

# ACT TEACHER QUALITY INSTITUTE ANNUAL REPORT 2016-17

## A. TRANSMITTAL CERTIFICATE



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

Dear Minister

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

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

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2016 to 30 June 2017 has been included.

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

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

  
Dr William Maiden PSM OAM  
Board Chair  
ACT Teacher Quality Institute  
8 September 2017

  
Ms Anne Ellis  
Chief Executive Officer  
ACT Teacher Quality Institute  
8 September 2017

## COMPLIANCE STATEMENT

The ACT Teacher Quality Institute (TQI) Annual Report must comply with the 2017 Annual Report Directions (the Directions). The Directions are found at the ACT Legislation Register: [www.legislation.act.gov.au](http://www.legislation.act.gov.au).

The Compliance Statement indicates the subsections, under the five Parts of the Directions, that are applicable to the ACT Teacher Quality Institute 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 records keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 of the Directions.

In compliance with Section 13 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 Directorate and Public Sector Body Annual Report Requirements**

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

- > A. Transmittal Certificate, see page 236;
- > B. Organisational Overview and Performance, inclusive of all subsections, see pages 228 – 247; and
- > C. Financial Management Reporting, inclusive of all subsections, see pages 247 – 248.

### **Part 3 Reporting by Exception**

TQI has no information to report by exception under Part 3 of the Directions for the 2016-17 reporting period.

### **Part 4 Directorate and Public Sector Body Specific Annual Report Requirements**

The following subsections of Part 4 of the 2017 Directions are applicable TQI and can be found within the Annual Report

- > I. Ministerial and Director-General Directions, see page 252.

### **Part 5 Whole of Government Annual Reporting**

All 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:

- > N. Community Engagement and Support, see the annual report of Chief Minister, Treasury and Economic Development Directorate;
- > O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- > P. Public Sector Standards and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- > Q. 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:

[http://www.cmd.act.gov.au/open\\_government/report/annual\\_reports](http://www.cmd.act.gov.au/open_government/report/annual_reports)

## B. ORGANISATION OVERVIEW AND PERFORMANCE

### B.1 ORGANISATIONAL OVERVIEW

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and 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

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

#### Our purpose

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

#### Our Values

- > Respect
- > Integrity
- > Collaboration
- > Excellence
- > Innovation
- > Learning

### ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

#### Our Role

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development 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

TQI functions 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;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;

- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and practising teachers.

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; and
- > quality assurance with respect to professional learning programs for ACT teachers.

TQI also:

- > provides advice and training to ACT teachers in relation to all aspects of the *Australian Professional Standards for Teachers*;
- > facilitates collaborative teaching practice across the ACT teaching profession; and
- > promotes the continuing development and professionalism of ACT teachers.



*New assessors in face-to-face component of Certification Assessor Training Program*

## **ORGANISATIONAL STRUCTURE, OPERATING ENVIRONMENT AND PLANNING FRAMEWORK**

### **Our structure**

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 1.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff (numbering 10.8 FTE as at 30 June 2017).

## Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA).

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

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the 2017 Annual Report Directions issued under section 9 of that Act.

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

## Planning Framework

In 2015, the TQI Board approved a new strategic planning document: *TQI Strategic Direction 2015-19*. Under this new direction, TQI will focus its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period are discussed in B2 below.

## TQI GOVERNING BOARD

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board.

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

The Board met on four occasions during the reporting period:

- > 6 September 2016;
- > 6 December 2016;
- > 21 March 2017; and
- > 20 June 2017.

The Minister made two appointments to the Board during the reporting period as follows:

- > Ms Moira Najdecki resigned as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office (section 15(2)(e)), and was replaced by Mr Timothy Elliott who was appointed on 17 March 2017; and

- > Ms Diane Joseph resigned as the member nominated by the Education Directorate Director-General (section 15(2)(c), and was replaced by Ms Meredith Whitten on 7 September 2016.

The above appointments are for a period of three years.

**TABLE 1: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2016-17**

Member	Qualifications	Role	Number of meetings attended
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL ACT	Chair	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd(Research), BEd, DipTeach, TPTC, FACE, FACEL	Australian Catholic University, ACT Campus	3
Ms Meredith Whitten	BA, Grad Dip Lib Studies, Grad Dip Off Admin, Grad Dip Gov and Com Law	Deputy Director-General, Business Services Division, Education Directorate	3
Ms Moira Najdecki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA, FACEL	Catholic Education Office	2
Mr Timothy Elliott	MEdLeadership, BEd, Dip(Teaching)	Catholic Education Office	1
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	1
Mrs Narelle Hargreaves OAM	BEd, FACE, FACEL	Community representative	4
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	4
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), MEd, FACEL	Teaching profession in non-government schools	2
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	3
Ms Julie Murkins	MIL (Masters, Instructional Leadership) BA, GradDipEd	Teaching profession in government schools	4

## Board Committees

The TQI Board has three committees which met a number of times during the reporting period. The Teacher Professional Registration Committee met twice, the Initial Teacher Education Committee met four times, and the Professional Learning and Development Committee met three times.

## Aboriginal and Torres Strait Islander reporting

In the 2016-17 period, TQI accredited 37 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 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*. In this reporting period, 1,043 teachers participated in one or more of these programs.



## B.2 PERFORMANCE ANALYSIS

### Overview

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 comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates preparation for the profession for initial teachers, national professional standards, high quality professional learning, and formal accreditation and registration requirements. The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

Under the regulatory framework, there are important obligations imposed on all employers of teachers in ACT schools to help support the integrity of that framework and to help maintain community confidence in all ACT teachers. Over the reporting period, employers in all school sectors took action on these reporting obligations under the legislation. TQI cancelled the registration of one teacher.

The 2016-17 reporting year is the second year of the Institute's *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

#### **1. Sustaining a comprehensive registration framework and embedding the *Australian Professional Standards for Teachers***

Key elements of the registration framework established by the TQI Act and subordinate legislation are:

- > Only teachers approved under the TQI Act can work in ACT schools;
- > All teachers must comply with the *TQI Code of Professional Practice and Conduct*;
- > All teachers must have a current *Working with Vulnerable People* (WwVP) registration;
- > In order to renew their registration annually, teachers must report on 20 hours of professional learning completed by them in the previous 12 months (this issue is discussed in detail in sub-section 3 below); and
- > In order to renew their Full registration annually, teachers must complete 20 days of professional practice in the year preceding that renewal (this new requirement is discussed below).

TQI employs a wide range of communication channels to ensure that all ACT teachers, and all employers of teachers in the ACT, are aware of their obligations and responsibilities under the regulatory framework. For example, in the reporting period:

- > TQI communicated extensively with teachers and employers, to help them understand the relationship between their *Working with Vulnerable People* and professional teacher registrations;
- > TQI conducted 32 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the progression to Full registration process. More than 391 teachers attended; and
- > TQI developed new communications and partnerships with the Australian Catholic University and the University of Canberra around the professional responsibilities of pre-service teachers.

During the 2017 registration renewal period all teachers with Full registration were notified about the new 'recency of practice' requirement - the final phase of the ACT implementation of the nationally consistent teacher registration agreement. This requirement is outlined in s.32 of the TQI Act. Teachers were advised that they will now need to complete 20 days of professional practice in the year preceding their registration renewal. ACT teachers who cannot meet the annual requirement in a given year will have the flexibility to complete 100 days over a five year period.

There is a close relationship between the new Reportable Conduct Scheme (RCS) as it relates to teachers and the *TQI Code of Professional Practice and Conduct* and the *Working with Vulnerable People* registration process. The RCS is an employment based child protection measure, designed to ensure that allegations of abuse and certain criminal convictions are identified, reported and acted on appropriately. Consequently, TQI was actively involved in the cross-government work towards the introduction of the RCS in the ACT. The Scheme commences 1 July 2017.

The *Australian Professional Standards for Teachers* are embedded in the TQI regulatory framework in a number of different ways.

For example, to gain Provisional registration, new entrants to the teaching profession in the ACT must be able to demonstrate competency against the *Graduate* level of the Standards, and to gain Full registration applicants must be able to demonstrate competency against the *Proficient* level of the Standards.

TQI also has developed processes to enable teachers in the ACT to seek accreditation against the higher levels of the Standards. This voluntary process benchmarks applicants against the 'Highly Accomplished' and 'Lead' career stages of the Standards.

In partnership with the Australian Institute for Teaching and School Leadership (AITSL), TQI continues to train experienced ACT school leaders from across the three sectors in the Assessor Training Program for certification against the *Australian Professional Standards for Teachers*. As at 30 June 2017, a pool of 19 trained certification assessors has been established in the ACT. This number should ensure that all teachers seeking certification against the higher levels of the Standards in the next few years will be able to be considered in a timely and efficient manner.

The second Highly Accomplished and Lead Teacher (HALT) Summit was held in March 2017, and a contingent of 31 ACT educators attended. The Summit provided an opportunity for attendees to engage with educators from across Australia and hear from keynote speakers including the Federal Minister of Education, Senator Simon Birmingham, Professor John Hattie, Board Chair AITSL, John Pascoe, Growth Coaching International and Professor Carol Dweck, Stanford University.



ACT representatives at the HALT Summit 2017 pictured with Professor John Hattie (back row, 3rd from right), AITSL Board Chair, and Ms Lisa Rodgers (2nd row from back, right), AITSL CEO.



## 2. Implementing comprehensive reforms of initial teacher education

Reform of initial teacher education (ITE) programs, through implementation of the Teacher Education Ministerial Advisory Group's (TEMAG) recommendations, was a national priority for Education Ministers during 2016-17. High quality preparation of future teachers is key to improving education for all Australian school students.

In the ACT, the TQI has legislative responsibilities for accrediting ITE programs (see s.11(1)(g) and s.76(a) of the Act). All initial teacher education programs offered in 2017 by ACT universities were accredited using the national ITE program standards and procedures. These programs will transition to the revised ITE program accreditation standards during 2017.

The revised national accreditation standards and procedures require providers of ITE programs to:

- > demonstrate greater transparency in the selection of students through publication of the selection criteria and student cohort data;
- > develop formal written partnership agreements to support every professional experience placement;
- > ensure that every initial teacher education graduate has successfully completed the National Literacy and Numeracy Test;
- > develop and implement a plan for demonstrating program outcomes, including program impact;
- > provide clearly defined pathways that lead to a primary subject/curriculum specialisation for every primary initial teacher education graduate;
- > ensure that every initial teacher education graduate has demonstrated readiness to teach through successful completion of a final year teaching performance assessment; and
- > report annually to accreditation authorities on a broad range of data required for monitoring the success of initial teacher education programs and for the National Data Strategy.

Both ACT based universities offering ITE programs, the University of Canberra and the Australian Catholic University, have been engaged in the development and trialling of teaching performance assessments to be implemented from 2018.

TQI continued to work in partnership with AITSL and teacher regulatory bodies to ensure a high level of consistency in the judgement of panels assessing ITE programs for accreditation. The ACT has fourteen trained ITE accreditation panel members, including three trained panel chairs, who are eligible to sit on local and interstate accreditation panels. These panel members have participated in panels assessing ITE programs offered by universities in Victoria, Queensland and New South Wales.

From 2017, all graduates from ITE programs delivered in the ACT are required to have successfully completed the Australian Literacy and Numeracy Test for Initial Teacher Education Students. This test is designed to ensure new teachers are well equipped to meet the demands of teaching and to assist the general public to have increased confidence in the skills of graduating teachers.

TQI has continued to lead collaborative work with local ITE providers, ACT schools and teacher employers in the provision of high quality professional experience for ITE students. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach.

TQI also consulted with ACT education stakeholders including employers, teachers, universities providing initial teacher education programs and teacher unions to finalise a 'professional experience framework' for pre-service teachers in ACT schools for implementation from the beginning of 2017. The 'professional experience framework', incorporating school/university partnerships and a final year teaching performance assessment, is critically important to ensuring that newly qualified teachers are ready to teach.

## 3. Promoting increased engagement by all ACT teachers in high quality professional learning and reflection

ACT teachers recorded more than 258,150 hours of professional learning (PL) in the year preceding their 2017 registration. An average of 31.4 hours of professional learning activities per teacher was recorded and reflected on. These figures testify to the dedication of the ACT teaching profession as the majority of teachers continue to undertake PL in excess of the minimum 20 hours annually required for renewal of registration.

Of the 7,320 teachers renewing registration for 2017, 97% (7121) fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 3% (199) arranged professional learning variation plans with TQI to meet their obligations.

The TQI online recording system explicitly links the *Australian Professional Standards for Teachers* to individual teacher, sector and school learning goals. This function helps individual teachers to identify PL activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals.

The TQI Professional Learning and Development Committee planned future refinements to the TQI professional learning framework to ensure that it continues to meet the needs of ACT teachers. TQI identified through an environmental scan of PL activities that teachers continue to value the importance of working collaboratively in professional learning communities within schools, sectors, and cross-sectorally. Teachers have actively engaged in networking opportunities and fostered further professional relationships across the Territory. An example of these strong partnerships is the *Everyone Everyday toolkit for inclusion program* that is now delivered by trained facilitators from Public, Catholic and Independent sectors.

Teacher reflection on practice has been identified as the next area for review to ensure that it continues to support the continued professional growth of the ACT teaching profession.

The TQI business system provides real time data to Principals and teachers to facilitate the management of professional learning at a school and allow individual teachers to monitor their progress and continue their reflections.

There were 506 TQI accredited professional learning programs available during the reporting period. Of these programs, 43 had been accredited for a second year. Program providers have access to real-time evaluation data which allows them to improve the quality and relevance of their programs.

Details of programs accredited 1 July 2016 to 30 June 2017 are listed in Attachment 1 to this report.

#### **4. Collecting strategic data for research efforts aiming to enhance teacher quality and student learning**

TQI has adopted a 'digital first' strategy since its inception in 2011. All interactions between TQI and ACT teachers within the TQI professional regulatory framework take place in a real time online environment. TQI is the only agency that can collect and analyse data for the whole ACT teaching profession and associated stakeholders, with a view to supporting the whole of career journey of ACT teachers. It acts as a data collection point for all sectors, which supports consistency of data collection, analysis and dissemination of key teacher workforce and regulatory compliance data to TQI stakeholders including teachers, schools and employers.

TQI is participating in the National Data Strategy, a multi stakeholder project coordinated by AITSL. The purpose of the project is to develop a national strategy for initial teacher education and teacher workforce data. AITSL is referencing TQI's data structure and collection model to specify the national minimum dataset for teacher regulatory bodies.

## **Outlook**

TQI sees embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers as one of its key ongoing objectives. A major focus of TQI efforts will be on continuing to increase the numbers of ACT school leaders trained to assess teachers for certification at the higher levels of the Standards (i.e. the 'Highly Accomplished' and 'Lead' teacher levels). The goal is that each year, for the next three years, an additional 25 ACT school leaders will be trained. The additional assessors will not only provide a sustainable cohort for the assessment of certification applicants, but build capacity within ACT schools for standards-based development of teachers.

TQI will continue to communicate with all ACT teachers to ensure that they understand their minimum professional learning and practice obligations so that they can maintain their registration, and to reinforce the strong links between professional learning and the standing of the teaching profession within the ACT community.

TQI launched a public Facebook page in May 2017. The page has reached over 10,000 people and every week attracts more followers and 'likes'. In the year ahead, TQI will make increased use of this page, and other social media platforms.

The enhancements to TQI's online business system (funded in the 2015-16 ACT Budget) will deliver an even more user-friendly interface between TQI and the ACT teaching workforce. Work on the enhancements will be finished in the 2019 school year.

The enhanced business system should also allow TQI to collect and undertake more complex analyses of the ACT teaching workforce. This will be of assistance to all ACT teacher employers and principals, school leaders and members of the teaching profession.

TQI will also continue to place high priority on facilitating cross-sectoral collaborative practices across the teaching profession as a whole in the ACT. It will continue to build on past initiatives in this area such as the Beginning Teacher, Teacher Mentoring, and Casual Teacher Networks. These networks bring together teachers from all schools and sectors and provide targeted advice, ideas, and networking opportunities. In addition, TQI will continue to pursue targeted strategies aimed at improving the quality of newly qualified entrants to the teaching workforce.

All these initiatives are intended to deliver a more highly skilled and professional teaching workforce within the ACT.

Over time, this stronger workforce will be in a position to ensure improved student outcomes across all ACT school sectors.

In the coming year, TQI will explore cost effective ways to measure the progress achieved against the goals of its *Strategic Direction 2015-2019* to ensure that our efforts in the final years of that plan can be focussed on achieving maximum outcomes.

## **B.4 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 Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *Operations/Service level risks* are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

## **B.5 INTERNAL AUDIT**

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

## **B.6 FRAUD PREVENTION**

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

## **B.7 WORKPLACE HEALTH AND SAFETY**

In the 2016-17 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

## **B.8 HUMAN RESOURCES MANAGEMENT**

### **Staffing Profile**

TQI has a small staff comprising the Chief Executive Officer and 10.8 FTEs. The staff gender ratio is 67% female, 33% male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

## Professional Development

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification, national standards, new Whole-of-Government initiatives, effective communications and leadership training.

# C. FINANCIAL MANAGEMENT REPORT

## C.1 FINANCIAL MANAGEMENT ANALYSIS

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

## C.2 FINANCIAL STATEMENTS

The summary report below shows the details of income and expenses for TQI for the financial year 2016-17 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2017 \$'000
<b>INCOME</b>		
<b>Revenue</b>		
Government Payment for Output	1	1,234
Interest		16
Other Revenue	2	864
Grants		-
<b>Total Revenue</b>		<b>2,114</b>
<b>EXPENSES</b>		
Employee Expenses		1,373
Superannuation Expenses		209
Supplies and Services	3	463
Depreciation		334
<b>Total Expenses</b>		<b>2,379</b>
<b>Operating (Deficit)/Surplus</b>		<b>(265)</b>
<b>Cash at bank at the end of 2016-17</b>		<b>508</b>

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and passed on to TQI.
2. Other Revenue consists of own source revenue from registration fees. This revenue is seasonal and is mainly collected between January and March when registrations are renewed. In the 2015-16 ACT Budget, the registration fee was increased by \$5 per year for 2017, 2018 and 2019. The fee increases apply to all registration and permit-to-teach initial and renewal applications.
3. Supplies and Services consists of:

	<b>Actual 2017 \$'000</b>
Property Maintenance	62
Materials and Services	197
Database Development	0
Travel and Transport	29
Administrative	75
Financial	3
Operating Lease	97
<b>Total</b>	<b>463</b>

At the end of the reporting period, TQI held a cash reserve of \$43,943 to cover future leave liabilities.

### C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2016-17 financial year.

### C.4 ASSET MAINTENANCE

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.

### C.5 GOVERNMENT CONTRACTING

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

During the reporting period, TQI entered into one notifiable contract with an estimated total value of \$25,000 or more:

<b>Contract Title</b>	<b>ACT Certification Review</b>
Procurement Methodology	Single Select
Procurement Type	Consultancy
Exemption from Quotation and Tender Threshold requirements	No
Contractor Name	Dragonfly Consulting and Coaching
Contract Amount	\$67,000
Execution Date	16 January 2017
Expiry Date	16 January 2018
Small to Medium Enterprise (SME)	Yes



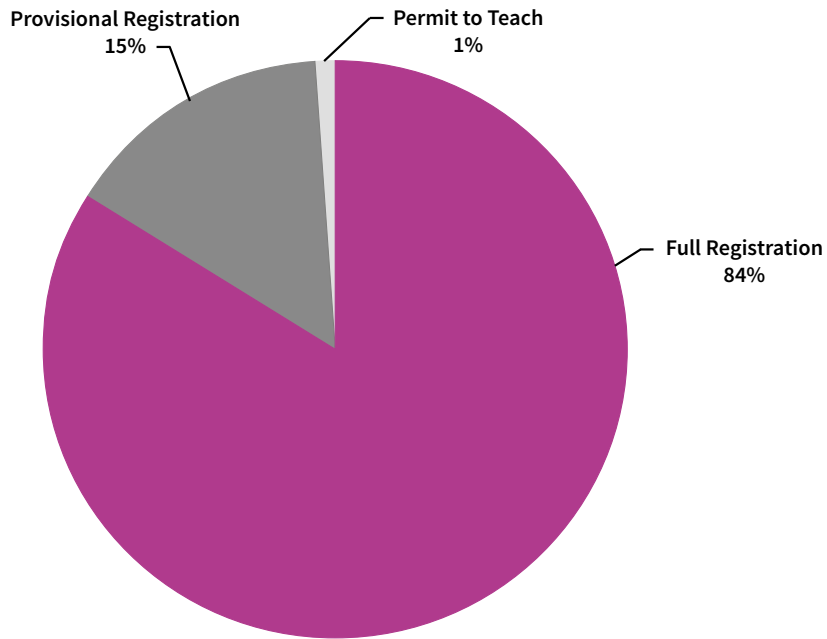
## E.2 ACT TEACHER WORKFORCE ANALYSIS

### ACT Teacher Workforce Analysis

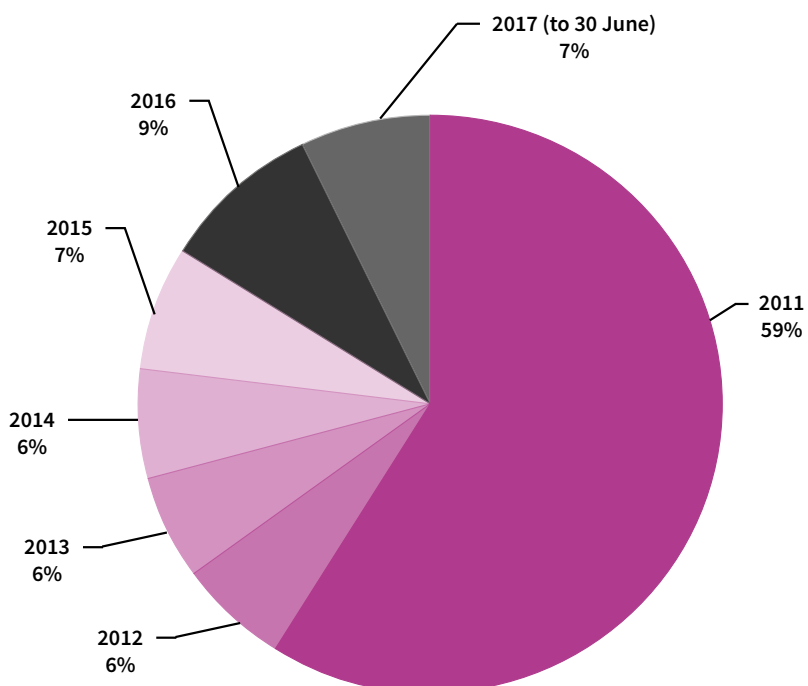
This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section E.2 of the *Chief Minister's Annual Report Directions*.

There were 7,750 approved teachers as at 30 June 2016. 768 teachers were newly approved during the reporting period.

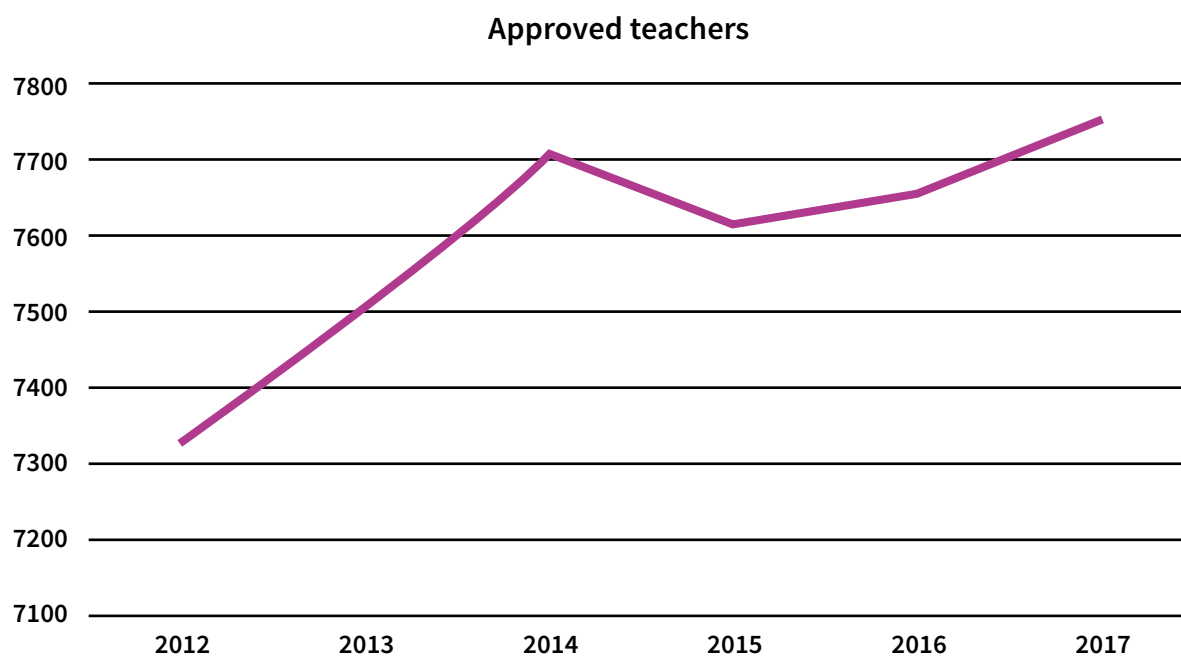
#### APPROVED TEACHERS BY APPROVAL TYPE



#### APPROVED TEACHERS BY YEAR FIRST APPROVED



## NUMBER OF APPROVED TEACHERS AS AT 30 JUNE BY YEAR

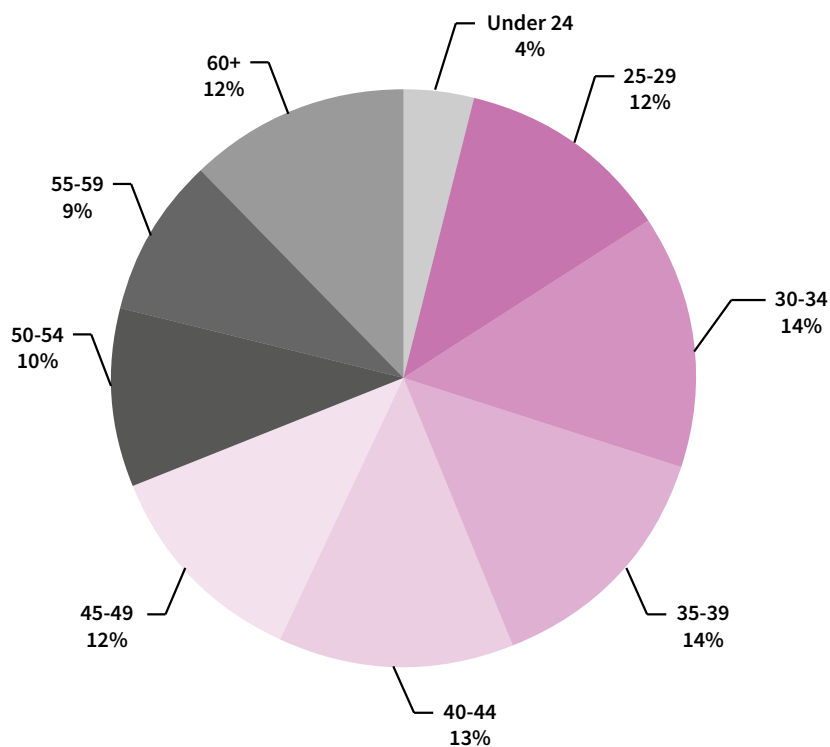


## APPROVED TEACHERS BY EMPLOYER AND GENDER

Sector	Number of teachers	% of approved teachers	% female	% male
Catholic Education	1,322	17%	80%	20%
Education Directorate	4,683	60%	77%	23%
Independent Schools	1,507	19%	68%	32%
Not currently teaching in an ACT school	281	4%	77%	23%

1. Figures exclude approved teachers whose employment status is not recorded with TQI.
2. A teacher may have more than one employer.
3. Teachers working in the Central Office of an employer are included in the sector numbers.

## APPROVED TEACHERS BY AGE



## APPROVED TEACHERS QUALIFICATIONS

	Bachelor Degree	Graduate Diploma/ Certificate – All	Graduate Diploma/ Certificate – Non Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7,274	2,542	1,145	1,377	116
Percentage of approved teachers reporting	94%	33%	15%	18%	2%

1. A teacher may have multiple qualifications.
2. Figures displayed only for levels 7-10 of the *Australian Qualifications Framework*.
3. Qualifications for approved teachers who were registered under Transitional arrangements in 2011 are self-reported.

## I. MINISTERIAL DIRECTIONS

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

## P. 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.

### **For more information contact:**

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

#### **Secretariat:**

**ACT Teacher Quality Institute**

**Ms Anne Ellis**

**Chief Executive Officer**

**ACT Teacher Quality Institute**

**Dr William Maiden**

**Board Chair**

**ACT Teacher Quality Institute**

**PO Box 263**

**JAMISON CENTRE ACT 2614**

**Telephone: 02 6205 8867**

# ATTACHMENT 1

## 2016-17 ACCREDITED PROFESSIONAL LEARNING PROGRAMS

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the education programs available for the professional learning and development of teachers.)

### NON-SCHOOL BASED PROFESSIONAL LEARNING

Program name	Provider
Autism Awareness and Strategies for the Educational Environment	TTA
Neuroscience, Mindfulness and Peace (NMP)	Anna Comerford
2017 ALEA Unconference - Literacy Speed Dating!	ALEA
2017 EdTechTeam Summit featuring Google for Education	EdTechTeam Pty Ltd
2017 Sharing the Secrets of Success Conference	ACT Association for the Teaching of English (ACTATE)
30th ACHPER International Conference	Australian Council of Health Physical Education and Recreation (ACHPER)
AAMT Conference 2017: Capital Maths - Day 1	Mathematics Association of NSW Inc
AAMT Conference 2017: Capital Maths - Day 2	Mathematics Association of NSW Inc
AAMT Conference 2017: Capital Maths - Day 3	Mathematics Association of NSW Inc
Academic Writing for Secondary School Students	Pauline Griffiths and Associates
ACTivate 2016	Peak Phys Ed
ACTMEN Conference 2017 "PLAY, CREATE, INSPIRE"	ACT Music Educators Network Inc
AFL PD	AFL NSWACT
African Drumming Course	Drum Effect
AISACT 2016 Colloquium: Innovation and Collaboration	Association of Independent Schools of the ACT
AISACT 2017 Colloquium: Leading Improved Student Engagement	Association of Independent Schools of the ACT
ALEA ACT Leadership Unconference	ALEA
An Introduction to Hearing Loss	The Shepherd Centre
An Introduction to Orff Schulwerk and the Brown Books by Sir Richard Gill	Orff Schulwerk Association of NSW Inc.
An introduction to the Atlas of Living Australia	Commonwealth Scientific and Industrial Research Organisation (CSIRO)
Analyse the Impact of Everyday Objects	Cool Australia
Analyse the Impact of Everyday Objects 2017	Cool Australia
Animated Gif Production in Photoshop CC	School of Art Australian National University
Anxiety & Depression	i talk mental health
Anxiety in Children and Trauma	Communities@Work
Applying the Socratic Method: Teaching Critical Thinking in a classroom	JP International College
Approaches to Acting	Acting For the Fun of It
Archimedes and the Law of the Lever (2017)	UNSW School of Mathematics and Statistics
ARSC2016	Australasian College of Road Safety (ACRS)



<b>Program name</b>	<b>Provider</b>
Art Basics - Composition and Design	Canberra Potters Society
Art Basics - design and compstion	Canberra Potters Society
Arts Up Front Conference 2017	Instrumental Music Program
Assessment in the Music Classroom	Orff Schulwerk Association of NSW Inc.
Assessment that Leads to Learning in K-6	The Association of Independent School of NSW
Assessment via Exhibition Online	Big Picture Education
Back On Track: How do we measure and address rates of progress in children with hearing loss	The Shepherd Centre
batyr@school Teacher PD	Batyr Australia Limited
Behaviour Management for Beginning Teachers ACT	The Dynamic Learning Group
Book Week 2017	Zart
Bouncing with the Babies: Setting our babies with hearing loss on paths for optimal success	The Shepherd Centre
Bright but struggling an Introduction	Australian Gifted Support Centre
Building collaborative communities of philosophical inquiry in schools	Australian Catholic University Limited
Category 1 MYP: Implementing the MYP Curriculum - Heads of school and MYP Coordinators	International Baccalaureate - Asia Pacific
Category 1 MYP: Implementing the MYP Curriculum: subject specific workshops)	International Baccalaureate - Asia Pacific
Category 1 MYP: Introductory in-school workshop - Launching the MYP	International Baccalaureate - Asia Pacific
Category 1 PYP: An introduction to the PYP curriculum model	International Baccalaureate - Asia Pacific
Category 1 PYP: Introduction to the IB Programme Standards for Administrators	International Baccalaureate - Asia Pacific
Category 2 Diploma Programme: Subject workshops	International Baccalaureate - Asia Pacific
Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum	International Baccalaureate - Asia Pacific
Category 2 PYP: Assessment	International Baccalaureate - Asia Pacific
Category 2 PYP: Pedagogical Leadership	International Baccalaureate - Asia Pacific
Category 2 PYP: The Exhibition	International Baccalaureate - Asia Pacific
Category 2 PYP: Teaching and Learning	International Baccalaureate - Asia Pacific
Category 3 Diploma Programme: Approaches to Teaching and Learning in the DP	International Baccalaureate - Asia Pacific
Category 3 MYP: Approaches to Learning	International Baccalaureate - Asia Pacific
Category 3 MYP: Creating Authentic Units	International Baccalaureate - Asia Pacific
Category 3 MYP: Projects	International Baccalaureate - Asia Pacific
Category 3 PYP: Encouraging children's creative instincts in the classroom	International Baccalaureate - Asia Pacific
Category 3 PYP: Inquiry	International Baccalaureate - Asia Pacific
Category 3 PYP: Reading and Writing through Inquiry	International Baccalaureate - Asia Pacific
Category 3 PYP: The Role of the Coordinator	International Baccalaureate - Asia Pacific
Category 3 PYP: Concept-based learning	International Baccalaureate - Asia Pacific

<b>Program name</b>	<b>Provider</b>
CEN Conference NSW 2017	National Institute for Christian Education
Chinese teaching - student interest, outcome, and design	The Australian School of Contemporary Chinese (ASCC)
Choice, Music and the Curriculum	ANU Music Program
Choral Workshop with Stephen Leek	KMEIA ACT Inc
Clap Clap Clap Your Hands	Orff Schulwerk Association of NSW Inc.
Class Room Safety and Self Care for Teachers and Students	Gamarada Universal Indigenous Resources
Climbing the Listening and Spoken Language Ladder	The Shepherd Centre
Conditional Probability	UNSW School of Mathematics and Statistics
Confident Kids_ Enhancing social skills in children with HL, from infancy including school age	The Shepherd Centre
Confident Public Speaking	4D Learning
CONSEAACT 2017	Science Educators Association for ACT (SEA ACT)
Contemporary Perspectives on Learning and Instruction in Spelling	Primary English Teaching Association Australia
Cooperative learning workshop	Alliance Française de Canberra
Creative approaches to assessment in Languages	The Association of Independent School of NSW
Creative approaches to Assessment in Languages in the ACT	The Association of Independent School of NSW
Cross Sectoral NCCD Analysis for Primary/Secondary Schools	Association of Independent Schools of the ACT
Curves from Apollonius to Bezier (2017)	UNSW School of Mathematics and Statistics
Curves from Apollonius to Bezier (2)	UNSW School of Mathematics and Statistics
Dance Ready with Move - Primary	Ausdance ACT
Dance Ready with Move Up - High School & College	Ausdance ACT
Data Informed Classroom Practice	The Association of Independent School of NSW
Data-driven teaching and personalised learning in spelling	Tessa Daffern
Day 1 - Understanding Gifted Learners: Planning The Way Forward	Gateways Education
Delivering Pleasurable Food Education	Stephanie Alexander Kitchen Garden Foundation
Delivering Sustainability Education through the Curriculum	ACT Environment and Planning Directorate
Designing a Digital Citizenship Program for your School	Syba Signs
Developing differentiated curriculum using conceptual frameworks	Gateways Education
Devising Theatre	Acting For the Fun of It
Differentiated Classroom Practice K - 10	The Association of Independent School of NSW
Differentiation Without Tears	Australian Association of Special Education (ACT Chapter)
Digital Technologies Workshop - Australian Computing Academy	Information Technology Educators ACT
Diploma Programme Category 3: Subject Specific Seminars	International Baccalaureate - Asia Pacific
Discovery Creative Writing Online Course	Into English Pty Ltd
Doctor Stovepipe Live Performance Plus Professional Development	Musica Viva Australia
Duffy Primary PD Day	EdTechTeam Pty Ltd
Educating for Sustainability in your School Grounds	ACT Environment and Planning Directorate
Effective Use of Interactive Whiteboards	Class Cover Pty Ltd
Embedding Archaeological Thinking	The Association of Independent School of NSW
Emotional Intelligence for Teachers	4D Learning

<b>Program name</b>	<b>Provider</b>
Emotional Regulation for Oppositional, Aggressive & Anxious Student	Behaviour Zen Pty Ltd
Engaging with the concepts of English	ACT Association for the Teaching of English (ACTATE)
Enhancing Chinese Teaching and Learning with Technology	The Australian School of Contemporary Chinese (ASCC)
Every Chance to Dance	Kulture Break
Explicit Teaching of Language: Deepening Intellectual and Aesthetic Engagement with Stories.	ACT Association for the Teaching of English (ACTATE)
Familiarisation Stage 6 English syllabus	The Association of Independent School of NSW
Farrer Primary PD days	EdTechTeam Pty Ltd
Film as Text	ACT Association for the Teaching of English (ACTATE)
Folk Songs and Games Across the Curriculum	ANU Music Program
Food&ME - Preschool	Nutrition Australia ACT Incorporated
Food&ME K-6	Nutrition Australia ACT Incorporated
Food&ME Kindergarten - Year 6 Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government
Foundations of Coaching	Growth Coaching International Pty Ltd
Foundations of digital printing in photography and the visual arts	School of Art Australian National University
Fun with Dramatising the Curriculum	ANU Music Program
Fun with Music and Art	ANU Music Program
Grammar Basics Workshop	English for Work
Habits of Highly Effective Teachers	The Highly Effective Teacher
Hands-On Problem Solving - Further Inspiration for Maths In Your Classroom - using Student Questions	Canberra Mathematical Association
Hands-On Problem Solving - Inspiration for Maths in Your Classroom	Canberra Mathematical Association
Having Difficult Conversations with Adults	4D Learning
High Impact Teaching Strategies for Primary Educators	Pearson Australia
High Performing Teacher - 360 Feedback	EduInfluencers
High Performing Teams - Flourish	EduInfluencers
Identifying and Teaching Gifted Students	Australian Gifted Support Centre
Indigenous Knowledge Circle Training - How to Engage Australian Students in Indigenous Studies	Crackerjack Education
Ink to Paper: Becoming a conscientious writer	ALEA
Innovatively exploring digital printing in the visual arts	School of Art Australian National University
Inquiry Learning, Investigations, and Misconceptions	Science Time Education
InTEACT Conference 2016	Information Technology Educators ACT
InTEACT Workshops 2016	Information Technology Educators ACT
Introduction to consumer and financial literacy education for Teachers	Australian Securities and Investments Commission (ASIC)
Introduction to Educating Gifted and Talented Students.	Australian Gifted Support Centre
Introduction to Leadership Coaching	Growth Coaching International Pty Ltd
Is it behavior or is it communication?	Imagine More Ltd
It's Your Move: Safe Cycle for High Schools Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government

<b>Program name</b>	<b>Provider</b>
Joe Dale Workshop - Smashing Apps & Web Tools	Modern Language Teachers Association of the Australian Capital Territory Incorporated
Knowledge Circle - Indigenous People of Australia Module	Crackerjack Education
KNOWLEDGE CIRCLE – WEATHER SEASONS MODULE	Crackerjack Education
Learn the Piano in 3 Hours	ANU Music Program
Let's Locate! Harnessing spatial technology in the classroom and beyond	Esri Australia & SSSI (Surveying and Spatial Sciences Institute)
Let's Speak About Speech	The Shepherd Centre
Macquarie Literacy Program (MacqLit) Professional Learning Workshop	MultiLit Pty Ltd
'Make A Move' - Seminar 1	QL2 Dance
'Make A Move' - Seminar 2	QL2 Dance
Making it a Success with Sue Larkey	Education Events
Making the PYP happen	International Baccalaureate - Asia Pacific
Measuring Student Reading Progress for Schools Professional Learning Workshop	MultiLit Pty Ltd
Media Marketing and Teen Girls: Building Confidence and Resilience	Helen Roe Coaching
Media Marketing Literacy for Teachers of Teen Girls Online Program	Helen Roe Coaching
Mental Health and Wellbeing of Young People Seminar, 2017	Generation Next
Mentoring Pre-service Teachers	Australian Catholic University Limited
MEP Basic Principles and Practice	ANU Music Program
MEP Early Childhood Course	ANU Music Program
MEP Kidding for Kindergarten	ANU Music Program
MEP Kidding for pre-school	ANU Music Program
MEP Kidding for Year 1	ANU Music Program
MEP Kidding for Year 2	ANU Music Program
MEP Kidding for Year 3	ANU Music Program
MEP Kidding for Year 4	ANU Music Program
MEP Kidding for Year 5	ANU Music Program
MEP Kidding for Year 6	ANU Music Program
MEP Primary Course	ANU Music Program
Mindfulness in Schools Professional Learning Workshop	Australian National University
Mini COGE	School of Education UNSW
MiniLit Professional Learning Workshop	MultiLit Pty Ltd
MLTA ACT Inc. Mini-Conference 13 August 2016	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MoneySmart maths for primary teachers	Australian Securities and Investments Commission (ASIC)
MultiLit Reading Tutor Program Professional Learning Online Course	MultiLit Pty Ltd
MultiLit Reading Tutor Program Professional Learning Workshop.2	MultiLit Pty Ltd
Music and Movement	Musica Viva Australia
Music Matters: Exploring Creative Potential with Mixed Ability Students	Musica Viva Australia

Program name	Provider
Musica Viva presents: Teranga Live Performance Plus Professional Development	Musica Viva Australia
Musica Viva Teacher Forum: Storytelling Through Music	Musica Viva Australia
Neuroscience and Music Education Coaching Program	Muse Consulting
NOLAN PRINTMAKING WORKSHOP FOR TEACHERS - stamp and stencil	Canberra Museum and Gallery
NYSF's National Science Teachers Summer School	National Youth Science Forum
Office of the Children's eSafety Commissioner Teacher Essentials PD	Office of the Children's eSafety Commissioner
OnGuard Safe Operating Procedures Currency - Metal	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency - Wood	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency 2017 - Metal	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency Training 2017 - Timber	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 2 hrs Update for Existing Clients 2017	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 2 hrs Update for Existing Teachers	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 3 hrs for New Teachers	OnGuard Safety Training Pty Ltd
OnGuard Safety Training ... 3 hours training for new clients ... 2017	OnGuard Safety Training Pty Ltd
Online Introduction to Research Methods in Education	The Association of Independent School of NSW
Online Project-Based Learning Course	Big Picture Education
Online: Introduction to consumer and financial literacy education for Teachers	Australian Securities and Investments Commission (ASIC)
Orff Schulwerk Levels 1, 2 & 3 Orchestration	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1, 2 & 3 Technique and Improvisation.	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Movement	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Pedagogy	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Vocals	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Recorder	Orff Schulwerk Association of NSW Inc.
Out of the Box - Advanced Theatre-Making Techniques	Cultural Facilities Corporation
Parliament of Youth on Sustainability Teacher Information Sessions	SEE-Change
Passion for Percussion in the Primary Classroom	Musica Viva Australia
Peer Coaching - Positive Conversations about Teaching Practice	Growth Coaching International Pty Ltd
Personal Leadership Workshop	Association of Independent Schools of the ACT
Play Writing Workshop	Cultural Facilities Corporation
Playing Shakespeare	Acting For the Fun of It
Population Growth and the Logistic Curve (2017)	UNSW School of Mathematics and Statistics
Population Growth and the Logistic Curve (2)	UNSW School of Mathematics and Statistics
Positive Behaviour Management	Behaveability
Positive Behaviour Management. Thinking Habits. Teacher Self-Care	Behaveability
Positive Partnerships: Concurrent Program	Partnerships between Education and the Autism Community (Positive Partnerships)
Positive Partnerships: Concurrent Program	Partnerships between Education and the Autism Community (Positive Partnerships)



<b>Program name</b>	<b>Provider</b>
Positive Teaching for effective classroom behaviour management (primary schools)	MultiLit Pty Ltd
Powerful literacy learning with digital technology with Lisa Kervin	ALEA
Powerful Literacy Strategies to Strengthen Inquiry Learning	ALEA
PreLit Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Primes, Modular Arithmetic and RSA Encryption (2017)	UNSW School of Mathematics and Statistics
Programs for gifted learners: Understanding and Implementing Grouping and Acceleration Programs	Association of Independent Schools of the ACT
Questacon Pilot Primary STEM Program - Part Two	The Ian Potter Foundation Technology Learning Centre
Questacon's Pilot Primary STEM Program – Part One	The Ian Potter Foundation Technology Learning Centre
Quizzes in the Classroom - Engagement, Collaboration and Community in any classroom	Quizling Pty Ltd
Reflecting on Practice Through the Classroom Practice Continuum	Dragonfly Consulting & Coaching Pty Ltd
Responding to Challenging Behaviour	The Highly Effective Teacher
Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop	National Rugby League
Safe Cycle for years 5/6	Physical Activity Foundation
Safe Cycle Years 5&6 Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government
Simple Instruments - Hands on activities to enhance music-making	ANU Music Program
SoSAFE! User Training Program (2017 ACT)	Sexual Health and Family Planning ACT
Sounds-Write - Day 3 and 4	Sounds-Write Australia
Sounds-Write Linguistic Phonics Programme: Day 1 & 2	Sounds-Write Australia
Sounds-Write Linguistic Phonics Programme: Day 1 & 2 (2017)	Sounds-Write Australia
Spelling - a repertoire approach	ATESOL ACT
Spell-It Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Stage 6 History Familiarisation	The Association of Independent School of NSW
Starting STOP.MOTION.NOLAN FOR PRIMARY TEACHERS	Canberra Museum and Gallery
STEM Symposium 2016 and the digital technologies conference 2016	The Association of Independent School of NSW
Strengthening communities - Making the most of the NDIS - Day 1	Imagine More Ltd
Strengthening Communities - Making the most of the NDIS - Day 2	Imagine More Ltd
Stronger Smarter Leadership Program (SSLP) 2016	Stronger Smarter Institute
Sue Larkey Online Programme	Education Events
Supervising Preservice Teachers - Effective Partnerships	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Making Judgements	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Practice Analysis	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Unpacking the Graduate Standards	Australian Institute for Teaching and School Leadership (AITSL)
Sustainable Energy an unbiased Review of Options	TTA
Synthetic Phonics Fast and Fun	TTA

<b>Program name</b>	<b>Provider</b>
Teach Caring for Country Using Fire	Cool Australia
Teach Caring for Country Using Fire 2017	Cool Australia
Teach Indigenous Land Management Using Fire	Cool Australia
Teach Indigenous Land Management Using Fire 2017	Cool Australia
Teacher Wellbeing 1	i talk mental health
Teaching Primary Drama: Integrating Drama Across The Curriculum	Pip Buining
Teaching Primary Drama: Playbuilding	Pip Buining
Teaching Primary Drama: Process Drama & Creative Movement	Pip Buining
Teaching Primary Drama: The Elements & Improvisation	Pip Buining
Teaching Respect Ed	YWCA Canberra
Teaching students with Autism Spectrum Disorder	Behaviour Zen Pty Ltd
Teaching Writing Digitally	ACT Association for the Teaching of English (ACTATE)
TECHnow 2016 Technology Teachers Conference	Design and Technology Teachers Association ACT
The 2017 Mental Health in Schools Conference	Propsych
The 3 R's Risk, Resilience & Recovery	i talk mental health
The Accidental Counsellor Training (Face to Face)	Human Connections
The Accidental Counsellor Training (Online)	Human Connections
The Atlas of Living Australia - Part 1 - Introduction	Commonwealth Scientific and Industrial Research Organisation (CSIRO)
The Bible and Education	National Institute for Christian Education
The Classroom. The Teacher. Behaviour, Engagement. Learning Performance.	Clarendon Consultancies
The Flipped Maths Classroom	TTA
The Keys to Personal Effectiveness (Beyond Time Management!)	4D Learning
The Living Text - From Page To Stage	Acting For the Fun of It
The Role of Classroom Talk in building Curriculum Knowledge: implications for EAL students	ATESOL ACT
Theatre: Springboard for learning	Cultural Facilities Corporation
ToppED-UP!	Sydney Symphony Orchestra
ToppED-Up2017	Sydney Symphony Orchestra
Torrens Primary PD Day	EdTechTeam Pty Ltd
Toward a Positive Understanding of Autism Spectrum Disorder	Education Events
TunEd UP!	Sydney Symphony Orchestra
Twice Exceptional and Underachieving Gifted Students: Identifying and catering for their needs.	Association of Independent Schools of the ACT
Uncurling the Cochlea	The Shepherd Centre
Under performing Gifted students - causes and strategies.	Australian Gifted Support Centre
Understanding Autism Spectrum Disorder with Tony Attwood	Education Events
Understanding, Treating & Managing School Refusal	Propsych
Unpacking and Implementing the Australian Curriculum: Health and Physical Education	Australian Council of Health Physical Education and Recreation (ACHPER)

<b>Program name</b>	<b>Provider</b>
Unpacking THE ART BOX for Primary Teachers	Canberra Museum and Gallery
Unpacking the Challenges	The Shepherd Centre
Use Primary Maths to Measure Waste	Cool Australia
Use Primary Maths to Measure Waste 2017	Cool Australia
Use Secondary Maths to Measure Waste	Cool Australia
Use Secondary Maths to Measure Waste 2017	Cool Australia
Using Assessment for Differentiation in a Primary School	Gateways Education
video compositing with green screen	School of Art Australian National University
Video Projection Mapping Workshop	School of Art Australian National University
Visual Spatial Thinking System of 2e learners	Australian Gifted Support Centre
Voting in your classroom	Australian Electoral Commission
Waste and Recycling at your School	ACT Environment and Planning Directorate
Word Attack Skills Extension Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Words Their Way: A Practical Classroom Approach to Word Study	Pearson Australia

## SCHOOL BASED PROFESSIONAL LEARNING PROGRAMS

<b>Program name</b>	<b>Provider</b>
6 + 1 writing traits	Majura Primary
A Heart For Justice	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence 2	(CE) Religious Education and Curriculum Services
A positive approach to engaging boys	Lyneham High
A practical approach to achieving differentiation in the classroom	John Paul College
A whole-school approach to improving student achievement	St John the Apostle Primary
ABLES, AusVELS and the National Curriculum in a Specialist School	Malkara School
Aboriginal and Torres Strait Islander Cultural Competence Foundation Course	(EDU) Student Wellbeing Branch
ACT Positive Behaviour for Learning (PBL) Coach Training	(EDU) Student Wellbeing Branch
ACT Positive Behaviour for Learning (PBL): Tier 1 Universal Facilitator Training	(EDU) Student Wellbeing Branch
Adam Voigt 2	Richardson Primary
Advanced Assessment Workshop	Torrens Primary
Arithmetic Strategies	St Clare of Assisi Primary
Aspiring Leaders Program - Cohort 2, 2017-2018	(EDU) School Leadership
Aspiring Leaders Program - Mentor Program	(EDU) School Leadership
Assessment and Marking Workshop (AST)	Board of Senior Secondary Studies
Assessment for Learning	Canberra Girls' Grammar School
Augmentative and Alternative Communication	Black Mountain School
Blue Gum Philosophy and Practice 2017	Blue Gum Community School
Building a Feedback Culture	Red Hill Primary

<b>Program name</b>	<b>Provider</b>
Building Learning Assets and Dispositions into your classroom	Turner School
C2C Professional Learning Workshop for Primary School Teachers	(EDU) Learning and Teaching Branch
C2C Professional Learning Workshop for Secondary School Teachers	(EDU) Learning and Teaching Branch
C2C: HPE Workshop - Respectful Relationships Secondary School focus	(EDU) Learning and Teaching Branch
C2C: HPE Workshop Primary School focus	(EDU) Learning and Teaching Branch
C2C: The Arts Primary School focus	(EDU) Learning and Teaching Branch
C2C:The Arts Secondary School focus	(EDU) Learning and Teaching Branch
Calwell PS - Promoting a Positive School Culture	Calwell Primary
Canberra Grammar School CPL Primary Program 2017	Canberra Grammar School
Canberra REGGIO Network	Canberra Grammar School
Case Management Approaches for Gifted Learners	(EDU) Learning and Teaching Branch
Catholic Education Conference 'Students Yearn to Learn'	(CE) Religious Education and Curriculum Services
Chatz with Jatz - Teaching Digital Natives	St Edmund's College
Collaborating on Student Achievement in Writing	St Matthew's Primary
Collaborative Teams: Learning By Doing	Amaroo School
Colleges Conference 2017	ACT Public Colleges Professional Learning Committee
Combined Literacy and EALD PL Forum: Focus on Spelling	(EDU) Learning and Teaching Branch
Conceptual Inquiry Based Learning	Radford College
Connecting Students to the World Workshop	(EDU) Learning and Teaching Branch
Conversations for Life Version 2	(EDU) Student Wellbeing Branch
Cooperative Learning in context	Richardson Primary
CSYMA Teacher Retreat (Porta Fidei)	(CE) Religious Education and Curriculum Services
Cultivating Growth Mindset: a Professional Learning Community	Holy Spirit Primary
Curriculum for students with Intellectual disability	Black Mountain School
Curtin....teaching matters	Curtin Primary
Deep Listening : to Ourselves, the Land & Others	Orana Steiner School
Delving into Digital Technologies (Primary School focus)	(EDU) Learning and Teaching Branch
Delving into Digital Technologies (Secondary School focus)	(EDU) Learning and Teaching Branch
Design & Technology in the Classroom	Marist College
Developing an Effective Writing Program	Southern Cross Early Childhood School
Developing differentiated curriculum	(EDU) Learning and Teaching Branch
Developing differentiated curriculum using conceptual frameworks	Curtin Primary
Developing differentiated curriculum using conceptual frameworks, assessment strategies and inquiry	Mawson Primary
Developing Japanese Using the Australian Curriculum	Harrison School
Developing Knowledge of Data and Differentiation in relation to NSIT.	St Edmund's College
Differentiation 2	St Edmund's College
Differentiation in the Classroom	Calwell High
Differentiation using Bloom's Taxonomy, Williams or Maker Model	(EDU) Learning and Teaching Branch

<b>Program name</b>	<b>Provider</b>
Duffy Primary School: Response to Intervention	Duffy Primary
Dyslexia and Dyspraxia	Canberra Girls' Grammar School
EAL/D Professional Learning Forum for Educators Term 3	(EDU) Learning and Teaching Branch
Early Literacy for Aboriginal and Torres Strait Islander Children	(EDU) Learning and Teaching Branch
Early Years Network Sessions - Assessment for Learning	(EDU) Learning and Teaching Branch
Education Revolution: Having impact with technology in the 21st Century	Turner School
Educators as Researchers	(EDU) Learning and Teaching Branch
Effective Pedagogical Practices	St Matthew's Primary
Effective Spelling Instruction	St Clare of Assisi Primary
Effective Spelling Strategies in a Word Conscious Classroom	Lyons Early Childhood School
E-learning course for professionals and practitioners working with families from pre-birth to eight	(EDU) Learning and Teaching Branch
Empowering Students to be Creative and Resilient	Lyneham High
English as an Additional Language or Dialect PL (EALD)	(CE) Religious Education and Curriculum Services
Essential Spelling	Hughes Primary
Evaluating Gifted Programs	(EDU) Learning and Teaching Branch
Everyone Everyday - A Toolkit for Inclusion	Education Cross Sector ACT
Everyone Everyday train the trainer program	Education Cross Sector ACT
Focus on what matters - student and staff wellbeing	Curtin Primary
Formative Assessment and Differentiation @ Campbell High	Campbell High
Forrest Primary School Data Literacy- Beyond Numbers	Forrest Primary
GAfE Intermediate Skills	Miles Franklin Primary
GAfE Tools for Language Classroom	Yarralumla Primary
Google Read&Write	Lanyon High
Gowrie Coaching and Mentoring Model	Gowrie Primary
Grammar for Writing	Aranda Primary
Great Teaching By Design - Using explicit teaching approaches	Belconnen High
Growth Mindset	University of Canberra High School Kaleen
Health and the Australian Curriculum	Emmaus Christian School
How Students Learn: Using Hattie's Approach to enhance JPC's Model of Learning	John Paul College
Image, Context, Curriculum	Blue Gum Community School
Improving How Students Learn	St Benedict's Primary
Improving Numeracy at CGGS	Canberra Girls' Grammar School
Inclusivity and Global understanding at Canberra Grammar School	Canberra Grammar School
Increasing student engagement and well-being with Positive Education	Daramalan College
Influence and Inspire Module 1 & 2	Wanniassa School
Influence and Inspire Modules 3 and 4	Wanniassa School
Influence and Inspire Modules 5 and 6	Wanniassa School



<b>Program name</b>	<b>Provider</b>
Inquiring into Inquiry - Building inquiry mindsets	Bonython Primary
Inquiry Learning	Chapman Primary
Inquiry Maths	Mother Teresa Primary School
Intersections: Exploring educator identity in the 21st century (Teacher Inquiry Program Phase 4)	Macquarie Primary
Introduction to the Australian Professional Standards	Canberra Girls' Grammar School
Introduction to the Board of senior Secondary Studies	Board of Senior Secondary Studies
Introduction to the Board of Senior Secondary Studies -Executive Teachers.	Board of Senior Secondary Studies
JBS - Embedding Quality Writing into Practise	Jervis Bay Primary
Kids Matter - Component 1	St Bede's Primary
Kids Matter Component 4	St Monica's Primary
Kids Matter Primary	Trinity Christian School
KidsMatter Component 1: Positive School Environment at Sacred Heart	Sacred Heart Primary
KidsMatter Component 3 - Working with Parents and Carers	Chapman Primary
KidsMatter: A Whole School Approach	St Vincent's Primary
Koori Preschool Educators' Professional Learning Day	(EDU) Learning and Teaching Branch
LEAD Conference Day 1	(CE) School Services
Learning by Design 2016	Lanyon High
Learning styles and curriculum differentiation: implications and	(EDU) Learning and Teaching Branch
Learning, Assessment and the Australian Curriculum	Burgmann Anglican School
Literacy and Numeracy Forum (August)	(EDU) Learning and Teaching Branch
Literacy Consultancy- Kerry Allen	Canberra Grammar School
Literacy in Every Classroom	Calwell High
Making Maths Meaningful	Arawang Primary
Mind Matters for Brindabella College	Brindabella Christian College
Mind Matters for Trinity Christian School	Trinity Christian School
Mind Matters For Trinity Christian School Part 2	Trinity Christian School
Mind Matters/ Kids Matter Component 1	Emmaus Christian School
MindMatters at Marist - Modules 1 & 2	Marist College
MindMatters: Component 1 - Developing a whole-school approach	The Galilee School
MindMatters: Component 2 - Student skills for resilience	The Galilee School
MindMatters: Component 3 - Parents and families	The Galilee School
MindMatters: Component 4 - Support for students experiencing mental health difficulties	The Galilee School
Music speaks beyond words	Malkara School
National School Improvement Tool Training 2017	(EDU) School Leadership
Oral Language and Vocabulary Development with Anne Bayetto	Maribyrnong Primary
PBL and the Australian Curriculum	Yarralumla Primary

<b>Program name</b>	<b>Provider</b>
PBL Tier 1 Universal Preventions Reload Training	(EDU) Student Wellbeing Branch
Philosophy, principles and practice	Gilmore Primary
Planning and pedagogy for effective inquiry	Harrison School
Planning for thinking and learning	Daramalan College
Positive Behaviour @ Calwell - In the Classroom	Calwell High
Positive Behaviour for Learning Coach Training	(EDU) Student Wellbeing Branch
Positive Classroom Environments and Safe Sensory Spaces	(EDU) People and Performance, Any Other Branch
Positive Education in the Classroom	Radford College
Principals as Numeracy Leaders ACT (PANL ACT) - Day Four	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day One	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day Three	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day Two	(EDU) Learning and Teaching Branch
Programs for Gifted Learners: Understanding and Implementing Grouping and Acceleration	(EDU) Learning and Teaching Branch
Protective Behaviours Workshop	(EDU) Student Wellbeing Branch
QT Rounds facilitator Training	Telopea Park School
Reading Comprehension Knowledge for Secondary Teachers	Melba Copland School
Real Schools - Restorative Practice	Narrabundah Early Childhood School
Relationships- Teachers, students and parents	Marist College
Response to Intervention	Maribyrnong Primary
Response to Intervention: Oral language	Gilmore Primary
Schoolwide Positive Behaviour	St John Vianney's Primary
Science and Sustainability	Palmerston District Primary
SEL model at Maribyrnong	Maribyrnong Primary
South Weston High School Network Day 2017	Mount Stromlo High School
Speech, Language and Communication Needs	(CE) Religious Education and Curriculum Services
Spelling Strategies and Vocabulary Building	Good Shepherd Primary
Standards, moderation and judgement in practice	Daramalan College
STEM Within Inquiry	St Clare of Assisi Primary
Strategic Planning for School Leaders	(EDU) School Leadership
Student Centred Inquiry Led Learning in Literacy (K-6) For Kindergarten Teachers	(CE) Religious Education and Curriculum Services
Student Engagement and Learning	Lyneham High
Student Wellbeing	Fadden Primary
Tactical Teaching - Writing	St Francis Xavier College
Tactical Teaching: Writing	St Francis Xavier College
Take Measure of Your Assessment Practices	(EDU) Learning and Teaching Branch
Taking Visible Learning Research Meta analyses to Classroom Practice	Wanniassa School
Teaching and Learning at Ngunnawal Primary School.	Ngunnawal Primary
Teaching with GIS: An Introduction	Canberra Girls' Grammar School

<b>Program name</b>	<b>Provider</b>
Teaching with Heart	Daramalan College
Team Teach V2.0	(EDU) Inclusion and Engagement Branch
The AC, Inquiry, and Pedagogy for an ACT Library Scope and Sequence	Telopea Park School
The Creed	(CE) Religious Education and Curriculum Services
The Gordon Way- Pedagogy and Practice	Gordon Primary
The Gospel of Matthew	(CE) Religious Education and Curriculum Services
The Guidelines for ACT Career Development Practitioners Workshops	(EDU) Learning and Teaching Branch
The Heart of Pedagogy	Daramalan College
The Power of Inquiry	Fraser Primary
The role of a mentor for Year 6 personal exhibition projects	Miles Franklin Primary
The use of data to improve student outcomes	Radford College
Theory to Practice	Canberra High
Tough Conversations: Managing emotional encounters with staff or parent	Hawker Primary
Towards Whole School Wellbeing - An Appreciative Inquiry Summit	Burgmann Anglican School
Transdisciplinary curriculum mapping using IB key concepts	Miles Franklin Primary
Transdisciplinary Learning	Forrest Primary
Trauma Based Practices at Cranleigh	Cranleigh School
Twice Exceptional (2e) and Underachieving Gifted Students: Identification & Intervention	(EDU) Learning and Teaching Branch
Understanding and Supporting Behaviour	(CE) Religious Education and Curriculum Services
Understanding Autism	(CE) Religious Education and Curriculum Services
Understanding By Design Workshop	(EDU) Learning and Teaching Branch
Understanding Engagement & Wellbeing	Amaroo School
Understanding Gifted Learners: Planning the Way Forward	(EDU) Learning and Teaching Branch
Understanding Islam	(CE) Religious Education and Curriculum Services
Understanding Learning Difficulties, Specific Learning Disorders and Dyslexia	(EDU) Student Wellbeing Branch
Understanding Our Jewish Roots	(CE) Religious Education and Curriculum Services
Understanding Sacred Scripture	St Francis of Assisi Primary
Understanding the prayer Jesus taught - The Our Father	(CE) Religious Education and Curriculum Services
United in Hope	Merici College
Unpacking KidsMatter at Hughes Primary: Component 1 & 2	Hughes Primary
Using Data Effectively	Calwell High
Using G Suite for Teaching, Learning & Collaboration	Canberra Girls' Grammar School
Using G Suite for Teaching, Learning & Collaboration: Beginner	Canberra Girls' Grammar School
Visible Learning - improving how students learn	St Vincent's Primary
Visible Learning, Data Personalising Learning and Teacher Professional Reflection	Radford College
Vision and Inspiration in the Classroom	Calwell High

<b>Program name</b>	<b>Provider</b>
Wellbeing Workshop - The Healthy Mind Platter	(EDU) Student Wellbeing Branch
When less is more; improving clarity and concision in writing	Daramalan College
Working Together Makes a Difference	(EDU) Learning and Teaching Branch
Working with EALD learners	Charles Weston Primary
Working with EALD Learners	Gold Creek School
Worldviews and Culture in Education Contexts	Trinity Christian School
Writing Skills Across the Curriculum Embedding “Logonliteracy” tools.	Kingsford Smith School

# ATTACHMENT 2

## ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS.

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

### NEW APPLICANTS ARE REQUIRED TO MEET THE FOLLOWING ASSESSMENT STANDARDS:

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