Annexure A – ACT Teacher Quality Institute Annual Report 2021-22

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

2021-22 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 2022*.

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 2021 to 30 June 2022.

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hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, *Public Sector Management Standards 2016*).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

Yours sincerely

Natalie Howson
Board Chair
ACT Teacher Quality Institute
16 August 2022

Coralie McAlister
Chief Executive Officer
ACT Teacher Quality Institute
16 August 2022

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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:

- Section A - Transmittal Certificate, see page 281;
- Section B - Organisational Overview and Performance, inclusive of all subsections, see page 284; and
- Section C - Financial Management Reporting, inclusive of all subsections, see page 317.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2021-22 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2022 Directions are applicable to TQI and can be found within the TQI Annual Report under Ministerial Directions at page 322.

Part 5 Whole of Government Annual Reporting

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

- Human Rights, see the annual report of the Justice and Community Safety Directorate;
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and

- Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

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

Section B: Organisational Overview and Performance

Organisational Overview

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

Vision, Purpose and Values of the Institute

Our Vision

A high-quality teaching profession for the ACT.

Our Purpose

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

Our values are:

- respect;
- integrity;
- collaboration; and
- innovation.

Role, Functions and Services of the Institute

TQI's role in relation to the ACT teaching profession is informed by the *Teacher Quality Institute Act 2010*. TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce.

The primary strategy is embedding the *Australian Professional Standards for Teachers* (the Standards) in the teaching practice of all ACT teachers. This integrated approach applies to all ACT teachers as they enter and progress through the career stages of the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools, and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

Functions and Services

The functions of the Institute set out in Section 11 of the TQI Act are to:

- register, or grant permits to teach to eligible people;
- keep a register of, and records relating to, teachers working or intending to work in the ACT;
- keep a register of pre-service teachers undertaking or intending to undertake professional experience;
- use and share information on the teachers register and pre-service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce;
- promote and encourage:
    - the continuous professional learning and development of teachers; and
    - increased levels of skill, knowledge, expertise and professionalism of teachers;
- determine standards for, and to facilitate, the professional learning and development of teachers;
- develop and apply codes of practice about the professional conduct or practice of teachers;
- determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards;
- accredit education programs for pre-service teachers and teachers; and
- monitor compliance with and enforce the TQI Act.

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

- direct regulatory services with respect to the ACT teaching profession;
- quality assurance of initial teacher education programs in ACT universities;
- quality assurance with respect to professional learning programs for ACT teachers;
- facilitation of collaborative teaching practice across the ACT teaching profession;

- promotion of the continuing development and professionalism of ACT teachers; and
- inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school.

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board 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.

Ms Coralie McAlister is the Chief Executive Officer (CEO). Ms McAlister's focus for the second decade of TQI is to ensure the voice of ACT teachers is reflected in the work it does. TQI wants teachers to see themselves as active, positive participants within the profession and within the regulatory system. Ms McAlister, through further reflection and engagement with teachers and school leaders is seeking clarity about how the profession understands the work of TQI, and the value it adds to a teacher's lived experience as well as to community confidence in the teaching profession.

Management of the Institute's operations is undertaken by the 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 small team of 12 full time equivalent. Specialist consultants are employed as needed by TQI. In 2021-22, TQI contracted the services of experts in the fields of communications, and human resources.

Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA). the *Financial Management (Territory Authorities) Declaration 2012 (No. 1)*, exempts TQI 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 then Minister for Education and

Training, under Section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report. TQI's operating budget is made up of:

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

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public sector body'. Accordingly, TQI has prepared this annual report to comply with Section 7 of that Act and in accordance with the requirements referred to in the *Annual Reports (Government Agencies) Directions 2022* issued under Section 9 of that Act.

TQI has established administrative arrangements with the Education Directorate in relation to providing financial accounting and audit services. The Board 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.

Operations during COVID-19

TQI has continued its engagement with employers, registered teachers, applicants for teacher and pre-service teacher registration and its stakeholders through email, phone calls, online meetings, and video chats. TQI opened the TQI office in early 2022 and has reintroduced face-to-face meetings and workshops. The technical facilities in TQI's main meeting room were upgraded in March 2022. The new facilities allow for simultaneous delivery (face-to-face and online) allowing participants flexibility regarding attendance.

TQI has continued its engagement in the national agenda for teacher registration and regulation. TQI employees adjusted to changing circumstances, participating for the most part in online meetings at the national level.

Overall, TQI has been flexible and adapted its operational processes to support the teaching profession to meet regulatory requirements and continue to invest in professional development and professional standing in the community. For example, the number of professional learning programs for teachers being offered online has continued to grow, with online offerings peaking at 313 in June 2022. This is 57 per cent of the total TQI accredited program offerings. Other responsive measures are outlined in the following pages.

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 CEO). The appointment of a member, other than the CEO, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The CEO 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 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 2021-22 are listed in the table below.

TQI Table 1: TQI Board Members and Meeting Attendance 2021-22

Member	Qualifications	Role/Nominated by/Representing	Appointment period	Meetings attended
Ms Natalie Howson	MEd (Leadership) Commenced 2017 B.H.M.S.(Ed) 1983	Chair	12 Aug 2020 - 11 Aug 2023	**4**
Ms Coralie McAlister PSM	MHRD, BEd, Dip Soc Sci.	Chief Executive Officer, TQI	n/a	**4**
Mr Mark Huxley PSM	Grad Dip Ed; BA; Cert IV Workplace Assessment &Training Dip Multi Media.	Education Directorate	27 July 2021 - 26 July 2024	**4**
Mr Timothy Elliott	Dip Teach, BEd, MEd Leadership.	Catholic Education Office	10 April 2020 - 10 April 2023	**3**
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	6 Sept 2020 - 5 Sept 2023	**4**
Professor Barney Dalgarno	PhD; M IT; Grad Dip Ed; BSc	University of Canberra	27 July 2021 - 26 July 2024	**4**
Ms Julie Murkins	BA, Grad Dip Ed, MIL	Teaching profession in government schools	8 Feb – 26 Nov 2021 (resigned)	**1**
Ms Amanda Hawkins	Master of Teaching; BA; Latin American Studies	Teaching profession in government schools	16 June 2022 - 15 June 2025	**0**[1]
Mr Andrew Wrigley	M.Ed; BEd	Association of Independent Schools of the ACT	27 July 2021 - 26 July 2024	**4**
Ms Maria O'Donnell	M. EdL; M.Ed; Cert RE; B.Ed.	Teaching profession in non-government schools	29 April 2022 - 28 April 2025	**1**
Ms Angela Burroughs	BComm; MT (Hon), M.A.	Australian Education Union, ACT Branch	10 Sept 2019 - 9 Sept 2022	**4**

Associate Professor Carolyn Broadbent	PhD (Psy), UTas; M. Ed (Research); B.Ed; DipTchg, SCVC Melb; TPTC.	Australian Catholic University	6 Sept 2020 - 5 Sept 2023	**2**
Ms Helena Walker	BSc; Cert IV Workplace Training & Assessment; Dip Government; Grad Dip (linguistics); Grad Dip Ed.	Community	6 Sept 2020 - 5 Sept 2023	**4**
Ms Samantha Page	PhD candidate; Master of Management; BA	Early Childhood Education and Care sector	17 June 2022 - 16 June 2025	**0[1]**

[1]Ms Hawkins' and Ms Page's appointments commenced after the June 2022 Board meeting.

The Board met on four occasions during the reporting period:

- 7 September 2021;
- 30 November 2021;
- 22 March 2022; and
- 14 June 2022.

The Minister for Education and Youth Affairs made six appointments during the reporting period.

- Ms Meg Brighton, member nominated by the Director-General, Education Directorate, (Section 15(2)(c)) resigned from the Board on 1 March 2021. On 27 July 2021, the Minister for Education and Youth Affairs appointed Mr Mark Huxley, Executive Group Manager, School Improvement, Education Directorate, as the member nominated by the Director-General.

- Ms Rita Daniels resigned as the member nominated by the Association of Independent Schools (AIS) of the ACT (Section 15(2)(d)) from 31 December 2020. On 27 July 2021, the Minister for Education and Youth Affairs appointed Mr Andrew Wrigley, Executive Director, AIS, as the member nominated by the AIS.

- Dr Ting Wang's term as the member nominated by the University of Canberra (UC) expired on 17 May 2021 (Section 15(2)(h)). On 27 July 2021, the Minister for Education and Youth Affairs appointed Professor Barney Dalgarno, Executive Dean, Faculty of Education, UC, as the member nominated by UC.

- Mr Patrick Ellis resigned as the member representing teachers and principals of non-government schools (Section 15(2)(k)) on 25 June 2021. On 29 April 2022, the Minister for Education and Youth Affairs appointed Ms Maria McDonnell, Assistant Principal, McKillop College as the member representing the teaching profession in non-government schools.

- Ms Julie Murkins resigned as the member representing teachers and principals of government schools (Section 15(2)(j)) in November 2021. On 16 June 2022, the Minister for Education and Youth Affairs appointed Ms Amanda Hawkins, Deputy Principal,

Bonython Primary School as the member representing the government school teaching profession.

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. In 2021, the Minister for Education and Youth Affairs approved the addition of a 13th Board member to represent the ECEC sector. On 17 June 2022, the Minister for Education and Youth Affairs appointed Ms Samantha Page, CEO, Early Childhood Australia, as the member representing the ECEC sector.

During the reporting period, the Board:

- monitored TQI's performance against the *TQI Strategic Direction 2020-2022*;
- reviewed the Board's performance;
- monitored TQI's performance against the annual budget;
- reported TQI's progress to the Minister for Education and Youth Affairs;
- reviewed the *TQI Strategic Direction 2020-2022*;
- approved the TQI Strategic Risk Register;
- reviewed the *TQI Board Charter*;
- reviewed and updated Board committee membership and terms of reference; applied the functions of Board committees; and monitored committee proceedings;
- approved new policies and reviewed existing policies;
- approved the fee for renewal of certification as a Highly Accomplished or Lead Teacher after ten years;
- endorsed the consultation process to inform the broadening of the regulatory model to register all early childhood teachers in the ACT;
- endorsed the *TQI Communications Strategy* to enhance engagement and communication with employers, principals, teachers and the community;
- approved the modular model of delivery of Certification as a Highly Accomplished and Lead teacher;
- agreed to change the *Highly Accomplished and Lead Teachers (HALT) policy* to expand eligibility to train to be a HALT assessor to teachers who have gained HALT certification;
- approved the accreditation of five hours of professional learning in acknowledgement of teachers' significant learning undertaken to deliver online learning; and
- 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 teacher and principal peak bodies.

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

- the impact of COVID-19 and extended lock downs on teachers, including recognising the high-quality professional learning all teachers undertook in order to facilitate remote learning;
- TQI's management of business during restrictions relating to COVID-19;

- how TQI workforce data might address challenges facing the teacher workforce including: teacher shortage due to COVID-19; casual teachers; teacher recruitment; teacher retention; promotion of the teaching profession; and improving teacher quality;
- 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;
- The *ACT Auditor-General's Teaching Quality in ACT Public Schools review*; and
- The Quality Initial Teacher Education review.

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 remove themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with Section 85 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 two years or at other intervals as the Board may determine. The Board reviewed the Charter in March 2022.

In accordance with the Charter, the Board reviewed the TQI risk assessment and management plan and self-assessed its effectiveness using a customised self-assessment tool. The annual review of the Board's performance 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.

Significant improvements in reporting on regulatory matters, financial management, risk management and communication with the profession were noted in the assessment. Positive developments in being responsive to the teaching profession were also recognised. TQI has focused on building the capability of the TQI team at the cultural, policy and process levels and developing its relationships with key stakeholders in the ACT education system to be more proactive and constructive in meeting its obligations under the *ACT Teacher Quality Institute Act (2010)*.

Board Committees

The commitment of Board members is also reflected in the Board committee membership. Sixty-five committee members, making up four committees, are drawn from all 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 the issues TQI is working on. The committees provide considered and quality advice to the Board and give of their time voluntarily. The TQI Board has four committees which provide advice to the Board and the CEO as follows:

- Teacher Professional Registration Committee (TPRC) which provides advice on teacher professional registration matters. The Committee's major focus for the reporting period was the consultation with the early childhood sector about the registration of early childhood teachers who teach in settings other than a school. The TPRC met and reported to the Board four times in the reporting period;

- Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. The Committee responded to national reviews such as the *Quality Initial Teacher Education Review*. ITEC met and reported to the Board twice during the reporting period;

- Professional Learning and Development Committee (PLAD) which provides advice on teacher professional learning matters. The committee's major focus in the reporting period was on simplifying professional learning program and evaluation. PLAD met and reported to the Board three times during the reporting period; and

- Standards and Professional Practice Committee (SPPC) which provides advice on standards and professional practices matters including the certification of teachers as 'Highly Accomplished' or 'Lead' (HALT) teachers. SPPC's focus was on the evaluation report on the pilot of the modular model of delivery of the Certification of HALTs. The SPPC met and reported to the Board three times during the reporting period.

The Board also reviewed the committees' terms of reference and approved the membership of each committee for the next three years.

Board Committee	2021 September	2021 November	2022 March	2022 June
Teacher Professional Registration Committee (TPRC)	■	■	■	■
Initial TeacherEducation Committee (ITEC)	■			■
Professional Learning and Development Committee (PLAD)	■	■	■	
Standards and Professional Practice Committee (SPPC)	■		■	■

Planning Framework

During 2021 and early 2022, the Board reviewed the TQI's strategic direction and in June 2022, the TQI Board drafted the *TQI Strategic Direction 2022-2024,* with approval occurring early in the next reporting period. Under the refreshed strategic direction TQI will continue its focus on four high-level goals:

- ensure professional responsibility, accountability and transparency;
- foster high quality learning and teaching;
- promote intellectual growth and learning; and
- collect and share quality data.

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; and
- 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 early 2020, the TQI Board endorsed the *TQI Strategic Direction 2020-2022*[10]. 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 four goals for 2020 to 2022 were:

- Ensure professional responsibility, accountability and transparency;
- Foster high quality learning and teaching;
- Promote intellectual growth and learning; and
- Collect and share quality data.

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[10] In June 2022, following consultation with stakeholders, the Board had revised, refreshed and was close to endorsing the content of the new *TQI Strategic Direction 2022-24*.

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; and 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.

Goal 1

Ensure professional responsibility, accountability and transparency

This first goal supports TQI's legislated purpose to uphold the standards of the teaching profession and to protect students and the community by ensuring education is provided in a professional and competent way by approved teachers.

During 2021-2022, 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 consulted with the Early Childhood Education and Care (ECEC) sector on how the TQI Board might provide professional registration for all ECTs, not just those working in a school setting. Nine consultation sessions were held Term 4, 2021 to the end of Term 1, 2022. Consultation sessions focused on the question 'What regulatory framework will promote quality teaching in the early years, thereby lead to better educational outcomes for children?

'What regulatory framework will promote quality teaching in the early years?'

Over 100 participants engaged in the consultations. Participants were a mixture of ECTs in the sector, as well as teachers and leaders in schools. Centre directors, owners and policy experts also attended. All participants were keen to see ECTs able to be registered under the TQI Act. They believe this will enhance the community's confidence in their provision of high-quality education. Based on the feedback during the consultation sessions, TQI is preparing advice to the Minister for Early Childhood Development about how best to broaden the current teacher registration model to accept all qualified ECTs. Legislative change to the TQI Act will be required to facilitate transition to a revised regulatory model.

Development of the TQI Communications Strategy

The TQI Board approved the *TQI Communications Strategy 2022* in November 2021. TQI is ten years old and crossing into the second decade brings with it an opportunity to review all elements of the regulatory model.

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 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.

During 2022, the *TQI Communications Strategy* heralded several outcomes:

Reduced the registration administration burden for teachers	Streamlined TQI teacher-facing processes
Implemented TQI Portal improvements to make it easier for teachers to 'self-serve'.	Designed a series of consultation sessions to hear from early childhood teachers about how we might broaden the regulatory framework
Provided easy to-follow instructions for renewing registration and entering PL into the TQI Portal.	Designed consultation sessions to gain an understanding of TQI 'pain points' for teachers and areas for future process improvement for TQI.
Reviewed existing TQI communications collateral to ensure teachers can understand the information provided as quickly as possible.	Designed 'pull' information for teachers as required, outlining TQI processes such as moving from provisional to full registration and Certification at the latter career stages of Highly Accomplished and Lead.
Reinstated TQI emails as a regular communications channel to provide teachers with registration renewal reminders and other important TQI information.	Reviewed, simplified and redesigned TQI regulation and certification forms for ease of use.
Updated the TQI Post (newsletter) for ease of navigation to enable teachers to find information of interest quickly.	Designed a school leader information session to be part of existing school staff meetings to save time for teachers and share key TQI messages.

Social media continued to be an important channel of communication for the organisation. The TQI social media reach on Facebook is 17,115. Posts focussed on informing, inspiring and promoting the profession. Women made up 87.6 per cent of the audience, with 35.6 per cent of women in the 35-44 age range.

2935 people visited the TQI FB page. Up 19.4% from the previous reporting period.

2376 Followers

FEMALE **87.6%**

MALE **12.4%**

'Feel Good Friday' posts that celebrate the profession average reach per week:

1300

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.
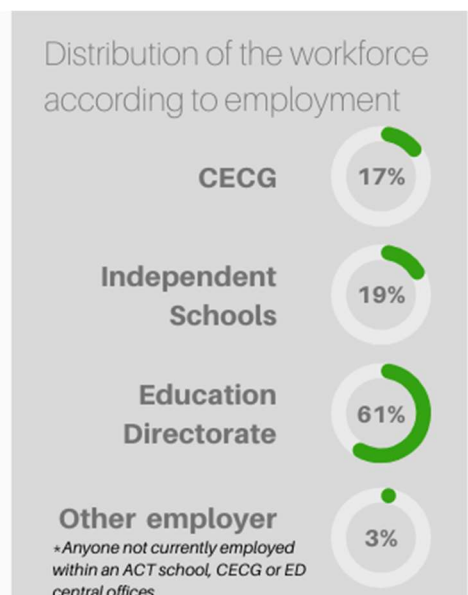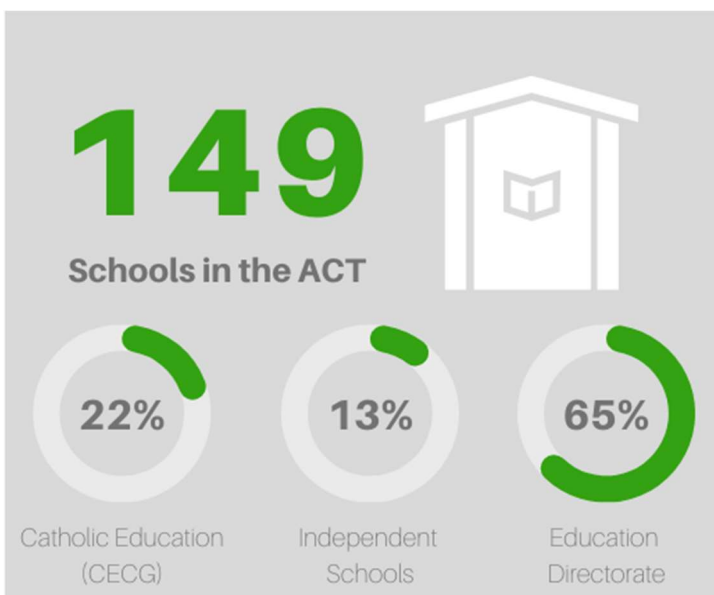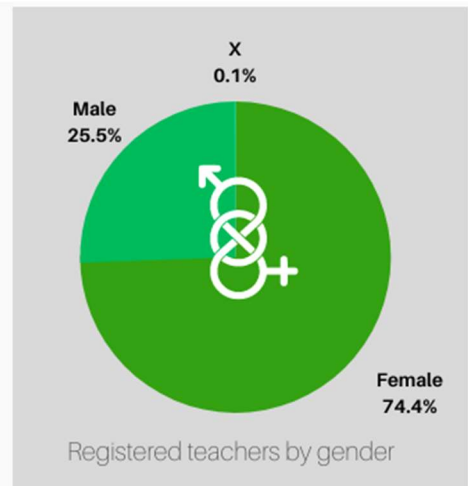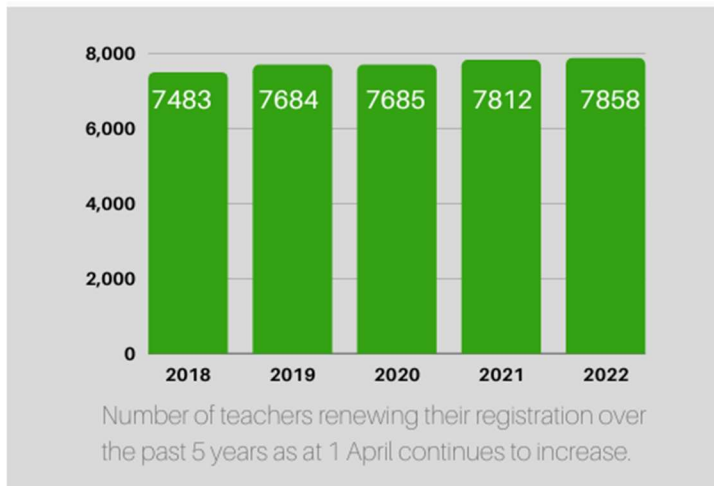
TQI Regulatory Framework

The Board Chair and the CEO engaged with TQI stakeholders including universities, employers, school leaders and unions about the development of a TQI regulatory framework. Stakeholders were positive about the direction the Board is taking TQI and agree that a local framework which outlines the risk-based approach to teacher registration is required. To ensure the new framework best meets the needs of teachers, the Board is interested in discovering how TQI offers the teaching profession the most value and considered the most effective and efficient way to engage teachers in a discussion of the strategies TQI should adopt.

TQI has developed a consultation model and associated materials to use in the consultation. It is poised ready to consult with teachers on the new framework and taking into account the challenges facing teachers in the COVID environment and the stress on the teacher workforce, TQI has postponed the formal consultation process. TQI will continue to work with the Board to determine the optimal time for broad consultation with the teaching workforce.

Teacher registration: Registration renewal

In the ACT, teachers renew their registration by 31 March each year. Renewal of registration requires evidence of recent teaching practice along with the required 20 hours of professional learning. On 30 June 2022, TQI had 8,280 teachers registered with a high percentage of teachers renewing registration from the year prior. Of the total number of registrants, 92 people were approved to hold a permit to teach (PTT).

2020 — 8113
2021 — 8237
2022 — 8280

0 2,500 5,000 7,500 10,000

8280 registered teachers as at 30 June 2022.

92 teachers held a permit to teach

7483 7684 7685 7812 7858

2018 2019 2020 2021 2022

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

X 0.1%

Male 25.5%

Female 74.4%

Registered teachers by gender

149 Schools in the ACT

22% — Catholic Education (CECG)

13% — Independent Schools

65% — Education Directorate

Distribution of the workforce according to employment

CECG — 17%

Independent Schools — 19%

Education Directorate — 61%

Other employer
*Anyone not currently employed within an ACT school, CECG or ED central offices — 3%

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.

43 Average Age of a teacher in the ACT	<24-29 ●	14.1%
	30-39 ●	27.8%
	40-49 ●	27.2%
	50-59 ●	19.6%
	60+ ●	11.3%
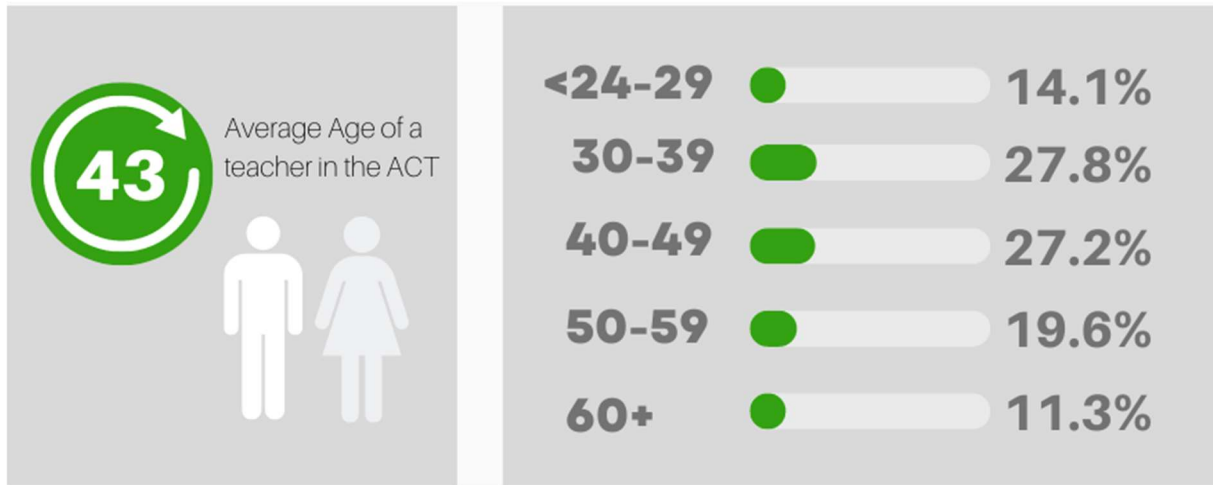
Teacher qualifications

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

When teachers apply for registration, they must provide evidence of their required 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.

Of the current total registered teachers in the ACT, 1,870 hold a masters degree and 97 hold a doctorate.

1870 Masters degree

97 Doctorate

24%

Approximately 1/4 of ACT registered teachers hold or are completing a masters degree or doctorate.

As well as holding a recognised teaching qualification of at least four years of higher education leading to the award of a school teaching degree in education, to be eligible for registration a person must have 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.

Teacher registration: Provisional to Full Registration

Newly qualified teachers, as well as experienced teachers returning to the profession are provided with provisional registration while they take part in a school based professional development and assessment processes to demonstrate the proficiency required to hold full registration.

On 30 June 2022, 1,347 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. TQI Table 2 shows that 229 teachers moved from provisional to full registration during the reporting period. This compares with 291 in 2020-2021.

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

TQI Table 2: Full Registration Reports assessed and processed July 2021- June 2022

2021						2022						Total
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
9	7	7	15	33	37	49	15	24	13	10	10	229

Teacher registration: Permit to teach

On 30 June 2022, 92 people held a permit to teach.
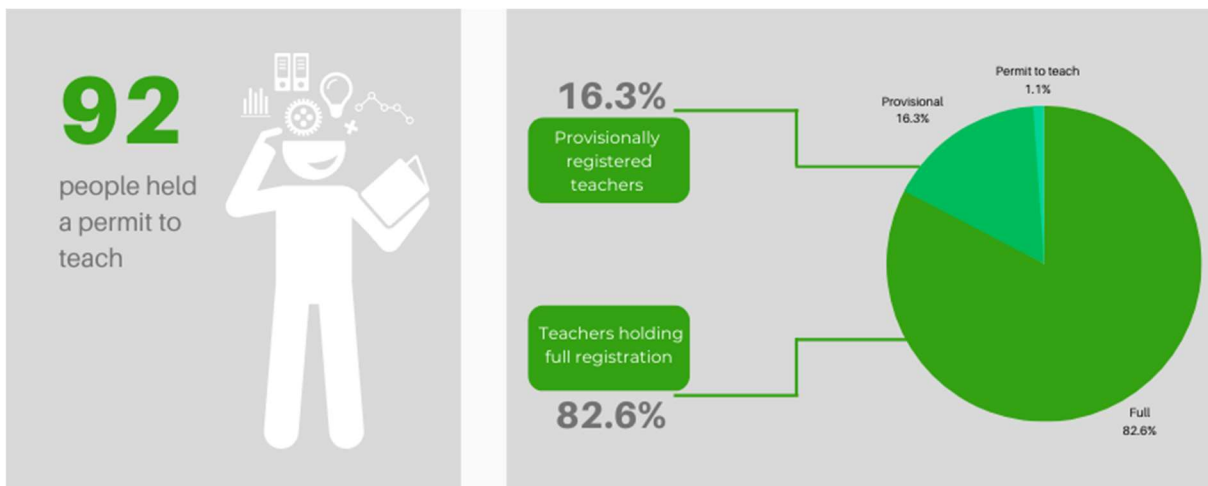
92 people held a permit to teach

16.3% Provisionally registered teachers — Provisional 16.3%

Permit to teach 1.1%

Teachers holding full registration — **82.6%** — Full 82.6%

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. 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 opportunities to formally connect ITE students to schools prior to course completion. TQI is looking to adapt its *Permit to Teach policy* to enable ITE students, at the beginning of their final year, to be employed in an ACT school.

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 99.84 per cent 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 suspending or cancelling a teacher's registration or permit to teach.

Section 70B of the TQI Act instructs the employer of an approved teacher to notify TQI within 5 days if disciplinary action is being taken[11]. Immediate notification enables TQI to undertake a risk assessment and to monitor the outcome of any investigation.

In 2020-21, 89 per cent of discipline matters were notified to TQI in the required timeframe. TQI Table 3 shows regulatory action taken by TQI during the reporting period.

TQI Table 3: TQI Regulatory Action taken between 1 July 2021 to 30 June 2022

Regulatory action		2021	2022
	Formal written warning (Working with Vulnerable People (WwVP))	0	0
	Formal written warning (conduct)	2	1
	Formal written warning (s.28/29 Breach)	7	3
s56(1) The institute may at any time on the institute's own initiative, amend an approved	Condition placed on registration	3	5

[11] Section 70B 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.

Regulatory action		2021	2022
teacher's registration or permit to teach, including imposing a condition.			
s63 Grounds for suspending or cancelling registration or permits to teach: (1) The institute may suspend or cancel a person's registration or permit to teach if (a) the person (i) contravenes a condition of the person's registration or permit to teach; or (ii) has become mentally or physically incapacitated and the incapacity prevents the person from performing an inherent requirement of their job as a teacher; and (b) the institute believes on reasonable grounds that suspension or cancellation is necessary for this Act.	Suspension (WwVP registration lapsed)	**0**	**1**
	Suspension (conduct)	**2**	**2**
	Cancellation	**0**	**0**
s36(4) Decision on registration or permit to teach application	Refused approval of registration	**0**	**1**
	No action warranted	**0**	**8**
			21

Certification: The Modular Model

Following a successful trial, and an independent evaluation of the new modular approach in March 2022, the Board approved the adoption of the HALT Certification 2.0 Modular Model. The modular model, in replacing the previous whole portfolio approach, increases access to the program for teachers who are unable to make a commitment over just one year, reduces the intensity of the workload required to prepare submissions, and distributes the cost over time.

The evaluation demonstrated that the new modular approach maintained the validity, rigor and credibility of the original, national approach, and enhanced the development-driven principle of certification with broader career development, including work-embedded professional learning and ongoing performance assessment, feedback and development. These benefits make the HALT program more attractive to potential candidates and school leaders.

The Board also agreed that Certification 2.0, at this time, replaces the full portfolio model and reserves the option to deliver full portfolio approach, in parallel with Certification 2.0, in the future. This decision is in recognition of the capacity of TQI to manage both streams of

certification concurrently. From March 2022, TQI implemented the modular model while continuing to monitor teacher demand for the full portfolio approach.

There is considerable national interest in the ACT model from the Australian Institute of Teaching and School Leadership (AITSL), other TRAs including the NSW Education Standards Authority (NESA), and employers in the different jurisdictions. Last year, Tasmania introduced a Modular model pilot taking the ACT approach. In 2022, NSW adopted a modular version leveraging the ACT work. In March 2022, TQI reported to the national Certifying Authorities Network convened by AITSL, about the Modular Model pilot and research findings, and provided a presentation to HALTs and other national stakeholders at the 2022 HALT Summit in Adelaide, 13-14 May.

Certification assessors

In September 2021, the Board agreed to change the HALT policy to allow practitioners who have gained HALT certification to train as certification assessors. This change will increase the available pool of assessors currently only drawn from the school leader cohort. HALT certified teachers are active peer mentors and coaches, they lead quality teaching practice in their school, and they have a working knowledge of the *Australian Professional Standards for Teachers* which they bring to all teacher professional processes across the career stages. The Board felt they are well qualified to play the role of an assessor and support the goals set out in the *Future of Education* Strategy to increase the number of certified teachers in the ACT.

Renewal of Certification after 10 years

The ACT has the first cohort of nationally certified teachers whose certification is due to expire in 2022 after ten years as certified HALTs. Early in 2022, the process for HALTs to renew their certification after ten years was established. Those HALTs who choose to renew their certification after five years can now progress to a ten-year renewal. Ten-year renewal maintains the rigour of all aspects of the Certification process, with HALTs required to provide evidence of their teaching, learning, mentoring and leadership in the context of the seven HALT Standards. To further substantiate their claims, the certification assessors conduct an onsite visit at the renewal applicant's school and speak to their nominated referees including the principal, to verify their high-level practice and impact.

While the administration required is minimal with only eight HALTs expected to apply for ten-year renewal in 2022, it is anticipated that the number of HALTs applying for renewal after both five and ten years will grow in proportion to the growth in the number of HALTs.

In developing this model for the renewal of certification after ten years to ensure that HALTs have maintained their high-level practice and continued to have a positive impact, TQI has once again developed the assessment process 'template' for other certifying authorities nationally. The model assesses HALTs certified ten years ago to quality assure their ongoing Highly Accomplished or Lead practice in classrooms, schools and systems.

Certification data

'Teachers must be empowered to continue their professional learning throughout their careers and supported to collaborate with purpose and positive impact' is a key focus area of

the *Future of Education* Strategy. HALT certification demonstrates leadership and commitment to excellence in teaching. HALTs improve learning outcomes for their students, contribute to an increased culture of learning among employees, with HALTs sharing expertise and skills among colleagues.

Fifty-three schools in the ACT (36 per cent) have at least one HALT. Nineteen schools have more than one HALT, while six schools have three or more HALTs - with those schools reflecting a 'cohort approach' towards teacher development through certification.

The ACT boasts a sizable proportion of the total number of HALT teachers certified nationally since 2012. One hundred and eight teachers have been certified in the ACT since 2012 (10 per cent of the National total of 1,025 teachers).
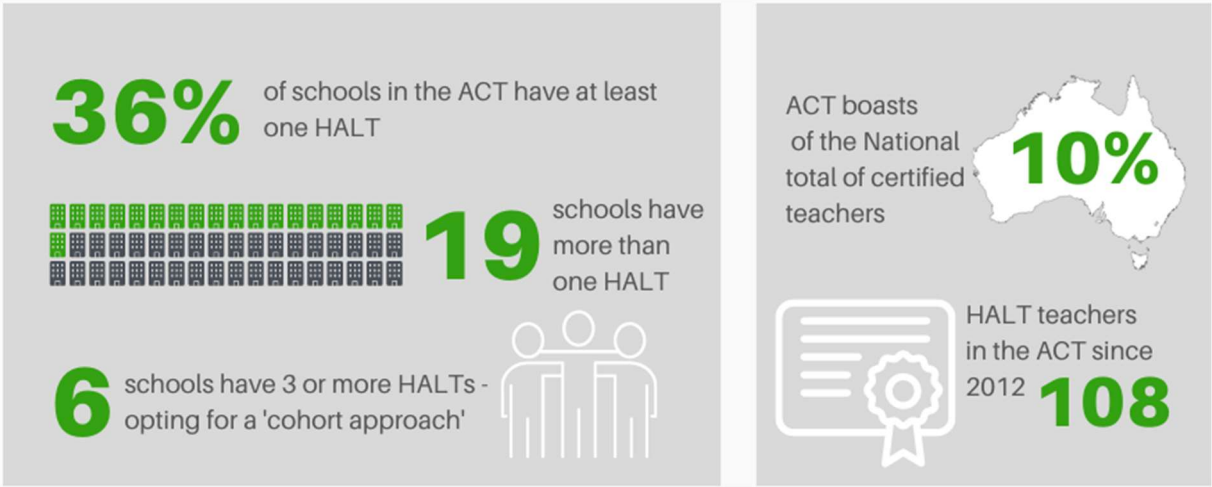
Automatic Mutual Recognition

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 five years. TQI staff are continuing to work with the Commonwealth, IT industry representatives and other Teacher Regulatory Authorities (TRAs) on three 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.

While the Act does not require a teacher utilising AMR to notify TQI, the ACT has determined that notification and Working with Vulnerable People clearance will be required as this is crucial to ensure appropriate screening of registered teachers working in ACT schools. Further the Act allows for the teacher to determine the Home State for registration based on either principal place of residence or principal place of work. Currently around 14 per cent of teachers registered in the ACT have a home address in another jurisdiction.

Current mutual recognition arrangements will continue to support teachers to transfer their registration from one jurisdiction to another.

Goal2

Foster high-quality learning and teaching

This second goal supports TQI's legislated purpose under the TQI Act to enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers.

Recognition of professional learning in response to COVID-19

Throughout the reporting period, teachers (with support from families, school leaders and education support staff) ensured education continued across the Territory. The TQI Board took the opportunity to recognise the significant professional learning that underpinned the provision of on-line learning by all teachers by providing a one-off credit of five hours towards the 20 hours of professional learning required for registration renewal.

In November 2021, the Minister for Education and Youth Affairs, Yvette Berry MLA announced "ACT teachers have researched, completed online tutorials, networked, and collaborated to further develop the skills they needed to deliver programs that continued to meet individual needs. They've also found ways to design learning schedules that provide structure, but not too much structure, in order that parents can meet the many demands they have had. Thank you to all teachers for being such dedicated learners - creating entirely new ways of teaching and learning throughout 2021."

The five hours of professional learning was automatically populated into a teacher's professional learning profile in the TQI Portal. To respect teachers who had already met the required hours for 2022 renewals, TQI afforded each teacher the opportunity to choose which renewal year the five hours counted towards. Teachers chose either 2022 or 2023 registration renewals.

Teachers' reflection and evaluation of professional learning

ACT teachers recorded more than 226,100 hours of Professional Learning, submitting 172,437 of these hours to contribute towards their 2022 registration renewal requirements. Of the 7,858 teachers renewing registration for 2022, 98 per cent met professional learning requirements for registration, with 54 per cent completing more than the mandated hours in the year preceding renewal. The remaining 2 per cent arranged professional learning variation plans with TQI to meet their obligations.

As of 30 June 2022, 534 TQI accredited programs were available to ACT teachers. 313 of these programs were available online and 120 were available online and at no cost. These figures demonstrate the accessibility of accredited professional learning to all teachers regardless of their employment status.
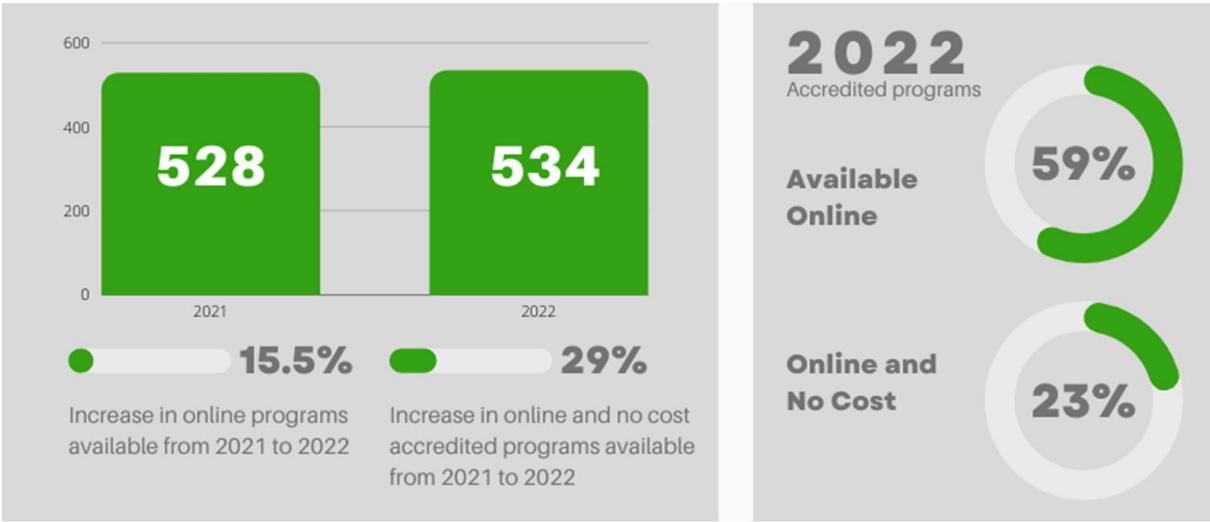
The ACT continues to be the only jurisdiction where teachers record, reflect, and evaluate on professional learning on an annual basis. Evaluation data is used by providers of TQI Accredited professional learning to safeguard that content continues to meet the needs of ACT teachers. The TQI Board, through 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 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 and 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.*

Teaching Quality

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

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

In 2021, the TQI Board Chair wrote to the heads of each sector and the ACT Association of Independent schools and universities inviting participation in a workforce data round table. The first meeting of the roundtable was held on 19 October 2021.

The purpose of the roundtable was to convene cross-sector discussion to:

- share TQI workforce data;
- gain a deeper understanding of the issues emerging within each sector and identify common concerns;
- discuss options related to casual teacher registration that may alleviate barriers to continuing to seek employment; and
- discuss other potential responses to the gaps emerging and the role TQI can play in the implementation process.

The Board continues to work with Territory partners on how to use TQI data to better inform policy and practice.

Goal 3

Promote intellectual growth and learning

This goal supports TQI's legislated purpose under the TQI Act to uphold the standards of the teaching profession and to maintain community confidence in the teaching profession.

Pre-service teacher register

TQI has 1,451 pre-service teachers registered on the pre-service teacher register with 125 pre-service teachers undertaking their initial teacher education at universities outside the ACT.

TQI was funded in the 2021-22 Budget to enhance the pre-service teacher register. Access to the TQI Portal, to be live in August 2022, enables pre-service teachers to experience meaningful interaction with TQI and prepare them to meet registration requirements when seeking provisional registration on entering the workforce.

Pre-service teachers will be able to enter their contact details on the portal, along with their university and Professional Experience Placement school and 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 ID number, providing ACT teachers with a single, career long profile.

1451 pre-service teachers registered on the pre-service teacher register

125 pre-service teachers undertaking their initial teacher education at universities outside the ACT

The updated TQI Portal will allow TQI to collect information about the schools and sectors who 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 will be deidentified.

Accreditation of Initial Teacher Education programs

The accreditation process involves a rigorous assessment of an initial teacher education (ITE) program against a set of nationally agreed standards. Accreditation standards and procedures are designed to ensure that all graduates of ITE meet the *Australian Professional Standards for Teachers* at the Graduate career stage This ensures the program is of high quality and prepares pre-service teachers for the teaching profession so that they are 'ready to teach'. The process also includes an assessment of a provider's quality assurance and continuous improvement mechanisms, as well as ensuring that the provider has a nationally endorsed teaching performance assessment which all graduates must successfully complete. Accredited ITE programs currently on offer in the ACT are:

- Australian Catholic University (ACU) (Canberra campus/online) - ten ITE courses available to tertiary students in the ACT (including two online, more mixed mode);
- ACU Early Childhood teaching programs - Bachelor of Education (Early Childhood and Primary) on campus; Master of Teaching (Early Childhood and Primary) online;
- University of Canberra (UC) - ten ITE programs available to tertiary students in the ACT all on campus;
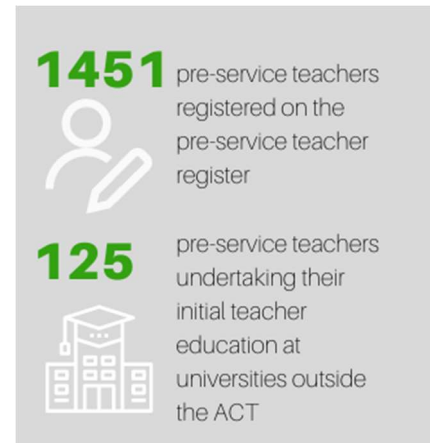
- UC Early Childhood teaching programs - Bachelor of Early Childhood and Primary Education; and
- Master of Primary Teaching and Master of Secondary Teaching under review in preparation for Stage 2 accreditation by end 2022.

Stage two accreditation occurs at the end of the initial Stage 1 accreditation cycle (not exceeding five years) and applies to all ITE programs that have completed a cycle of accreditation and have evidence of impact to inform their evaluation and review. Stage 2 accreditation of the UC's Master of Primary Teaching and Master of Secondary Teaching programs is currently underway.

Goal 4
Collect and share quality data

Goal number 4 supports TQI's legislated purpose under the TQI Act to protect students and the community by ensuring education in schools is provided in a professional and competent way by approved teachers.

TQI Digital Systems

TQI delivered Portal 2.0 in 2020-21. The new build ensured the portal reflects industry standards and is *Web Content Accessibility Guidelines* (WCAG) friendly with more intuitive functionality. The performance of the site has increased usability and has been well received by all users. This new build has enabled future functions to be integrated seamlessly into the existing architecture. Site security and data privacy measures have continued to be updated in the reporting period as part of ongoing improvement measures.

In the 2021-22 Budget, the ACT Government approved capital funding of $600,000 over two years to upgrade the TQI business systems. In 2021-22, TQI made the following improvements to the underlying business system:

- Improvements to management and tracking of WwVP registration expiry and extensions from Access Canberra;
- Refinement of employment and employer classifications;
- Capture of maternity and parental leave as a factor in teachers not being able to meet PL requirements;
- Restructuring the data structures supporting HALT Certification to cater for the modular nature of Certification 2.0 and incorporating an ongoing renewal process; and
- Streamlining the application and approval processes for Accredited PL Programs.

The following improvements were made to the TQI Portal:

- The registration renewal process was streamlined;
- Resources are featured for teachers relevant to their registration status and career stage;

- Colour-coded buttons and tiles have been incorporated across the application, improving usability;

- Self-management of PL Activities in relation to the year they are attributed to for registration purposes has been enhanced;

- The Events module has been re-designed, allowing teachers to search for PL by cost status, online versus in-person, as well as programs available on-demand;

- School Registration reports provide more information to employers, displaying the status of a teacher's renewal application and WwVP registration status;

- Enhanced visibility of key dates, WwVP expiry, PL status (including verification) have been incorporated on the landing page; and

- Application and payment for all modules of HALT Certification, as well as application for renewal of HALT Certification have been incorporated

Survey of ACT Teachers not renewing registration

Following the annual renewal of registration processes in March 2022, TQI undertook a survey of teachers who did not renew their registration. In seeking to understand the various reasons teachers do not renew their registration in the ACT, TQI will be better positioned to contribute to planning and policy decisions in relation to the retention of teachers.

Of the 680 teachers who were invited to participate, 170 responses were received – representing a return rate of just under 27 per cent. The survey canvassed a broad range of topics in relation to registration and individual teachers' experiences of working in the ACT – including their reasons for not renewing, their plans for the immediate future, and potential impediments to re-registration.

One outcome of the survey to date has been the TQI Board exploring opportunities to incentivise experienced teachers who are looking to retire to join the casual teacher workforce – and so continue to contribute their expertise, skills, and knowledge.

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 dataset. 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 dataset with data collected annually through the ATWD teacher survey.

2019 amendments to the TQI Act authorised TQI to contribute to the ATWD strategy. For the first time, in 2020, TQI provided teacher workforce data to the national data collection and did so again in 2021. During the reporting period, TQI continued to represent 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 datasets are linked, the ATWD data will be a highly valuable resource for research and planning.

The aggregated data will:

- inform ACT research and teacher workforce planning to better enable universities and schools to provide an authentic professional experience which will build the ITE students' readiness to teach;
- give more comprehensive information on subject specialties studied in ITE;
- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher;
- provide information on how many teachers stay in the profession and for how long;
- be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit; and
- inform future policy decisions about the teaching profession.

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

The second report, *Teacher Workforce Characteristics*, was published in December 2021. It focuses on teachers' registration and employment experiences during 2018 and other key information gathered through the ATWD Teacher Survey. This information includes workforce experiences of early career teachers, professional learning and qualifications, working hours and tasks, and intentions to stay in the teaching profession.

In June 2022, the ATWD commenced the release of the ATWD Key Metrics Dashboard. This on-line dashboard is an important first step in the implementation of the *ATWD Digital Data Access and Reporting Strategy*. The data to be made available in the first release provides two new years of priority initial teacher education data from 2005 to 2019. It includes commencement, enrolment and completion data for each state and territory, with cuts by program/degree type, student demographics and enrolment characteristics available. The dashboard will be regularly updated to include all ITE Pipeline data for the same period. The intention is to eventually have all ATWD data available through the dashboard.

Quality Initial Teacher Education Review

On 11 March 2021, the Hon Alan Tudge MP, Commonwealth Minister for Education and Youth announced a review into Initial Teacher Education (ITE). A Quality ITE Review was launched on 15 April 2021 with the announcement of the terms of reference and an Expert

Panel of Ms Lisa Paul AO PSM (Chair), Mr Malcolm Elliott, Emeritus Professor Bill Louden AM and Mr Derek Scott.

The Review's focus was:

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

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

The Quality Initial Teacher Education Review (the Review) final report was released on 24 February 2022. It outlines the findings of the Review. The Panel made recommendations across three key areas:

- Attracting high-quality, diverse candidates into initial teacher education;
- Ensuring their preparation is evidence-based and practical; and
- Supporting early years teachers.

Following the change of Government in May 2022, the status of the Review and the recommendations is not yet known.

Scrutiny

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

Risk Management

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

Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board. The Board reviewed the TQI Strategic Risk register twice 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 due to failure of technology systems; and the potential impact of COVID19 on TQI employees.

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 and committees.

Internal Audit

The ACT Auditor-General's Office (AO) conducted an independent audit of TQI finances in 2021. The audit concluded with an exit meeting between the AO and TQI Board Chair and CEO on 5 October 2021. The AO noted this was the first year it had conducted such an audit and sharing of material between both TQI, and AO went well. When considering the risk of financial mismanagement, the audit confirmed sufficient controls are in place.

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.

Fraud Prevention

The Board approved the *TQI Fraud and Corruption Prevention Plan 2021* in August 2021. Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities. 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.

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of, or updates to two TQI policies. TQI has 14 links posted on the Open Access website, including links to policies, annual reports, the *TQI Strategic Direction* and governance information.

TQI received one application and under the *Freedom of Information Act 2016* (FOI Act) in the reporting period relating to Section 70 A and B of the TQI Act. In the week prior to Christmas, TQI collated over 750 records for the request.

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

www.tqi.act.edu.au/about-tqi. Further information can be obtained by contacting tqi@act.gov.au or by phone on (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the 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; and
- *Initial Teacher Education Program Accreditation Policy.*

Community engagement and support

Workshops and Programs

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

- workshops and meetings were hosted face-to-face and/or online, in accordance with COVID-19 circumstances; and
- professional learning providers of accredited programs continued to offer content online.

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

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

- nine consultation sessions held with the Early Childhood sector about the registration of early childhood teachers who are teaching in settings which are not schools;
- moving from provisional to full registration – ten cross-sectoral workshops for beginning teachers, casual teachers, teacher mentors/supervisors and school leaders on the process for progression to Full Registration;
- cross-sectoral workshops for certification applicants, certification referees, mentors and school leaders;
- national certification assessor training for ACT school leaders and certified Highly Accomplished and Lead teachers;

- assessor update training workshops for five ACT certification assessors;
- co-convening the University of Canberra Master of Education Capstone Unit on professional evidence and the Teacher Standards for ACT post-graduate Master of Education students;
- three meetings of the ACT Casual Teacher Network;
- four meetings of the ACT HALT Network; and
- meetings as requested to assist teachers to renew their teacher registration; to assist mentors and school leaders to support teachers to move from Provisional to Full Registration; and to assist school leaders, teachers and employers regarding Working with Vulnerable People obligations.

Aboriginal and Torres Strait Islander Reporting

In the reporting period, TQI accredited 46 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*.

46 TQI accredited professional learning programs relating to standard 1.4 and standard 2.4

32 TQI accredited programs relating to both standard 1.4 and standard 2.4
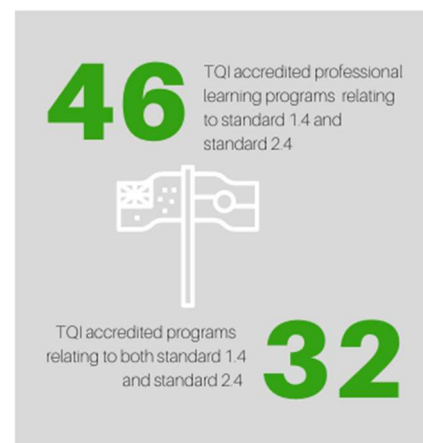
Workplace Health and Safety

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

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

Following the easing of COVID-19 restrictions, TQI employees were given the option of working in the office should they prefer to do so, or should their work require it e.g., use of office equipment such as printers to process multiple registration renewals. TQI continued to follow workplace protocols to ensure social distancing and safe practices around hygiene. Employees only attended the office if they are well.

Human Resources Management

Staffing Profile

The TQI comprises the CEO and 11 other FTEs as of 30 June 2022.

Staff Professional Development

75% Female staff

TQI staff ratio of male to female
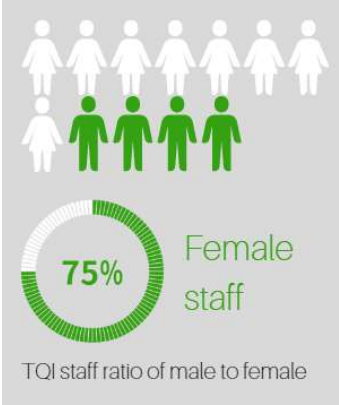
TQI employees attended a range of professional development activities. A particular focus in the reporting period was continued Executive engagement with ANZSOG (Australia and New Zealand School of Government) National Regulators' Community of Practice (NRCoP). Senior staff attended virtual seminars and listened to podcasts and undertook readings and professional discussions about various components of the regulatory framework.

Senior staff also attended the two-day Driving Risk-Based Regulation National Conference, in February 2022. The Driving Risk-Based Regulation digital conference brought together regulatory professionals, experts, and best practice case studies from a wide range of jurisdictions across Australia and New Zealand and provided a platform to discuss the challenges and opportunities of Risk-Based Regulation. The Registrations team attended three Masterclass sessions with Punk'd PD to assist with strategic planning for the forward year.

Ecologically Sustainable Development

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

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

Section C – Financial Management Reporting

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE TEACHER QUALITY INSTITUTE
FOR THE YEAR ENDED 30 JUNE 2022

	Note No.	Actual 2022 $'000	Actual 2021 $'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,495	1,449
Investment Revenue		12	15
Registration Fees		1,004	1,003
Grants and Contributions Revenue	2	96	33
Total Revenue		**2,606**	**2,500**
EXPENSES			
Employee Expenses		1,825	1,640
Superannuation Expenses		274	267
Supplies and Services	3	834	882
Audit Fees	4	-	8
Depreciation		239	239
Total Expenses		**3,172**	**3,036**
Operating (Deficit)/Surplus		**(566)**	**(536)**

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 legal services provided by the Shared Services and ACT Government Solicitor Office.

3. Supplies and Services consists of:

	2022 $'000	2021 $'000
Property Maintenance	5	14
Materials and Services	653	678
Travel and Transport	1	0
Administrative	57	64
Financial	3	6
Operating Leases	116	120
	834	**882**

4. Audit Fees incurred in 2020-21 associated with the audit of ACT TQI Operating Statement by the ACT Audit Office.

5. Cash totalled $0.65 million at the end of 2021-22 ($0.96 million at the end of 2020-21).

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 above shows the details of income and expenses for TQI for the 2021-22 financial year in accordance with the direction issued by the then Minister for Education and Training under section 25 of the TQI Act.

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 2021-22 under Section 7 of the *Financial Management Act 1996*.

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.

Asset Management

The TQI business system is the single most significant asset of the Institute. Maintaining and updating this system is a key operational consideration. As such, regular analysis and assessment of TQI's digital services infrastructure is undertaken to ensure that the business system remains fit for purpose and is aligned with industry practice. In the 2021-22 Budget, the ACT Government approved capital funding of $600,000 over two years to upgrade the current TQI business system and of $400,000 in 2021-22 to upgrade the TQI Preservice Teacher Registration system. Improvements to the TQI Digital Systems have been outlined in Goal 4 above.

Government Contracting

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

TQI entered a contract with Dialog Pty Ltd during the 2020-21 reporting period - Contract number 30062020-ID – ACT Teacher Quality Institute Platform Maintenance.

At the end of June 2021, TQI re-engaged Dialog Pty Ltd for a further 12 month period to ensure continued access to the Teacher Portal. TQI will examine a longer term option/agreement while complying with procurement procedure requirements. TQI will report on this in the 2022-23 Annual Report.

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 2021 to 30 June 2022 can be made at https://www.tenders.act.gov.au/contract/search.

Aboriginal and Torres Strait Islander Procurement Policy

TQI CEO, Ms McAlister remains an *Aboriginal and Torres Strait Islander Procurement Policy* Executive Champion. Procurement undertaken in the 2021-22 reporting year did not address any of the three *Aboriginal and Torres Strait Islander Procurement Policy* performance measures.

Ministerial Directions

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

Public Interest Disclosure

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

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

No disclosures were received in the reporting period.

Contact Information

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

ACT Teacher Quality Institute

Coralie McAlister

Chief Executive Officer

coralie.mcalister@act.gov.au

ACT Teacher Quality Institute Board

Natalie Howson

Board Chair

natalie.howson@act.gov.au

ACT Teacher Quality Institute PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6205 8867

tqi@act.gov.au

Attachment 1

Details of professional learning programs accredited 1 July 2021 to 30 June 2022

Organisation	Program
(CE) Religious Education and Curriculum Services	Understanding Biblical Texts: Teaching Old Testament Prophets and Prophecy
(CE) Religious Education and Curriculum Services	Catholic Leaders Day
(CE) Religious Education and Curriculum Services	Early Childhood Religious Education Professional Learning Module
(CE) Religious Education and Curriculum Services	Catalyst Online Units 5 & 6
(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) School Services	Supporting Student Wellbeing and Mental Health
(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) Learning and Teaching Branch	An Integrated Approach to the Digital Technologies Curriculum in the Early Years
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Student Centered Learning
(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Educator
(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Storyteller

(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Inspiration
(EDU) Learning and Teaching Branch	Quality Remote Learning and Teaching
(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) School Leadership	Leading for All: Every child and young person, every classroom, every day
(EDU) School Leadership	10 Essential Instructional Practices in Literacy
(EDU) School Leadership	Introduction to Discipline Literacy
(EDU) School Leadership	The Workshop Model
(EDU) School Leadership	10 Essential Instructional Practices in Literacy (Phase 11)
ACT Association for the Teaching of English (ACTATE)	Taking On Shakespeare: A Workshop on Shakespeare in the Classroom presented by Better Strangers
ACT Association for the Teaching of English (ACTATE)	Vocab for Success
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 Careers Association (ACTCA)	Career Assessment using the Pathways Career Education & Development Scale (CEDS)
ACT HALT Network	ACT HALT Share Space 2021
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
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
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Sustainability in your School
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	Teaching Primary Writers
Alliance Française de Canberra	Enseigner le français - different aspects of teaching up-to-date French
Alliance Française de Canberra	Back to school: "C'est la rentrée!"
Amaroo School	Amaroo Effective Reading Practices
Amaroo School	Cultural Integrity - Developing strategies through a strength-based lens
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	2022 AISACT Colloquium – Leading in a Changing Landscape
ATESOL ACT	Functional Grammar - making language come alive for English language learners
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 Positive Psychology & Education	iPLAY Workshop (2022)
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 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 School Library Association	Australian School Library Association Advocacy Summit
Australian Taxation Office	Teaching primary students to be active and informed citizens (Paying It Forward)
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
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	Empowerment: Keys to Mentally Healthy Communities Conference
Birrigai Outdoor School	Creativity Arts from a Ngunnawal Perspective
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
Black Dog Institute	Leading the way to mentally healthier schools – the next frontier
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 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
Bonython Primary	LEARNING TO BE - LEARNING TO DO
Brindabella Christian College	Developing Powerful Learners - Phase 2
Brumbies Rugby	Smart Rugby
Burgmann Anglican School	Impactful Pedagogy: Continuing a research-informed conversation
Burgmann Anglican School	Positive Education Partnerships: The Treasure Within
Burgmann Anglican School	Feedback for Learning: Amplifying the Impact for Students
Canberra Girls' Grammar School	Agency in the Learning Space
Canberra Girls' Grammar School	Developing the MYP C1

Canberra Girls' Grammar School	TQI and STEP Goal Setting Based on the Australian Professional Standards For Teachers
Canberra Girls' Grammar School	Understanding Overparenting - A Workshop in Positive Communication
Canberra Girls' Grammar School	Inquiry in the Middle Years
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 High	Teaching writing in any faculty
Canberra Mathematical Association	miniMaths - Maths In Nature Inquiries in the Early Years - Developing a Plan
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
Cool Australia	Teach Nature Play
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 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	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
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 Course
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2022
Design and Technology Teachers Association ACT	TECHnow 2022 Technology Teachers Conference
Drum Effect	African Drumming Course 2022
Duffy Primary	Mathematics by Inquiry
Early Childhood Australia Inc	eSafety Early Years Program
Early Childhood Australia Inc	2021 Early Childhood Australia National Conference Young Citizens
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	Understanding sleep and safe sleep practices in early childhood (3-part series)
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
Education Cross Sector ACT	Transforming Thinking for Inclusion (Students with Disability)
Education Cross Sector ACT	Everyone Everyday teaching program
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	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
Emmaus Christian School Canberra Limited	Building on Numeracy
English for Work	Grammar Basics Workshop
EQ Connect	EQ Educator 1 - 6 Seconds Accreditation
Erindale College	Designing Learning Using SOLO Taxonomy
Erindale College	Visible Learning - How Students Learn
Evatt Primary	Cultural Understanding On Country
Fadden Primary	Early Years Literacy Reading
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 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
Gordon Primary	Aligning Beliefs and Practices
Growth Coaching International Pty Ltd	Advanced Coaching: Solutions Focus Master Class-online
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, ACT Government	Kids at Play Active Play Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Workshop
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	Get that Good Life! Conference
Imagine More Ltd	Universal Design For Learning - focussing on Numeracy & Mathematics
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	Cat 1 PYP: Leading the Learning
International Baccalaureate - Asia Pacific	Cat 1 PYP: Head of School

International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen - Implementing Agency
International Baccalaureate - Asia Pacific	Category 2 PYP: Evidencing Learning
International Baccalaureate - Asia Pacific	Category 2 PYP: Concept-driven learners
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)
Kairos Consultancy & Training	Teaching and Learning Cycle.
KMEIA ACT Inc	Music in the Preschool Classroom: Songs, Rhymes and Action
KMEIA ACT Inc	Kodaly Australia Conference
Lanyon High	Building Cultural Capability
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
Monash Primary	Teaching techniques to wire the student brain for reading and writing
Montessori Australia Group	Montessori Quality: Authentic Practice
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	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
Muse Consulting	BBB Neuromusic Module 1
Muse Consulting	BBB Neuromusic Module 2
Muse Consulting	BBB Starter Course
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 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 Gallery of Australia	Art Ways of Learning: Indigenous Art and Culture
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
Numeracy Plus	The Role of School Middle Leaders
O'Connor Cooperative School	Literacy Workshop Model
Office of the eSafety Commissioner	Digital rights and responsibilities of students and educators
Palmerston District Primary	Effective Spelling At Palmerston District primary School with Christine Topfer
Parliamentary Education Office	Teaching civics and citizenship: Constitution masterclass
Powerful Partnerships	Better Teaching Better Learning
Powerful Partnerships	Effective Pedagogy Workshop
Powerful Partnerships	Leadership - Keeping it Simple
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
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
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
Skoolbo Australia Pty Ltd	Teacher Workshop Series - Reluctant to Engaged Writers
Skoolbo Australia Pty Ltd	Teacher Workshop Series - Wellbeing and Positive Relationships
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. Helping teachers to understand and support executive function

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	Designing Learning Using Solo Taxonomy
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 Francis Xavier College	Positive Education (Pos.Ed) and wellbeing at SFX
St Mary MacKillop College	Early Career Teacher Mentoring Program
Teacher Quality Institute	TQI PL Variation Plan Adjustment (A)
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
The Australian School of Contemporary Chinese (ASCC)	New Approaches to Chinese Language Education During and Post COVID-19
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 Shepherd Centre	Building Resilience in Students with Hearing Loss
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	Progress in Perseverance
Turner School	Mathematically Minded: How do we build thinkers and learners
UC Faculty of Education	Affiliated Schools Annual Conference, 2021
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.
University of Canberra – Faculty of Arts and Design	Story Ground

University of Canberra – Faculty of Arts and Design	Story Ground
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
Wellbeing EDvantage	Life Space Crisis Intervention
Wellbeing For Kids	Peaceful Kids training
Xcursion	International School Tour Risk Management Training Course

Attachment 2

Assessment standards required to be met by teachers.

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

New applicants are required to meet the following assessment standards:

Assessment Standards	
Full Registration **Full registration is only available to experienced applicants who meet the criteria specified below.**	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous five-year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the *Proficient* level of the *Australian Professional Standards for Teachers*. If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate attesting to the professional practice of the applicant at the Proficient level.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.
Provisional Registration **Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.**	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.

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

Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills, or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who do not hold a qualification undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

ACT Teacher Quality Institute Regulation 2010 Part 2A

Assessment standards required to be met by teachers.

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

Certification – Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below	
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	Australian or New Zealand citizenship or Australian permanent residency visa. Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead. Full registration with the ACT Teacher Quality Institute
Current Certification standards - required to be met by teachers who elect to apply	
The collection of evidence required for assessment	Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total). Lesson observation reports. Teacher reflection on the direct evidence as a written statement addressing the Standards. A written description of a Lead initiative for Lead applications. Referee statements.
The direct observation of classroom practice	Classroom observation. Discussion with the principal and other colleagues. Professional discussion with the applicant.