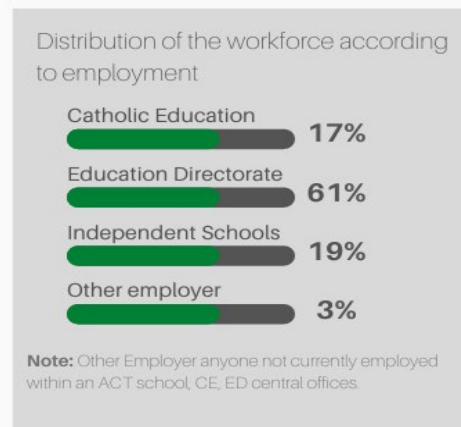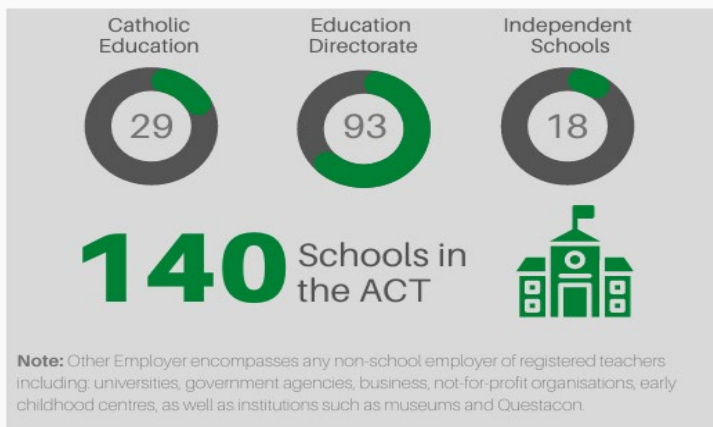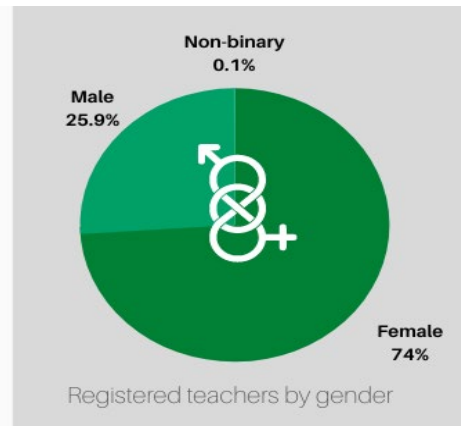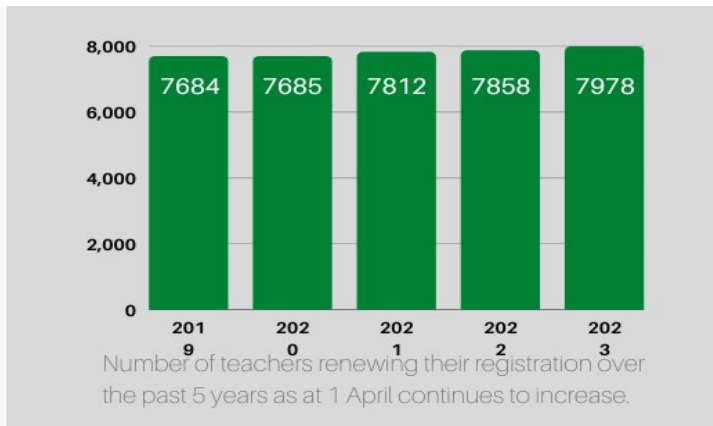
TQI Figure 5: Teacher registration information 2021-2023
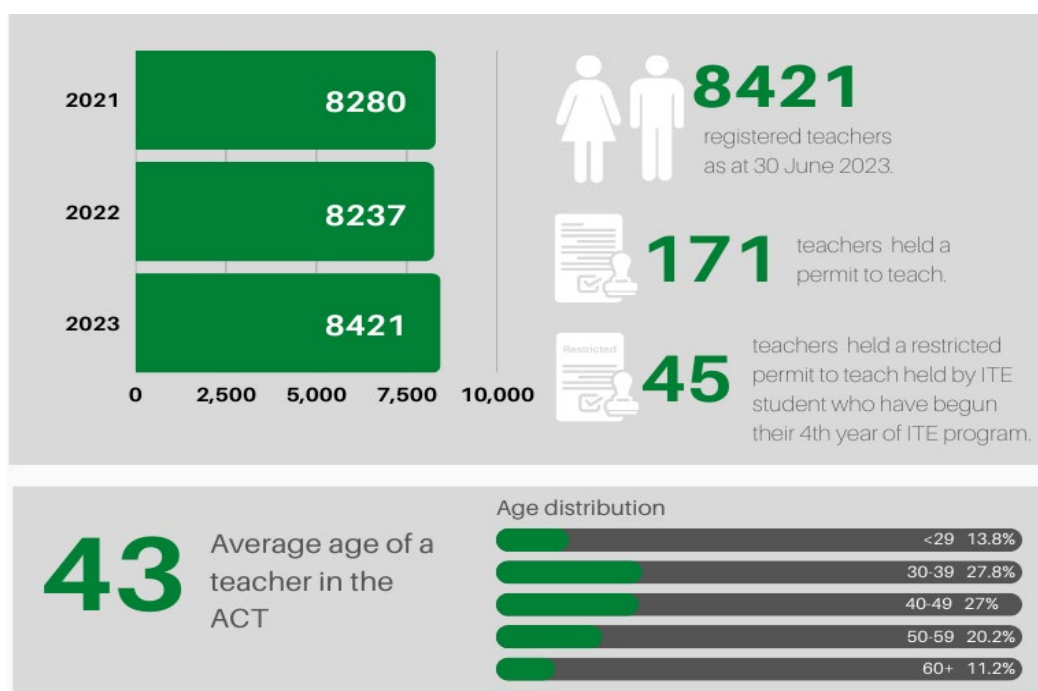
Renewal of registration requires evidence of valid Working with Vulnerable People registration, recent teaching practice and the required 20 hours of professional learning.

On 30 June 2023, TQI had 8,421 teachers registered. This was a 2% increase from the same time in 2022. Of the total number of registrants, 171 people were approved to hold a permit to teach (PTT). This includes 45 pre-service teachers who commenced the final year of their education program and held a restricted PTT.

TQI Figure 6: Registration renewal data per year

Number of teachers renewing their registration over the past 5 years as at 1 April continues to increase.

Year	Number
2019	7684
2020	7685
2021	7812
2022	7858
2023	7978

Registered teachers by gender
- Non-binary 0.1%
- Male 25.9%
- Female 74%

Catholic Education 29
Education Directorate 93
Independent Schools 18

140 Schools in the ACT

Note: Other Employer encompasses any non-school employer of registered teachers including: universities, government agencies, business, not-for-profit organisations, early childhood centres, as well as institutions such as museums and Questacon.

Distribution of the workforce according to employment
- Catholic Education 17%
- Education Directorate 61%
- Independent Schools 19%
- Other employer 3%

Note: Other Employer anyone not currently employed within an ACT school, CE, ED central offices.
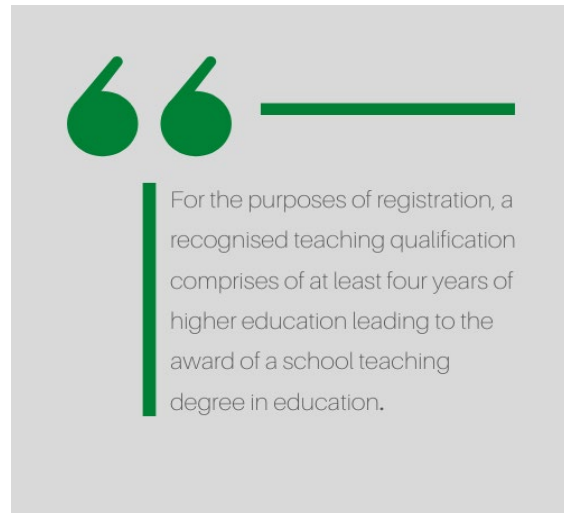
Teacher qualifications

When teachers apply for registration, they must provide evidence of their recognised teaching qualification. Many teachers bring multiple qualifications in addition to their required teaching qualification when they are first registered in the ACT.
Teachers also continue to undertake professional growth and 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 such as masters degrees and doctorates.

To be eligible for registration, in addition to holding a recognised teaching qualification, a person must meet suitable oral and written English language requirements. People who have undertaken their teaching qualification in a country other than Australia, New Zealand, Canada, the United Kingdom, the United States of America, or the Republic of Ireland, must have successfully completed the International English Language Testing System academic test, or its equivalent.

> For the purposes of registration, a recognised teaching qualification comprises of at least four years of higher education leading to the award of a school teaching degree in education.

Teacher registration: Provisional to Full Registration

Newly qualified teachers, as well as experienced teachers returning to the profession are provided with provisional registration. Provisionally registered teachers move to full registration after they have successfully undertaken a school-based process of reflective practice, professional development and assessment which demonstrates teaching practice against the Australian Professional Standards for Teachers.

On 30 June 2023, 1,339 teachers were provisionally registered. Successful transition from provisional to full registration occurs through a strong and collaborative connection between TQI, employers and the teaching workforce. During the reporting period, 303 teachers moved from provisional to full registration. This compares with 229 in 2021-2022.

TQI actively engages with teachers as they journey from provisional to full registration. TQI provided Moving from Provisional to Full Registration Question and Answer sessions each term. These sessions were well attended by provisionally registered teachers and their mentors.

TQI Figure 7: Full registration reports assessed and processed July 2022 to June 2023

1339 teachers were provisionally registered on 30 June 2023. **303** teachers moved from provisional registration to full registration during the reporting period. This was an increase of **32%** of teachers moving to full registration from the previous reporting period.

Full — 82.1%
Provisional — 15.9%
Permit to Teach — 2%

2022						2023						
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
14	18	24	20	43	95	5	26	25	9	12	12	303

Teacher registration: Permit to teach

On 30 June 2023, 171 people held a 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 school and 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 are in the final semester of their ITE program and have satisfactorily completed their final practicum. A permit to teach is issued following 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.

Shortages in the teacher workforce across Australia are resulting in increased opportunities for teacher regulatory authorities to collaborate with employers and universities to strengthen connections between ITE students and schools prior to course completion. In late 2022, the TQI Board approved changes to the Teacher Registration and Permit to Teach policy. The revised policy enables initial teacher education students who have begun their final year of study to be employed by schools as teachers. To engage in the 'restricted Permit to Teach' employers and universities have a TQI endorsed agreement in place to assure the integrity and quality of the initial teacher education program and to ensure that initial teacher education students are adequately supervised, monitored, and supported while working in schools.

Teacher regulation

The ACT has a high-quality teaching profession, and this quality is key in delivering effective student learning, every day. It is a condition of registration that a teacher complies with the TQI Code of Professional Practice and Conduct (the Code). During the reporting period 99.2% of the workforce upheld the high professional and ethical standards of integrity, respect and responsibility as outlined within the Code.

The TQI Act confers on TQI the responsibility to enforce compliance with the Act. TQI may consider at any time whether there are grounds for placing a condition, or suspending or cancelling, a teacher's registration or permit to teach. Section 70B of the TQI Act instructs the employer of a registered teacher to notify TQI within 5 days if disciplinary action is being taken[3]. Immediate notification enables TQI to undertake a risk assessment and to monitor the outcome of any investigation. In 2022-23, 100% of discipline matters were notified to TQI in the required timeframe. TQI Table 2 shows regulatory action taken by TQI during the reporting period.

TQI Table 2: Regulatory action taken between 1 July 2022 to 30 June 2023, compared to 1 July 2021 to 30 June 2022

Regulatory Action		2021-22	2022-23
	Formal written warning (conduct)	2	5
	Formal written warning (s28/29 breach)	-	6
s56(1) the institute may at any time on the institute's own initiative, amend an approved teacher's registration or permit to teach, including imposing a condition	Condition placed on registration	2	3
s63 Grounds for suspending or cancelling registration or permit to teach: **(1)** the institute may suspend or cancel a person's registration or permit to teach if **(a)** the person	Suspension (WwVP registration lapsed)	10	5

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[3] s 70 B defines notification events as: the employer has begun a formal investigation of the teacher; takes disciplinary action against the teacher; removes, cancels or ends the access of the teacher to casual employment, or; the teacher, who is subject to a formal investigation or preliminary factual enquiry, resigns.

(i) contravenes a condition of the person's registration or permit to teach; or		Suspension (conduct)	1	1
(ii) has become mentally or physically incapacitated and the incapacity prevents the person from performing an inherent requirement of their job as a teacher; an				
(b) the institute believes on reasonable grounds that suspension or cancellation is necessary for this Act.		Cancellation	-	1
s36(4) Decision on registration or permit to teach application		Refused approval of registration	-	-
s51(5)(a)(ii) The institute must renew registration if satisfied for the renewal of a full registration or provisional and has met all other conditions prescribed in s51.			-	8
No action warranted			7	16

Source: Teacher Quality Institute

Teacher Regulatory Authorities (TRAs) have various statutory obligations to share information about action taken against a teacher. Strengthening collaboration between TRAs in their approach to share information to enhance child safety is an important focus in preparing for the introduction of the Automatic Mutual Recognition scheme on 1 July 2027.

As part of the rigorous assessment of applicants applying for registration, all applicants for teacher registration and permit to teach undergo a 'suitability to teach' check. This includes screening checks with other jurisdictions as well as relevant qualifications and where appropriate English language proficiency and a positive Working with Children Check. This sharing of information is critical in ensuring only quality teachers are registered.

As mentioned earlier, TQI is developing a Statement of Practice which will outline how TQI responds to its regulatory compliance obligations. The aim of the Statement is to promote voluntary compliance by articulating the strategies and actions TQI uses to inform and educate, promote engagement, and monitor and enforce compliance with the TQI Act.

Professional Boundaries information

To assist teachers to always maintain professional boundaries in their relationships with children and young people, and specifically to comply with the TQI Code of Professional

Conduct and Practice, TQI has researched strategies for assisting teachers to develop their understanding of professional boundaries, including:

- consultation with the other teacher regulatory authorities
- checking the availability and content of programs addressing professional boundaries
- exploring with providers their offerings for a customised program.

TQI selected PunkPD, a professional development and coaching firm listed on the ACT panel for the supply of goods and services. The provider's qualifications and experience in school and adult education, communication, and experience in behaviour change strategies. PunkPD worked with TQI to develop a program which met TQI's requirements for training in professional boundaries.

During Term 1, 2023 TQI partnered with PunkPD to develop a 2-hour professional boundaries masterclass as an accredited professional learning program. The program encourages critical reflection about teachers' interactions with students, parents, and staff.

The program explores the nature of professional boundaries and how they are essential in keeping both the teacher and the student safe. Specifically, the program provides teachers with the opportunity to look at how understanding and practising professional boundaries supports them to behave ethically, within their defined role of power and assists to keep them safe legally and professionally. Gaining this understanding of professional boundaries and putting them into practice will also support the safety of students, keeping them free from harm, fostering equity of treatment and strengthening their psychological safety now and into the future.

The program also encourages colleagues to engage in discussion during the session and bring the discussion into their schools and everyday interactions to normalise the topic and embed it into teaching culture. It includes online interactions and communication boundaries. The program is being trialled in 2023, with a view to offering further sessions in 2024.

Certification: The Modular Model

Following a successful trial, an independent evaluation of the modular approach, and Board endorsement in March 2022, the modular approach to Certification as a Highly Accomplished or Lead Teacher (HALT), is being fully implemented.
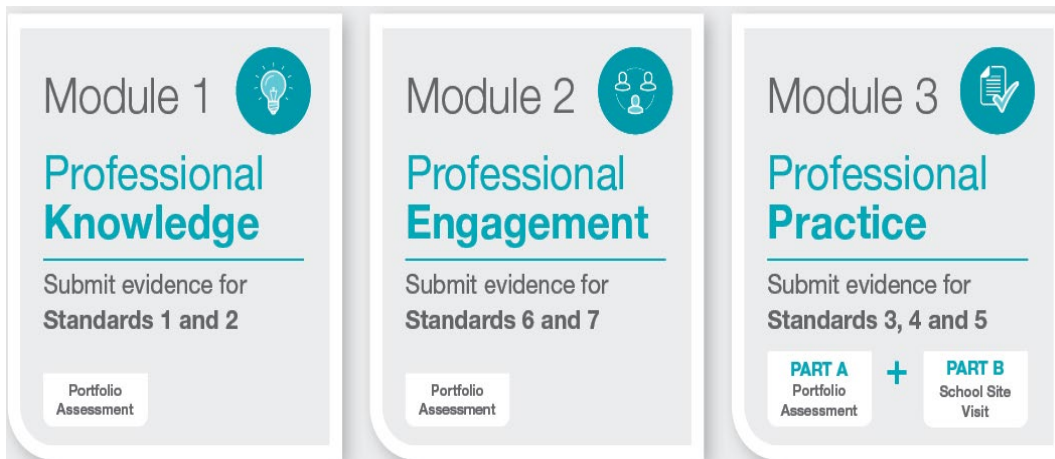
In October 2022, a HALT Certification Awards Ceremony, acknowledged and celebrated the success of 27 new HALTs and 12 renewing HALTs who had achieved certification in the period 2020-2022. The event was held over due to the pandemic.

The Institute provided qualitative and quantitative data and detailed responses to the Australian Institute of Teaching and School Leadership (AITSL) Discussion paper and Project for Developing a new national framework for the Certification of Highly Accomplished and Lead teachers, an action from the December 2022 Education Ministers Meeting to 'streamline HALT certification, increase the number of HALTs, and incorporate recognition of equivalent qualification and certification processes.

This opportunity, together with the National HALT Summit (Melbourne, May 2023), provided a platform to showcase the ACT's evidence-based Modular model for Certification, trialled in 2019-2021. The model has attracted much national interest and been cited among national framework recommendations. Tasmania, South Australia, and New South Wales have adopted a modular approach adapted from the ACT modular model.

There are a range of incentives for the achievement of HALT status in different schools and sectors in the ACT. These range from recognition in Enterprise Agreements, through to in-school opportunities for career pathways based on the achievement of HALT certification.

Certification data

A key focus of the ACT Government's *Future of Education Strategy* is that 'teachers must be empowered to continue their professional learning throughout their careers and that they are supported to collaborate with purpose and positive impact.' A goal of the *Future of Education Strategy* is that there is a Highly Accomplished and Lead Teacher (HALT) in every ACT school over the 10-year period. HALT certification promotes and demonstrates leadership and commitment to excellence in teaching. HALTs improve learning outcomes for their students and contribute to a school culture of continuing learning among teachers, with HALTs sharing their expertise and upskilling their colleagues.

In the ACT, 36% of schools in the ACT have at least one HALT. Nineteen (14%) schools have more than one HALT. The 10 (7%) schools that have 3 or more HALTs, practice a 'cohort approach' towards teacher development through certification.

TQI Figure 8: HALT certification data breakdown
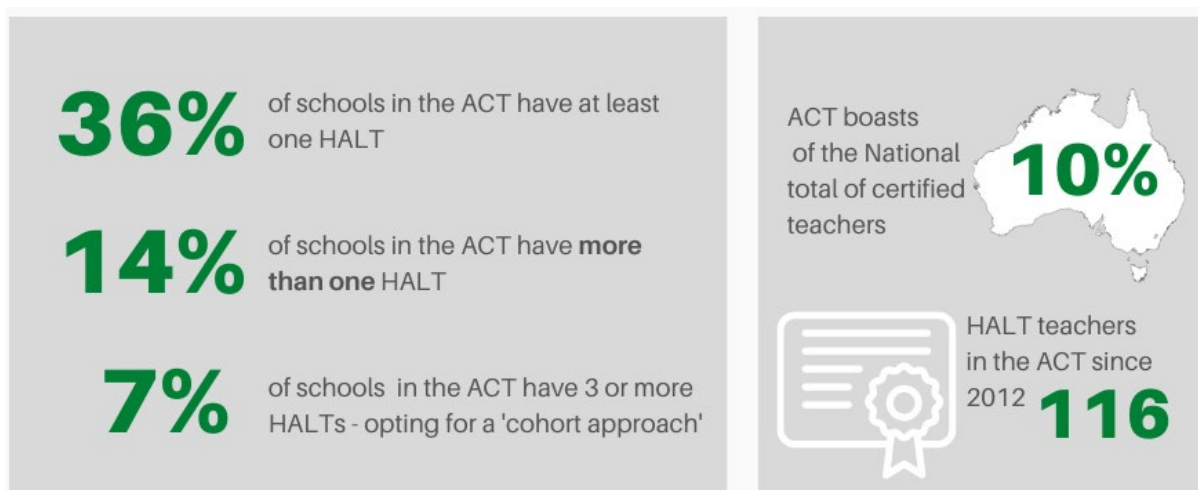
The ACT boasts a sizable proportion of the total number of HALT teachers certified nationally since 2012. In the ACT, 116 teachers have been certified since 2012 (10% of the national total of HALT Certified teachers.)

Automatic Mutual Recognition

In June 2021, the Commonwealth passed the *Mutual Recognition Amendment Bill 2021 (Cth)* (the Amendment Bill). The Amendment Bill enables an individual registered for an occupation in one jurisdiction, to be automatically registered to carry on, in other jurisdictions, the activities covered by registration. Registration through this provision is referred to as an automatic deemed registration (ADR).

The Automatic Mutual Recognition (AMR) scheme came into effect on 1 July 2022. Under the Significant Risk Exemption provision, entry into the scheme for Teaching in the ACT will be delayed until 1 July 2027. This brings the ACT in line with teaching in the other jurisdictions, where Significant Risk Exemptions will delay entry by up to 5 years. TQI staff

are continuing to work with the Commonwealth, IT industry representatives and other Teacher Regulatory Authorities (TRAs) on 3 feasibility studies to automate both the processing of Mutual Recognition applications and the ensuing information flow between TRAs. This work will also support the eventual entry into the AMR scheme. This work is funded through the Commonwealth's Business Research and Innovation Initiative.

The AMR scheme, once implemented from 1 July 2027, will enable a teacher who is registered in another jurisdiction (the Home State) to work in the ACT. Significant work will be undertaken, in collaboration with the Teacher Regulatory Authorities, during the exemption period to ensure teacher registration retains its rigour and that information sharing across jurisdictions is sufficient to safeguard child safety.

Current mutual recognition arrangements will continue to support teachers gaining registration in a second jurisdiction once registered in a first. TRAs have noted concerns and identified risks associated with the movement of registered teachers between jurisdictions, highlighting the importance of notification between TRAs of events relating to Approved Teachers and individual conduct and child safety.

In early 2023, the Minister noted and the TQI Board agreed to the principles in the Memorandum of Understanding (MoU) concerning the provision of information between Australian Teacher Regulatory Authorities (TRAs) to meet regulatory obligations under various state and territory legislation and for the purposes of applying the *Mutual Recognition Act 1992.* This MOU sets out agreed principles of sharing between TRAs to assist in lawful disclosure, receipt, retention, and use of information. While the MoU cannot override our existing legislation relating to information sharing, it provides a framework for parties to collaborate and share information to ensure that TRAs have relevant and most complete information about teachers who travel between jurisdictions to ensure that sound regulatory decisions are made and the paramount consideration in regulation of the teaching profession is the best interests of children, including their safety and wellbeing.

The Institute is preparing for the commencement of Automatic Mutual Recognition in 2027 and is in the process of amending its legislation to better its position to comply with the Automatic Mutual Recognition scheme.

Strategic Goal 2: Enable professional learning, recognition, and growth.

Professional learning

TQI's vision is to be viewed as an adaptable, responsive regulator by the ACT teaching profession, enabling teachers to achieve high standards of professionalism and meet their commitment to lifelong Professional Learning (PL), development, and growth. TQI wants a shared understanding of what teachers are doing in schools and providing a transparent link between communities of practice and regulatory requirements. TQI is working to help teachers to view PL reflections as a valuable part of their professional growth and not just a compliance activity.

TQI has continued to review the professional learning framework to better reflect the activities of teachers in the professional learning space. The TQI framework outlining professional learning as a requirement for annual registration renewal, recognises the need for balance between 'teacher voice and system coherence' through Accredited Programs and Teacher Identified Professional Learning (TIPL), the former for system quality assurance and consistency, the latter in recognition of teachers' ability to exercise professional judgement over their own learning needs in order to be able to cater for the learning needs of their students.

The TQI Board acknowledged there is widespread evidence around the Territory that the level of adjustment and new learning relating to managing uncertainty and delivering lessons flexibly beyond their 'normal' role as teacher has taken place throughout 2022 and 2023 due to the aftermath of COVID-19. Teachers have had to engage in significant new learning to ensure continuity of quality learning in safe learning environments during a year of sustained stressors and pressures that have impacted the community.

No further action required

Acknowledgement of Teachers' responsiveness in providing *differentiated*, *individualised* *learning* experiences, with a particular focus on *well-being*.

5 HRS TIPL CREDIT

Teachers have maintained community confidence in the profession by providing students with stable environments in a time where the community is suffering from massive fatigue and anxiety about how life needs to function post COVID-19. Professional learning relating to wellbeing and differentiation has needed to occur to achieve this outcome. TQI has acknowledge this learning by allocating 5 hours of Teacher Identified Professional Learning (TIPL) to each teacher.

The TQI Board, in its review of professional learning requirements, also recognised the considerable learning teachers undertake in preparing their portfolios to demonstrate their achievements against the *Australian Professional Standards for Teachers,* which they submit as evidence for moving from Provisional to Full registration, and in their applications for Highly Accomplished and Lead Teacher certification and the renewal of certification. In recognition of this learning, 5 hours of Teacher Identified professional learning is recognised for moving to Provisional to Full registration, and 5 hours of Teacher Identified professional learning is recognised for each Module submitted in the Certification process or Certification renewal application.

Teachers' reflection and evaluation of professional learning

ACT teachers recorded more than 250,000 hours of Professional Learning, submitting 232,994 of these hours to contribute towards their 2023 registration renewal requirements. Of the 7,978 teachers renewing registration for 2023, 7,806 met professional learning requirements for registration, with the remaining 2% (172) arranging a professional learning variation plan with TQI to meet their obligations.

In the reporting period, 587 TQI accredited programs were available to ACT teachers. Of 334 were offered as online programs, 126 were free of charge. These figures demonstrate the accessibility of Accredited Professional Learning to all teachers regardless of their employment status.

TQI Figure 9: TQI Accredited programs available to ACT teachers 2022-23
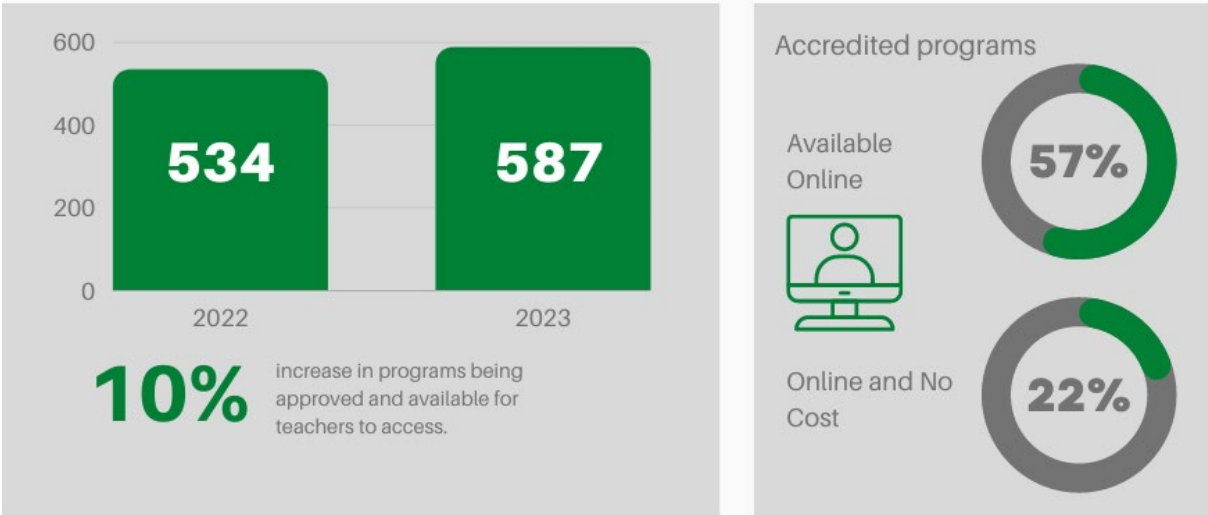
The ACT continues to be the only jurisdiction where teachers record, reflect, and evaluate on professional learning on an annual basis. Evaluation data is used by providers of TQI Accredited professional learning to ensure that content continues to meet the needs of ACT teachers. The TQI Board, through the Professional Learning and Development (PLaD) Committee actively worked with schools, systems, and sectors to increase the efficiency and effectiveness of teacher evaluations of their professional learning. TQI seeks to ensure that program evaluation is considered a knowledge source rather than a compliance activity. The Board continues to review professional learning evaluation requirements to ensure comprehensive feedback is received from participants without imposing unnecessary burdens on teachers.

Recognise system sponsored professional learning

During the reporting period TQI explored ways the regulatory model might acknowledge system sponsored professional learning and for this learning to be automatically credited to a teacher's PL profile. TQI began partnering with employers to pilot how the regulatory framework can be holistically integrated into system initiatives to support teachers to implement research-based instructional practices in the classroom. Through mutually designed and developed solutions, TQI envisions adjustments to the regulatory model to reduce regulatory burden. These adjustments will better recognise high-achieving and reflective professional learning cultures within schools, underpinned by the *Australian Professional Standards for Teachers* and *Australian Professional Standard for Principals.*

In September 2022, the Board approved the recognition of system sponsored professional learning for registration purposes for the 2024 renewal period for teachers engaging in the Catalyst program. Currently, all teachers employed with Catholic Education Archdiocese of Canberra and Goulburn (CECG) are undertaking intensive professional learning in the

Catalyst[4] program. As a pilot study of recognising system sponsored professional learning for registration, TQI is collaborating with approximately 300 teachers (across 4 schools) in ways of recognising ongoing reflective practices.

TQI will seek a final evaluation report from CECG and convene a focus group to gain insights and draw assumptions on how system sponsored teacher identified professional learning can be upscaled moving forward and offered to all employers.

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
- 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*.

Following the Catalyst pilot with CECG, TQI began conversations with the Education Directorate to develop a similar pilot to recognise evidenced based professional learning communities. TQI will engage in a design sprint with Education Directorate in July of 2023 to develop a framework to acknowledge the ongoing reflective practices as part of the System Sponsored Teacher Identified Professional Learning (SSTIPL) initiative. It is expected that all teachers involved in the SSTIPL initiative will receive up to ten hours of Teacher Identified Professional Learning (TIPL) automatically populated into their TQI portal.

In early 2023 TQI gave the Education Directorate information about programs attended by Directorate employees, and the schools at which these employees were teaching. The data focussed on professional learning programs developed by the Directorate as well as programs developed externally and attended by Directorate employees.

Of particular interest to the Directorate were:

- programs attended by provisionally registered teachers (as a proxy for Early Career teachers)
- professional learning addressing the *Australian Professional Standard for Principals*.

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[4] Catalyst aligns a schools focus to evidence-based pedagogy, curriculum and assessment. This means teachers will be more supported in the continuous improvement of their teaching practice – utilising the latest data, evidence and expert insights. This includes access to high-quality curriculum resources to integrate into lesson planning, which are continually evolved based on teacher feedback.

Programs relating to the following areas were selected by the Directorate for more complete analysis:

- Aboriginal and Torres Strait Islander education
- inclusion, student agency, and gender equity
- wellbeing and inclusion.

AITSL cites 3 primary purposes of HALT Certification all of which contribute to improvements in teacher quality:

- to recognise and promote quality teaching
- to provide the opportunity to reflect on practice
- to provide a reliable (evidence based) indication of quality teaching.

The Institute partners with the University of Canberra (UC) in 3 areas of support and recognition of students and teachers with the goal of enhancing teacher quality, as follows:

- TQI staff are directly involved in the delivery of lectures and workshops at UC for the Master of Education degree Capstone unit and for pre-service teachers in the understanding of the Australian Professional Standards for Teachers
- Master of Education degree students receive recognition by TQI of their Capstone unit work as teacher identified professional learning. This work may also be included as evidence in the HALT process for Lead teacher applicants
- Highly Accomplished and Lead Teachers can have their achievement of HALT Certification recognised with 6 credit points towards the UC Master of Education.

Strategic Goal 3: Accredit Initial Teacher education programs and support preparation for the profession.

Pre-service teachers

As at 30 June 2023, there were 1,697 pre-service teachers approved on the pre-service teacher register with 174 pre-service teachers undertaking their initial teacher education at universities outside the ACT.

TQI was funded $400,000 over 2 years in the 2021-22 Budget to enhance pre-service teacher's access to the TQI Portal. From June 2023, pre-service teachers were able to access the TQI Portal, enabling them to experience meaningful interaction with TQI and prepare them to meet registration requirements on entering the workforce. Pre-service teachers can maintain their contact details via the Portal, along with their university and professional experience placement school and placement dates. They can access and record accredited professional learning. Pre-service teachers can seamlessly transition to Permit to Teach or Provisional Registration with the same unique identifier, providing ACT teachers with a single, career long profile.

The updated TQI Portal allows TQI to collect information about the schools and sectors which are involved with providing teacher professional experience placements, and the number of teachers from the pre-service teacher register 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 a teacher's entry into Initial Teacher Education, their entry to the teaching profession, throughout their teaching career in the ACT and through to their exit. All data extracted from the register for research purposes will be deidentified.

Accreditation of Initial Teacher Education programs

The accreditation process involves a rigorous assessment of initial teacher education (ITE) programs provided by higher education institutions (HEIs) against a set of nationally agreed standards. National accreditation standards and procedures are designed to ensure that all ITE program graduates meet the *Australian Professional Standards for Teachers* at the Graduate career stage.

The rigorous accreditation process ensures that programs are of high quality and provide effective preparation for the teaching profession. The process also provides for an assessment of the ITE provider's quality assurance and continuous improvement mechanisms, including moderation of Teaching Performance Assessments (TPAs). It is a requirement that ITE students successfully complete a nationally endorsed TPA in their final year during which they 'put it all together' and demonstrate that they are 'ready to teach'.

TQI accredits ITE programs offered at the University of Canberra. The Victorian Institute of Teaching accredits ITE programs offered by the Australian Catholic University (ACU).

Accredited ITE programs currently open for enrolment in the ACT are:

- ACU (Canberra Campus) – Bachelor of Education (Primary), Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary and Special Education), Bachelor of Education (Secondary), Bachelor of Education (Secondary & Special Education)
- ACU (Canberra Campus/Online) – Master of Teaching (Early Childhood & Primary), Master of Teaching (Early Childhood & Primary)/Graduate Certificate in Religious Education, Master of Teaching (Secondary), Master of Teaching (Secondary)/Graduate Certificate in Religious Education
- UC – (On campus) Bachelor of Primary Education, Bachelor of Primary Education (Creative Arts), Bachelor of Primary Education (STEM), Bachelor of Primary Education (Health and Physical Education), Bachelor of Early Childhood and Primary Education, Bachelor of Secondary Education (Science), Bachelor of Secondary Education (Arts), Bachelor of Secondary Education (Health and Physical Education)
- UC – (On campus) Master of Primary Teaching, Master of Secondary Teaching.

Following extensive assessment, Final ITE Program Accreditation Recommendation Reports and approvals for the University of Canberra (UC) Master of Primary and Secondary Teaching Programs (Stage Two accreditation) were provided to UC in November 2022. The Stage Two accreditation process involves a trained accreditation panel assessing the Stage Two submission and report against Program Standard Six, interrogating the university's evaluation of program performance and outcomes measures collected throughout the accreditation period, including evidence of impact.

The panel provided the UC Faculty of Education with an interim accreditation report, including requests for clarification and further information, prior to the final report being issued. Significant work and deep consideration by members of the UC Faculty of Education towards program improvement and teaching quality was evident. Both TQI executive officers and accreditation panellists noted the integrity, cohesion and effectiveness of the programs assessed, and valued the commitment of the Faculty to providing quality documentation and responsive assistance in the conduct of the accreditation process.

National Teacher Workforce Action Plan

In its final meeting of 2022, the Board considered its strategic direction against the 5 priority areas that are outlined in the *National Teacher Workforce Action Plan (*NTWAP):

1. improving teacher supply
2. strengthening initial teacher education
3. keeping the teachers we have
4. elevating the profession
5. better understanding future teacher workforce needs.

The Board, through its committees, considered the implications for TQI and the ACT teacher workforce of the proposed reforms, derived from the *National Teacher Workforce Action Plan*, as outlined in the Teacher Education Expert Panel (TEEP) discussion paper.

In its consideration of NTWAP and the discussion paper, the Board noted the following actions already taken in the ACT to address teacher workforce issues including:

- restricted permit to teach which allows ITE students who have begun their final year of study, to be employed under a permit to teach for 3 days per week
- moving towards the Government's goal of a HALT in every school by improving access to Certification through the more streamlined modular model
- the Affiliated Schools Program – a collaborative approach between schools and the University of Canberra to developing quality teacher practice from pre-service teacher education through to experienced teacher learning and development
- formal recognition of the professional learning teachers undertake when they adapt to changed teaching circumstances brought on by teacher shortages, when they prepare evidence to support their applications for Full registration, highly accomplished or lead teacher status, and study towards a Master of Education.

The Board will maintain its focus on the NTWAP priorities by continuing to work with teachers, teacher employers and ITE providers to promote and support the teaching profession.

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

TQI data strategy

TQI is developing its data strategy beginning with better management of teacher lifecycles. By utilising a single identity for teachers which they will use for all interactions with the Institute, we will be better able to analyse and advise Government on questions relating to registration pathways, periods of non-registration, and progression through the various career stages of the Australian Professional Standards for Teachers.

In partnership with ACT Digital, Data and Technology Solutions (DDTS), the Institute is working to move its business systems into ACT Government managed infrastructure. Once completed, this project will facilitate closer interaction with other areas of government and provide a clearer pathway to the establishment of ongoing IT systems support and resourcing.

TQI is engaging in procurement for its business systems, as well as developing in-house expertise. Resourcing received as part of the 2021-22 budget, totalling $400,000 over 2 years, targeted the establishment of the pre-service teacher register including providing access to the TQI Portal. The data collected, flowing from pre-service teachers' interactions with TQI through the Portal, prepares the ground for TQI to generate planning or research in relation to their experience of professional placements.

Planning is taking place to ensure TQI can provide comprehensive information on subject specialties studied through initial teacher education and provide information in relation to

Initial Teacher Education (ITE) students' experience of professional practice placements in our schools, and how many pre-service teachers proceed to register as teachers. Strengthening the data collected and how it is interpreted will inform further policy decisions about the teaching profession in the ACT and support the national strategy for the collection and analysis of initial teacher education data and teacher workforce data.

TQI has strengthened its data security. User security measures are implemented, including frequently changed passwords and role-based permissions both within client-facing systems and the TQI's own information systems. Web Application Firewalls sit between TQI systems and any internet facing services, and the core information systems themselves cannot be accessed from outside the ACT Government network. TQI is working to further strengthen its security stance with Multi-Factor Authentication on all systems, as well as moving all systems into ACT Government managed infrastructure.

Data to improve workforce planning

During the reporting period, TQI acknowledged the significant challenge of a national teacher shortage and the continuing impact of COVID-19 on staff and schools in the ACT. The significant long-term effects of COVID-19 have meant that many schools have been in a state of constant uncertainty. Teachers have needed to prepare for, and continually reflect on, how to best meet the needs of their students under significant stressors related teacher shortage. TQI understands that workforce planning, and strategic recruitment of teachers are critical to meet the current needs of all ACT schools and demand for teachers as our population continues to grow. TQI can assist teacher employers with planning by providing data and analysis in relation to the workforce.

Senior level representatives of employers and universities met with TQI on 16 August 2022, where TQI presented data to provide information which was intended to inform the discussion on the needs of the ACT teaching workforce. The development of this data analysis capability is maturing and is informed by feedback from stakeholders. Our intention is to deliver comparative, reliable, and valid information to inform policy development. Up until recently, teachers joining the teacher register were assigned a new and different ID number from their pre-service teacher ID, and a different number again if they let their teacher registration lapse and sought re-registration at a later date. Teachers will retain the same ID number throughout their dealings with TQI, allowing more accurate data analysis of teacher's entering and leaving the system, and their interactions with TQI over the course of their professional lives.

As the data strategy matures this will be resolved to some extent, enabling the provision of both data and insights in an ongoing and sustainable manner.

Survey of ACT teachers who do not renew their registration

As a responsible regulator TQI must ensure that its regulatory role does not create unnecessary barriers to the workforce. Earlier in this report, changes to professional learning

requirements are detailed, to acknowledge teachers' significant undertakings during COVID-19, and teacher shortages.

Following the annual renewal of registration processes in March 2022, TQI undertook a survey of teachers who did not renew their registration. The same survey was undertaken following the March 2023 renewal.

On both occasions the survey has resulted in a return rate of between 25-30% of teachers who have lapsed registration at the end of the most recent registration renewal period. This result may have been higher excepting that many teachers utilise their employment email address for their registration, and once they have left that employer, TQI is not able to contact them.

Whilst this data set will become more meaningful over future years, the preliminary findings indicate that approximately:

- 28% of teachers left registration to seek alternative employment
- 21% of teachers retired
- 31% moved interstate
- 5% moved overseas
- 10% left registration for a period of extended leave to; care for a family member, due to illness or injury or to participate in some form of community service
- a further 5% or so encountered a perceived regulatory barrier
- a very small number of teachers had not realised their registration had lapsed each year until they were invited to take part in the survey.

Of the teachers indicating they had retired, 21% indicated they might consider an alternative form of registration providing that requirements such as professional learning or registration fees were waived.

Teachers who had not realised they had lapsed until receiving the survey invitation were not actively employed therefore not in breach of s70 of the TQI Act. TQI continues to engage with teachers about how TQI can support them to maintain their registration.

Australian Teacher Workforce Data Strategy

In 2017 in response to a Teacher Education Ministerial Advisory Group (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). They have agreed to fund the ATWD initiative until July 2025.

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 data set. ITE providers (universities), through the Commonwealth 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 data set with data collected annually through the ATWD teacher survey.

Amendments to the TQI Act in 2019 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. TQI 2022 data will be provided to AITSL in September 2023. During the reporting period, TQI continued to represent TRAs on the ATWD Oversight Board. TQI recently renewed its MOU with the ATWD to provide data to the National collection until 30 June 2025.

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 data sets 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
- inform future policy decisions about the teaching profession.

In April 2023 the ATWD released the Data Explorer which provides digital access to geo-spatial data and statistical analysis from the ATWD Initiative. The Data Explorer provides data on the characteristics of the workforce and their experiences in labour markets across Australia. This will support an understanding of local workforce circumstances for planning and help to identify place-based critical issues. Location is based on place of employment and reported within ABS statistical regions to enable a more localised understanding of the national workforce.

Data presented includes:
- local demographic, employment, and workforce experiences in 2020
- local career intention information in 2020
- statistical analysis of the demographic, employment, and workforce experiences, which are associated with intentions to remain in the profession until retirement.

Quality Initial Teacher Education Review

Significant national reform and review in ITE has occurred since reforms were first introduced by the Education Ministerial Advisory Group (TEMAG) in 2014, to raise standards in the selection and preparation of teachers. In 2021, the Quality Initial Teacher Education (QITE) Review identified further reforms. The QITE Review panel released its final report in February 2022, with 17 recommendations across three key areas:

- attracting high-quality, diverse candidates into initial teacher education
- ensuring their preparation is evidence-based and practical
- supporting early years teachers.

In response, the Teacher Education Expert panel was established by the Australian Government in September 2022 to advise on the implementation of 2 of the QITE Review recommendations, as well as key issues raised at the Teacher Workforce Shortage Roundtable. Held at Parliament House on 12 August 2022, the roundtable:

- enabled Australia's Education Ministers to meet with teachers, school leaders, and other education experts to prioritise actions addressing the issue of teacher demand, supply and retention
- agreed to a working group being formed to develop a *National Teacher Workforce Action Plan* (NTWAP).

Teacher Education Expert Panel (TEEP)

The TEEP Panel seeks to improve ITE, support the teacher workforce and help students excel. Graduate teachers will be better prepared for the classroom and new teachers attracted to the profession with considerable professional and life experience, will also contribute to the quality of the teacher workforce. The Panel has identified opportunities for reform and sought views via a discussion paper to inform their advice. The 4 reform areas are:

1. strengthen ITE programs to deliver confident, effective, classroom ready graduates
2. strengthen the link between performance and funding of ITE programs
3. improve the quality of practical experience in teaching
4. improve postgraduate programs to attract mid-career entrants.

TQI met with TEEP to offer advice informing the reform areas addressed in the discussion paper. TQI highlighted the nature and value of ongoing national work between universities and TRAs to improve ITE program accreditation and teacher preparation (TEEP Reform Areas i. and iii); and cited examples of regulatory responsiveness and innovation through flexible, yet responsible solutions being trialled in the ACT, which work in the interests of teacher quality while exploring career pathways and improving teacher supply (TEEP Reform Area iv.; NTWAP Priority area v.).

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 Risk Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board. The Board reviewed the TQI Strategic Risk register 4 times in the reporting period, approving updates to risk identification, classification and treatments related to:

- teacher workforce pressures
- the introduction of Automatic Mutual Recognition legislation
- security risks due to failure of technology systems
- the potential impact of COVID-19 on teachers and TQI employees
- risks to teachers' privacy if access to TQI records was gained by unauthorised persons or organisations
- TQI employers and workplace health and safety
- risks to TQI strategic priorities.

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 employees.

Project risks are identified in project plans and for ICT projects within the project guidelines approved by ACT Digital, Data and Technology Solutions (DDTS). The responsibility for assessing and responding to project risks lies with TQI project managers.

As a response to the national data security incidents in 2022, the Education Directorate commenced an examination of its IT systems and made recommendations to TQI about TQI's Information Management System which include:

- create a Data Retention Strategy to include the removal /archive of older registration information
- work on implementing compliance with the Australian cybersecurity framework
- conduct regular user access reviews.

TQI is working on all recommendations. TQI's recently revised Records Management Program also addresses the need for ongoing work to ensure the correct collection, storage, and disposal of records.

Internal Audit

TQI is covered by the audit arrangements of the Education Directorate audit framework. Based on a recommendation from the AO's audit report to undertake an independent audit of TQI's income and expenditure once in the tenure of each Board Chair, the Directorate has agreed to incorporate an audit of TQI finances into the Directorate's internal audit program from 2023 onwards.

At a meeting between the Directorate and TQI in March 2023, it was arranged that an audit of TQI financial management occur in early – mid 2024.

Fraud Prevention

The *TQI Fraud and Corruption Prevention Plan 2021* details fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud and are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities. TQI Board members are required to make a conflict-of-interest declaration at the beginning of their appointment to the Board and are required to declare any real or perceived conflicts of interest at each Board meeting.

In September 2022, the Board reviewed TQI's financial and regulatory delegations. Under section 56 of the *Financial Management Act 1996*, the Board delegates the powers listed in the Financial Delegations. Under section 13 of the *Teacher Quality Institute Act 2010*, the Board delegates the Regulatory Delegations to delegated persons and groups. Persons and groups include the Chief Executive Officer and TQI staff.

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of, or updates to, 7 TQI policies. TQI has 16 links posted on the Open Access website, including links to policies, annual reports, the TQI Strategic Direction and governance information.

TQI received 2 applications under the *Freedom of Information Act 2016* in the reporting period relating to s70 A and B of the TQI Act. In late 2022, TQI collated over 750 records for the request. In June 2023 TQI received a second FOI request relating to a s70B notification.

TQI has information on its organisation, function, and decision-making powers on its website: https://www.tqi.act.edu.au/about-us. Further information can be obtained by contacting tqi@act.gov.au or by phone on (02) 62075005. 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 employees 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
- *Initial Teacher Education Program Accreditation Policy.*

Community engagement and support

Workshops and Programs

During the reporting period, TQI continued to adjust its service provision to incorporate on-line attendance at meetings and workshops as follows:

- workshops and meetings were hosted face-to-face and/or online, to accommodate the availability of attendees
- 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 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 question and answer sessions
- mentor presentations
- early career teacher presentations
- university final year Initial Teacher Education student presentations
- school moving to full registration process presentations
- introduction to HALT Certification
- modules 1,2 and 3 for HALT Certification
- 5 and 10 Year HALT Renewal workshops
- HALT Assessor Training

- sessions for Casual Teacher Network.

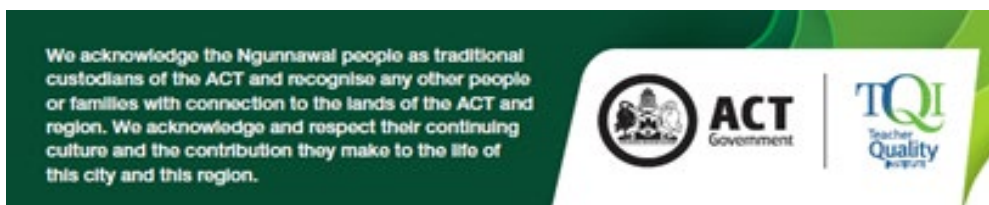# Aboriginal and Torres Strait Islander Reporting

In the 2022-23 reporting period, TQI accredited 66 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.

The ACT Government updated its ACT Indigenous protocol in 2023, which included an update to the wording of the Acknowledgement of Country message on all ACT Government websites and communications. The new message includes that we recognise any other people or families with connection to the lands of the ACT and region. TQI has updated the signature blocks for all officers and Acknowledgement of Country messages embedded in our website and other communications.

Reconciliation Action Plan

TQI, in consultation with cultural integrity professionals from the Directorate and Catholic Education Archdiocese of Canberra and Goulburn, has developed its first Reconciliation Action Plan (RAP) – a Reflect RAP to lay the foundations of our RAP journey.

Over the next 2 years, TQI seeks to strengthen our relationships with teachers, schools and with curriculum support areas within large education organisations, as well as with individual independent schools in order to build our own understanding about

Aboriginal and Torres Strait Islander ways of knowing, being and doing, along with understanding how our regulatory framework is experienced by Aboriginal and Torres Strait Islander teachers themselves.

TQI has updated all email footers with the deliberate intent to acknowledge country.

Workplace Health and Safety

In the 2022-2023 reporting period TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011.*

Daily executive and team meetings were held online and face to face throughout the reporting period, with employees encouraged to attend on-line if experiencing COVID-19, influenza or cold like symptoms. 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. A general well-being check happens at each meeting.

At performance review meetings, supervisors check with employees about the suitability of their working from home arrangements, as well as their satisfaction in the workplace.

TQI employees have the option of working in the office or working from home depending on their circumstances. TQI has, however, established times when all staff work from the office if available to do so. TQI continued to follow workplace protocols to ensure social distancing and safe practices around hygiene. Employees only attended the office if they are well.

In late 2022, TQI employees responded to a staff survey. A dedicated working group analysed the responses to the survey and compiled a summary and actions in response to survey feedback. Responders in general were positive about the workplace and work culture at TQI. In acknowledgement of some concerns about workload balance; recognition of staff skills; and attention to positive behaviours, actions were developed and put to the team for discussion. Staff endorsed actions to revisit the *Respect, Equity and Diversity Framework;* establish a professional learning fund; and have a strong focus on workplace culture and work balance in performance and development plan discussions.

Human Resources Management

Staffing Profile

The TQI comprises the Chief Executive Officer and 12 other FTEs as of 30 June 2023.

Staff Professional Development

TQI employees attended a range of professional development activities including:

- Accidental Counsellor training
- English language testing information sessions
- Work Health and Safety e-learning
- first aid
- Prosci - Change Management
- Malcolm Sparrow - Fundamentals of Regulatory Design
- Griffith University - Creating Futures Summit Series
- Communicating with Influence
- Professional Writing Essentials for Government
- English Language Proficiency testing
- Data Story Telling for Marketing and Communications
- Malcolm Sparrow - Applying Nudge to Public Policy.

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 purchases its paper from responsible sources, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, recycles used paper, cardboard and other recyclables, and promotes a culture among employees of ecologically sustainable practices and purchases.

Section C – Financial Management Reporting

Financial Management Report

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE TEACHER QUALITY INSTITUTE
FOR THE YEAR ENDED 30 JUNE 2023

	Note No.	Actual 2023 $'000	Actual 2022 $'000
INCOME			
Controlled Recurrent Payments	1	1,729	1,495
Investment Revenue		61	12
Registration Fees		1,004	1,004
Grants and Contributions Revenue	2	76	96
Total Income		**2,870**	**2,607**
EXPENSES			
Employee Expenses		1,835	1,825
Superannuation Expenses		257	274
Supplies and Services	3	564	834
Depreciation and Amortisation		180	239
Total Expenses		**2,837**	**3,172**
Operating Result		**33**	**(565)**

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

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and on passed on to TQI.

2. Grants and Other Revenue primarily consists of resources received free of charge relating to Financial , HR and Records management services provided by the Shared Services.

3. Supplies and Services consists of:

	2023 $'000	2022 $'000
Property Maintenance	4	5
Materials and Services	430	653
Travel and Transport	3	1
Administrative	29	57
Financial	5	3
Operating Leases	93	116
	564	**834**

4. Cash totalled $0.82 million at the end of 2022-23 ($0.65 million at the end of 2021-22).

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 shows the details of income and expenses for TQI for the financial year 2022-23 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

1.   Basis of preparation

The Teacher Quality Institute (TQI) 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 is a special purpose financial report and 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 financial report has been prepared on a going concern basis as the ongoing functions and activities of the TQI have been funded in 2022-23 under section 7 of the *Financial Management Act 1996.*

2.   Significant accounting policies revenue

Controlled Recurrent Payments are drawn by the Education Directorate and passed on to the TQI. Controlled Recurrent Payments are recognised as revenue upon the receipt of cash when TQI gains control over the funding, under AASB 1058 Income of Not-for-Profit Entities.

Registration Fees are recognised as revenue when the performance obligations are satisfied, under AASB 15 Revenue from Contracts with Customers.

Grants and Other revenue relate to legal services received free of charge from the ACT Government. Solicitor's Office services are recognised within the Budget 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.

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
- depreciation expenses relate to software and furniture and fittings.

Asset Management

The TQI business systems, including the TQI Portal and supporting Customer Relationship Management (CRM) System, are the most significant assets of the Institute. Maintaining and updating these systems is a key operational consideration. As such, regular analysis, and assessment of TQI's digital services infrastructure is undertaken to ensure that the systems remain fit for purpose, are aligned with industry practice, and are developed to meet the evolving needs of the Institute.

In the 2022-23 Budget, the ACT Government approved capital funding of $400,000 to upgrade the TQI business systems in preparation for registration of early childhood teachers in the ACT. Up until end June 2023, $118,110 had been expended on this initiative.

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. The Institute utilises expertise within both Procurement ACT and the Education Directorate to seek advice and support in relation to procurement and contract management issues.

TQI leases its office accommodation from the University of Canberra via a lease agreement. The 5-year lease is from 1 January 2019 – to 31 December 2023. The cost for 2022-23 was $93,000.

TQI purchased printing and mail services from National Mail Marketing in March 2023, for the printing and mail out of teacher registration cards. The cost of the service was $31,000.

Contract number SA.2022.025 – ACT Teacher Quality Institute Digital Platform Development Support and Support Maintenance. The contract commenced on 9 August 2022 and expired on 30 June 2023. The contractor, Dialog Pty Ltd, was contracted to provide IT development and administration resources, and supply hosting and networking facilities in support of the Institute's business systems. During the next reporting period TQI will examine its longer-term requirements regarding IT systems.

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 2022 to 30 June 2023 can be made at https://www.tenders.act.gov.au/contract/search

Aboriginal and Torres Strait Islander Procurement Policy

TQI CEO, Ms Coralie McAlister remained an Aboriginal and Torres Strait Islander Procurement Policy Executive Champion until her retirement in May 2023. Procurement undertaken in the 2022-23 reporting year did not address any of the 3 Aboriginal and Torres Strait Islander Procurement Policy performance measures.

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

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Attachment 1

TQI Table 3: Details of professional learning programs accredited during 2022-23

Organisation	Program
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 3 & 4
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice Theory in Practice 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	Catalyst High Impact Teaching Practice-COGLearn
(CE) Religious Education and Curriculum Services	Teach Well High Impact Practices in Action
(CE) Religious Education and Curriculum Services	Catalyst System Day 2022
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 7 & 8
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 5 & 6
(CE) Religious Education and Curriculum Services	HITP Theory and Practice 2 (Primary)
(CE) Religious Education and Curriculum Services	HITP Theory and Practice 2 (Secondary)
(CE) Religious Education and Curriculum Services	Spelling Mastery - Dr Toni Hatten-Roberts
(CE) Religious Education and Curriculum Services	Writing and Vocabulary Instruction-Lorraine Hammond
(CE) Religious Education and Curriculum Services	Advancing Thinking Through Writing (K-2)
(CE) Religious Education and Curriculum Services	Advancing Thinking Through Writing (3-12)
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	CECG - Theory & Practice 3 - PRIMARY Reading Instruction
(CE) Religious Education and Curriculum Services	CECG Theory & Practice 4 - Primary - Lesson Design and Delivery
(CE) Religious Education and Curriculum Services	CECG Theory & Practice 4 - SECONDARY - Lesson Design and Delivery
(CE) Religious Education and Curriculum Services	CECG - Theory & Practice 3 - SECONDARY

	Reading Instruction
(CE) Religious Education and Curriculum Services	HITP Intensive Program 2022
(CE) Religious Education and Curriculum Services	'TRANSFORMING THE SPIRIT' - Aboriginal and Torres Strait Islander Education Conference
(CE) School Services	Understanding and Supporting Behaviour course
(CE) School Services	Autism Spectrum Disorder
(CE) School Services	The Dyslexia and Significant Difficulties in Reading online course
(CE) School Services	Attachment and Trauma Theory Online course
(CE) School Services	Speech, language and Communication needs online course
(CE) School Services	Understanding Hearing Loss online course
(CE) School Services	Dyspraxia and Motor Coordination Difficulties online course
(CE) School Services	MAPA (Management of Actual or Potential Aggression)
(CE) School Services	Understanding Attention Deficit/Hyperactivity Disorder online course
(CE) School Services	Supporting Student Wellbeing and Mental Health
(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) Inclusion and Engagement Branch	OLT Understanding and Supporting Behaviours
(EDU) Inclusion and Engagement Branch	OLT Understanding Hearing Loss
(EDU) Inclusion and Engagement Branch	10 Essential Skills for Classroom Teachers
(EDU) Inclusion and Engagement Branch	10 Essential Skills for Classroom Teachers (online)
(EDU) Inclusion and Engagement Branch	Positive Behaviour for Learning: Universal Non-Classroom Systems
(EDU) Inclusion and Engagement Branch	Positive Behaviour for Learning Universal Supports Classroom systems

(EDU) Inclusion and Engagement Branch	Understanding and Supporting Autism Spectrum Disorders (OLTASD)
(EDU) Inclusion and Engagement Branch	Understanding Speech, Language and Other Communication Needs (SLCN)
(EDU) Inclusion and Engagement Branch	Understanding and Supporting Dyspraxia and Other Motor Coordination Difficulties (DMCD)
(EDU) Inclusion and Engagement Branch	Team Teach (Foundation/Universal)
(EDU) Inclusion and Engagement Branch	Nairn Walker presents Celebrating Student Capacity - Optimising Outcomes for Students & Educators
(EDU) Inclusion and Engagement Branch	Trauma Informed Practices Level 2: Trauma Sensitive Strategies - Safety
(EDU) Learning and Teaching Branch	Engoori for Teachers Leading Cultural Integrity in their schools
(EDU) Learning and Teaching Branch	To understand our present, we must understand our past.
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Feedback
(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	An Integrated Approach to the Digital Technologies Curriculum in the Early Years
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Student Centred Learning
(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Storyteller
(EDU) Learning and Teaching Branch	Meeting the language needs of students at Harrison School (Primary)
(EDU) Learning and Teaching Branch	Meeting the language needs of students at Harrison Secondary School.
(EDU) Learning and Teaching Branch	Reimagining Inclusion: Beyond the Usual Suspects
(EDU) Learning and Teaching Branch	Supporting Data Literate Students through Scientific Investigations

(EDU) Learning and Teaching Branch	The Design Process: Practical tools to enhance STEM learning in the Primary Classroom
(EDU) Learning and Teaching Branch	Teaching spelling and vocabulary to EAL/D Learners
(EDU) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts
(EDU) Learning and Teaching Branch	The Irene Lind Speaker Series
(EDU) Learning and Teaching Branch	Supporting EAL/D Learners in Reading Acquisition
(EDU) Learning and Teaching Branch	EAL/D Sharing of Professional Practice
(EDU) Learning and Teaching Branch	MurriMatters - Engoori for Cultural Integrity in Schools
(EDU) Learning and Teaching Branch	Navigating the Australian Curriculum for EAL/D Learners
(EDU) School Leadership	Early Years & Primary Literacy Initiative 2021 (Phase 10 & 11)
(EDU) School Leadership	Leading for All: Every child and young person, every classroom, every day
(EDU) School Leadership	10 Essential Instructional Practices in Literacy for new educators and educators new to ACT
(EDU) School Leadership	Introduction to Discipline Literacy
(EDU) School Leadership	The Workshop Model
(EDU) School Leadership	10 Essential Instructional Practices in Literacy (Phase 11)
Access Art Academy	Access Art Academy: Storytelling through shadow puppetry
ACT Association for the Teaching of English (ACTATE)	Striving Writers (and the reading & writing connection)
ACT Association for the Teaching of English (ACTATE)	Shorts: Tools, Texts and Strategies
ACT Association for the Teaching of English (ACTATE)	Charting the Course(s):BSSS English Framework and V9 of the Australian Curriculum English Yrs 7-10

ACT Association for the Teaching of English (ACTATE)	2022 Sharing the Secrets of Success
ACT Careers Association (ACTCA)	Career Assessment using the Pathways Career Education & Development Scale (CEDS)
ACT Careers Association (ACTCA)	Relaunching your career service in a post-pandemic world.
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 No Waste - Transport Canberra and City Services	Citizen Science - Getting Involved
ACT Public Colleges Professional Learning Committee	2022 College Conference - Ways of Knowing, Ways of Being
ACT Public Colleges Professional Learning Committee	Increasing confidence and capability in cultural integrity
Acting For the Fun of It	Acting the Playtext
Acting For the Fun of It	Acting Techniques
Acting For the Fun of It	Acting Shakespeare
Acting For the Fun of It	Acting and Devising Theatre
Ainslie School	Empowered Learning Professionals - Finding our Voice and Using it with Impact
ALEA	Wrestling with Wicked problems through Inquiry and picture books
ALEA	ALEA ACT Literary Event with Kate and Jol Temple
Alfred Deakin High	Differentiation at Alfred Deakin
Alfred Deakin High	Understanding the Gifted Learner and Differentiating For Them at Alfred Deakin
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
All About Writers	All About Writing, K-6
Alliance Française de Canberra	Back to school: "C'est la rentrée!"
Alliance Française de Canberra	Using EPI in the Classroom - a practical session with Dr Conti
Amaroo School	Amaroo Effective Reading Practices
Amaroo School	Cultural Integrity - Developing strategies through a strength based lens
Anna Comerford	Mindfulness, Neuroscience & Compassion
ANSTO Australian Nuclear Science and Technology Organisation	Incorporating scientific research and data into classroom teaching: Science Inquiry Skills
ANSTO Australian Nuclear Science and Technology Organisation	Teaching Stage 5 Science: Isotopes, radioactivity and nuclear medicines
ANU Centre for Learning and Teaching	Using Action Research to Improve Professional Practice
Arawang Primary	Finding the Balance: a differentiated maths approach
Association of Independent Schools of the ACT (AISACT)	AISACT 2021: Maximising Growth for Diverse Learners
Association of Independent Schools of the ACT (AISACT)	2022 AISACT Colloquium – Leading in a Changing Landscape
Association of Independent Schools of the ACT (AISACT)	Trauma Informed Education
Association of Independent Schools of the ACT (AISACT)	Exploring research evidence for school improvement
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 Catholic University - Institute for	iPLAY Workshop (2022)

Positive Psychology & Education	
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Motivation
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Movement
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Inclusive Physical Activity
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Feedback
Australian Council for Educational Research	Getting Started with PAT
Australian Council for Educational Research	Data Driven Decisions: PAT
Australian Council for Educational Research	Using and Interpreting Data in Schools
Australian Council for Educational Research	Getting Ahead with PAT
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)	Re-imagining physical education - Unpacking and translating the curriculum
Australian Council of Health Physical Education and Recreation (NSW Branch)	Reimagining Assessment in Physical Education
Australian Education Union - ACT Branch	Inspiring teachers to champion Aboriginal education
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
Australian Gifted Support Centre	Underperforming high potential and gifted students Identification and strategies
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Pre-service Teachers Professional Learning (5 modules)
Australian School Library Association	Australian School Library Association Advocacy Summit

Australian Taxation Office	Teaching primary students to be active and informed citizens (Paying It Forward)
Batyr Australia Limited	batyr Teacher PD
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Oppositional Defiant Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Attention Deficit Hyperactivity Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Aggressive Behaviour
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Anxiety
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Belconnen High	Becoming a Better PLC Part 2
Berry Street Victoria	Berry Street Education Model - Day 1 Body
Berry Street Victoria	Berry Street Education Model Day 2 Relationship
Berry Street Victoria	Berry Street Education Model Day 3 Stamina & Engagement
Beyond Blue	Be You: Early Support
Beyond Blue	Be You: Family Partnerships
Beyond Blue	Be You: Learning Resilience
Beyond Blue	Be You: Mentally Healthy Communities
Beyond Blue	Be You: Responding Together
Beyond Blue	Empowerment: Keys to Mentally Healthy Communities Conference
Birrigai Outdoor School	Cultural Integrity / Cultural Weaving with Ronnie Jordan
Birrigai Outdoor School	Strengthening Effective Professional Learning Communities

Birrigai Outdoor School	Ngunnawal First Nation workshop
Blue Gum Community School	Blue Gum Philosophy and Practice 2022
Blue Gum Community School	Blue Gum Pedagogy in Action 2022
Board of Senior Secondary Studies	Curriculum Planning: The New English Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Science Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Mathematics 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: Health, Outdoor and Physical Education Framework
Board of Senior Secondary Studies	Curriculum Planning: The Commerce Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Arts Framework
Board of Senior Secondary Studies	Curriculum Planning: The Technologies Framework
Board of Senior Secondary Studies	Curriculum Planning: The Industry and Services Framework
Board of Senior Secondary Studies	Rubric Writing
Board of Senior Secondary Studies	Writing Programs of Learning
Board of Senior Secondary Studies	Introduction to the Board of Senior Secondary Studies for New College Teachers
Board of Senior Secondary Studies	Designing Tasks that Assess Thinking
Board of Senior Secondary Studies	Surveying Scaling
Bonython Primary	LEARNING TO BE - LEARNING TO DO
Brindabella Christian College	Developing Powerful Learners - Phase 2
Brumbies Rugby	Smart Rugby
Burgmann Anglican School	Positive Education Partnerships: The Treasure Within

Burgmann Anglican School	Feedback for Learning: Amplifying the Impact for Students
Campbell High	Campbell High Aspiring Leaders Program
Canberra Girls' Grammar School	TQI and STEP Goal Setting Based on the Australian Professional Standards For Teachers
Canberra Girls' Grammar School	Positive Beginnings
Canberra Girls' Grammar School	Seven Steps for Writing
Canberra Girls' Grammar School	Understanding Overparenting - A Workshop in Positive Communication
Canberra Girls' Grammar School	Inquiry in the Middle Years
Canberra Girls' Grammar School	Enhancing learner understanding through learning intentions and success criteria
Canberra Grammar School	CGS Quality Assessment
Canberra Grammar School	Interdisciplinary teaching and learning: from principles to practice
Canberra Grammar School	Challenging and Empowering: The Way Forward.
Canberra Grammar School	Learning intentions, success criteria and collecting evidence of learning
Canberra Grammar School	Challenging and Empowering: The Educational Landscape
Canberra Grammar School	Professional Boundaries and Child Protection
Canberra Grammar School	IB MYP Approaches to Learning at CGS
Canberra High	Teaching writing in any faculty
Canberra Theatre Centre	School Drama – Teaching Literacy Through Drama
Canberra Theatre Centre	ACT Up Drama Festival - Teachers Mentor Program and Workshop
Chapman Primary	Writer's Workshop Model in a word conscious classroom
Charles Conder Primary	Play is the Way
Charles Weston Primary	Literacy Practices at CWSC

Charles Weston Primary	Evaluative Thinking in Number
Christian Education National	TbD Refresher Course
CIT Solutions	Vocational, VET, Assessment, Mapping
CIT Solutions	Vocational, VET, clustering units
CIT Solutions	Vocational, VET, Training Supervision
Cool Australia	Save The World With STEM
Cool Australia	Advocating For STEM
Cool Australia	Integrating STEM Through Project-based Learning
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Teach Indigenous Land Management Using Fire
Cool Australia	Teach Caring for Country Using Fire
Cool Australia	Teach Nature Play
Cool Australia	Get Creative with STEM
Cool Australia	Inspire Young Scientists in the Primary Classroom
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	How to Teach Critical Thinking
Cool Australia	How to Teach Critical Thinking - Primary
Cool Australia	How to Teach Creative Thinking
Cool Australia	Digital technologies for STEM classrooms
Cool Australia	How To Teach Sustainability With Hope
Cool Australia	Big History
Cool Australia	Create Change with the Right Communication
Cool Australia	Teach persuasive language using videos
Cool Australia	Investigate How Animals Are Impacted by Their

	Environment
Cool Australia	Inspire Young Scientists in Your Learning Room
Cool Australia	Teach Mindfulness to Children
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students
Cool Australia	Teach Science Inquiry in the Primary Classroom
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Meet the NQS by Caring for the Environment
Cool Australia	Introduce Primary Students to Design Thinking
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Inspiring Students to Take Action
Cool Australia	War on Waste - Use Primary Maths to Measure Waste
Cool Australia	War on Waste - Use Secondary Maths to Measure Waste
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	Strategies for Dealing with Aggressive and Violent Behaviours
Cool Australia	Teaching Consent To Children

Cool Australia	How to approach trauma in the classroom
Cool Australia	How to teach a unit on fire and flood resilience
Cranleigh School	Team Teach 2021
Cranleigh School	Building and Using our AAC toolkits
Curtin Primary	Cohesive teams, collaborative teaching and collective efficacy
Curtin Primary	Whole School Numeracy
Curtin Primary	Building collective culture
Daramalan College	Spirituality Day 2022
Daramalan College	Fr Jules Chevalier: The Person Behind the Heart
Daramalan College	ECT Wellbeing & Resilience Training
Daramalan College	Sustainability @ Daramalan
Daramalan College	Learning From One Another
Daramalan College	Department Day 2022: Negotiated Professional Learning
Daramalan College	Language Acknowledgment Session with Tyrone Bell
Daramalan College	The Heart of Pedagogy
Dave Barrie - Personal Development Training	EVERYBODY WINS a community BREAKTHROUGH experience!
Deploy Learning Pty Ltd	Level 1 Google Certified Educator Course
Deploy Learning Pty Ltd	Level 2 Google Certified Educator Coursef
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2022
Design and Technology Teachers Association ACT	TECHnow 2022 Technology Teachers Conference
Design and Technology Teachers Association ACT	Technologies 2022
Drum Effect	African Drumming Course
Duffy Primary	Mathematics by Inquiry
Early Childhood Australia Inc	Documenting and assessing children's learning professional package

Early Childhood Australia Inc	Equity and inclusion professional learning package
Early Childhood Australia Inc	Early childhood learning environments package
Early Childhood Australia Inc	Music in early childhood (two-part series)
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach—Focus on Talking Tubs™
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach (A focus on Floorbooks)
Early Childhood Australia Inc	Play-based learning in early childhood package
Early Childhood Australia Inc	Service leadership in early childhood package
Early Childhood Australia Inc	STEAM—Science, technology, engineering, arts and mathematics package
Early Childhood Australia Inc	2022 Early Childhood Australia National Conference Passion to Power
Early Childhood Australia Inc	Philosophy leading strategy (3-part series)
Early Childhood Australia Inc	Engaging with digital documentation and technology (3-part series)
Early Childhood Australia Inc	Putting art in place (2-part series)
Early Childhood Australia Inc	Understanding sleep and safe sleep practices in early childhood (3-part series)
Early Childhood Australia Inc	Encountering and interpreting the principles of Reggio Emilia Encounters 1-4 series
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
Education Events	Emotional Regulation in students with Autism - Online Masterclass

Education Events	Making it a Success with Sue Larkey online
Education Events	Strategies and Insights for teaching autistic students - Sue Larkey
EduInfluencers	Feedback for Growth
EduInfluencers	Building Professional Trust
EduInfluencers	Equipping Teams for Big Conversations
EduInfluencers	Managing Conflict
EduInfluencers	Crafting Commitment
EduInfluencers	Practicing Accountability
EduInfluencers	Celebrating Results
EduInfluencers	A Feedback Culture
EduInfluencers	Using Collaboration to your Advantage
EduInfluencers	Why Diversity is so Important.
EduInfluencers	Where Are We Going?
EduInfluencers	Are We On The Same Page?
EduInfluencers	Wellbeing and Self Care
Emerging Minds	Supporting primary students following a disaster or community trauma
Emerging Minds	Supporting secondary students following a disaster or community trauma
English for Work	Grammar for Classroom Teachers
English for Work	Grammar Basics Workshop
Epilepsy Foundation	Introduction to Epilepsy for Educators
EQ Connect	EQ Educator 1 - 6 Seconds Accreditation
EQ Connect	EQ Essentials for Educators
Erindale College	Designing Learning Using SOLO Taxonomy
Erindale College	Visible Learning - How Students Learn
Evatt Primary	Cultural Understanding On Country
Exhale People	Wellbeing & Resilience for Teachers and School

	Staff
Fadden Primary	Early Years Literacy Reading
Farrer Primary	Finding the balance - a differentiated maths approach
Franklin Early Childhood School	10 Essential Literacy Practices with Christine Topfer
Garran Primary	Intellectual Engagement and Student Agency at GPS
GEG Canberra	IndigeniseEDU: First Nations Pedagogy in the classroom
GEG Canberra	Google Certified Educator Level 1
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 11
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 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 9
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 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 14
Generation Next	The Mental Health and Well Being of Young People - Block 15
Generation Next	The Mental Health and Well Being of Young People - Block 16
Generation Next	The Mental Health and Well Being of Young People - Block 17
Generation Next	The Mental Health and Well Being of Young People - Block 18
Generation Next	The Mental Health and Well Being of Young People - Block 19
Generation Next	The Mental Health and Well Being of Young People - Block 20
Generation Next	The Mental Health and Well Being of Young People - Block 22
Generation Next	The Mental Health and Well Being of Young People - Block 21
Generation Next	The Mental Health and Well Being of Young People - Block 23
Generation Next	The Mental Health and Well Being of Young People - Block 24
Giralang Primary	ACT Positive Behaviours for Learning (PBL)
Gold Creek School	Transforming Learning through Agency
Good Shepherd Primary	Professional Learning Teams
Gordon Primary	Aligning Beliefs and Practices
Growth Coaching International Pty Ltd	Advanced Coaching: Solutions Focus Master Class-online
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching.

Growth Coaching International Pty Ltd	Video Peer Coaching
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching-Online
Growth Coaching International Pty Ltd	Fundamentals of Coaching Practice
Growth Coaching International Pty Ltd	The Impact Cycle
Growth Coaching International Pty Ltd	A Coaching Approach to Managing Challenging Conversations
Gungahlin College	Using Depth of Knowledge to Design Assessments and Progress Scales
Gungahlin College	Literacy Strategies for Disengaged Students with Dr Misty Adoniou
Hawker Primary	Cultural Integrity
Hawker Primary	Spelling
Hawker Primary	Student Wellbeing at Hawker School
Health Improvement Branch	ACT Health
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Ride or Walk to School: Safe Cycle Years 5&6 (Teacher Module)
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	Food&ME Kindergarten - Year 6 Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move online professional learning course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Online Course
Holy Family Parish Primary School	Teacher Wellbeing - Recharge and Take Control
Holy Trinity Primary	Honouring Student Agency Through Assessment
Howff Design	008: Licence to Innovate
Hughes Primary	Data Analysis at Hughes Primary School
Hughes Primary	Enhancing Curiosity, Authenticity and Agency

	Through Inquiry Culture
Human Connections	Online Accidental Counsellor Courses Membership
Human Connections	Accidental Counsellor Training Face to Face
ICTE Solutions Australia	How to Integrate Technology in the Science Classroom? - Primary
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today
ICTE Solutions Australia	How to Integrate ICT in Teaching Maths? Primary
Imagine More Ltd	Universal Design For Learning - focussing on Numeracy & Mathematics
Imagine More Ltd	Inclusive Education - 'Get that Good Life'
ImagineerMe Pty. Ltd	S1 Imagination as a Way of Knowing
Inclusive Education ACT	Transforming Thinking for Inclusion (Students with Disability)
Inclusive Education ACT	Everyone Everyday teaching program
Innovative Global Education - Singapore	Planning and Teaching for Conceptual Inquiry
Instrumental Music Program	Arts Up Front 2022
Instrumental Music Program	IMP New Learning Week 0
Instrumental Music Program	Step into the Limelight Visual Art Exhibition Teacher PL Series
Integrated Information Service	Understanding Australian Apprenticeships
International Baccalaureate - Asia Pacific	Category 3 IB Ed+PYP+MYP+DP: Approaches to Learning
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen - Implementing Agency
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the Early Years: Implementing Agency
International Baccalaureate - Asia Pacific	Introductory MYP: Developing the MYP (one or two day option)
Into English Pty Ltd	Raising the Rigour Online: Instructional Strategies for the English Classroom

Kairos Consultancy & Training	Developing your Educational Philosophy Statement
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	Teaching and Learning Cycle.
KMEIA ACT Inc	Kodaly Australia Conference
Lanyon High	Building Cultural Capability
Learning Environments Australasia ACT Chapter	Learning Environments Australasia ACT Chapter - 2022 Events
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
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 Primary Focus
Lighthouse Education	Rock and Water Two Day Focus on Girls and Women
Little Scientists Australia	Optics + Inquiry Projects in Early Childhood
Little Scientists Australia	Air & Metacognition in Early Childhood
Little Scientists Australia	Acoustics & Peer Group Learning
Lyneham Primary	Building a Restorative School. A 3-year commitment between Lyneham PS and Real Schools
Lyons Early Childhood School	Learning by Doing: PLCs and School Curriculum Design

Lyons Early Childhood School	Data Informed Change at Lyons ECS
Macgregor Primary	Wellbeing At Macgregor
Malkara School	PBL Effective Classroom Practices
Malkara School	Sensory Processing in the School Environment
Marist College Canberra	Marist College Marist Learning Principles- 2022
Mawson Primary	How students learn- high impact teaching strategies in mathematics to maximise student learning
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Cultural Integrity - Developing strategies through a strength based lens
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Becoming an EPI teacher
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Australian Curriculum: Languages - Opportunities for change
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Content and Language Integrated Learning - introducing CLIL strategies into your teaching
Monash Primary	Teaching techniques to wire the student brain for reading and writing
Montessori Australia Group	Thinking Different: Supporting Neurological Divergences
Montessori Australia Group	Montessori Quality, Authentic Practice: Creative Initiatives for educational Leaders
Montessori Australia Group	Positive Discipline for educators
Mother Teresa Primary School	Session 1: Take a Closer Look at Communication (Learning Language and Loving It!)
Mother Teresa Primary School	Learning Language and Loving It! Session 2: Follow the Child's Lead
Mother Teresa Primary School	Learning Language and Loving It! Session 3:

	Taking Turns Together
Mount Stromlo High School	The Writing Revolution will not be televised
Mount Stromlo High School	Conscious Interactions: developing winning workplace relationships
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
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)
MultiLit Pty Ltd	Positive Teaching Professional Learning Online Course
MultiLit Pty Ltd	InitiaLit F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Professional Learning Workshop
MultiLit Pty Ltd	MacqLit Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Sage Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Sage Bridging Course
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
MultiLit Pty Ltd	MiniLit PD by eLearning
Muse Consulting	BBB Educator Course
Muse Consulting	BBB Neuromusic Module 3
Muse Consulting	BBB Neuromusic Module 1
Muse Consulting	BBB Neuromusic Module 2
Muse Consulting	BBB Facilitator Course
Muse Consulting	BBB Starter Course
Museum of Australian Democracy (MoAD)	Media Literacy and Critical Thinking Skills - Political Cartoons
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD Webinar

Musica Viva Australia	Musica Viva In Schools Music Education Skills for the Primary Classroom part 1
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
Musica Viva Australia	Musica Viva in Schools Wyniss Online PD Webinar
Musica Viva Australia	Musica Viva Inspired by the Natural Environment
Musica Viva Australia	Musica Viva in Schools Neuropedagogy: How Science informs your music teaching
Musica Viva Australia	Accessible Composition for the Classroom
Musica Viva Australia	Musica Viva in Schools PD Music and Culture
Namadgi School	Teacher resource Training for In My Blood It Runs
Namadgi School	Aligning School Plans P-10
Narragunnawali Aboriginal Corporation	Australian First Nations cultural capability training
National Museum of Australia	Australian Perspectives 2022: First Nations. Gender. Migration
National Museum of Australia	First Nations Histories and Cultures in Schools
Neville Bonner School	The Workshop Model
Ngunnawal Primary	Diving Deeper into Literacy Instruction with Christine Topfer
North Ainslie Primary	Maths by inquiry: Beliefs and Practices
North Ainslie Primary	Maths by Inquiry and the Australian Curriculum: A pedagogy and practices focus
NSW ACT Independent Education Union	Behaviour Management 1: Getting it right
NSW ACT Independent Education Union	Behaviour Management 2: Keeping it Right
NSW ACT Independent Education Union	Behaviour Management 3: Making it Right
NSW ACT Independent Education Union	Behaviour Management 4: Upholding the Right

NSW ACT Independent Education Union	Managing Difficult Conversations – How to Discuss What Matters
NSW ACT Independent Education Union	Supporting Students With Challenging Behaviours
NSW ACT Independent Education Union	Managing and Responding to Extreme Behaviours
NSW ACT Independent Education Union	Thriving and Surviving: strategies for casual teachers
NSW ACT Independent Education Union	Behaviour Management 1: Getting it Right
Numeracy Plus	The Role of School Middle Leaders
O'Connor Cooperative School	Literacy Workshop Model
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 eSafety Commissioner	Digital rights and responsibilities of students and educators
Office of the Legislative Assembly	ACT democracy head on
OzHarvest	Online Food Education And Sustainability Training Yr 5&6 unit of inquiry
Palmerston District Primary	Effective Spelling At Palmerston District primary School with Christine Topfer
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	Tough Conversations for School Leaders
Parentshop Pty Ltd	Resilience in Our Teens
Parentshop Pty Ltd	Tough Conversations with Students
Parliamentary Education Office	Teaching Civics and Citizenship: A parliamentary approach
Parliamentary Education Office	Teaching civics and citizenship: Constitution masterclass
Partnerships between Education and the Autism	An introduction to autism online module

Community (Positive Partnerships)

Peer Support Australia	Peer Support Australia Implementation Workshop
Peer Support Australia	Student Representative Council Leadership Workshop for Teachers
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration
Powerful Partnerships	Better Teaching Better Learning
Powerful Partnerships	Effective Pedagogy Workshop
Powerful Partnerships	Leadership - Keeping it Simple
Primary English Teaching Association Australia	PETAA Leading With Literacy Conference 2022
Radford College	Radford College JS 2022 PL Conference: Enhancing pedagogy to improve student outcomes
Radford College	Thriving Radford Learners
Red Hill Primary	Differentiation in the Primary Years Program
Refract Ed	Cultivating Problem Solving
Refract Ed	Tapping into Numeracy
Refract Ed	Informed by Data
Refract Ed	Lighten the Load with STEM
Refract Ed	Delving into the National Literacy and Numeracy Learning Progressions
Richardson Primary	Reading- Essential Instructional Practices Workshop
RoJo van Pty Ltd	Mediation in Schools
School of Education UNSW	GERRIC Mini-COGE
School of Education UNSW	Mini-COGE Advanced Gifted with Learning Disability
School of Education UNSW	Mini-COGE Advanced - More Curriculum Differentiation
School of Education UNSW	Mini-COGE Connect

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
Sexual Health and Family Planning ACT	SoSAFE! User Training
Sexual Health and Family Planning ACT	Teaching Relationships and Puberty to Grades 3-6
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Sexual Health and Family Planning ACT	Relationships and Protective Behaviours Training - for Teachers of P - 2
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality in Secondary Schools
Southern Cross Early Childhood School	Exploring the reading/writing connection and morphology to motivate and inspire readers and writers
SP Specialist Inclusion Services	Executive Function in the Classroom
SP Specialist Inclusion Services	Handwriting and Writing: Know the difference and what to do about it.
SP Specialist Inclusion Services	Functioning through Dysfunction
SP Specialist Inclusion Services	Strategies for Written Output and Executive Functioning Difficulties
SP Specialist Inclusion Services	Working Memory - Strategies to support working memory, learning and independence.
St Clare's College	Feedback that makes Learning Visible
St Edmund's College	Writing: Introduction to the Writer's Toolbox
St Edmund's College	Student Development and Support Framework
St Edmund's College	Synthetic Phonics and Sound Waves Spelling
St Francis Xavier College	Four Ways in the Classroom
St John Paul II College	Mathematical Mindsets
St Mary MacKillop College	Early Career Teacher Mentoring Program
Stronger Smarter Institute	Stronger Smarter Leadership Program

Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Sts Peter and Paul Primary	Play Hard, Teach Easy
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Sustainability in your School
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	Are they listening or can't they hear? A sticky problem and hiding the Emotional Pain of SpLD's
Teaching for Neurodiversity	Teacher training for students with Neurodiversity.
Teaching for Neurodiversity	Dyscalculia and Mathematical Learning Difficulties: Identification, Diagnosis and Intervention
Teaching for Neurodiversity	Dyspraxia/Developmental Coordination Disorder: The Cinderella of Learning Difficulties.
Telopea Park School	Building trust and highly effective teams - Steven Francis
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary: Designing Solar Ovens (virtual)
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary: Designing Windmills (virtual)
The Karma Class	A Karma Classroom
The Shepherd Centre	Understanding Hearing Loss: Tips and Tricks to Support a Student with Hearing Loss in the Classroom
The Shepherd Centre	The Functional Listening Index-Paediatric (FLI-P): Monitoring Listening Skills for Positive Progress
Theodore Primary	School Improvement Plan at Theodore Primary School
Throsby School	Building a restorative school culture

Trinity Christian School	Supporting Diverse Learners Through the Development of Quality Learning Spaces
Turner School	Mathematically Minded: How do we build thinkers and learners
UC Faculty of Education	Quality Physical Education in Early Childhood using a Personalised System of Instruction
UC Faculty of Education	Teachers as Researchers
UC Faculty of Education	Mentoring Pre-service Teachers and the Teaching Performance Assessment: Leading Practice.
UC Faculty of Education	Affiliated Schools Seminar Series: Celebrating the Partnership in 2022
University of Canberra – Faculty of Arts and Design	Story Ground
University of Canberra High School Kaleen	Writing and the Literacy General Capabilities (UCHSK 2022)
Wabisabi Learning	Critical Thinking Literacy Challenge
Wabisabi Learning	Learner Agency Challenge
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Blending Learning Masterclass
Wabisabi Learning	Foundations of Inquiry Masterclass 2.0
Wabisabi Learning	Shift to Purposeful Questioning
Wabisabi Learning	Shift to Learning Intentions
Wabisabi Learning	Purposeful Questioning Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wellbeing EDvantage	Life Space Crisis Intervention
Wellbeing For Kids	Peaceful Kids Facilitator Training
Wellbeing For Kids	Peaceful Kids training
Xcursion	International School Tour Risk Management Training Course

Xcursion	How To Write Risk Assessments For School Excursions
Xcursion	Risk Management & Safety For International School Tours (Online)
Xcursion	Secrets To Outsourcing School Excursions, Camps & Activities
Xcursion	Duke of Ed Adventurous Journey Risk Management
Xcursion	Outdoor Education Leaders Program Safety
Zart	Zart Art Book Week Program 2022

Attachment 2: Assessment standards required to be met by teachers

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

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.

In 2023, permit to teach (restricted) is offered to initial teacher education students who have begun their final year of study. To be eligible for a restricted Permit to Teach, the initial teacher education (ITE) students must have commenced the final year of the ITE program and the ITE program provider and a teacher employer/school has a TQI endorsed Student Permit to Teach agreement addressing the following principles:

- assuring the integrity and quality of the initial teacher education program; and

- ensuring that initial teacher education students are adequately supervised, monitored and supported while working in schools; and

- the ITE program provider confirms that the student is likely to graduate at the end of the final year of the ITE program and complies with eligibility requirements outlined in the TQI endorsed Student Permit to Teach agreement.

Approval under this provision permits the ITE student to accept work in the nominated ACT school.	
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.

Attachment 3: *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 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, ie two annual assessment 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.