Annexure

ACT Teacher Quality Institute

Compliance Statement

The ACT Teacher Quality Institute Annual Report 2025–26 must comply with the *Annual Report Directions 2026* (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 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 ACT Teacher Quality Institute complies with all subsections of Part 1 under the Directions.

To meet section 15 Feedback, Part 1 of the Directions, contact details for the ACT Teacher Quality Institute are provided within the ACT Teacher Quality Institute Annual Report 2025–26 to provide readers with the opportunity to provide feedback.

Part 2 Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the ACT Teacher Quality Institute complies with all subsections. The information that satisfies the requirements of Part 2 is found in the ACT Teacher Quality Institute Annual Report 2025–26 as follows:

- Transmittal Certificate, see page 373
- Organisational Overview and Performance, inclusive of all subsections, see pages 374–429
- Financial Management Reporting, inclusive of all subsections, see pages 429–432

Part 3 Reporting by Exception

TQI has nil information to report by exception under Part 3 of the Directions for the 2025–26 reporting period.

Part 4 Annual Report Requirements for Specific Reporting Entities

The following subsections of Part 4 of the Directions are applicable to the ACT Teacher Quality Institute and can be found within the ACT Teacher Quality Institute Annual Report 2025–26:

- Ministerial Directions, see page 434

The ACT Teacher Quality Institute must also report on:

- the number of new approved teachers, see page 435
- the education programs available for the professional learning and development of teachers, see pages 436–466
- the current assessment and certification standards that are required to be met by teachers, see pages 467–471

Part 5 Whole-of-Government Annual Reporting

All subsections of Part 5 of the Directions apply to the ACT Teacher Quality Institute. Consistent with the Directions, the information satisfying these requirements is reported in the one place

for all ACT Public Service directorates, as follows:

Bushfire Risk Management, see the annual report for the Justice and Community Safety Directorate

Human Rights, see the annual report of the Justice and Community Safety Directorate

Legal Services Directions, see the annual report of the Justice and Community Safety Directorate

Public Sector Standards and Workforce Profile, see the annual State of the Service Report

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

ACT Public Service Directorate annual reports are found at the following web address: https://www.act.gov.au/open/annual-reports.

Part A

Transmittal Certificate

Ms Rachel Stephen-Smith
Minister for Education
Minister for Child Development and Wellbeing
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

2025-26 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section 7(2) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2026*.

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 2025 to 30 June 2026.

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

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

The annual report must be provided to the Chief Minister Treasury and Economic Development Directorate on 8 October 2026 for embargo.

Yours sincerely

Natalie Howson
Chair
ACT Teacher Quality Institute Board
10 August 2026

Lyndall Read
Chief Executive Officer
ACT Teacher Quality Institute
10 August 2026

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Part B

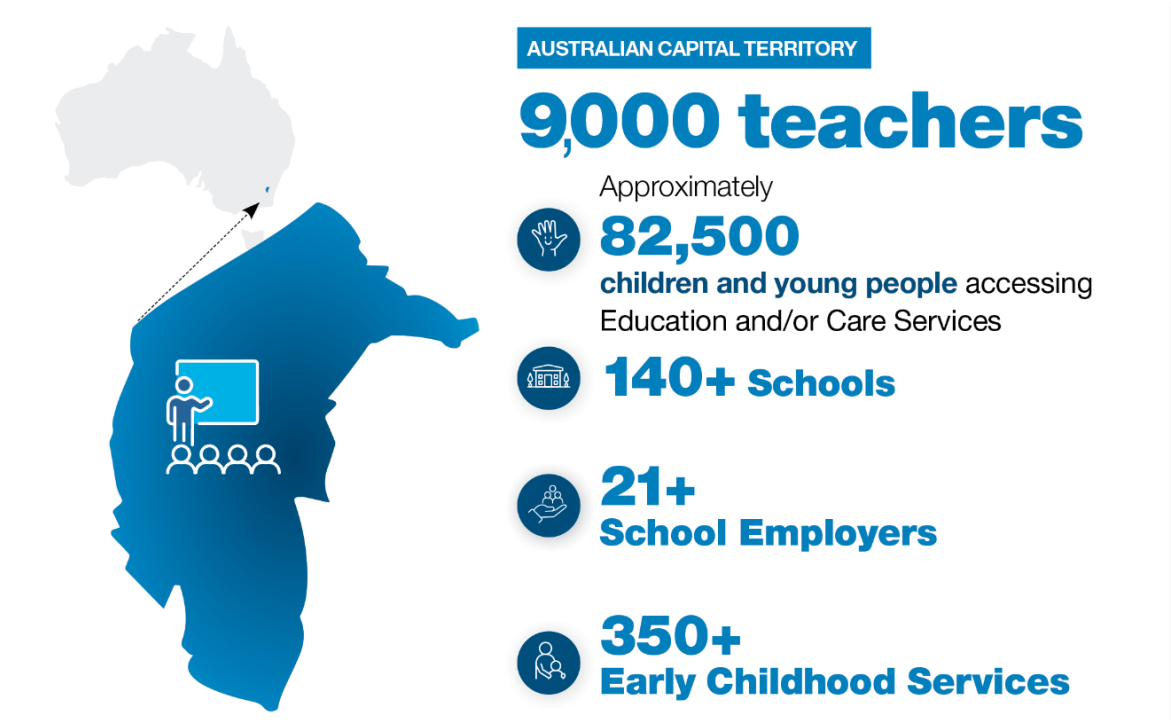
Organisational Overview and Performance

Organisational Overview

The ACT Teacher Quality Institute (TQI) is the regulatory body for the teaching profession in the ACT. It is an ACT independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) and is responsible to the ACT Minister for Education and Early Childhood.

The TQI is responsible for building the professional standing of all ACT teachers, to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality. The goal of all its endeavours is to help enhance the learning outcomes of ACT children and students.

TQI Figure 1: Overview



Source: ACT Teacher Quality Institute.

Our vision, mission and values

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

The mission of TQI is to promote teacher quality, protect students, and maintain community confidence in the teaching profession. This mission is underpinned by TQI's values of respect, integrity, collaboration and innovation.

Role, functions and services

Directed by the TQI Act, TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce. The primary strategy is embedding the Australian Professional Standards for Teachers (APST, 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, early childhood education and care settings, and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT. The foundation of teacher professionalism is situated in the regulatory work of TQI which ensures teachers working in the ACT uphold the ACT Code of Professional Practice and Conduct for ACT Teachers (the Code).

The functions of TQI, as 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, and records relating to, pre-service teachers undertaking or intending to undertake professional experience in an ACT school
- use and share information on the teachers register and pre-service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce
- promote and encourage:
    - continuous professional learning and development of teachers
    - increased levels of skill, knowledge, expertise and professionalism of teachers, including through the certification of Highly Accomplished and Lead Teachers
- determine standards for, and facilitation of, teachers' professional learning and development
- develop and apply of codes of practice about teachers' professional conduct or practice, for the Minister's approval
- develop standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards
- accredit education programs for pre-service teachers and teachers
- monitor compliance with and enforce the TQI Act
- exercise its functions in the best interests of children, taking into account their safety and welfare, collecting and utilising information about teachers to ensure children's safety
- investigate and take appropriate action where a teacher fails to achieve the APST or is in breach of the code of practice.

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

- Maintenance of a teacher register and professional experience register
- Direct regulatory services with respect to the ACT teaching profession
- Accreditation of initial teacher education programs in ACT universities
- Quality assurance with respect to professional learning programs for ACT teachers
- Facilitation of collaborative teaching practice across the ACT teaching profession
- Promotion of the continuing development and professionalism of ACT teachers
- Inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school
- Education of the profession on all aspects of the code of practice, registration, certification and accreditation of initial teacher education and professional learning programs

As of 2024, the teacher register includes teachers who teach in early childhood education and care (ECEC) services. Teachers who teach in ECEC services are eligible to register for provisional or full registration, provided they hold a teaching qualification consisting of at least 4 years of academic study which includes an accredited initial teacher education (ITE) program. Teachers who teach in ECECs who do not hold an accredited ITE program, but who hold an Australian Children's Education and Care Quality Assurance approved Early Childhood Teacher-level approved qualification, are eligible for early childhood teacher registration.

Organisational Structure, Operating Environment and Planning Framework

Our structure

TQI is governed by a Board consisting of the Chair and 12 members appointed by the Minister. The Board represents a range of ACT education stakeholders, including teacher employers, universities and teacher unions, the teaching profession, the early childhood education and care sector and the broader 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 TQI Act. It provides strategic leadership, sets organisational policies and priorities, and oversees TQI's performance and operations. The Board is responsible for ensuring, as far as practicable, that TQI operates effectively and appropriately, complies with applicable ACT Government policies and maintains sound financial management in compliance with section 56(3)(a)-(h) of the *Financial Management Act 1996* (FMA). The Board met 4 times during the reporting period, with all sessions offered in person and online.

Management of TQI's operations is undertaken by the Chief Executive Officer (CEO) subject to the requirements of the *Public Sector Management Act 1994* (PSM Act), the FMA and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which is reviewed annually or more often as required.

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 PSM Act.

TQI executive management

The Chief Executive Officer (CEO) is responsible for the day-to-day operations of TQI, supported by a team of 14.4 FTE staff. Specialist consultants are employed as needed by TQI. In 2025–26, TQI contracted the services of experts to develop and support TQI's business system updates.

Ms Lyndall Read commenced in the CEO position in May 2023. Ms Read has overseen the implementation of organisational strategies approved by the Board, managed day-to-day operations, and ensured the efficient use of resources. Working closely with senior leadership, Ms Read fostered a strong organisational culture and maintained accountability for outcomes. She engaged with key stakeholders, including government, teacher employers, unions, and universities to build relationships, enhance reputation, and ensure TQI responds effectively to its regulatory and operating environment.

Ms Read has led the TQI team to prepare and action Board decisions, including:

- preparing for the TQI Amendment Bill 2027 to:
  - change teacher registration policy and practice to better align with the needs of teachers and the current teaching environment
  - establish mandatory registration for early childhood teachers teaching in ECEC services
- preparing TQI for the July 2027 introduction of Automatic Deemed Registration
- publishing the TQI Regulatory Framework
- implementing the Retiree Teacher Conditions adapted model of registration
- reviewing policies including:
  - the Teacher Registration and Permit to Teach Policy
  - the Recency of Practice Policy
  - the Teacher Registration Qualifications Policy
  - the Initial Teacher Education Program Accreditation Policy
  - the Continuing Professional Learning and Program Development Policy.

Operating environment

The 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.

The TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in the TQI Annual Report.

TQI's operating budget is comprised of:

- an appropriation allocated in the ACT Government budget process
- fees received from teachers on application for teacher registration or permits to teach
- application fees for teachers applying for certification under the APST.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of a 'public sector body'. TQI has prepared this annual report to comply with section 7 of the Act and in accordance with the requirements referred to in the *Annual Report Directions 2026,* issued under section 9 of that Act.

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

At a meeting between the directorate and TQI in March 2023, it was arranged that an audit of TQI financial management occur once in the tenure of each Board Chair. In 2025, the directorate arranged for an audit of TQI's financial and performance management practices. The objective of this engagement was to review the effectiveness of TQI's financial and performance management practices in consideration of the FMA and to enhance board reporting by providing insights aligned with a better practice framework. For further information on the outcomes of the audit, refer to page 421.

The Board approves the TQI Budget and oversees the financial management and planning that supports its operations. The Board regularly considers the financial performance of TQI. In the reporting period, the Board approved 4 Finance Reports and the 2025–2026 TQI Budget.

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 3 years. A person may be reappointed for a further term of 3 years.

The Minister appointed Ms Natalie Howson for a second 3-year term as Board Chair in August 2023. Ms Howson brings a wealth of experience in organisational leadership and the delivery of regulation and regulatory reform. Her commitment to improving teacher quality underpins the TQI Board's oversight of the promotion of teacher professional standards and accreditation of education programs. Ms Howson supports the CEO in the operational management of TQI.

Ms Howson's second term as TQI Board Chair expires in August 2026. The directorate has begun the process of identifying suitable people to chair the Board. The Minister will recommend her preferred candidate to Cabinet following a selection process.

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 do not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board.

TQI Board Charter

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

The Charter states that in accordance with section 85 of the FMA, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of a corporation in relation to the affairs of that corporation.

The Board reviewed the Board Charter in March 2025. In June 2026, a further revision was made to the Board Charter to include Board members' responsibilities under the *Public Sector (Closing the Gap) Legislation Amendment Act 2025.*

Annual review of the Board's performance

The Board Chair met individually with each Board member to assess the Board's performance. The annual review of the Board's performance in March 2025 showed members believe they are well supported to participate in strategic discussion, decision making and to account for the performance of TQI. Members responded in the review that they thought the Board is fulfilling its functions, and that the Board Chair, CEO and committees are meeting their responsibilities to a high standard.

The Minister made 7 appointments during the reporting period:

- Mr Andrew Wrigley's term as the member nominated by Association of Independent Schools of the ACT (AISACT) expired on 26 July 2024. On 27 July 2024, the Minister appointed Mr Wrigley for a second term as the member nominated by AISACT under section 15 (2) (d) of the TQI Act. Mr Wrigley retired on 20 June 2025. On 18 March 2026, the Minister appointed Ms Tracey Taylor as the member nominated by the AIS under section 15 (2) (d) of the TQI Act.
- Ms Angela Burroughs' term as the member nominated by the Australian Education Union (AEU) expired in September 2025. On 8 October 2025, the Minister appointed Mr Patrick Judge as the member nominated by the AEU under section 15 (2) (f) of the TQI Act.
- Mr Anthony Telford, member nominated by the Independent Education Union (IEU) under section 15 (2) (d) retired from the IEU and the TQI Board in June 2025. On 18 March 2026, the Minister appointed Ms Angela McDonald as the member nominated by the IEU under section 15 (2) (g) of the TQI Act.
- The term of the appointment of Ms Amanda Hawkins, representing teachers and principals of government schools under section 15 (2) (j) expired in June 2025.The Minister appointed Ms Hawkins for a second term as the member representing teachers and principals of government schools on 8 October 2025.
- The term of the appointment of Ms Maria O'Donnell, representing teachers and principals of non-government schools under section 15 (2) (k), expired on 29 April 2025. The Minister appointed Ms McDonnell for a second term as the member representing teachers and principals of government schools on 8 October 2025.
- The term of the appointment of Ms Samantha Page, representing early childhood teachers (ECTs) under section 15 (2) (l), expired on 16 June 2025. The Minister reappointed Ms Page for a second term as the member representing ECTs on 8 October 2025.
- Ms Natalie Harper resigned from her position on the Board on 17 September 2025, as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office under section 15 (2) (e), her career taking her interstate. The Minister appointed Mr Dominic Braybon to the position on 11 June 2026.

TQI Table 1: TQI Board members and meeting attendance 2025–26

Member	Qualifications	Role/ nominated by/ representing	Appointment period	Meetings attended
Ms Natalie Howson	MEd; B.H.M.S.(Ed)	Chair	12 August 2020–11 August 2023 1 September 2023–31 Aug 2026	4/4
Ms Lyndall Read	BECE; Cert IV Procurement and Contract	Chief Executive Officer, TQI	n/a	4/4
Ms Sam Seton	MIE; BEd; Grad Cert BS	Education Directorate	27 July 2025–26 July 2027	4/4
Ms Natalie Harper[1]	BGS; BEd; GradCertHRM	Catholic Education	5 May 2023–4 May 2026 (resigned 17 September 2025)	0/4
Mr Dominic Braybon[1]	MEd; DipRE; BEd;	Catholic Education	11 June 2026–10 June 2029	0/4
Ms Tracey Taylor	MEdL; GradDipED; BA	Association of Independent Schools	18 March 2026–7 March 2029	2/4
Ms Angela Burroughs[1]	BComm; MT(Hon), MA.	Australian Education Union, ACT Branch	10 September 2022–9 September2025	0/4
Mr Patrick Judge	Cert EXM&D; Grad DipEd; GradDipLS BA/Laws	Australian Education Union, ACT Branch	8 October 2025–7 October 2028	3/4
Ms Angela McDonald	BA	Independent Education Union NSW/ACT	18 March 2026–7 March 2029	2/4
Professor Barney Dalgarno	PhD; M IT; GDipEd; BSc	University of Canberra	27 July 2021–26 July 2024 27 Jul 2024–26 July 2027	4/4
Dr Joanne Quick	PhD; M.ED; P.G.DipLE; BAHons; B.Tchg; BA.	Australian Catholic University	29 March 2024–28 March 2027	4/4
Ms Amanda Hawkins	MTeach; BA.	Teaching profession, government schools	16 June 2022–15 June 2025 8 October 2025–7 October 2028	3/4
Ms Maria O'Donnell	MEdL; Med; Cert RE; Bed.	Teaching profession, non-government schools	16 June 2022–15 June 2025 8 October 2025–7 October 2028	3/4

Ms Samantha Page	PhD Candidate; MM; BA	Early childhood teachers	17 June 2022–16 June 2025 8 October 2025–7 October 2028	3/4
Ms Helena Walker	BSc; Cert IV WT&A; Dip Gov; GDipLing; GDipEd	Community	6 September 2020–5 September 2023 6 September 2023–5 September 2026	4/4

Source: ACT Teacher Quality Institute

Note(s):

2. The member held office during 2024-25; however, no Board meetings were held during the period of their appointment.

Board committees

TQI Board committees are established under section 19 of the TQI Act. A committee member is not entitled to be paid for the exercise of the member's committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing committee functions. Committees are chaired by members of the Board. There are 4 committees comprised of a total 55 members drawn from a range of education sectors, including:

- Catholic Education
- Education Directorate
- Association of Independent Schools
- University of Canberra
- Australian Catholic University
- Australian Education Union
- Independent Education Union
- Independent Schools
- ACT Board of Senior Secondary Studies
- Early Childhood Education

Each committee is chaired by a member of the Board. The Board considers the strategic and policy priorities of the Institute each year and commissions advice from the 4 committees to support decision making and direction setting. Teacher professionals have a direct involvement through the committee members in the policy development process. Teachers make up a large proportion of the membership and offer an authentic perspective on TQI priorities and projects. The committees provide considered and quality advice to the Board and give of their time voluntarily.

Committee members are nominated by:

- Education Directorate
- ACT Principals Association
- Australian Catholic University
- University of Canberra
- Association of Independent Schools
- Independent Schools
- Catholic Education of the Archdiocese of Canberra and Goulburn
- Australian Education Union
- Independent Education Union
- ACT Board of Secondary School Studies
- Early Childhood Education
- The ACT community

Teacher Professional Registration Committee

The Teacher Professional Registration Committee met and reported to the Board 4 times in the reporting period. The Committee continued its work from the previous reporting period in monitoring and advising the Board in relation to the implementation of voluntary early childhood teacher (ECT) registration. Further, it advised and offered feedback in relation to supporting career progression in early childhood settings, particularly with respect to transitioning from provisional to full registration, and to access highly accomplished and lead teacher certification. The Committee provided advice on the implementation of mandatory ECT registration in the ACT and advised on the perspectives of employers, teachers, ECT and other key stakeholders for TQI to consider throughout the implementation process.

The Board approved the implementation plan for establishing mandatory ECT registration in June 2026. The plan included the establishment of the early childhood teachers' network and the early childhood providers' network. Both these networks are essential in engaging with the ECT sector about their responsibilities and benefits of ECT registration.

The Committee considered and made recommendations to the Board about the Retiree Teacher Conditions, which are a registration pathway focussed on valuing teachers with significant recent professional experience who are aged 60 and over. The Committee advised on regulation changes to implement the conditions and implementation in early 2026. The Board approved the establishment of the retiree adapted model of registration and advised the Minister on the changes to the *Teacher Quality Institute Regulation 2010* to establish the new model in legislation.

A key focus for the Committee was reviewing and updating policies related to teacher registration. The Committee provided advice to the Board on amendments to the Teacher Registration and Permit to Teach Policy to support the introduction of ECT registration and the adapted registration model for retiree teachers. The Committee also recommended revisions to the Recency of Practice Policy to modernise its format. The Board endorsed these policy updates in March 2026.

Members assessed the impact Automatic Deemed Registration may have on teacher registration, considered professional learning and development expectations of teachers, and provided advice to the Board on the proposed legislative amendments to the TQI Act.

Initial Teacher Education Committee

The Initial Teacher Education Committee met and reported to the Board 4 times during the reporting period. The Committee provided advice to the TQI Board on matters relating to the quality, accreditation and continuous improvement of initial teacher education (ITE) in the ACT. A significant focus was supporting the accreditation of University of Canberra (UC) teacher education programs against the national ITE accreditation standards developed by the Australian Institute for Teaching and School Leadership (AITSL), including the implementation of new national core content requirements.

The Committee strengthened its understanding of accreditation processes, accreditation evidence requirements and national reforms, while supporting the development and implementation of the TQI ITE Program Accreditation Policy and promoting participation in accreditation panellist training to build local accreditation capability.

The Committee played an important role in monitoring and supporting the 2025 accreditation process for UC's ITE programs. Throughout the reporting period, members received updates on accreditation panel activities, core content mapping and evidence requirements, and engaged in discussion about the practical implications of accreditation reforms for universities, mentor teachers and schools.

In March 2026, the Committee noted the successful Stage 1 accreditation of 8 UC undergraduate ITE programs through to the end of 2030, recognising the significant collaboration between UC, accreditation panellists and TQI staff in delivering this outcome. The Committee also considered strategies to strengthen mentor teacher engagement and support the implementation of core content requirements within professional experience settings.

The Committee considered the revised Australian Professional Experience Guidelines and discussed opportunities to support supervising teachers. The Committee also reviewed findings from the 2025 Restricted Permit to Teach (RPTT) survey, which examined the experiences of permit holders and school leaders participating in employment-based teaching pathways. Discussions highlighted the value of the RPTT model in addressing workforce shortages while identifying opportunities to strengthen mentoring, workload management and stakeholder coordination. Recommendations arising from the survey informed advice to the Board and contributed to the Committee's ongoing focus on improving professional experience and supervised employment models. TQI communicated with employers and universities to reinforce RPPT program requirements and expectations.

TQI updated and clarified operational guidance materials and increased the visibility of this information through its website and formal communications to stakeholders. These actions aim to ensure greater consistency in program delivery and to further enhance the experience and outcomes of participants.

The Committee provided advice on emerging policy and regulatory issues affecting the teaching profession and teacher preparation. Members considered child safety practices in professional placements, qualification pathways, teacher workforce supply challenges, proposed amendments to teacher registration legislation, and national reforms arising from the Teacher Education Expert Panel and Quality Initial Teacher Education agenda. Through its cross-sector membership, the Committee continued to provide a valuable forum for collaboration between education sectors, teacher unions, universities and regulatory stakeholders, supporting TQI's ongoing work to strengthen the quality, integrity and effectiveness of ITE in the ACT.

Professional Learning and Development Committee

The Professional Learning and Development Committee met and reported to the Board 4 times during the reporting period. The Committee progressed a range of priorities during the year, including evaluating the Automatically Recognised Teacher Identified Professional Learning (ARTIPL) and System Sponsored Teacher Identified Professional Learning (SSTIPL) initiatives, investigating the value proposition of accredited professional learning programs, and examining the impact of accreditation requirements on registered ECTs.

This work supported Strategic Goal 1, Assure Teacher Quality, by strengthening professional learning pathways, recognising ongoing reflective practice and supporting career progression, while also contributing to Strategic Goal 3, Intentionally Engage Stakeholders, through consultation and targeted communications.

Throughout the reporting period, the Committee monitored the implementation and evaluation of ARTIPL and SSTIPL. Findings demonstrated strong sector engagement and reinforced the value of recognising authentic, workplace-based and collaborative professional learning while reducing administrative burden for teachers.

A significant focus of the Committee's work was a 12-month investigation into the value proposition of accrediting professional learning programs in the ACT. The investigation confirmed the importance of quality-assured professional learning in supporting teacher quality, career development and public confidence in the profession, while identifying opportunities to improve flexibility, relevance, responsiveness and stakeholder understanding of the framework. This work is ongoing.

The Committee examined professional learning requirements across a range of professions outside teaching to assess whether TQI's requirements are proportionate, aligned with those of other professions, and do not place an excessive burden on teachers. The Committee found that the TQI professional learning requirements are appropriate.

The Committee explored opportunities to strengthen career-stage pathways for early career teachers, middle leaders, school leaders and ECTs. This work supported TQI's commitment to accessible career progression and professional excellence aligned to comparable professions.

The Committee identified priority areas including continued promotion of ARTIPL and SSTIPL, exploration of micro-credentials and recognition of prior learning, and responsive professional learning to support the implementation of Child Safe Standards.

Through its work during the reporting period, the Committee contributed to a contemporary, agile and risk-informed professional learning framework that advances teacher quality, supports stakeholder engagement and strengthens public confidence in the teaching profession.

Standards and Professional Practice Committee

The Committee met and reported to the Board 4 times during the reporting period. The Committee provides advice to the Board, firmly based on the APST, on teacher standards and professional practice matters across all relevant applications including Registration, Certification and Regulation.

The Committee continued to communicate and consult with the ECEC sector in relation to the Standards, alongside mandatory ECT registration. Recognition of the Standards in the ECEC sector for teachers moving from Provisional (Graduate) to Full (Proficient) Registration, the achievement of Highly Accomplished or Lead Teacher (HALT) certification and the use of the Standards in managing regulatory matters require ongoing attention to ensure inclusive ECEC language and setting considerations.

The Committee was kept informed of anticipated national recommendations underway and led by AITSL for the Review of the Standards, the process for which was formalised and commenced in April 2026. Committee members are expected to carry significant responsibility in ensuring ACT education community representation and engagement on the Review's expert and advisory panels in the next reporting period.

The Committee recommended the certification renewal model piloted in 2024–2025 to the Board, which was subsequently endorsed. The model provides an improved renewal process for HALTs at each 5-year anniversary, allowing for continuing HALT certification whilst recognising the changing character and impact of a teacher's career over time, at a reduced cost, and a reduced workload for applicants, their employers and assessors. The proposed changes streamline the HALT renewal process by:

- removing the requirement to submit a comprehensive portfolio of evidence, as was previously required for 10-year renewal
- eliminating the need for site visits, including classroom observations
- recognising that many HALTs have progressed into leadership and specialist positions that influence teaching and learning indirectly, rather than through direct classroom practice.

The new model was well-received, reflected by an increase in renewal applications.

TQI Table 2: Board committees and their membership

Body	Standards and Professional Practice Committee	Professional Learning and Development Committee	Teacher Professional Registration Committee	Initial Teacher Education Committee
ACTPA	Ms Merryn O'Dea	Ms Diana Whymark	-	Ms Wendy Cave Ms Karen Wilson
ACU	Ms Mary Gallagher Ms Kelly Norwood	Ms Kelly Norwood Dr Joanne Quick (Chair)	Ms Kelly Norwood	Dr Joanne Quick Ms Felicity Royds
AEU	Mr Murray Chisolm	Ms Katie Slater Ms Bianca Hennessey	Ms Bianca Hennessey	Ms Ingrid Bean
AIS	Mr Andrew Wrigley Ms Tracey Taylor Ms Bronwyn Kerr	Mrs Kath Morwitch Ms Bronwyn Kerr	-	Mr Andrew Wrigley Ms Tracey Taylor
BSSS	Mr Brad Wilken	Mr Kristopher Feodoroff Ms Tara Williams	Ms Kate Goolagong	Ms Jenny Hanson
Independent School	Ms Alison Easy	-	-	-
Catholic Education	Mrs Maria O'Donnell (Chair) Mr Sean Rutledge Mr Lachlan Ellis	Ms Rachel Smith Ms Trazel Scott Ms Natalie Harper (Chair)		Ms Melinda Hall-O'Brien Ms Anna Masters
Community				Ms Helena Walker (Chair)
Education Directorate	Mr Jason Borton Ms Kirrally Talbot	Ms Mandy Kalyvas Mrs Kim McCormack Mr Murray McKay	Ms Sam Seton (Chair) Mr Sean Moysey Ms Jantiena Batt	Ms Mandy Kalyvas Mr Murray McKay Ms Merryn O'Dea Ms Rose Pelle
IEU	Ms Jackie Groom Ms Lyn Caton	Mr Anthony Telford Ms Tahlia Bruce	Ms Tahlia Bruce Ms Jackie Groom	Ms Angela McDonald
TQI	Ms Lyndall Read Ms Jane Pamenter	Ms Claudia Hale Mr Marc Warwick	Ms Lyndall Read Ms Phoebe Haywood Mr Daniel Callan	Ms Lyndall Read Mr Marc Warwick
UC	Ms Kate Highfield Mr Matthew Brown	Ms Amy Smith Ms Joanne Keens Ms Emily Hills	Ms Stephanie Watts Dr Kate Halcrow Andi Salamon	Dr Duncan Driver Ms Kate Halcrow Dr Emily Hills Ms Sally Rule
ECE			Ms Kellie Stewart Ms Alice Castrisson Ms Leah Taylor	

Source: ACT Teacher Quality Institute

TQI Figure 2: The reporting period at a glance



Source: ACT Teacher Quality Institute.

Performance Analysis

Overview

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

The primary focus of TQI 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 TQI pursues its goals.

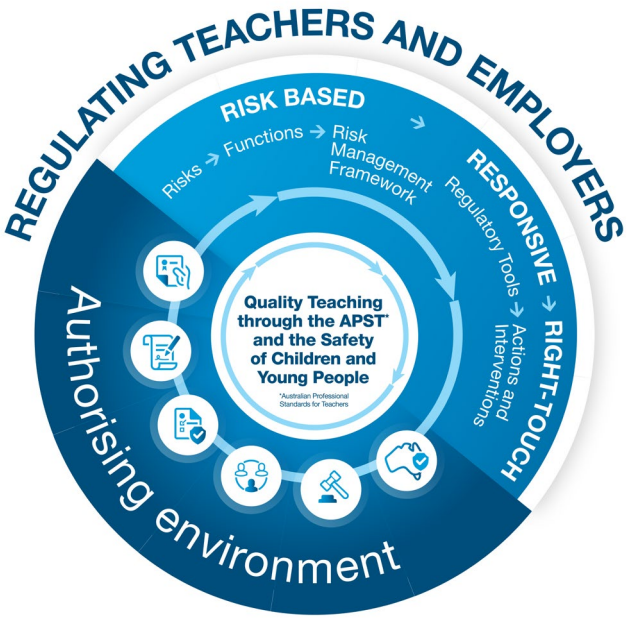
Under the TQI Act, the teaching profession in the ACT is guided by the National Teacher Registration Framework, which was updated in 2024. It integrates:

- preparation for the profession for people undertaking initial teacher education
- national professional standards
- high quality professional learning
- formal accreditation and registration requirements
- a continued effort to make registration more consistent, rigorous, and nationally aligned
- a policy focus on teacher quality, child safety, workforce mobility and regulatory efficiency

Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

In December 2025, the TQI Board approved the TQI Regulatory Framework (the Framework). The Framework is a high-level guiding document that sets out the structure, principles, and approach to teacher regulation so that all involved in quality teaching and keeping children safe know what TQI requires of them, how it makes decisions about a teacher's registration, and how the teacher registration system works. The Framework focuses on what matters most: safeguarding quality, managing risks, and delivering outcomes that strengthen trust in the teaching profession.

TQI Figure 3: Regulating teachers and employers



Source: ACT Teacher Quality Institute.

The release of the Framework presented a strategic opportunity to demonstrate TQI's role and functions to teachers and teacher employers, highlighting that TQI operates within a robust legislative framework that supports nationally consistent teacher regulation and aligns with the professional standards mandated for all teachers across Australia.

By proactively sharing this information, TQI provided an accurate understanding of the essential role in maintaining teaching quality and professional standards.

Minister's Statement of Expectation

The Minister's 2025 Statement of Expectation sets out the ACT Government's expectations for TQI in discharging its responsibilities under the TQI Act. It is offered for the period of 2025–27 to provide clarity of objectives and priorities and to support the work of the TQI Board. The statement covers 4 key areas including compliance, assurance, conduct and performance.

During the reporting period, TQI prioritised implementation of ACT Government priorities through:

- maintaining legislative compliance and strengthening regulatory frameworks
- enhancing transparency and accountability through improved reporting
- upholding high standards of professional conduct and governance
- delivering targeted initiatives supporting teacher quality, workforce sustainability, and student outcomes.

Significant achievements include endorsement of the TQI Regulatory Framework, progress toward legislative reform, improvements in teacher registration and regulation processes, and continued leadership in professional standards, including Highly Accomplished and Lead Teacher (HALT) certification and accreditation of the University of Canberra's initial teacher education (ITE) programs.

Compliance

TQI continues to fulfil its statutory responsibilities under the *TQI Act 2010* and associated legislation, ensuring that all regulatory and operational functions align with legislative requirements and government expectations. In carrying out its functions, TQI considers ACT and Commonwealth legislation, in particular:

- *Education Act 2004*
- *Information Privacy Act 2014*
- *Human Rights Act 2004*
- *Working with Vulnerable People (Background Checking) Act 2011*
- *Discrimination Act 1991*
- *Financial Management Act 1996*
- *Public Sector Management Act 1994*
- *Mutual Recognition Act 1992 (Cth)*

Key progress

- Continued administration of teacher registration, teacher regulation, certification, and accreditation functions in accordance with relevant ACT and Commonwealth legislation

- Ongoing oversight and support of TQI Board appointments and governance processes. Effective operation of 4 Board Committees supporting Initial Teacher Education, Professional Learning and Development, Standards and Professional Practice, and Teacher Professional Registration
- Accreditation of 8 University of Canberra (UC) undergraduate initial teacher education (ITE) programs in February 2026
- Active contribution to the development of the *TQI Amendment Bill 2027*, including proposed reforms such as mandatory early childhood teacher registration, strengthened authority for information sharing and more flexible registration requirements
- Endorsement of the TQI Regulatory Framework in December 2025, supporting a risk-based and responsive regulatory approach that promotes transparency, professionalism, and child safety
- Oversight of the implementation of the Retiree Teacher Conditions adapted model of registration
- Review of policies including:
    - *Teacher Registration and Permit to Teach Policy:* The updated policy clarifies that registration covers teachers in schools and early childhood education and care services
    - *Recency of Practice Policy:* The review recommended the policy's intent and requirements remain consistent with the previous policy
    - *Highly Accomplished and Lead Teacher Certification Policy:* The review was updated to be inclusive of early childhood teachers (ECTs), a standardised 5-Year Renewal of Certification and the eligibility for permanent residents to apply for certification

Assessment

The TQI is meeting compliance expectations and is progressing reforms that strengthen the regulatory environment while maintaining alignment with broader education legislation and policy frameworks.

Assurance

The TQI has strengthened its accountability and reporting arrangements in line with the Minister's expectations for regular communication and transparency.

Key progress

- Continuation of quarterly meetings between the Board Chair, Chief Executive Officer, and Minister
- Regular reporting by the Chair to the Minister following each Board meeting
- Immediate escalation of significant issues where required
- Enhanced internal reporting to the Board through a structured quarterly reporting suite covering registration, regulation, certification, and professional learning and including comparative analysis and trend identification

- Inclusion of Statement of Expectation reporting in the TQI Annual Report
- Increased transparency while maintaining privacy and data integrity

Assessment

The TQI is meeting expectations in assurance through strengthened governance, improved data reporting, and proactive communication with the Minister.

Conduct

The TQI continues to demonstrate leadership in professional integrity and ethical conduct across the teaching profession, the TQI Board and the people of the Institute.

Key progress

- Ongoing implementation and enforcement of the ACT Teachers Code of Professional Practice and Conduct
- Targeted regulatory responses to breaches, including imposing conditions on registration aligned to professional risks
- Provision of professional learning to address teacher conduct issues
- Collaboration with the Children's Education and Care Authority (CECA) to set up appropriate coordination in preparation for mandatory ECT registration
- Comprehensive induction and governance processes for Board members, including conflict-of-interest and declaration of private interests management and alignment with responsibilities as detailed in the *Financial Management Act 1996*
- Staff induction aligned with *Public Sector Management Act 1992*
- Continued stakeholder engagement across education sectors, unions, and community representatives

Assessment

The TQI demonstrates a strong culture of integrity, accountability, and continuous improvement, consistent with government expectations for conduct and governance.

Performance

The TQI continues to deliver against government priorities, including student safety, teacher workforce sustainability, and excellence in education.

Key progress

Student Safety and Wellbeing

- Strengthening regulatory provisions through proposed legislative amendments, including mandatory ECT registration and improved information sharing
- Collaboration with the CECA to enhance oversight of the early childhood sector

Teacher workforce and workload reduction

- Improvements to the teacher registration portal to enhance usability.

- *Establishment of the retiree teacher conditions, which reduce the administrative burden for experienced teachers*: This model, which is implemented through application of a modified set of registration conditions, is for experienced teachers who are aged 60 or over and have retired from full-time, ongoing employment. Teachers with these conditions report fewer hours of professional learning and to teach for fewer hours to maintain their recency of practice.
- *Ongoing reduction in relation to the requirement for teachers to individually report on their professional learning*: Introduced in 2025, this change recognises that teachers undertake reflective practices as an intrinsic part of their life at a school or in an early childhood education and care setting. In many cases this professional learning can be entered directly into the teacher's portfolio of professional learning by their employer through System Sponsored Teacher Identified Professional Learning (SSTIPL) and Automatic Recognition of Teacher Identified Professional Learning (ARTIPL).

The TQI continues to evaluate the use of these categories with a view to expanding and refining them to best meet the needs of teachers in the ACT.

Excellence in education

- Continued growth and leadership in HALT certification, with the ACT maintaining the highest proportional representation nationally
- The delivery of AITSL requirement to undertake HALT Certification Moderation and Standard Setting with trained assessors annually
- The AITSL requirement to deliver HALT Certification Assessor training and TQI HALT Update Training annually as needed to ensure an available and representative pool of assessors from each of the 3 sectors (Education Directorate, Catholic Education and independent schools) and levels of education (early childhood, primary and secondary)
- Increasing utilisation of HALTs in mentoring and instructional leadership roles
- Strong performance in accreditation of professional learning, demonstrating quality assurance and responsiveness

Initial Teacher Education (ITE)

- Accreditation of the 8 UC ITE undergraduate programs.
- Verification and approval of UC application to implement core content in all 8 undergraduate programs and 2 master's degree programs
- Assurance that UC ITE programs meet core content requirements, including evidence-based pedagogy and classroom readiness
- Preparation for UC master's degree ITE programs accreditation in 2027
- Discussions with UC on micro-credentialling to support inclusion of HALT preparation within master's degree programs and establishment of a one-year pathway enabling ECTs to upgrade their qualifications to an approved ITE qualification

Strategic alignment with government priorities

Future of Education Strategy

- Recognition of communities of practice as professional learning
- Administration of HALT Certification
- Ensuring the processes governing the progression to full registration align with good mentoring practices
- Maintenance of the pre-service teacher register
- Working with UC to enhance teacher candidate quality and initial teacher education programs
- Ongoing review of the impact of quality professional development
- Embedding principles that empower learning professionals and improve system alignment through SSTIPL and ARTIPL
- Supporting professional learning aligned to literacy, numeracy, and inclusive practices through the provision of accredited professional learning programs
- Recognising communities of practice as professional learning; TQI administers HALT Certification; TQI's transition to full process aligns with good mentoring practices, TQI maintains a preservice teacher register, works with UC to enhance teacher candidate quality and initial teacher education programs, and accreditation of PL supports ongoing review of the impact of enhanced professional development

Strong Foundations

- Supporting implementation through accrediting professional learning focused on literacy and numeracy
- Collaboration with the directorate to build teacher capability

Set up for Success

- Establishing a professional register for early childhood teacher (ECTs). Over 400 ECTs have voluntarily registered
- Supporting early childhood workforce readiness for regulatory changes, including the introduction of mandatory registration for ECTs
- Establishing networks for ECTs and providers
- Facilitating qualification pathways and professional learning opportunities

Inclusive Education Strategy

- Accrediting professional learning programs to support inclusive practices and equitable outcomes for all learners

Assessment

The TQI is delivering strong performance outcomes, with clear alignment to government reform agendas and measurable improvements in teacher quality, professional learning, and system capability.

Strategic Planning

In March 2025, TQI adopted an interim Strategic Plan (the plan) following the conclusion of its 2022–2024 Strategic Direction. The interim plan reaffirms TQI's commitment to strengthening the professional standing of teachers and enhancing community confidence in the quality of teaching across ACT schools. Work commenced in 2026 to develop a new Strategic Plan for 2026–2030.

At its core, the plan reflects a shift towards a more responsive, contemporary regulatory approach, one that both recognises the professionalism of ACT teachers and actively supports and elevates the status of the profession. It sets out how TQI will regulate in a way that is proportionate, respectful, and aligned with the expectations of a modern teaching workforce.

The plan is structured around 3 interrelated strategic goals. Each strategic goal is supported by specific focus areas that align TQI's programs and activities to these priorities. While presented as distinct pillars, the goals are inherently interconnected, progress in one area will reinforce outcomes in others, reflecting a holistic approach to teacher regulation and professional growth

Strategic Goal 1 – Assure teacher quality

TQI will champion teacher quality by strengthening career pathways and maintaining rigorous professional standards. By deepening understanding and application of these standards, TQI seeks to elevate both the impact and the perceived value of the teaching profession.

Objective 1a: Broaden understanding that the Australian Professional Standards for Teachers are a public statement providing a consistent interpretation of quality teaching practice and a shared professional language.

Registration

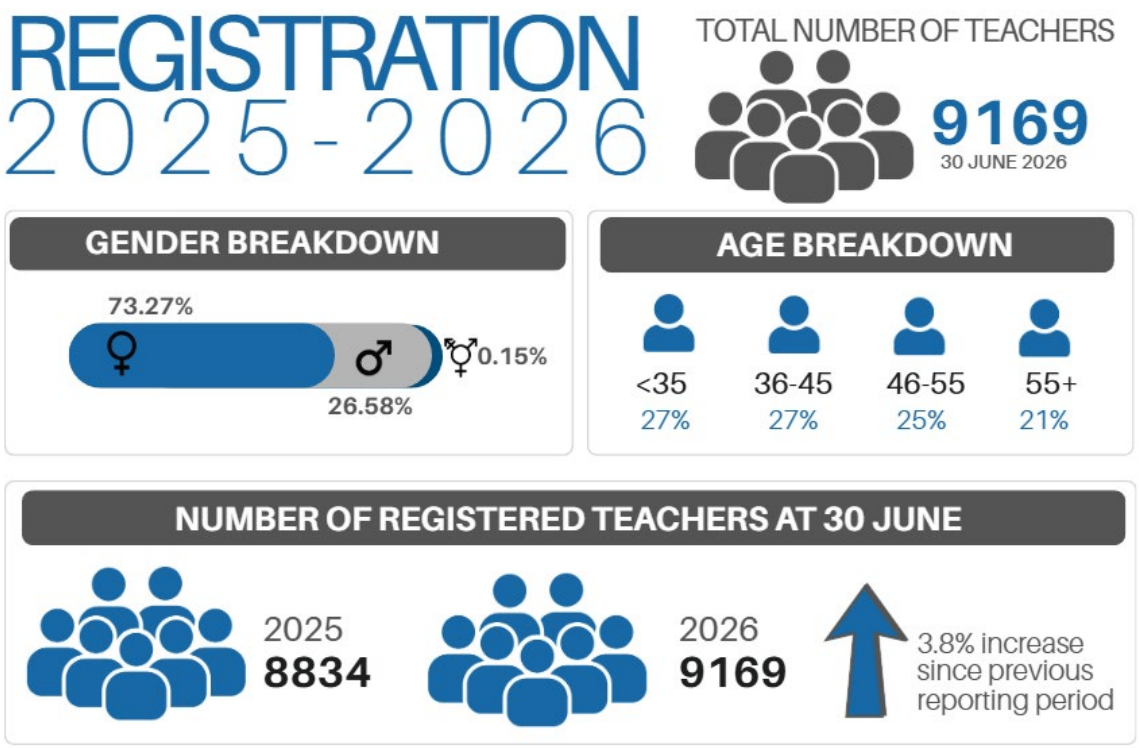
The TQI continued to uphold rigorous registration standards that support teacher quality and public confidence in the profession. TQI granted 1,382 teacher registrations and approvals to teach between 1 July 2025 and 30 June 2026. This number includes teachers entering the profession, returning to teaching, or relocating from interstate and overseas. Amongst the new registrations granted were 146 applications which required assessment of an overseas qualification.

TQI Table 3: Total registrations at end of reporting periods (including Permit to Teach)

Reporting period	Total	Difference
Total Registrations as at 30/6/2026	9169	+3.8%
Total Registrations as at 30/6/2025	8834	+2.9%
Total registrations as at 30/6/2024	8586	+2.0%
Total registrations as at 30/6/2023	8421	+1.7%
Total registrations as at 30/6/2022	8280	+0.5%

Source: ACT Teacher Quality Institute.

TQI Figure 4: Registration in the reporting period

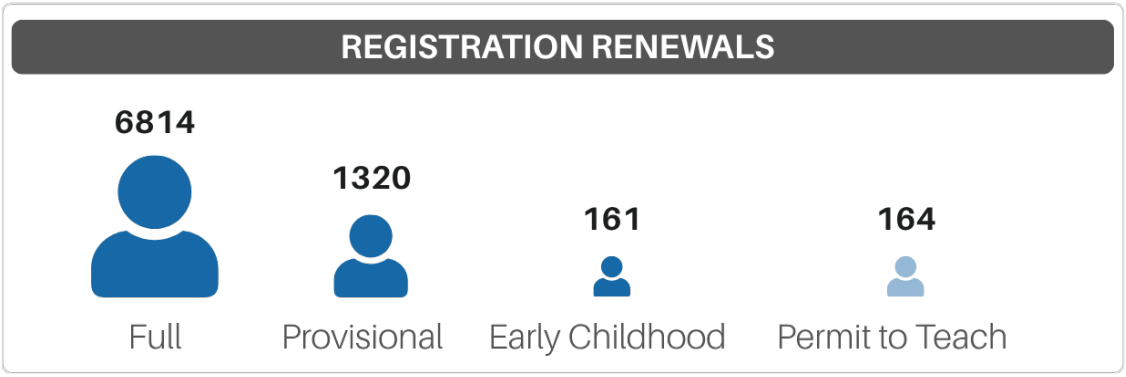


Source: ACT Teacher Quality Institute.

Registration renewal

Teacher registration in the ACT is renewed annually requiring evidence of a current Working with Vulnerable People (WWVP) registration, recent teaching practice and completion of at least 20 hours of professional learning. In the reporting period, 91% of eligible teachers renewed their registration.

TQI Figure 5: Registration renewals



Source: ACT Teacher Quality Institute.

Whilst the number of teachers who renewed registration increased in 2026, a higher than usual number of teachers lapsed their registration at end of the annual registration period, impacting the percentage of eligible teachers who renewed. This is due to a significant number of early childhood teachers (ECTs) who were unaware of the requirement to renew their registration or experiencing difficulties meeting the renewal requirements. Excluding these 105 teachers would bring the registration renewal rate back into line with previous years at 92%.

TQI Table 4: Annual Renewal of registration over recent renewal periods (including Permit to Teach)

Annual renewal period	Total	Lapsed	Percentage of eligible teachers
Period ending 31 March 2026	8459	843	90.9%
Period ending 31 March 2025	8285	770	91.5%
Period ending 31 March 2024	8022	719	91.8%
Period ending 31 March 2023	7978	648	92.5%
Period ending 31 March 2022	7685	663	92.2%

Source: ACT Teacher Quality Institute.

Early childhood teacher registration

Set up for Success: An Early Childhood Strategy for the ACT outlines the plan for early childhood education and care (ECEC) in the ACT for the next decade. The strategy includes amending the ACT teacher professional regulatory framework to include ECTs. On 1 April 2024, voluntary teacher registration for ECTs was introduced, with the aim of recognising ECTs as teaching professionals, along with their counterparts who teach in schools. They are held to the same high professional standards as their school-based teacher counterparts, in the areas of the Australian Professional Standards for Teachers (the Standards) and professional learning requirements.

During the reporting period, the Board's Teacher Professional Registration Committee oversaw the consolidation of the ACT teacher registration framework to include all ECTs, not just those working in school settings. During the reporting period, TQI saw 345 applications for ECT registration approved. By the end of the reporting period there were 411 ECTs registered in the ECT registration category, up from 172 in the previous period.

Since commencement of ECT registration in the ACT, TQI has seen a total of 513 ECTs registered, including lapsed, suspended and cancelled registrations. At 30 June 2026:

- 411 hold early childhood registration
- 88 allowed their registration to lapse
- 3 moved to full registration
- 8 moved to provisional registration
- 2 people are currently suspended
- One registration was cancelled

> *Being registered has strengthened my professional identity, enhanced my career prospects, and reassured families that I meet rigorous professional standards. It has been a valuable step in my professional journey.*
>
> EARLY CHILDHOOD TEACHER

The period of voluntary registration for the sector was important for the socialisation of teacher registration in the sector in anticipation of the introduction of mandatory ECT registration. For the first 2 years of the ECT registration category (1 April 2024 to 31 March 2026), a fee waiver was in place for ECT registration.

TQI will continue to liaise with ECTs and their employers to assist them to understand the benefits of ECT registration, and to meet their obligations under the Code and professional learning requirements.

Alternative authorisation to teach

A Permit to Teach (PTT) is not a category of registration, but an authorisation, in clearly defined circumstances and under specified conditions, for a person to teach for a limited period in a specified teaching role. A PTT may be offered, where a qualified teacher is not available, to a person who does not meet requirements for registration, but who possesses specialist knowledge, training, skills or qualifications otherwise relevant to the identified role.

A PTT may also be offered as a pathway to registration to individuals who are working towards an accredited initial teacher education qualification within a specified period of time.

As at 30 June 2026, 232 people hold a Permit to Teach.

- 96 hold a PTT under the specialist knowledge provisions of the TQI Act.
- 136 were issued to pre-service teachers in the final year of their initial teacher education programs.

TQI issues permits in 3 categories: Permit to Teach, Restricted Permit to Teach and Unrestricted Permit to Teach. As at 30 June 2026, 88 people held a Restricted Permit to Teach and 48 held an Unrestricted Permit to Teach.

During the reporting period, 66 PTT holders were granted Provisional registration and another 2 were granted ECT registration. Seven did not apply to have their permit renewed by the end of the renewal period in March 2026.

Mutual recognition

Teachers who hold current registration to teach in an Australian state or territory or New Zealand (with Practising Certificate) can apply for equivalent registration under the provisions of the *Mutual Recognition Act 1992 (Cth)*. Applicants under mutual recognition must provide evidence of their current Australian registration or New Zealand Practising Certificate, and can be deemed to be registered to teach in the ACT from the date that TQI:

- receives all required supporting documentation including evidence of current positive WWVP registration
- confirms registration in another Australian jurisdiction or New Zealand
- the applicant receives notification of deemed registration from TQI

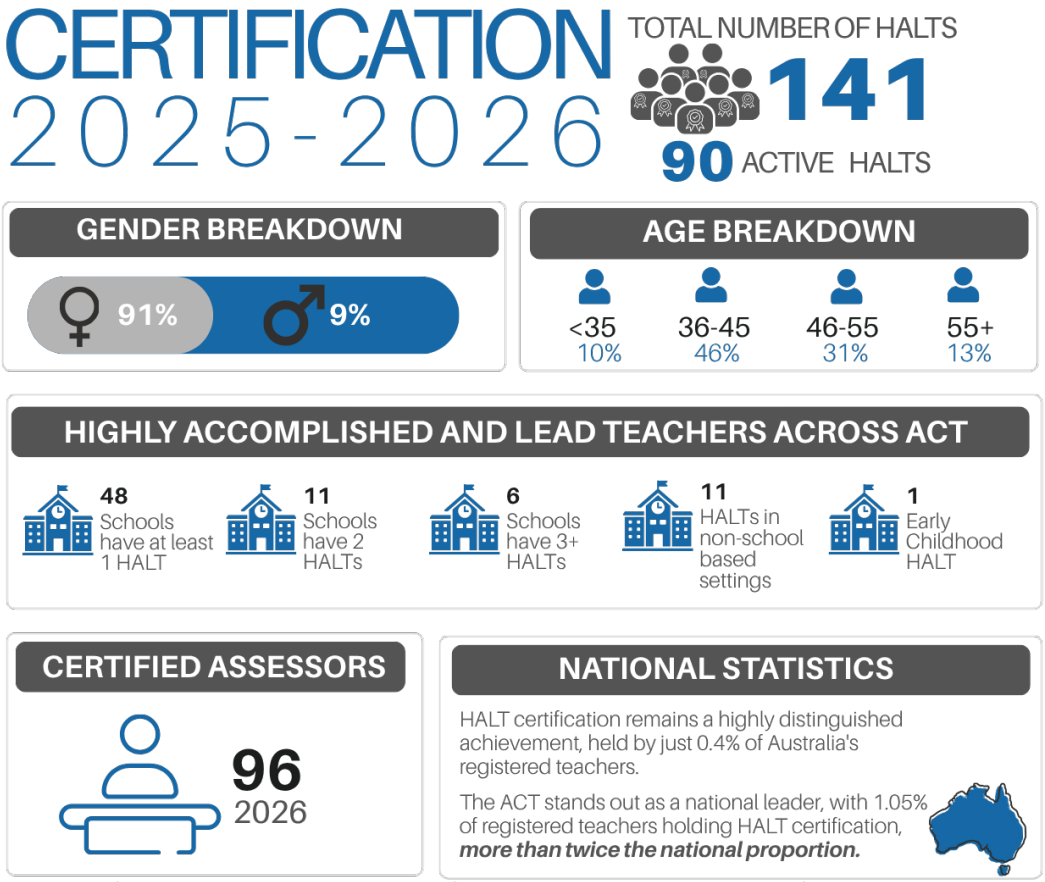
During the reporting period, TQI received 334 applications under Mutual Recognition, of which 312 were granted teacher registration in the ACT.

Certification

> *It's so exciting to be part of this milestone - I'm so proud to be part of celebrating the excellent teachers doing amazing work in the early childhood space.*
>
> 1ST HIGHLY ACCOMPLISHED EARLY CHILDHOOD TEACHER IN THE ACT

The certification of Highly Accomplished and Lead Teachers (HALTs) has remained steady in the reporting period. This is evidenced by the number of teachers showing interest in the process, submitting preliminary applications and following through with the submission of portfolios, the successful completion of the 3 modules to achieve certification, the build in HALTs choosing to renew their certification at the 5-year anniversaries, and the HALTs being recommended for Certification Assessor training by their principals.

TQI Figure 6: Highly Accomplished and Lead Teacher certification[1]



NOTE: *Data reflects HALTs since 2012, however, some have left the ACT and others have not renewed their certification status and some have come in from other jurisdictions*

Source: ACT Teacher Quality Institute.

Note(s):

1. Data reflects HALTs since 2012,noting that some have left the ACT, entered from other jurisdictions, or have not renewed their certification status.

Objective 1b: Ensure career progression accessibility for all teachers.

Pre-service Teacher Registration

There were 2,446 pre-service teachers approved in the ACT as at 30 June 2026. Registration on the TQI Pre-Service Teacher Register is a mandatory requirement for all pre-service teachers seeking a professional experience placement in ACT schools.

Students from both the University of Canberra (UC) and Australian Catholic University (ACU) comprised the majority. However, this number also included students undertaking Initial Teacher Education (ITE) programs from 28 other Institutions.

TQI Table 5: Pre-service teachers by institution

Institution	Total	Percentage
University of Canberra	1,807	74%
Australian Catholic University (Signadou Campus)	150	6%
Southern Cross University	81	3%
Central Queensland University	43	2%
Charles Sturt University	43	2%
Swinburne University of Technology	34	1%
University of New England	29	1%
Curtin University of Technology	10	<1%
Other	224	9%

Source: ACT Teacher Quality Institute.

During the reporting period, TQI continued to strengthen its relationships with key ITE providers, including UC, ACU, and other universities across Australia. These partnerships support high-quality professional experience opportunities for pre-service teachers and promote the ACT as an attractive destination for teacher training and future employment.

Pre-service teacher Permit to Teach

In response to efforts to strengthen teacher workforce supply and provide practical and work integrated paths to the profession, TQI has expanded the PTT Framework to enable final year pre-service teachers to teach in ACT schools.

Under this framework, a Restricted Permit to Teach (RPTT) may be approved for an ITE student who is currently enrolled in an ITE program and meets the following requirements:

- The student has commenced the final year of the program
- The ITE program provider and prospective employer/school have endorsed a TQI Student PTT agreement addressing the principles:
  - assuring the integrity and quality of the initial teacher education program
  - ensuring that initial teacher education students are adequately supervised, monitored and supported while working in schools
- The program provider confirms the student is likely to graduate at the end of the year and that they comply with eligibility requirements outlined in the TQI endorsed Student PTT agreement

In recognition that initial teacher education students in the final semester of their study who are close to graduation, TQI also maintains an Unrestricted Permit to Teach, which allows pre-service teachers to accept work in any ACT school where:

- the ITE student is in the final semester of the ITE program and has successfully completed all the required professional experience placements
- the ITE program provider confirms that the student is likely to graduate at the end of the current semester.

In the latter half of 2025, TQI conducted an evaluation of the RPTT program, drawing on survey feedback from permit holders, school principals and supervisors. The findings indicated strong support for the program as an effective work-embedded pathway into the profession, with 77% of respondents reporting significant increases in confidence. All principals and supervisors surveyed considered RPTT participants to be better prepared for teaching than traditional pre-service teachers.

The evaluation identified areas for improvement, including challenges associated with the requirement for participants to undertake a 6-week final placement in a different school, variability in the level of support provided by schools and universities, and instances where participants' workloads exceeded the intended maximum of 3 days per week.

In response, TQI has strengthened communication with employers, universities and permit holders to reinforce program requirements and expectations. TQI has also updated and clarified operational guidance materials and increased the visibility of this information through its website and formal communications to stakeholders. These actions aim to ensure greater consistency in program delivery and to further enhance the experience and outcomes of participants.

Retiree teachers

Following consultation with the teaching profession and stakeholders, amendments to the *Teacher Quality Institute Regulation 2010* were approved in in December 2025 to introduce an adapted model of teacher registration for retiree teachers. The model formally recognises the value of long-serving teachers, acknowledging their contribution as mentors, role models and skilled practitioners. The retiree registration pathway is designed to retain experienced educators in the ACT system, balancing regulatory standards with flexibility and reduced burden, while supporting workforce needs and maintaining high-quality teaching in schools.

The Retiree Teacher Conditions acknowledge the expertise of teachers aged 60 and over, while ensuring that registration standards remain robust and aligned with community expectations. Under the adapted model, retiree teachers must continue to meet the core requirements for teacher registration, including qualifications, English language proficiency, and the Australian Professional Standards for Teachers. The key benefits of the retiree teacher registration mode:

- Retiree teachers pay significantly lower fees (50% of the standard registration cost) making it more affordable to stay registered
- Ongoing professional learning obligations are scaled down, reducing workload while maintaining professional standards

- The model supports part-time, casual, or short-term teaching roles, recognising the valuable contribution retiree teachers make to schools and ECEC settings. Retiree teachers support student learning, mentor early career teachers and help schools address workforce shortages

Objective 1c: Maintain rigorous ITE Accreditation and ongoing professional learning.

ITE Accreditation process and core content

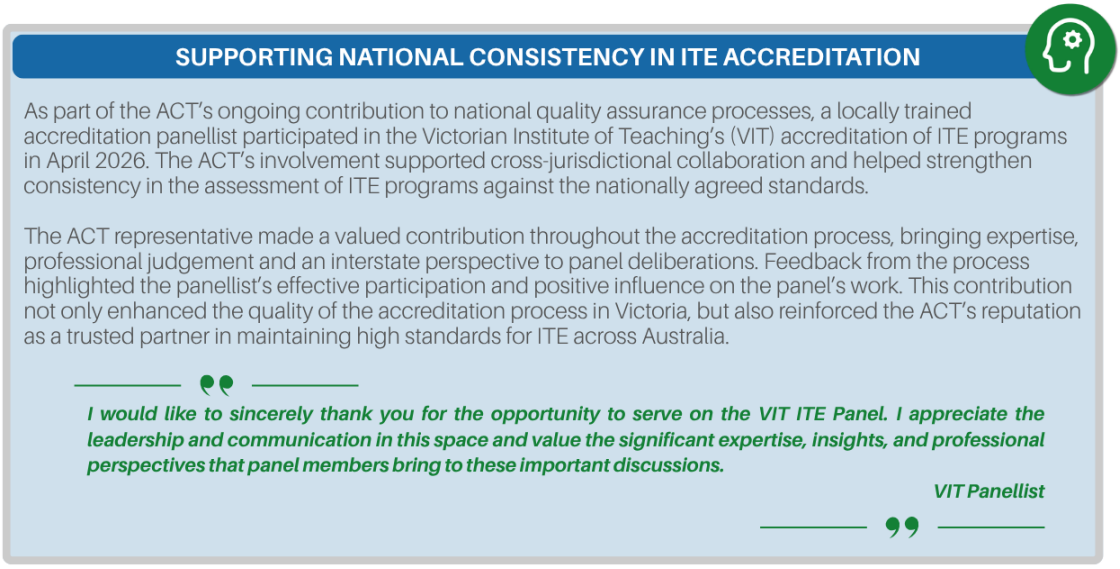
During 2025–26, TQI accredited 8 UC ITE undergraduate programs. Conducted within a fair, transparent and rigorous regulatory framework, the accreditation process provided strong assurance that the programs meet national standards and prepare graduates who are classroom ready. The process involved detailed assessment of program design, delivery, professional experience arrangements and outcomes, supported by constructive engagement from the provider. This approach ensured robust, consistent and defensible accreditation decisions while maintaining confidence in the quality of ITE in the ACT.

> *"I've been interstate panellist on a couple of these now and I can sincerely say that you definitely ran the most efficient and effective process...I think the process has been refined well and is efficient. Having panellists send through their individual assessments which allows the panel to focus on areas of concern or different assessments is a good approach."*
>
> ITE PANELLIST

TQI strengthened its stewardship of ITE accreditation through enhanced organisational capability, national collaboration and sound governance arrangements. Key initiatives included the onboarding of senior leadership, collaboration with the Victorian Institute of Teaching (VIT), TQI Board approval of an updated accreditation policy aligned to national requirements, and the establishment of expert accreditation panels, including interstate panellists to support consistency in assessments across jurisdictions. Supported by effective executive oversight and risk management, these arrangements enabled thorough assessment of evidence and informed accreditation decisions.

The accreditation application included evidence relating to the implementation of nationally mandated core content across UC's undergraduate and postgraduate ITE programs. Given the timing of the application and the requirement for providers to meet national implementation deadlines by the end of 2025, this component was considered separately by a TQI sub-panel comprising officers from TQI and VIT. In December 2025, TQI approved UC's implementation of core content requirements across all 10 ITE programs, verifying national requirements were met within the prescribed timeframe.

TQI Figure 7: Supporting national consistency in ITE accreditation



Professional Learning

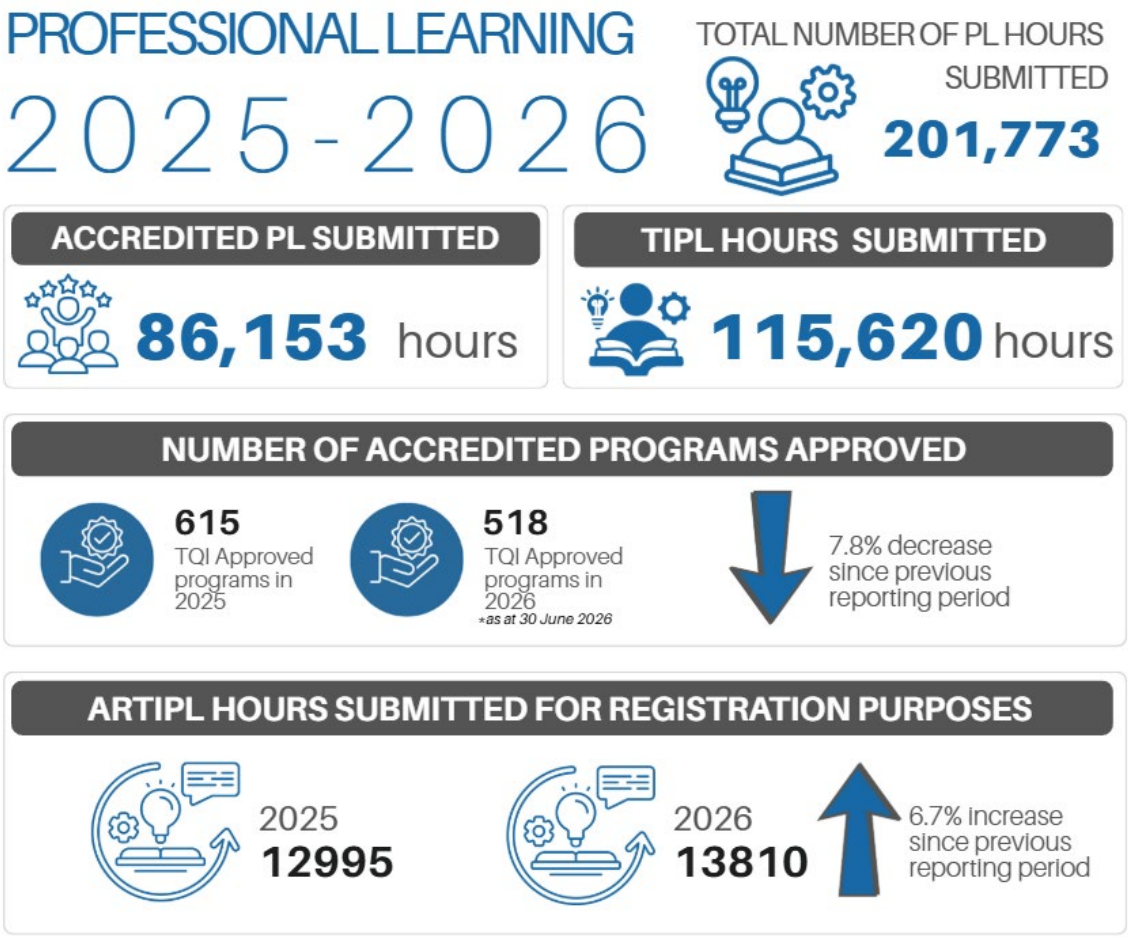
ACT teachers continue to invest significantly in their professional development. During the 2026 renewal period, 201,773 hours of professional learning were submitted, surpassing the minimum requirement by 25%. This strong participation highlights the dedication of teachers, school leaders and educators to strengthening their professional practice and delivering high-quality teaching, learning and wellbeing outcomes for children and young people in the ACT.

TQI Table 6: Total professional learning hours

Period	Renewal PL total (hours)	Required (hours)	As percentage of requirements
2026	201,773	160,830	125%
2025	195,713	161,035	122%
2024	178,872	156,325	114%
2023	177,728	155,305	114%
2022	172,106	153,350	112%
2021	169,483	152,525	111%
2020	172,088	150,115	115%

Source: ACT Teacher Quality Institute.

TQI Figure 8: Professional learning in the reporting period



Source: ACT Teacher Quality Institute

TQI accredited professional learning programs

High-quality professional learning continues to play a vital role in supporting educational excellence across the ACT. A diverse range of providers, including schools, ECEC services, professional associations and specialist organisations, contribute to a rich professional learning landscape that supports the ongoing development of teachers, school leaders and educators.

Professional learning is a central component of the teacher registration framework. To maintain registration, teachers are required to undertake and critically reflect on a minimum of 20 hours of professional learning annually. This requirement promotes continuous professional growth and helps ensure that professional practice remains informed by contemporary research, evolving educational priorities and the diverse needs of children and young people.

> *Thank you for taking the time to review the application and provide the additional questions. I appreciate the prompts, as they have helped us think more carefully about the distinction between professional learning and collaborative planning and have strengthened the articulation of the learning design... Thank you again for your thoughtful feedback and for helping us strengthen the quality of the professional learning design.*
>
> *School Leader*

During the reporting period, 998 TQI accredited professional learning programs were available to ACT teachers, school leaders and educators. The breadth of accredited offerings reflects a strong commitment across the sector to providing accessible, high-quality learning opportunities. Available across a variety of settings and delivery modes, these programs support in meeting registration requirements while pursuing professional learning aligned to professional goals, career stages and areas of practice, regardless of employment setting or status.

Value proposition of accredited professional learning

The investigation into the value proposition of accredited professional learning programs supported Objective 1c by confirming the importance of accredited professional learning in maintaining teacher quality, supporting career progression and upholding rigorous professional standards. The project examined legislative requirements, stakeholder needs and contemporary professional learning practices, reaffirming the value of TQI's accreditation framework in providing quality assurance and maintaining public confidence in the teaching profession.

The investigation identified opportunities to strengthen career pathways through more flexible professional learning options, recognition of workplace learning and exploration of micro-credentials. Its findings will inform future reforms that enhance responsiveness and reduce administrative burden while preserving the high standards that underpin professional excellence in ACT education

Recognition of ongoing reflective professional practice

Evaluation of the Automatically Recognised Teacher Identified Professional Learning (ARTIPL) and System Sponsored Teacher Identified Professional Learning (SSTIPL) initiatives demonstrated that TQI can uphold rigorous professional learning standards while adopting a contemporary, risk-based approach that reduces unnecessary administrative burden for teachers. The evaluation demonstrated strong teacher engagement and confirmed the value of recognising authentic, practice-based professional learning, including coaching and mentoring, curriculum leadership, action research, professional collaboration and other forms of ongoing reflective practice that directly contribute to improved teaching quality.

> *The recognition of ongoing reflective practice in schools through the ARTIPL initiative is greatly appreciated by the profession. It acknowledges the commitment of educators to continuous improvement and supports a culture of excellence across our schools.*
>
> SCHOOL LEADER

Importantly, the evaluation reinforced TQI's commitment to maintaining ongoing professional learning by recognising high-quality professional learning that is embedded within teachers' daily work and aligned with the Standards. The findings informed the ongoing development of a responsive and evidence-informed professional learning framework that supports career progression, promotes teacher agency and ensures professional learning remains relevant to contemporary educational priorities and workforce needs.

SSTIPL recognises teachers' reflective practices that align with system initiatives and school improvement goals. It has been used to reduce the workload associated with recording professional learning hours accrued through semi-formal or less structured processes than those which might otherwise qualify them for Accredited Professional Learning, such as participation in communities of practice. Applications for SSTIPL can be made via the TQI Portal. Each application submitted will be assessed to ensure it meets the high-level principles, which include:

- evidenced based practices
- alignment with school improvement goals
- collaboration and community engagement
- accountability and transparency
- continuous improvement.

The program must align with the Standards and contain components of coaching and mentoring. Employers are responsible for confirming participation in the SSTIPL program via the TQI Portal.

During the reporting period, TQI continued to expand opportunities to recognise ongoing reflective practice by broadening the range of professional learning activities acknowledged as contributing to growth, including coaching and mentoring, curriculum development, professional collaboration and action research. This work strengthened recognition pathways for registered ECTs, ensuring professional learning undertaken in early childhood settings is appropriately reflected within TQI's professional learning framework. The expansion of ARTIPL promoted more flexible and accessible professional learning pathways across all career stages while maintaining alignment with the Australian Professional Standards for Teachers. ARTIPL includes the following:

- Formal academic study
- Formal action research
- Supervising early career teachers in their first 3 years of teaching
- Supervision of a pre-service teacher
- Completion of Disability Standards eLearning module
- Developer and facilitator of professional learning within workplace
- Coaching/mentoring
- Leading a professional committee
- Specific student case management
- Curriculum development/writing

By recognising high-quality professional learning embedded in everyday practice across schools and early childhood settings, TQI strengthened teacher agency, supported lifelong learning and reinforced the value of reflective practice as a key component of teacher quality. This approach enhanced the relevance of professional learning, supported career progression and contributed to increased professional confidence across the ACT teaching profession.

Strategic Goal 2 – Protect children and young people

TQI will safeguard children and young people through a risk-based, right-touch, and responsive regulatory approach, ensuring that regulatory effort is targeted, proportionate, and focused on areas of greatest risk.

Objective 2a: Rigorously assess and enhance existing safe-guarding registration frameworks.

Serious breaches affecting the safety and wellbeing of children in ECEC services in Australia attracted significant scrutiny from the Australian Government and state and territory governments during 2025. Media coverage of these incidents highlighted concerns about the transparency of regulatory authorities' compliance and enforcement activities. Criticism also focused on instances where the service providers appeared to prioritise commercial considerations over quality of care.

In response, the Australian Government and state and territory governments acted swiftly, committing to strengthen safety protections and enhance and regulatory oversight, compliance and enforcement arrangements across the sector.

Overall, the responses are consistent across governments, stipulating that children's rights and best interests are the primary consideration in any decision making, that harm prevention must be a priority and timely information sharing and strengthening the capability of regulatory authorities are vital.

The August 2025, the Minister wrote to the Chair and acknowledged the Board's ongoing efforts to strengthen teacher registration, develop a risk-based regulatory framework and ensure teacher registration contributes to child safety. The Minister also sought advice on mandatory registration for early childhood educators, including consideration of the establishment of a national register for early childhood educators.

TQI continued to monitor developments in the regulatory environment and collaborate with Children's Education and Care Authority (CECA), the Ombudsman's Office, Child Youth and Family Services, Access Canberra, and the University of Canberra and the Australian Catholic University, which provide Initial Teacher Education (ITE) programs in Canberra, to support child safety and strengthen regulatory practice.

Information sharing

The TQI has leveraged the unsolicited information-sharing provisions under section 863CA of the *Children and Young People Act 2008* to enhance safeguarding practices and support Objective 2a of the Strategic Plan. Through proactively sharing child safety concerns with designated entities, TQI strengthened multi-agency oversight and contributed to more timely, coordinated and informed responses to potential risks.

The increased utilisation of these provisions reflects a growing culture of collaboration across the safeguarding system, ensuring relevant agencies are equipped with critical information to take appropriate action and better protect children and young people.

The TQI Post is the ACT Teacher Quality Institute's quarterly newsletter for registered teachers in the ACT. It provides updates on teacher registration, professional learning opportunities, policy developments, certification, and matters affecting the teaching profession. TQI communicated with teachers about child safety through the TQI Post. In August 2025, TQI Post provided teachers with a link to the Child Safe Standards and the opportunity for them to deepen their understanding of the standards by attending an Introduction to the ACT Child Safe Standards webinar.

Working with Vulnerable People registration

During the reporting period, TQI worked closely with Access Canberra, school employers and registered teachers to strengthen the management of WWVP compliance across the ACT education sector. Through regular monitoring, information sharing, compliance investigations and direct engagement with employers and teachers, TQI ensured that WWVP obligations were clearly understood and actively maintained.

Collaborative processes were established to identify and respond to lapses, cancellations and potential compliance risks in a timely manner, reducing the likelihood of individuals working without the required clearances. This partnership approach enhanced the effectiveness of TQI's safeguarding registration framework, strengthened regulatory oversight, and supported the protection of children and young people by ensuring only appropriately screened and compliant teachers remain eligible to teach in the ACT.

TQI Amendment Bill 2027

The process of amending the *Teacher Quality Institute Act 2010* has commenced, with the development of draft policy to guide proposed legislative changes. The changes are intended to establish mandatory ECT registration, strengthen child safety through robust information-sharing capabilities and modernise registration practices to ensure they are responsive to the contemporary teaching landscape, including the diverse contexts in which teachers operate.

Automatic Deemed Registration

The Mutual Recognition Amendment Bill 2021 (Cth) (the Amendment Bill) enables an individual registered for an occupation in one jurisdiction, to be deemed as registered (Automatic Deemed Registration, ADR) to carry on, in other jurisdictions, the activities covered by registration. Under the Significant Risk Exemption provision, entry into the scheme for teaching in the ACT will begin on 1 July 2027.

TQI continues to undertake significant work internally and in collaboration with the ACT Government Solicitors Office and the Teacher Regulatory Authorities (TRAs), during this exemption period to complete a review of the legislative requirements attached to ADR and the impacts on teaching within the ACT. TQI is working to ensure teacher registration retains its rigour and that information sharing across jurisdictions is sufficient to safeguard child safety.

Current mutual recognition arrangements will continue to support teachers gaining substantive registration in a second jurisdiction once registered in a first. TQI and other Australian and New Zealand TRAs have noted concerns and identified risks associated with the movement of registered teachers between jurisdictions. They have highlighted the importance of information sharing between TRAs of events relating to approved teachers and individual practice and conduct to ensure that sound regulatory decisions are made. The paramount consideration in the regulation of the teaching profession is the best interests of children, including their safety and wellbeing.

Objective 2b: Embed risk-based, responsive approach to regulatory decision making.

The TQI Regulatory Framework

In December 2025, the TQI Board approved the TQI Regulatory Framework. For further information about the Framework, refer to page 390.

Responsive approach to regulatory action.

The TQI continued to safeguard children and young people through a risk-based, proportionate and responsive regulatory framework, receiving 92 notifications and declarations under the *ACT Teacher Quality Institute Act 2010*. Notifications were assessed and prioritised according to the nature and level of risk presented, enabling regulatory effort to be directed to matters with the greatest potential impact on child safety, professional conduct and public confidence in the teaching profession.

Consistent with the previous reporting period, employer notifications under section 70B remained the primary source of reports (60 matters), reflecting the continued effectiveness of legislative reporting obligations in supporting timely risk assessment and intervention.

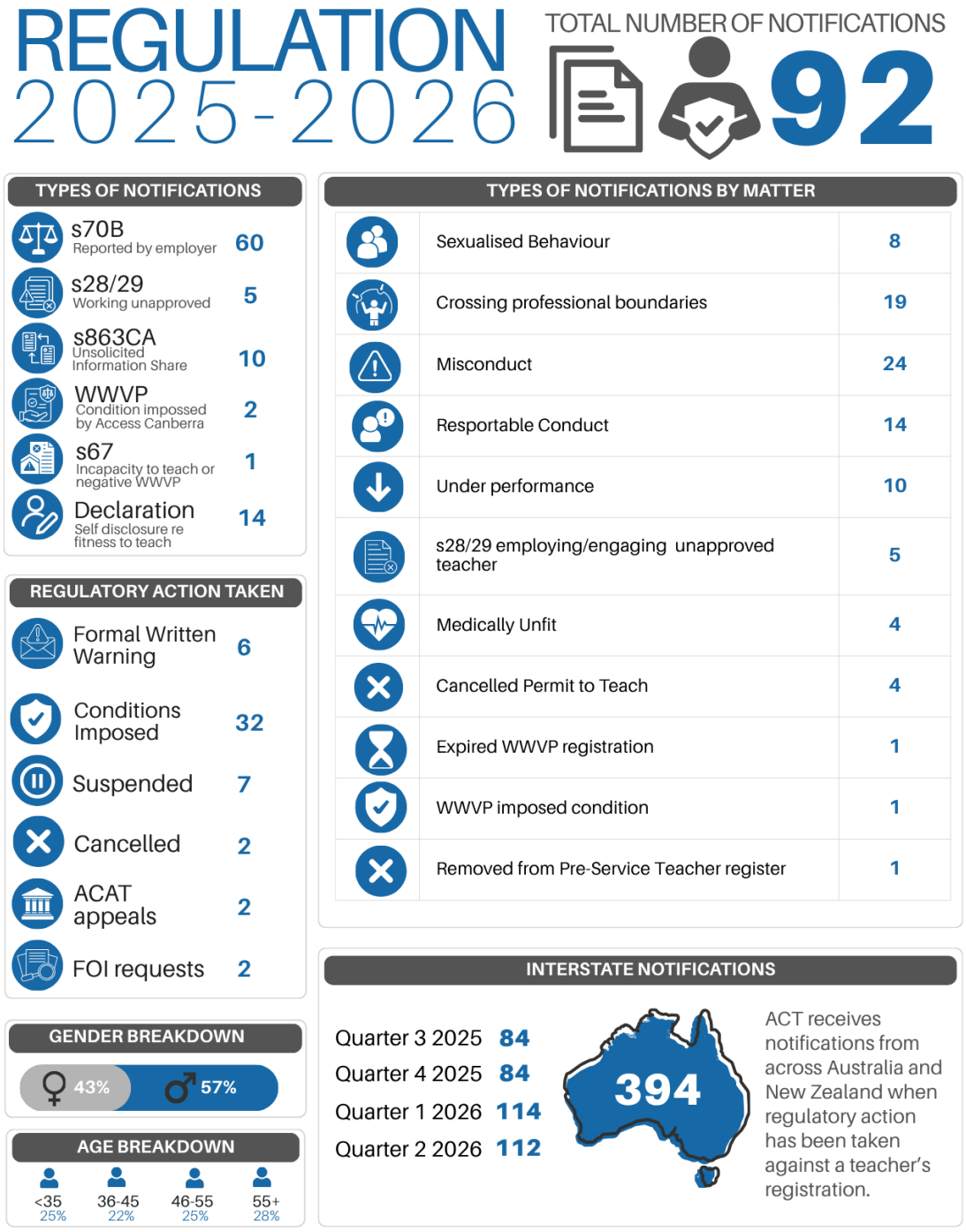
The most common matters related to misconduct (24), crossing professional boundaries (19) and reportable conduct (14), with 8 matters involving sexualised behaviour. As a result of these assessments, TQI imposed 32 conditions on registration, issued 6 formal written warnings, suspended 7 registrations and cancelled 2 registrations, demonstrating the application of a graduated regulatory response matched to the level of risk identified.

Compared with 2024–25, the number of conditions imposed remained stable at 32, while formal written warnings decreased from 23 to 6. In 2024–25, there were 14 conduct warnings and 9 warnings for section 28/29 breaches (23 total), 9 suspensions (6 conduct-related and 3 WWVP-related) and 2 cancellations recorded.

The reduction in warning-based outcomes, together with the continued use of conditions, suspensions and cancellations where appropriate, reflects TQI's evolving right-touch regulatory approach, with regulatory action increasingly tailored to the assessed level of risk rather than applying a one-size-fits-all response.

These outcomes demonstrate TQI's ongoing commitment to making evidence-informed regulatory decisions that protect children and young people while supporting a high-quality, safe and trusted teaching profession.

TQI Figure 9: Notifications in 2025–26



Source: ACT Teacher Quality Institute.

Nationally agreed high-level principles for teacher conduct

During the reporting period, TQI embedded a risk-based and responsive approach to regulatory decision-making through active collaboration with teacher regulatory authorities across Australia and New Zealand via the Australasian Teacher Regulatory Authorities (ATRA) network. As a member of the Professional Conduct and Legal Officers Working Group, TQI contributed to the development of nationally agreed high-level principles for teacher conduct, designed to strengthen consistency of regulatory expectations, promote public confidence in the profession, and prioritise the safety and wellbeing of children and young people. This collaborative work supports a proportionate, evidence-informed regulatory framework by providing clear conduct benchmarks and enhancing the ability of regulators to identify, assess and respond to risks to child safety across jurisdictions.

Objective 2c: Foster an inclusive, high-performing organisation.

Workforce capability

The TQI staff completed professional development during this reporting period, ranging from programs designed to enhance operational and domain expertise to cultural awareness and cyber security. A full list of programs undertaken is provided within the Human Resources – Professional Development section of this report. Cross-team collaboration has been a focus of TQI cultural improvement over the reporting period. Staff were provided opportunities to undertake new roles within their interest, cross-skilling individuals through acting arrangements ‘at level’ and through higher duties appointments. Mentoring, feedback and encouragement were provided both formally and informally. In several instances recognition of outstanding work was highlighted in staff meetings and correspondence with stakeholder groups.

Diversity and inclusion

During 2025–2026, TQI consulted with the Office for Aboriginal and Torres Strait Islander Affairs on 7 occasions regarding appointments to the TQI Board. Advertisements for Board appointments and TQI recruitment processes highlight the ACT Government’s and the Board’s commitment to valuing the contribution of Aboriginal and Torres Strait Islander peoples. The advertisements also emphasise the value of appointing of people from diverse backgrounds, recognising that a breadth of insight, perspective and experience enriches deliberations and strengthens decision-making.

The Board has identified the development of a Reconciliation Action Plan as a priority. In June 2026, all TQI staff participated in cultural awareness training. The program was designed to deepen staff understanding of how culture influences beliefs, attitudes and behaviours, and to build awareness of cultural diversity and unconscious bias. The training strengthened staff capability to provide respectful and culturally responsive services and reinforced TQI’s commitment to an inclusive workplace. This work forms a foundation for the development of the TQI Reconciliation Action Plan, which is scheduled for completion in September 2026.

Employee wellbeing

Flexible work arrangements are a key component of TQI's approach to employee wellbeing, enabling staff to effectively balance professional and personal responsibilities while supporting improved work–life balance and reduced workplace stress. During the reporting year, most staff utilised hybrid working arrangements, demonstrating the widespread uptake of flexible work practices and their contribution to employee wellbeing, engagement and organisational performance.

Access to an Employee Assistance Program further supports wellbeing by offering confidential professional counselling and support services for employees experiencing personal or work-related challenges. Regular check-ins between managers and employees foster open communication, provide opportunities to identify and address wellbeing concerns early, and ensure employees feel valued and supported. In addition, team lunches and other informal social activities strengthen workplace relationships, encourage collaboration, and help create a positive and inclusive team culture.

In addition, personal development plans support employee satisfaction and career progression by providing clear goals, identifying professional development opportunities, and facilitating meaningful discussions about career aspirations. TQI employees understand how their work contributes to organisational objectives and supporting their ongoing growth and development.

Business system improvements

The TQI completed a long-standing project of migrating its core information systems into ACT Government supported infrastructure during the reporting period. Over the past 2 years, TQI has worked with Digital Canberra and its vendors to migrate all systems. The move also allows for open market approaches to procuring systems support expertise.

Alongside this move was a significant upgrade from on-premises systems, which were operating at the limits of the supported release versions, to modern, vendor-supported platforms. This has not only provided improved usability but has also strengthened security and enhanced integration with TQI's desktop operating environment. The modernised systems are secure, seamless access across platforms, improving consistency, reducing administrative complexity, and supporting more reliable recordkeeping and service delivery for clients and stakeholders.

The TQI has also completed a significant identity consolidation program. Individuals who register or do business with TQI are now managed through a single account. Utilising a single identity approach has reduced duplication across information systems and improved the experience and workload in teachers' interactions with TQI. It has also strengthened security controls and enhanced the integrity of TQI records.

The TQI continues to improve its business systems with current and future projects aimed at improving regulatory administration and reporting, reducing administration for teachers and school leaders at key interactions within the TQI Portal, and automating processes where appropriate to reduce workload for teachers. For example, streamlining the process to submit the Principal's Recommendation for Full Registration, and removing the requirement for teachers to formally apply for full registration once the Principal's Recommendation has been approved by TQI.

Strategic Goal 3 – Intentionally engage stakeholders

TQI will foster strong partnerships through meaningful collaboration with the profession and the broader community. This includes working with stakeholders to identify emerging risks, promote professional self-regulation, support data-driven innovation, and clarify regulatory expectations

Objective 3a: Drive data-driven, community-aligned innovation.

The TQI is classified as a Territory Authority under section 3 of the *Financial Management Act 1996*. In conjunction with its performance and financial management, under the *Annual Reports (Government Agencies) Directions 2026 (No 1)*, TQI must report on:

1. the number of new approved teachers
2. the education programs available for the professional learning and development of teachers
3. the current assessment and certification standards that are required to be met by teachers.

The TQI provides regular reporting to the Board on data relating to registration, regulation, certification and the accreditation of programs. In December 2025, the Board endorsed a revised approach to reporting to strengthen the quality, clarity and usefulness of information provided to the Board, the Government and the community. Since that time, TQI implemented an enhanced reporting framework, including the provision of quarterly reports to the Board across 4 key domains: registration, regulation, certification and professional learning. These reports integrate key data elements with improved contextual analysis to support more informed oversight and decision-making.

The annual Lapsed Teacher Survey, which seeks to strengthen understanding of the reasons teachers discontinue their registration each year, continues to build and inform TQI's regulatory approach. The outcomes include several initiatives to streamline policy, communication and processes, including the introduction of the Retiree Teacher Conditions. The survey provided a clear indication of teachers' destinations post-registration in the ACT.

The TQI made significant progress in strengthening its data capability, including improving data collection practices and refining analytical approaches to better identify trends and emerging issues. Alongside improvements to business systems, the TQI progressed the migration of its data reporting system. While the new system will take time to mature, it will real-time reporting and comparative insights for key stakeholders, supporting transparency and continuous improvement across TQI's regulatory and registration functions.

Objective 3b: Empower stakeholder agency.

The TQI is committed to providing ongoing support and guidance to the profession to promote greater self-regulation and strengthen understanding of the legislative obligations of teachers and employers under the TQI Act. Following the introduction of voluntary ECT registration, and in preparation for mandatory registration, the TQI has invested significant effort in providing advice and support to prospective ECTs.

The TQI also recognises the important contribution of casual teachers to the profession. Given the transient nature of casual employment, these teachers may have limited access to school-based professional learning opportunities. In response, TQI has sought to ensure that casual teachers can access professional support, guidance and development opportunities.

Casual teacher network

The TQI continued to empower stakeholder agency through the highly successful Casual Teacher Network, providing a dedicated forum for casual teachers to shape and access professional learning that reflects their identified needs and priorities. Through quarterly professional learning sessions, members actively influenced the network's focus areas, ensuring content remained relevant, practical and responsive to the realities of casual teaching. In 2026, the network strengthened stakeholder-led learning through partnering with the HALT Network, enabling casual teachers to engage directly with recognised experts and accomplished practitioners. This collaboration expanded opportunities for professional growth, strengthened professional connections across the sector, and reinforced the vital contribution casual teachers make to student learning and workforce capacity.

Key sessions included:

- *Cyber Safety Deep Dive:* Attended live by 91 teachers, this session responded directly to an ongoing priority identified by network members. Presenter Lisa Plenty, from Radford College, shared practical strategies and contemporary insights to strengthen teachers' confidence and capability in managing cyber safety challenges.
- *Professional Boundaries:* A total of 103 participants engaged in an abridged version of the accredited Professional Boundaries Masterclass, delivered by Abby Rees from PunkPD and tailored specifically to the context and needs of casual teachers. The session strengthened participants' understanding of professional responsibilities and supported informed, self-regulated professional practice.
- *From Recall to Reasoning: Designing Writing Tasks that Go Deeper:* Jason Paris, a HALT from Daramalan College, shared evidence-informed strategies with 52 participants, building teacher capability to design learning experiences that promote deeper thinking and improved student outcomes.
- *Casual Teachers: The Missing Link in Maintaining Learning Continuity:* Mali Wijesundara, a HALT from Gungahlin College, led a session that engaged 45 casual teachers in exploring the critical role they play in sustaining continuity of learning and assessment. The session reinforced the professional value, agency and impact of casual teachers as essential members of the ACT education workforce.

Early Childhood Teacher Network

In 2026, the TQI strengthened its engagement with the ECEC sector through the establishment of the Early Childhood Teacher Network, a dedicated forum designed to empower ECTs to actively shape their professional learning and regulatory support needs. By creating direct channels for dialogue with TQI officers, the network promotes stakeholder agency, enabling educators to identify emerging challenges, influence future engagement activities, and contribute to a culture of professional self-regulation and continuous improvement. This initiative directly supports Objective 3b by fostering meaningful collaboration and ensuring the voices of ECTs inform the TQI's work.

- *Boundaries Without Barriers: Navigating Your Professional Edge in Early Childhood:* Presented by Abby Rees from PunkPD, engaged 85 participants in a dynamic and interactive exploration of professional boundaries in early childhood settings. The session addressed common challenges including social media use, family interactions, and ethical decision-making, supporting educators to exercise professional judgement, maintain safe and effective practice, and strengthen self-regulatory capabilities. This strong participation demonstrated the sector's commitment to professional growth and highlighted the value of responsive, stakeholder-informed learning opportunities.
- *Master the TQI Portal: Learn, Log, Reflect and Stay Compliant!:* Attended by 27 teachers, the session empowered educators to confidently navigate the TQI Portal, record and reflect on professional learning, monitor progress against the Australian Professional Standards for Teachers, and maintain compliant professional records. By building educators' capability to manage their own professional obligations and reflective practice, the session further advanced TQI's objective of promoting stakeholder agency and self-regulation across the ECEC sector.

ECEC provider information sessions

In 2026, the TQI established dedicated ECEC provider information sessions in recognition of the diversity of service settings across the sector. The sessions were designed to respond to the unique needs of providers, many of whom employ registered teachers but may have limited familiarity with the Australian Professional Standards for Teachers, registration requirements, and their role in supporting teacher compliance.

By creating tailored opportunities for providers to engage directly with the TQI, the initiative strengthened stakeholder understanding, built regulatory confidence, and empowered providers to take an active role in supporting quality teaching practice and professional self-regulation across their services. This approach reflects TQI's commitment to meaningful engagement that supports, rather than burdens, a sector already operating within a complex regulatory environment.

- *Session One: Regulatory Obligations of Providers with Employees Holding TQI Registration:* Attended by 14 providers from the ACT, the session focused on child safety responsibilities, mandatory reporting obligations, and the implications of mandatory ECT registration. Through open discussion and practical guidance, providers enhanced their understanding of their regulatory responsibilities and the important role they play in maintaining safe, compliant, and professional learning environments. This session strengthened providers' capacity to exercise informed judgement and contribute to a culture of shared accountability and self-regulation within the ECEC sector.
- *Session Two: Supporting Teacher Registration and Renewal Requirements:* The session focused on building provider capability to effectively support registered teachers throughout the registration cycle. Twelve providers were guided through processes for verifying teacher registration status, ensuring employer and personal details remain current, and understanding the role of a designated primary employer. The session highlighted provider responsibilities in supporting teachers to meet renewal requirements, including engagement in professional learning.

Objective 3c: Champion TQI's purpose, relevance and value

Throughout the reporting period, TQI has worked to ensure maintenance of its relevance and value through demonstrated engagement. The TQI has engaged with the profession to understand perception of its role and the value it contributes to the profession and the professional lives of teachers. Engagement is facilitated through several channels, including:

- Day-to-day advisory services
- Working closely with representative TQI committees
- Engagement with the profession through TQI networks, professional learning, accreditation of initial teacher education programs and professional learning programs, and forums such as the CECA Symposium

Australasian Teacher Regulatory Authorities

Australasian Teacher Regulatory Authorities (ATRA) is a professional community of practice for strategic collaboration and sharing of regulatory information and practice with respect to the teaching profession which has operated for over 25 years. The TQI engages with the 8 Australian states and territories through the ATRA network on a range of national issues. ATRA's senior officers met regularly during the reporting period to discuss issues and topics, including:

- Quality teaching and strengthening the teacher workforce
- Teacher mobility and information exchange
- Strategic reform

Through its engagement with the ATRA and associated working groups, the TQI contributes to and influences national teacher regulatory policy and practice. This engagement enables TQI to promote its work while drawing on the expertise and experience of other jurisdictions to inform continuous improvement.

During the reporting period, the TQI contributed to several national initiatives, including:

- Development of a national Suitability to Teach Statement
- Publication of the ITE Accreditation Snapshot 2025, highlighting the importance of initial teacher education accreditation
- Collaboration with key stakeholders through the Teacher Quality and Regulation Forum, Australian Institute for Teaching and School Leadership and the Quality Assurance Oversight Board
- Advancement of nationally consistent approaches to overseas criminal history and mutual recognition checks
- Development of Nationally Shared Principles relating to teacher conduct
- Delivery of a Probable Actions Table to support consistent regulatory decision-making across jurisdictions

Through this work, TQI helps shape nationally consistent teacher regulation while ensuring ACT practices remain informed by emerging national developments and best practice.

Australian Institute for Teaching and School Leadership

The TQI has a long-standing relationship with Australian Institute for Teaching and School Leadership (AITSL) and has regular contact through the following committees:

- Teacher Quality and Regulation Forum, which includes representation of the Australian Children's Education and Care Quality Authority
- Certification Authorities Network
- Membership to the Australian Professional Standards for Teachers Review Project Reference Group

Targeted communication

During the 2025–26 reporting period, the TQI strengthened its targeted communication activities to improve stakeholder understanding of its role as the ACT teaching profession regulator. Through its website, TQI Portal, TQI Post, email communications and other digital channels, TQI provided timely and relevant information tailored to teachers, employers and the broader community.

A key initiative was the revision of the Regulation section of the TQI website. The updated content more clearly explains TQI's regulatory approach and provides practical guidance for teachers and employers when notifications are made or regulatory action is taken. The TQI also introduced a dedicated 'Making a Complaint' section to help stakeholders understand what constitutes a complaint, TQI's role in responding to concerns, and how to direct matters to the appropriate agency when they fall outside TQI's jurisdiction.

These improvements enhanced transparency, supported stakeholder understanding of regulatory processes, and reinforced TQI's purpose, relevance and value across the ACT education community.

Scrutiny

In the reporting period, in relation to scrutiny reports, the ACT Government has made no commitments involving the TQI portfolio. The Standing Committee on Legal Affairs commented on disallowable instruments *ACT Teacher Quality Institute Board Appointment 2026 (No 1)* (DI2026–25) and *ACT Teacher Quality Institute Board Appointment 2026 (No 2)* (DI2026–26) that reference section 79 of the *Financial Management Act 1996,* which applies to the appointment of a chair and deputy chair, is not required in the disallowable instruments appointing members.

Risk Management

The 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.

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

In 2025, KPMG reviewed the effectiveness of the TQI's financial and performance management practices in consideration of the *Financial Management Act 1996* and to enhance board reporting by providing insights aligned with a better practice framework. KPMG's report recommended that TQI identify risk and control owners within the TQI Risk Register. This review also recommended that TQI personnel files are moved from shared network drives as a priority. Both recommendations have been accepted and corresponding actions have been completed for the risk register and are in progress for the movement of personnel files. Senior officers review the risk register each quarter, to ensure risks are being managed effectively.

Operation and 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 CEO and TQI employees.

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

The TQI undertook its annual review of the TQI Protective Security Plan in September 2025. The TQI is largely compliant with the ACT Protective Security Framework. It is working towards establishing security clearance for staff responsible for security of people, information and property. The TQI continues to assess the security of its data and is working on greater compliance with the ACT Protective Security Framework and the Australian Cybersecurity framework.

Key initiatives include:

- Conducting regular user access reviews
- Establishing multifactor authentication for users to accessing the TQI portal

The TQI's Records Management Program also addresses the need for ongoing work to ensure the correct collection, storage, and disposal of records. All TQI records held in a separate instance of Content Manager were migrated to whole-of-government Content Manager in 2025. Records stored in shared network drives and SharePoint are being transferred to Content Manager in a staged approach.

Internal Audit

The TQI is covered by the audit arrangements of the Education Directorate audit framework. Following ACT Audit Office advice, the TQI Board requested an independent audit of finances be conducted every 3 to 5 years. Given the controls in place, the Board Chair recommended an independent audit of TQI finances once in the tenure of each Chair, which was approved by the TQI Board.

In 2025, the directorate arranged for an audit of TQI's financial and performance management practices. The objective of this engagement was to review the effectiveness of the TQI's financial and performance management practices in consideration of the *Financial Management Act 1996* and to enhance board reporting by providing insights aligned with a better practice framework.

The review found that TQI's budgeting and performance reporting processes are functional. Strong financial and governance controls are in place, including regular reconciliations, clear segregation of duties for payments, collaborative budget development, active Board oversight, and a reviewed delegation framework that supports accountability and decision-making. The review identified that the TQI could improve in some areas of financial reporting, data security, risk management, and governance. The TQI accepted all the recommendations of the audit and is progressing actions in response to the audit's recommendations.

Fraud Prevention

The TQI Fraud and Corruption Prevention Plan details fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud. Provisions for protection against 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.

Under section 56 of the FMA, the Board delegates the powers listed in the Financial Delegations. Under section 13 of the TQI Act, the Board delegates the Regulatory Delegations to delegated persons and groups. Persons and groups include the CEO and TQI staff. In August 2025, the Board reviewed TQI's financial delegations and delegation of functions and powers. The TQI Board and TQI staff were reminded in 2025–2026 about their responsibilities regarding public interest disclosures.

Freedom of Information

In the reporting period, TQI received one application under the *Freedom of Information Act 2016* and contributed to the response of one application managed by the Education Directorate. The TQI has information on its organisation, function, and decision-making powers on its website: https://www.tqi.act.edu.au/about-us. Further information can be obtained by contacting tqi@act.gov.au or by phone on (02) 6207 5005. 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:

- Regulatory Framework
- 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
- Program Accreditation: Continuing Professional Learning Handbook
- TQI National Certification of Highly Accomplished and Lead Teachers Policy
- ACT Certification Highly Accomplished and Lead Teachers Guide
- ACT Renewal of Certification Supplement
- Australian Professional Standards for Teachers
- Certification Assessor Handbook
- Australian Children's Education and Care Quality Authority Early Years Learning Framework
- ACT Renewal of Certification SUPPLEMENT 2024
- ACT Edition of Australian Institute for Teaching and School Leadership guide to renewal of certification 2024
- Moving from Provisional to Full Registration Handbook: A guide for provisionally registered teachers and Professional Guidance Panels in the ACT
- Initial Teacher Education Program Accreditation Policy
- Formal Complaints Policy
- ACT Teacher Quality Institute Communications Strategy

Community Engagement and Support

During the reporting period, the TQI continued to engage with colleagues from the Australian Teacher Regulatory Authority, employers, school leaders, teachers, universities, unions and the community. Workshops and meetings were hosted in-person and online. Professional learning providers of accredited programs continued to offer content online.

The TQI is highly cognisant of its dependency on quality and timely community engagement and support to be an effective partner and regulator. During the reporting period, TQI continued to develop and deliver resources and engagement opportunities for key ACT stakeholders and target groups. These initiatives support stakeholders to meet regulatory and compliance requirements while also assisting with professional planning and goal setting.

In the reporting period, the TQI communicated with:

- all teachers for registration renewal or attainment and child safety compliance
- all teachers to consult on the then proposed adapted model of registration for retiree teachers
- all school principals and sector employers for teacher registration and regulation
- the casual teacher workforce
- retired teachers and teachers whose registration had lapsed
- applicant schools seeking approval for Permit to Teach employees
- the ACT university sector for ITE program accreditation and pre-service teacher placement support
- University of Canberra regarding possible HALT Certification equivalence through study units
- all teachers seeking to be recognised at the higher career stages of HALT Certification and school/sector leaders seeking to promote and support Certification
- all pre-service teachers in Territory universities preparing for or seeking support in their school placements
- early childhood teachers in ECEC services and providers of ECEC services
- early childhood teachers applying for registration
- professional learning providers
- representative bodies of teachers, schools and sectors including unions, Education Directorate, Association of Independent Schools, Catholic Education Canberra Goulburn, the Australian Children's Education and Care Quality Authority

Professional learning provided by TQI

The TQI delivered information sessions for early career teachers to assist teachers and their school mentors in planning their portfolio of evidence and panel presentations for progression to Full Registration. The TQI offered a program of in-person and online Certification workshops each term for HALT applicants covering Evidence and Annotations, Module 1 Certification, Module 2 Certification, Module 3 Certification, and Renewal of Certification.

HALT Information sessions for teachers considering certification were delivered throughout the reporting period via HALT Network meetings, by open access invitations and hosted by individual schools and Catholic Education. The HALT Network, led by Kristy Everding from St Francis of Assisi Primary School and Jason Paris from Daramalan College, instigated open-access portfolio preparation, support and advice sessions for HALT applicants on a quarterly basis.

In September 2025, the HALT Network facilitated the well-attended HALT Sharespace, which was an opportunity for HALTs to share practices from their own certification journeys and offer guidance to aspiring applicants on how to demonstrate and evidence their practice.

Aboriginal and Torres Strait Islander Reporting

Progress in implementing both the National Agreement and the ACT Agreement

Aboriginal and Torres Strait Islander teachers comprise 1.03% of registered teachers and Permit to Teach holders. The TQI continued to promote culturally responsive teaching practice by supporting teachers to meet the Australian Professional Standards for Teachers, including requirements relating to Aboriginal and Torres Strait Islander histories, cultures and perspectives. This contributes to the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 objective of strengthening cultural integrity and ensuring culturally safe learning environments for Aboriginal and Torres Strait Islander students.

While the TQI does not directly deliver education services, it contributes to the objectives of the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 and the National Agreement on Closing the Gap through its regulatory and professional standards functions. TQI supports a culturally responsive teaching workforce that values and incorporates Aboriginal and Torres Strait Islander perspectives, helping to improve outcomes for Aboriginal and Torres Strait Islander learners.

Through teacher registration, certification and professional development requirements, TQI promotes professional practice across the ACT. These activities contribute to stronger learning opportunities and outcomes for Aboriginal and Torres Strait Islander children and young people throughout their educational journey.

During the 2025–26 reporting period, 129 TQI accredited professional learning programs included content specifically addressing Standard 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students) or Standard 2.4 (understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the Australian Professional Standards for Teachers. There were 106 programs specifically addressing Standard 1.4 whilst 86 programs addressed Standard 2.4. There were 63 programs addressing both Standards 1.4 and 2.4. By supporting teacher quality and workforce capability across the ACT education sector,

the TQI contributes to improved educational attainment, which is a key enabler of future employment and economic participation for Aboriginal and Torres Strait Islander peoples.

The TQI consulted with the Office of Aboriginal and Torres Strait Islander Affairs 7 times during the reporting period, primarily regarding the process of providing advice to the Minister for Education and Early Childhood regarding appointments to the TQI Board.

The TQI Board met to consider the principles of the *Public Sector (Closing the Gap) Legislation Amendment Act 2025* and their obligations under the legislation. The Board requested that the CEO explore opportunities to provide further information and guidance to support members in understanding and meeting these obligations.

In June 2026, all TQI staff completed cultural capability training to strengthen their understanding of, engagement with, and service delivery for Aboriginal and Torres Strait Islander peoples. The training also supported preparation for the review of TQI's Reconciliation Action Plan.

Information published by the TQI regarding vacancies on the TQI Board highlights the importance of diversity and inclusion in Board membership, including encouraging applications from people with a broad range of backgrounds, experiences and perspectives. The advertisement further notes that the Board is strengthened by members from diverse backgrounds, whose varied insights, perspectives and experiences enrich discussion and support robust decision-making.

Disability Inclusion Act 2024 Reporting

During the reporting period, the TQI consulted the Office for Disability on 7 occasions regarding appointments to the TQI Board. In relation to the appointment of the member nominated by Catholic Education, Archdiocese of Canberra and Goulburn, the Office for Disability noted that people with disability were not currently represented on the Board and acknowledged the limitations of the recruitment process. The Office for Disability welcomed Catholic Education's consideration of appointing a suitably qualified nominee who represents one or more diversity groups, including people with disability. It also welcomed ongoing engagement with the TQI Board on issues affecting Canberrans with disability and expressed support for the Board's work.

The TQI seeks to promote diversity and inclusion through its Board appointment processes and recruitment activities. Advertisements for Board appointments and vacant positions include a statement indicating that the ACT Government and the TQI Board value diversity, including the participation and representation of people with disability (see above).

Multiculturalism Act 2023 Reporting

The TQI consulted the Office of Multicultural Affairs 7 times in the reporting period, regarding the appointments to the TQI Board. In response, Multicultural ACT noted, 'There is representation of people from the Culturally and Linguistically Diverse (CALD) community in the proposed appointments. We firmly believe that CALD representation contributes to fostering positive outcomes and better reflects the diversity of the Canberra community.'

The TQI's advertisements for Board appointments and for vacant positions include a paragraph explaining that the ACT Government and the TQI Board value the contribution of people with a culturally diverse background. The advertisement also explains that the TQI Board will be enriched by the appointment of persons from diverse backgrounds who offer a depth and breadth of insight, perspective and experience which enlivens deliberation and strengthens decision making.

Period Products and Facilities (Access) Act 2023 Reporting

The public facilities available at the TQI office site are maintained by the University of Canberra.

Work Health and Safety

In the 2025–26 reporting period, the TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011*. The TQI employees have the option of working in the office or working from home depending on their circumstances. The TQI has, however, established times when all staff work from the office if available to do so. Employees only attend the office if they are well. TQI staff are required to regularly assess their working from home environment and attest that it is secure and safe.

The TQI has encouraged staff to be aware of the Respect, Equity and Diversity (RED) framework and to report to their manager and/or through the whole-of-government reporting portal if they experience incidents which negatively affect their health, safety and wellbeing.

A general wellbeing check is conducted regularly at the team meeting and senior officers meeting. At performance review meetings, supervisors check with employees about the suitability of their working from home arrangements, as well as their wellbeing in the workplace and generally.

Human Resources Management

Staffing profile

As at 30 June 2026, TQI employed 15 staff, including the Chief Executive Officer, representing 14.4 full-time equivalent (FTE) positions. The workforce comprised 11 female employees, one of whom worked part-time, and 4 male employees.

Staff professional development

The TQI employees attended a range of professional development activities:

- ACT Reportable Conduct Scheme
- Becoming an initial teacher education (ITE) accreditation panellist
- CPA conference
- Code of Conduct
- Cyber Security Essentials
- Cyber Security Essentials – Privileged User
- Cyber Security Essentials for Executives
- Digital Records Training – Content Manager – Advanced
- Digital Records Training – Content Manager – The Essentials
- Disability Standards for Education
- Foundational Procurement
- HALT assessor training
- Narragunnawali – Learn and Connect
- Highly Accomplished and Lead Teacher Summit
- Information privacy
- Initial Teacher Education (ITE) accreditation executive officer development
- Initial Teacher Education (ITE) core content assessment and verification
- Joint Selection Committee Training
- Keeping Children and Young People Safe
- Mandatory Code of Conduct
- Maximising Regulatory Investigations & Enforcement Outcomes Conference
- Microsoft Copilot Chat Immersion Seminar (ACT Government)
- Occupational Violence
- Protective Security Policy Framework Awareness
- Regulatory Value Tool and Report - Presentation by Prof Veronica Taylor
- Reportable Conduct
- Respect, Equity and Diversity Code of Conduct
- Work, health and safety refresher
- Work Health and Safety Due Diligence for Leaders

Ecological Sustainability Reporting

The TQI is a tenant of the University of Canberra. TQI pays the University of Canberra a flat rate covering energy and water consumption. TQI does not have information about the amount of water or energy used.

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

Part C

Financial Management Reporting

Financial Management Report

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE TEACHER QUALITY INSTITUTE
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Actual 2025 $'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,813	1,760
Investment Revenue		40	67
Registration Fees		1,038	840
Grants and Contributions Revenue	2	71	72
Total Revenue		**2,962**	**2,739**
EXPENSES			
Employee Expenses		1,957	2,063
Superannuation Expenses		322	300
Supplies and Services	3	918	1,029
Depreciation		12	12
Total Expenses		**3,209**	**3,404**
Operating (Deficit)/Surplus	4	**(247)**	**(665)**

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 finance and human resources services provided by Shared Services, information technology services from Digital Canberra and legal services from the ACT Government Solicitor Office.

3. Supplies and Services consists of:

	2026 $'000	***2025*** $'000
Property Maintenance	2	13
Materials and Services	782	788
Travel and Transport	4	8
Administrative	17	113
Financial	7	6
Operating Leases	106	101
	918	**1,029**

4. The operating deficit in 2025-26 mainly relates to costs associated with systems development, partially offset by increased fee income.

5. Cash totalled $0.180 million at the end of 2025-26 ($0.386 million at the end of 2024-25).

Financial Management Analysis

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

Financial Statements

The summary report shows the details of income and expenses for TQI for the financial year 2025–26 in accordance with the direction issued under section 25 of the TQI Act.

Basis of preparation

The 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 statements have been prepared on an accrual basis and on a going concern basis as the Institute's ongoing functions and activities continue to be supported through funding provided under the *Financial Management Act 1996*.

Significant accounting policies revenue

Controlled Recurrent Payments are drawn by the Education Directorate and passed on to 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 Office (GSO) services are recognised within the Budget as revenue on the basis that the services would have been purchased if they had not been provided by the GSO.

Interest revenue is recognised using the effective interest method.

Expenses

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

Depreciation expenses relate to software and furniture and fittings.

Asset Management

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

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

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 2025 to 30 June 2026 can be made at https://www.tenders.act.gov.au/contract/search.

In the reporting period, TQI procured the following:

- *Systems Support, Development and Maintenance - Contract number PITQ0010802 – ACT Teacher Quality Institute Digital Services Development and Support 2026:* This contract is for the provision of ongoing development, system maintenance and support to the Institute's digital platforms. The initial term of this contract is to 30 June 2026. The agreement can be extended for 2 periods of up to 6 months. The value of the contract will not exceed $1,200,000 including possible extensions. TQI contracts with NCS AU Pty Ltd for the provision of development and administration resources, and to supply hosting and networking facilities in support of the TQI's business systems.

Part 4

Annual Report Requirements for Specific Reporting Entities

Ministerial and Director-General Directions

During the 2025–26 reporting period, the Teacher Quality Institute did not receive any direction from the Minister under the *ACT Teacher Quality Institute Act 2010.*

Teacher Quality Institute Reporting Requirements

This section sets out the reporting requirements that apply to the 2025–26 TQI Annual Report of specific reporting entities which include:

- the number of new approved teachers (TQI Attachment 1)
- the education programs available for the professional learning and development of teachers (TQI Attachment 2)
- the current assessment and certification standards that are required to be met by teachers (TQI Attachment 3)

TQI Attachment 1: The number of new approved teachers

During the reporting period, TQI granted registration to 1,121 new approved teachers. This number includes teachers from the following categories:

- Those who are new to the profession
- Those who have moved from interstate or overseas
- Those who have returned to the workforce.

The number does not include people who hold a Permit to Teach.

TQI Attachment 2: The education programs available for the professional learning and development of teachers

The TQI assesses every program for which an application is submitted. Programs must be accredited in each calendar year. Some programs provided by the same provider with the same name are accredited (and therefore listed twice – once for each calendar year).

The provider receives feedback from participants and often makes changes to the program in response to participant feedback, when provided a second time for accreditation.

Whilst duplicate programs, that is programs accredited over the 2 years of the reporting period with the same name have been removed, a program with the same name may be listed for 2 or more different providers.

TQI Table 7: Details of professional learning programs accredited during 2025–26

Organisation	Program
(CE) People and Culture	Brains and Balance - Early years Professional Learning Day
(CE) People and Culture	Ready to Read Program
(CE) Performance and Improvement	2024 CECG System Day
(CE) Performance and Improvement	Catalyst HITP in Action- Teach Well
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 1
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 2 (Primary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 2 (Secondary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 3 (Primary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 3 (Secondary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 4 (Primary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 5: Assessment (Primary
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 5: Assessment (Secondary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 6: The 8 Big Ideas of Catalys
(CE) Performance and Improvement	Catalyst Online Units 3 & 4
(CE) Performance and Improvement	Catalyst Online Units 5 & 6
(CE) Performance and Improvement	Catalyst Online Units 7 & 8
(CE) Performance and Improvement	Catalyst: Advancing Thinking Through Writing (3-12)
(CE) Performance and Improvement	Catalyst: Advancing Thinking Through Writing (K-2)
(CE) Performance and Improvement	Catalyst: Spelling Mastery Training
(CE) Performance and Improvement	Catalyst: Writing and Vocabulary Instruction
(CE) Performance and Improvement	CECG Onboarding Day 2026
(CE) Performance and Improvement	CECG Onboarding Days
(CE) Performance and Improvement	CECG System Day 2026
(CE) Performance and Improvement	Culturally & Linguistically Diverse (CALD) Awareness Training
(CE) Performance and Improvement	Culturally and Linguistically Diverse Awareness Training 2026

(CE) Performance and Improvement	Data Sense Making For Education
(CE) Performance and Improvement	Developing Culturally Safe and Responsive Schools
(CE) Performance and Improvement	Educational Data Literacy for Teachers and Leaders
(CE) Performance and Improvement	HIgh Impact Teaching Practice in Action
(CE) Performance and Improvement	HITP Primary Leader Days
(CE) Performance and Improvement	HITP Secondary Leaders Program 2025
(CE) Performance and Improvement	HITP Secondary Leaders Program 2026
(CE) Performance and Improvement	HITP Theory & Practice Unit 7-Guided Practice
(CE) Performance and Improvement	HITP Theory & Practice Unit 8: Responsive Teaching (Primary)
(CE) Performance and Improvement	HITP Theory & Practice Unit 8: Responsive Teaching (Secondary)
(CE) Performance and Improvement	Knowing Country, Knowing Culture: Foundations of First Nations Cultural Awareness
(CE) Performance and Improvement	Secondary Disciplinary Literacy Project - Breaking Down Writing Tasks
(CE) Performance and Improvement	System Day 2025
(CE) School and Family Services	Attachment and Trauma Theory Online course
(CE) School and Family Services	CPI Safety Intervention Training
(CE) School and Family Services	CPI Safety Intervention Training ONLINE only
(CE) School and Family Services	Dyslexia and Significant Difficulties in Reading
(CE) School and Family Services	Dyspraxia and Motor Coordination Difficulties
(CE) School and Family Services	OLT Attachment and Trauma Theory course
(CE) School and Family Services	OLT Dyslexia and Significant Difficulties in Reading
(CE) School and Family Services	OLT training course: Understanding Attention Deficit/Hyperactivity Disorder
(CE) School and Family Services	OLT Understanding Hearing Loss
(CE) School and Family Services	OLT Vision Impairment
(CE) School and Family Services	OLTcourse: Students with Significant and Complex Disability
(CE) School and Family Services	Online Training course Dyspraxia and Motor Coordination Difficulties
(CE) School and Family Services	Online Training course: Speech, Language and Communication Needs
(CE) School and Family Services	Speech, Language and Communication Needs
(CE) School and Family Services	TEAM TEACH Behaviour Support Training
(CE) School and Family Services	Understanding and Supporting Behaviour
(CE) School and Family Services	Understanding Attention Deficit/Hyperactivity
(CE) School and Family Services	Understanding Autism
(CE) School and Family Services	Understanding Hearing Loss
(CE) School and Family Services	Vision Impairment
(EDU) People, Governance and Communications	New Educator 2026 PL Afternoon Sessions

(EDU) People, Governance and Communications	New Educator 2026 PL Day 1
(EDU) People, Governance and Communications	New Educator 2026 PL Day 2
(EDU) People, Governance and Communications	New Educator Support Program - Day 1
(EDU) People, Governance and Communications	New Educator Support Program - Day 2
(EDU) People, Governance and Communications	New Educator Support Program - Part 3 Afternoon sessions
(EDU) School Improvement	2025 Leadership Insight Conference
(EDU) School Improvement	Approaching School Review using the new Student-Centred Improvement Framework
(EDU) School Improvement	Approaching School review using the Student-Centred Improvement Framework
(EDU) School Improvement	Pedagogical and Inquiry Provocations in Early Childhood Education
(EDU) School Improvement	Supporting School Improvement using the new Student-Centred Improvement Framework
(EDU) School Improvement	Supporting School Improvement using the Student Centred Improvement Framework
(EDU) Service Design and Delivery	10 Essential Skills for Classroom Teachers (face-to-face version)
(EDU) Service Design and Delivery	10 Essential Skills for Classroom Teachers (online)
(EDU) Service Design and Delivery	10 Essential Skills: Fostering supportive learning environments
(EDU) Service Design and Delivery	AI for ACT Teachers 2026 - 2 Hours
(EDU) Service Design and Delivery	AI for ACT Teachers 2026 - 5 Hours
(EDU) Service Design and Delivery	An Introduction to Coding in the Upper Primary Classroom
(EDU) Service Design and Delivery	An Introduction to Inclusive Practice for Educators - Targeted Professional Learning.
(EDU) Service Design and Delivery	An Introductory Guide to Coding in the Upper Primary Classroom
(EDU) Service Design and Delivery	Anti-Bias: A Project Approach
(EDU) Service Design and Delivery	Artificial Intelligence for Teachers: Fluency, Ethics, and Application (2 Hours)
(EDU) Service Design and Delivery	ASIST (Applied Suicide Intervention Skills Training)
(EDU) Service Design and Delivery	Authentic Integration of STEM in Interdisciplinary Learning
(EDU) Service Design and Delivery	Career Education in Primary Schools
(EDU) Service Design and Delivery	Career education in secondary schools: every teacher has a role.
(EDU) Service Design and Delivery	Careers Education in Secondary Schools: Every teacher has a role
(EDU) Service Design and Delivery	Classroom Innovation Day - UC & Google for Education
(EDU) Service Design and Delivery	Connecting Worlds: Integrating Curriculum

(EDU) Service Design and Delivery	Crime scene examination and forensic evidence analysis, for high school classrooms - featuring AFP
(EDU) Service Design and Delivery	Differentiating for Gifted and Talented Learners
(EDU) Service Design and Delivery	Differentiating for Gifted and Talented Learners
(EDU) Service Design and Delivery	EAL/D Teacher Induction
(EDU) Service Design and Delivery	Effective Teaching and Learning of K-2 Digital Technology Curriculum
(EDU) Service Design and Delivery	Enabling Pedagogies - Targeted, Explicit and Scaffolded Instruction
(EDU) Service Design and Delivery	Enabling Pedagogies: Assessment and Feedback
(EDU) Service Design and Delivery	Enabling Pedagogies: Student Centred Learning
(EDU) Service Design and Delivery	Engoori for leading Cultural Integrity
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Consistent Classroom Routines
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Explicit Teaching
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Feedback
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Guided Inquiry
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Questioning and Checking for Understanding
(EDU) Service Design and Delivery	Explicit Teaching for ACT Public Schools
(EDU) Service Design and Delivery	Gender Equity for Early Years Education
(EDU) Service Design and Delivery	Grant Sarra - To understand our present, we must understand the past
(EDU) Service Design and Delivery	Implementing the 10 Evidence-Informed Teaching Strategies: Responsive Teaching for Impact
(EDU) Service Design and Delivery	Intentionality in Digital and Online Environments: Unlocking Rich Learning alongside Children
(EDU) Service Design and Delivery	Intentionality in Online Environments
(EDU) Service Design and Delivery	Intentionality in Outdoor Environments - Unlocking Rich Learning Alongside Children
(EDU) Service Design and Delivery	Introduction to inclusive practice
(EDU) Service Design and Delivery	Introduction to Multi-Tiered Systems of Support
(EDU) Service Design and Delivery	Introduction to Muti-tiered Systems of Support
(EDU) Service Design and Delivery	Introduction to phonemic awareness and phonics in explicit reading instruction
(EDU) Service Design and Delivery	Leading Inclusive Schools
(EDU) Service Design and Delivery	Leading Inclusive Schools ACT
(EDU) Service Design and Delivery	Making Biological Sciences Meaningful and Engaging for Primary Learners
(EDU) Service Design and Delivery	Making Chemical Sciences Meaningful and Engaging for Primary Learners
(EDU) Service Design and Delivery	Making Earth and Space Sciences Meaningful and Engaging for Primary Learners

(EDU) Service Design and Delivery	Making Physical Sciences Meaningful and Engaging for Primary Learners
(EDU) Service Design and Delivery	Phonics - Progress monitoring and planning
(EDU) Service Design and Delivery	Phonics lesson structure & progressing through the complexity of English orthography
(EDU) Service Design and Delivery	Positive Behaviour for Learning – Tier 1 Universal Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning – Tier 2 Selected Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning (PBL) - Tier 1 Universal Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning (PBL) - Tier 2 Selected Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning PBL - Tier 1 Universal Supports
(EDU) Service Design and Delivery	Prevention and Response to Bullying Behaviours
(EDU) Service Design and Delivery	Prevention of Bullying Behaviours
(EDU) Service Design and Delivery	Protective Behaviours
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Module 1
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Module 2
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training-Module 1
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training-Module 2
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training-Universal A
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships UNIVERSAL
(EDU) Service Design and Delivery	Strong Foundations - Implementing Evidence-Informed Practice - Secondary
(EDU) Service Design and Delivery	Strong Foundations - Implementing Evidence-Informed Teaching - Primary
(EDU) Service Design and Delivery	Strong Foundations - Learning theories underpinning the recommendations and discontinuing to use of
(EDU) Service Design and Delivery	Strong Foundations: An evidence-informed approach to learning in ACT public schools
(EDU) Service Design and Delivery	Successful Student Transitions
(EDU) Service Design and Delivery	Supporting EAL/D Learners in Mainstream Classrooms
(EDU) Service Design and Delivery	Teaching phonics - scope & sequence & instructional routines
(EDU) Service Design and Delivery	Team Teach - Foundation
(EDU) Service Design and Delivery	Team Teach Training
(EDU) Service Design and Delivery	The past informs the present and guides the future
(EDU) Service Design and Delivery	Threads of Creativity Term 3
(EDU) Service Design and Delivery	Threads of Creativity Term 4

(EDU) Service Design and Delivery	Threads of Creativity: exploring relationships with the arts
(EDU) Service Design and Delivery	Threads of Creativity: exploring relationships with the arts.
(EDU) Service Design and Delivery	Trauma Informed Practices Lev 2: Trauma Sensitive Strategies - Relationships
(EDU) Service Design and Delivery	Trauma Informed Practices Lev 2: Trauma Sensitive Strategies - Safety
(EDU) Service Design and Delivery	Trauma Informed Practices Level 1: Trauma Aware
(EDU) Service Design and Delivery	Understanding Gender and Gender Based Violence
(EDU) Service Design and Delivery	Universal Design for Learning - Inclusive Education
(EDU) System Policy and Reform	ACT Early Childhood Education and Care Governance Symposium
(EDU) System Policy and Reform	ACT Early Childhood Education and Care March 2026 Sector Meeting
(EDU) System Policy and Reform	ACT Early Childhood Education and Care November Sector Meeting
(EDU) System Policy and Reform	ACT ECEC Symposium 2026: Embedding Relationships
(EDU) System Policy and Reform	Child Safe Standards in Practice
(EDU) System Policy and Reform	Culturally inclusive and responsive early childhood educational practices
(EDU) System Policy and Reform	Intentionality in Digital and Outdoor Environments: Unlocking Rich Learning alongside Children
(EDU) System Policy and Reform	Play-based learning and intentionality
(EDU) System Policy and Reform	Relational Coaching in Early Childhood Education Session Three
(EDU) System Policy and Reform	Relational Coaching in ECE Session Four
(EDU) System Policy and Reform	Relational Coaching in ECP
A Gender Agenda	Supporting Trans, Gender Diverse and Intersex Students at School
Access Art Academy	Access Art Academy: Storytelling through shadow puppetry
ACT & District History Teachers Association	2025 ACT History Teachers Teach-Meet
ACT Association for the Teaching of English (ACTATE)	ACTATE Book Club: First Nations Perspectives
ACT Association for the Teaching of English (ACTATE)	Artificial Intelligence in the English Classroom: Challenges and Possibilities
ACT Association for the Teaching of English (ACTATE)	Engaging and Challenging Students in English
ACT Association for the Teaching of English (ACTATE)	First Nations Perspectives in ACT Schools Part 2: ACTATE Book Club
ACT Association for the Teaching of English (ACTATE)	GenAI in School Education and Beyond: What's next?
ACT Association for the Teaching of English (ACTATE)	Shorts: Tools, Texts and Strategies
ACT Association for the Teaching of English (ACTATE)	Teaching Taylor Swift's Midnights and Shakespeare's Sonnets Together: Exploring Aesthetic Value

ACT HALT Network	ACT HALT Network Sharespace 2025
ACT Music Educators Network Inc	ACTMEN Music Education workshop
ACT Music Educators Network Inc	Band Reading and Conducting workshop
Acting For the Fun of It	Acting and Devising Theatre
Acting For the Fun of It	Acting Shakespeare
Acting For the Fun of It	Acting Techniques
Acting For the Fun of It	Acting the Playtext
ACU Canberra Campus	Just and Holy War: Teaching Ethical Judgement, Critical Inquiry, and Civic Responsibility
ACU Canberra Campus	Living with dyslexia
Ainslie School	Tours as Texts
Ainslie School	Understanding our Place
Alfred Deakin High	ADHS Data and Pedagogy PL 2025
Alfred Deakin High	ADHS Disciplinary Vocab
Alfred Deakin High	ADHS Writing PL 2025
Alfred Deakin High	ADHS Writing PL 2026
Alfred Deakin High	Leading Teams ADHS 2025
All About Writers	All About the Writers' Workshop
All About Writers	All About the Writing Process
All About Writers	All About Writers' Craft
All About Writers	All About Writing Conferenced
All About Writers	All About Writing, K-6
Alliance Française de Canberra	French Class - Level B1 Intermediate 1
Amaroo School	AI in Education
Amaroo School	Logon Literacy: Improving Literacy at Amaroo School
Amaroo School	Real School - The Next Phase
Amaroo School	Real Schools - Restoring Teaching (Year 3)
ANU College of Engineering and Computer Science	LLMs Unplugged: a tech-free guide to understanding and teaching AI
ARACY - Australian Research Alliance for Children and Youth	The Common Approach (face to face)
ARACY - Australian Research Alliance for Children and Youth	The Common Approach to Enhancing Wellbeing
Aranda Primary	PLCs In Action V2
Aranda Primary	PLCs In Action V3
Arawang Primary	Bursting Curiosity
Association of Independent Schools of the ACT (AISACT)	2025 AISACT NCCD
Association of Independent Schools of the ACT (AISACT)	2025 AISACT Neurodiversity Workshop: Focus ASD & ADHD

Association of Independent Schools of the ACT (AISACT)	2025 AISACT Program Amplify
Association of Independent Schools of the ACT (AISACT)	2025 AISACT Understanding and Managing Behaviours with Evidence-Based Practices
Association of Independent Schools of the ACT (AISACT)	2025 AISACT Universal Design for Learning with Dr Matt Capp
Association of Independent Schools of the ACT (AISACT)	2025 NCCD Overview for Staff
Association of Independent Schools of the ACT (AISACT)	2025 Youth Mental Health First Aid Course
Association of Independent Schools of the ACT (AISACT)	2026 AISACT NCCD Phases
Association of Independent Schools of the ACT (AISACT)	2026 AISACT Program Amplify
Association of Independent Schools of the ACT (AISACT)	2026 AISACT Universal Design for Learning with Dr Matt Capp
Association of Independent Schools of the ACT (AISACT)	2026 Google Gemini for Educators
Association of Independent Schools of the ACT (AISACT)	2026 Middle Leaders Professional Standards Pilot
Association of Independent Schools of the ACT (AISACT)	2026 NCCD Overview
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Attachment and Trauma Theory
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Dyslexia and Significant Difficulties in Reading
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Speech, Language and Communication Needs
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Understanding Attention Deficit/Hyperactivity
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Understanding Autism
Association of Independent Schools of the ACT (AISACT)	AISACT - Every Learner, Every Tier: Making MTSS Work
Association of Independent Schools of the ACT (AISACT)	AISACT 2025 Promoting Self-Regulated Learning : Embedding Practice
Association of Independent Schools of the ACT (AISACT)	AISACT Effective Communication Workshop 2026
Association of Independent Schools of the ACT (AISACT)	Beyond the Bot: Navigating AI with Purpose, Pedagogy, and Practice
Association of Independent Schools of the ACT (AISACT)	Essential Skills for Mentors
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Acknowledging and building on the linguistic resources of multilingual and multidialectal students.
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Identifying and Supporting English Language Learners Who Have Additional Learning Needs

Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Nouns - Do You Know What They Are?
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Planning Effective Listening and Speaking Lessons
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Switch on with Song! Using Songs for Language Learning
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Teaching Verbs with EAL Learners
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Using AI for teaching and assessment -- Possibilities and Pitfalls
Aunty Agnes Shea High School	Berry Street Education Model - Body
Aunty Agnes Shea High School	Berry Street Education Model - Relationship
Aunty Agnes Shea High School	Shelley Moore: The Bowling Analogy - Rethinking Our Aim for All Learners
Australian Association of Special Education (ACT Chapter)	Building Blocks to Authentic Inclusion
Australian Council for Educational Research	Assessment Leader Program 1 (ALP1): Critical Perspectives on Assessment
Australian Council for Educational Research	Assessment Leader Program 2 (ALP2): Learning progressions
Australian Council for Educational Research	Assessment Leader Program 3 (ALP3): Assessment Methods
Australian Council for Educational Research	Understanding PAT: Progressive Achievement Approach
Australian Council for Educational Research	Using AI for learning and teaching: An introduction
Australian Education Union - ACT Branch	Supporting New Educators with Behaviour management and De-escalation
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers (5 modules)
Australian Institute of Aboriginal and Torres Strait Islander Studies	Core: Culturally Responsive Teaching
Australian Literacy Educator's Association (ALEA)	Evidence with Inquiry: Exploring, Questioning and Documenting with Learning Walls
Australian Literacy Educator's Association (ALEA)	A Writer's Journey with Author Rhian Williams
Australian Literacy Educator's Association (ALEA)	ALEA ACT Unconference - Literacy Speed Dating 2025
Australian Literacy Educator's Association (ALEA)	Literacy in Early Childhood - exploring oral language, reading, writing and digital technologies
Australian Literacy Educator's Association (ALEA)	Planning, Creating and Nurturing Cultures of Curiosity
Australian Sports Commission	Physical Education - Essential Skills for Primary Teachers

Australian Sports Commission	Physical Education (PE) – Essential Skills for Primary Teachers
Australian Taxation Office	Teaching primary students to be active and informed citizens (Paying It Forward)
Australian Taxation Office	Teaching secondary students curriculum content about tax and super (Tax, Super + You)
Australians Together	Building Confidence Workshop
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Behaviour Zen Pty Ltd	Positive Behaviour Strategies for Aggressive Behaviours
Behaviour Zen Pty Ltd	Positive Behaviour Support For Fetal Alcohol Spectrum Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support for Reactive Attachment Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support for Students Impacted by Trauma
Behaviour Zen Pty Ltd	Positive Behaviour Support for Students with Pathological Demand Avoidance
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Anxious Behaviour
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Attention Deficit Hyperactivity Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Oppositional and Defiant Behaviours
Ben Wilson Consultancy	Country as Teacher - Continuing Practitioner Course
Ben Wilson Consultancy	Country as Teacher - New Practitioner Course
Ben Wilson Consultancy	Country as Teacher - School Leaders Course
Ben Wilson Consultancy	Country as Teacher AAEE
Berry Street Victoria	Berry Street Education Model Day 1 Body
Berry Street Victoria	BSEM Day 2 Relationship
Berry Street Victoria	BSEM Day 3 Stamina and Engagement
Berry Street Victoria	BSEM Day 4 Character
Berry Street Victoria	Character
Berry Street Victoria	Relationship
Berry Street Victoria	Stamina and Engagement
Beyond Blue	Early Support
Beyond Blue	Family Partnerships
Beyond Blue	Leading through natural disasters and other community trauma
Beyond Blue	Learning resilience
Beyond Blue	Mentally healthy communities
Beyond Blue	Responding Together
Birrigai Outdoor School	Connect on Country With Birrigai
Birrigai Outdoor School	Connection to Country - the Lore of Young Children
Birrigai Outdoor School	Cultural Understanding of Place - Birrigai

Birrigai Outdoor School	Truth Telling - beyond fear, guilt and denial
Blue Gum Community School	Blue Gum Pedagogy and Practice 2025
Blue Gum Community School	Blue Gum Pedagogy and Practice 2026
Blue Gum Community School	Praxis at Preschool - Blue Gum in 2025
Blue Gum Community School	The Educational Landscape + Pedagogy 2026
Board of Senior Secondary Studies (BSSS)	AI in ACT BSSS Senior Secondary Schools
Board of Senior Secondary Studies (BSSS)	AI in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Assessing Group Work and Collaboration Skills in Senior Secondary Classes
Board of Senior Secondary Studies (BSSS)	BSSS AI Introduction: Asynchronous
Board of Senior Secondary Studies (BSSS)	Creating Programs of Learning for ACT BSSS Senior Secondary Curriculum
Board of Senior Secondary Studies (BSSS)	Inquiry-based Assessment in the Arts
Board of Senior Secondary Studies (BSSS)	Introduction Senior Secondary Industry and Services Framework for the ACT BSSS
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT BSSS Senior Secondary English Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT BSSS Senior Secondary Health, Outdoor and Physical Education Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT BSSS Senior Secondary Health, Outdoor and Physical Education Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Commerce Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Ethical Research Principles and Guidelines Workshop
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Languages Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Mathematics Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Mathematics Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary System Commerce Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Technologies Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Technologies Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the Arts Framework for the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Introduction to the BSSS Quality Assessment Guidelines

Board of Senior Secondary Studies (BSSS)	Introduction to the Science Framework in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Introduction to the Senior Secondary Humanities and Social Sciences Framework in the ACT
Board of Senior Secondary Studies (BSSS)	New To Leadership in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	New to Leading Learning and Assessment in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Online Introduction to the ACT Senior Secondary System Workshop One
Board of Senior Secondary Studies (BSSS)	Online Introduction to the ACT Senior Secondary System Workshop Two
Board of Senior Secondary Studies (BSSS)	Programs of Learning in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Providing Feedback to Students
Board of Senior Secondary Studies (BSSS)	Providing Feedback to Support Learning
Board of Senior Secondary Studies (BSSS)	Scaling in the ACT Senior Secondary Assessment
Board of Senior Secondary Studies (BSSS)	Scaling in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Writing Great Rubrics
Board of Senior Secondary Studies (BSSS)	Writing Rubrics
Bonython Primary	Restorative Practice 2.0
Bonython Primary	Self-Regulated Learning - The Bonython Journey continues
Brindabella Christian College	Developing Powerful Learners (DPL) 2025
Brindabella Christian College	Excellence in the Classroom
Burgmann Anglican School	Building Futures through Personalised Learning
Burgmann Anglican School	Creating a Classroom Culture for Learning Excellence
Burgmann Anglican School	Enabling Diverse Cultural Backgrounds to Unlock Excellence
Burgmann Anglican School	Harnessing the Curiosity of Young Learners
Burgmann Anglican School	Teaching the Social Skills to Connect and Contribute
Butterfly Foundation	Butterfly Body Bright
Calwell High	Understanding Universal Design for Learning
Campbell High	Quality Teaching Model: Collaborative Classroom Observations
Campbell High	Teaching for Understanding
Campbell High	Teaching for Understanding: Embedding Practice
Campbell Primary	Evidence- Informed Teaching Strategies
Campbell Primary	SPELD Workshop
Canberra Christian School	7 Steps Writing Training

Canberra College	Evidence Based Pedagogies for Wellbeing in the Senior Years
Canberra College	Inclusive Education: Disability Inclusion
Canberra Girls' Grammar School	AI in schools
Canberra Girls' Grammar School	Australian Curriculum POI Mapping
Canberra Girls' Grammar School	Clarity 2025
Canberra Girls' Grammar School	Embedding Explicit Teaching through Learning Communities
Canberra Girls' Grammar School	Leadership Coaching
Canberra Girls' Grammar School	Learning Communities
Canberra Girls' Grammar School	Maintaining Professional Boundaries
Canberra Grammar School	2025 The CGS Experience: Literacy, Data and Classroom Management
Canberra Grammar School	Brightpath Writing and Assessment
Canberra Grammar School	Inclusive Excellence, Wellbeing and Self-Regulation
Canberra Grammar School	Inclusive Excellence: Assessment, AI and Inclusive Design in Practice
Canberra Grammar School	Inclusive Excellence: Writing Assessment and Digital Literacy
Canberra Grammar School	Intentional Teaching Through Slow Pedagogy: Strengthening QIP and Observation Practices
Canberra Grammar School	Literacy Focus Semester 2. IB PYP Review and Preparation for Evaluation
Canberra Grammar School	Literacy Focus Semester 2. MYP Review and Evaluation for Verification
Canberra Grammar School	Literacy Review. The Importance of Inclusion
Canberra Grammar School	Primary School - Learning and teaching for conceptual understanding 29 - 30 Jan 2025
Canberra Grammar School	Research-Informed Rehearsal & Conducting: A Practical Day with Dr Joanne Heaton
Canberra Grammar School	Specialist Teacher Professional Learning Day – PYP Framework Integration
Canberra Grammar School	Wellio: Confidently Leading Safe, Supportive and Impactful Wellbeing Sessions
Canberra High	Building Cultural Capabilities and Embedding 8 Ways of learning in Secondary Schools
Canberra High	Student relationships and positive culture
Canberra Institute of Technology	CIT Conference 2025: Skilling for the Future
Canberra Institute of Technology	Introduction to Vocational Education and Training (VET)
Canberra Institute of Technology	Validation Refresher
Canberra Institute of Technology	Vocational, VET, Assessment, Mapping
Canberra Institute of Technology	Vocational, VET, clustering units
Canberra Institute of Technology	Vocational, VET, Training Supervision
Canberra Mathematical Association	Canberra Mathematical Association Conference 2026
Canberra Mathematical Association	Preparing the adolescent brain for the "Wicked World"

Canberra Theatre Centre	ACT UP! 2025
Canberra Theatre Centre	ACT UP! 2026
Canberra Theatre Centre	Garabari
Canberra Theatre Centre	Imagine Live
Canberra Theatre Centre	My Brilliant Career
Canberra Theatre Centre	Pride & Prejudice
Canberra Theatre Centre	Sheltering by Bangarra Dance Theatre
Canberra Theatre Centre	The Alphabet of Awesome Science
Canberra Theatre Centre	The Land of the Lost Things
Canberra Theatre Centre	Where is the Green Sheep?
Caroline Chisholm School	Rising tides: learning for all (UDL for curriculum, pedagogy and engagement)
Challenging Challenges	Anxiety in Children and Adolescents
Challenging Challenges	Dysgraphia: A Difficulty with Written Expression and Handwriting
Chapman Primary	Developing and Effective Whole School Approach to Teaching Spelling
Charlene Lalor - coaching and training services	Executive Function Training for Neurodivergent Learners and Educators - Introduction
Charles Weston Primary	Approaches to learning
Charles Weston Primary	Teaching for Impact: Polya's Problem Solving, Differentiation, Vocabulary instruction in the maths
Charnwood-Dunlop School	Engagement Norms
Charnwood-Dunlop School	Formative Assessment
ClassCover	Classroom Conversations: Oral Language in the K-2 Classroom
ClassCover	Creating Engaging and Meaningful Numeracy Lessons in the Upper Primary Years
ClassCover	Empowering Self-Motivated Learners: A Practical Framework for Secondary Educators
ClassCover	Film Making 101
ClassCover	Integrating ICT in the K-6 Maths Classroom
ClassCover	Poetry in Action
ClassCover	Prompt Planning
ClassCover	Self-Regulated Learning
ClassCover	Supporting Students with Dyscalculia
ClassCover	Supporting Students with Dysgraphia
ClassCover	Supporting Students with Dyslexia
Code Club Australia	Code Club in the Classroom
Code Club Australia	Scratch Coding - Mastering the Basics
Concept Based Learning	Concept Based Curriculum and Instruction for the Thinking Classroom

Connections High School	Living Well and Learning Well at School
Consensus Education	Implementing a successful debating program in schools
Cool Australia	Advocating For STEM
Cool Australia	AI Literacy for Teachers - Ethical AI in Education
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Big History
Cool Australia	Create Change with the Right Communication
Cool Australia	Digital technologies for STEM classrooms
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Get Creative with STEM
Cool Australia	How to Approach Trauma in the Classroom
Cool Australia	How to successfully engage primary school learners in coding
Cool Australia	How to Teach a Unit on Fire and Flood Resilience
Cool Australia	How to Teach Critical Thinking General Capability - Primary
Cool Australia	How to Teach Critical Thinking General Capability - Secondary
Cool Australia	How to teach numeracy more effectively
Cool Australia	How To Teach Sustainability With Hope
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Inspiring Students to Take Action
Cool Australia	Inspiring Young Scientists in Your Early Learning Room
Cool Australia	Integrating STEM Through Project-based Learning
Cool Australia	Introduce Students to Design Thinking
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Secondary STEM
Cool Australia	Investigate how animals are impacted by their environment
Cool Australia	Meet the NQS by Caring for the Environment
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Save The World With STEM
Cool Australia	Strategies for Dealing with Aggressive and Violent Behaviours
Cool Australia	Strategies for Dealing with Agressive and Violent Behaviours
Cool Australia	Teach Caring for Country Using Fire
Cool Australia	Teach Indigenous Land Management Using Fire
Cool Australia	Teach Mindfulness to Children
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students

Cool Australia	Teach Nature Play
Cool Australia	Teach persuasive language using videos
Cool Australia	Teach Science Inquiry in the Primary Classroom
Cool Australia	Teaching Consent to Children
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	War On Waste - Use Primary Maths to Measure Waste
Cool Australia	War On Waste - Use Secondary Maths to Measure Waste
Covenant Christian School	A Good Teacher - delivering a classical pedagogy based on the book A Good Teacher by Chris Perrin
Covenant Christian School	IEW Writing Introduction Course
Cranleigh School	One Day Overview of PODD Communication Books
Cranleigh School	Regulation Foundations: Supporting Students with Intellectual Disabilities
Daramalan College	Department Day 2025
Daramalan College	Department Day 2026
Daramalan College	Learn From One Another 2025
Daramalan College	Learning From One Another 2026
Daramalan College	MSC Charism
Daramalan College	PL Week 0 2025
Daramalan College	PL Week 0 2026
Daramalan College	Spirituality Day 2025
Daramalan College	Twilight PL 1: The Resilience Project
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2025
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2026
Design and Technology Teachers Association ACT	TECHnow '25
Dickson College	Dickson College Week 0 2025: Explicit Teaching to Build Self-Management Cabability
Dickson College	Dickson College Week 0 2026: UDL & Teaching Sprints
Dream Big Education Wellbeing and Consulting Pty Ltd	Embedding Aboriginal Curriculum and Pedagogies
Early Childhood Australia Inc	2025 ECA National Conference
Early Childhood Australia Inc	2026 Early Childhood Australia National Conference

Early Childhood Australia Inc	Engaging with digital documentation and technology (3-part series)
Early Childhood Australia Inc	eSafety Early Years (3-part series)
Early Childhood Australia Inc	eSafety Early Years: Creating a safe online environment
Early Childhood Australia Inc	Partnerships with families for inclusive practices (2-part series)
Early Childhood Australia Inc	Philosophy leading strategy (3-part series)
Early Childhood Australia Inc	Take me outside: An introduction to outdoor learning
Early Reading and Music	The Early Reading and Music Partnership
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions.
Education Events	Developing Early Childhood Approaches for Children with Special Needs.
Education Events	Developing Social Skills for Children with Diverse Learning Needs
Education Events	Emotional Regulation for Neurodiverse Students - Primary Age Students
Education Events	Teaching Students with Autism Spectrum Disorder - Strategies to Inform Teaching Practice
Education Events	Understanding ASD: Knowledge to Improve Student Learning, Participation and Outcomes
Education Events	Understanding Autism Spectrum Disorder Teaching Strategies and Behaviour Support with Sue Larkey
EduInfluencers	A Feedback Culture
EduInfluencers	Are We On The Same Page?
EduInfluencers	Building Professional Trust
EduInfluencers	Celebrating Results
EduInfluencers	Crafting Commitment
EduInfluencers	Equipping Teams For Big Conversations
EduInfluencers	Feedback for Growth
EduInfluencers	Managing Conflict
EduInfluencers	Practicing Accountability
EduInfluencers	Using Collaboration to your Advantage.
EduInfluencers	Where are We Going?
EduInfluencers	Why Diversity so Important?
elaro	Teaching Without Burning Out
elaro	Teaching Without Burning Out - Online delivery
Emerging Minds	An introduction to family partnerships for educators
Emerging Minds	Supporting primary students following a disaster or community trauma
Emerging Minds	Supporting secondary students following a disaster or community trauma

Emerging Minds	The Family Partnerships Practice Model: A guide for primary school educators
Emmaus Christian School Canberra	008356 Meet the Standard
Emmaus Christian School Canberra	008365 Strength in Practice: Strategies and tools to support every student's success
Emmaus Christian School Canberra	Designing a unit of work with a Christian worldview approach
Emmaus Christian School Canberra	Designing a unit of work with a Christian worldview approach_2
Emmaus Christian School Canberra	From Spaces to Places: Elevating Learning Environments
Emmaus Christian School Canberra	High Impact Teaching Strategies
Emmaus Christian School Canberra	Leading for Impact: Aspiring Leaders Program
Emmaus Christian School Canberra	Meet the Standard
Emmaus Christian School Canberra	Strength in Practice: Strategies and Tools to Support Every Student's Success
English for Work	Empowering the Teaching of Grammar in the Australian Curriculum: English F-6
English for Work	Grammar Basics Workshop
English for Work	Grammar in Context: Using Grammar to Improve Students' Writing Outcomes
English for Work	Grammar Teaching and Learning in the AI Era
English for Work	Teaching Grammar Year 9 Essentials
English for Work	Teaching Grammar: Foundation Level Essentials
English for Work	Teaching Grammar: Year 1 Level Essentials
English for Work	Teaching Grammar: Year 2 Essentials
English for Work	Teaching Grammar: Year 2 Level Essentials
English for Work	Teaching Grammar: Year 3 Essentials
English for Work	Teaching Grammar: Year 3 Level Essentials
English for Work	Teaching Grammar: Year 4 Essentials
English for Work	Teaching Grammar: Year 4 Level Essentials
English for Work	Teaching Grammar: Year 5 Essentials
English for Work	Teaching Grammar: Year 5 Level Essentials
English for Work	Teaching Grammar: Year 6 Essentials
English for Work	Teaching Grammar: Year 6 Level Essentials
English for Work	Teaching Grammar: Year 7-8 Essentials
Epilepsy ACT	Understanding and Managing Epilepsy for Educators
Epilepsy ACT	Understanding Epilepsy for Educators
Evatt Primary	Evidence-Informed Instruction
Evelyn Scott School	From Teaching Lessons to Designing Learning: An Inquiry Approach Series
Evelyn Scott School	Intercultural Understanding - Empathy Series
Evelyn Scott School	Intercultural Understanding Series

Evelyn Scott School	Self-Directed Learners Series
Exhale People	Wellbeing and Resilience for School Staff
Farrer Primary	Farrer Primary School 2025 Mathematics
Feel to Heal Psychology	Teaching with ADHD - Understanding Neurodiversity in the Classroom
Flexible Education	Individual Learning Plans (refresher)
Flexible Education	Relate: Connection B4 Correction
Flexible Education	Trauma Informed Supervision
Forrest Primary	IB Education Category 3: Approaches to Learning
Franklin School	Catherine Attard - Teaching Numeracy
Franklin School	Explicit Direct Instruction Fundamentals
Fraser Primary	Real Schools - Restoring Teaching
Gambling and Harm Prevention Team, Access Canberra, CMTEDD, ACT Government	Getting Played: Gambling, Gaming and Young People
Garran Primary	Inclusive Classrooms: Strength-Based Practice and Effective Strategies
Generation Next	The Mental Health and Well Being of Young People - Group 1
Generation Next	The Mental Health and Well Being of Young People - Group 10
Generation Next	The Mental Health and Well Being of Young People - Group 11
Generation Next	The Mental Health and Well Being of Young People - Group 12
Generation Next	The Mental Health and Well Being of Young People - Group 13
Generation Next	The Mental Health and Well Being of Young People - Group 14
Generation Next	The Mental Health and Well Being of Young People - Group 15
Generation Next	The Mental Health and Well Being of Young People - Group 16
Generation Next	The Mental Health and Well Being of Young People - Group 17
Generation Next	The Mental Health and Well Being of Young People - Group 18
Generation Next	The Mental Health and Well Being of Young People - Group 19
Generation Next	The Mental Health and Well Being of Young People - Group 2
Generation Next	The Mental Health and Well Being of Young People - Group 20
Generation Next	The Mental Health and Well Being of Young People - Group 21
Generation Next	The Mental Health and Well Being of Young People - Group 22

Generation Next	The Mental Health and Well Being of Young People - Group 23
Generation Next	The Mental Health and Well Being of Young People - Group 24
Generation Next	The Mental Health and Well Being of Young People - Group 25
Generation Next	The Mental Health and Well Being of Young People - Group 26
Generation Next	The Mental Health and Well Being of Young People - Group 27
Generation Next	The Mental Health and Well Being of Young People - Group 3
Generation Next	The Mental Health and Well Being of Young People - Group 4
Generation Next	The Mental Health and Well Being of Young People - Group 5
Generation Next	The Mental Health and Well Being of Young People - Group 6
Generation Next	The Mental Health and Well Being of Young People - Group 7
Generation Next	The Mental Health and Well Being of Young People - Group 8
Generation Next	The Mental Health and Well Being of Young People - Group 9
Generation Next	The Mental Health and Wellbeing of Young People - Class 1
Generation Next	The Mental Health and Wellbeing of Young People - Class 2
Generation Next	The Mental Health and Wellbeing of Young People - Class 3
Generation Next	The Mental Health and Wellbeing of Young People - Class 4
Gold Creek School	Creating a Culture of Personalised Learning
Grounded in Country	Embedding Aboriginal Perspectives in Maths: Practical Strategies Early Childhood to Year 6
Growth Intentions	Canberra Regional Community of Practice for Transformational Language Education
Gungahlin College	Cognitive-Informed Teaching Mastery
Gungahlin College	Cultural Integrity at Gungahlin College 2026
Gungahlin College	Professional Learning Communities at Gungahlin College
Hawker Primary	Planning at Hawker Primary School
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Learning
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Learning
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Vaping Youth and Health - Year 5/6
Health Improvement Branch, ACT Health, ACT Government	Years 7&8 Vaping, Youth and Health
Hughes Primary	From Content to Concept: Integrating the Australian Curriculum within the PYP Framework

Human Connections	Accidental Counsellor Training Face to Face
Human Connections	Online Accidental Counsellor Courses Membership
Imagine More Ltd	Building Customised Employment Pathways in Schools
Imagine More Ltd	But we tried everything! Developing new strategies for behaviour support in the classroom.
Imagine More Ltd	Inclusive Grade-level Curriculum
Inclusive Education ACT	Preparing to teach Everyone Everyday
Inclusive Education ACT	Strengthening Inclusion in School Communities
Inclusive Education ACT	Strengthening Inclusion in School Communities
Inclusive Education ACT	Transforming Thinking for Inclusion
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Adaptive Leadership in Schools: Understanding People, Motivation & Influence
Independent Education Union of Australia (IEU) - NSW/ACT Branch	CEMA Course 1: Foundations of assessment literacy for teachers
Independent Education Union of Australia (IEU) - NSW/ACT Branch	CEMA Course 2: Creating Consistent and Effective Assessment Rubrics
Independent Education Union of Australia (IEU) - NSW/ACT Branch	CEMA Course 3: Achieving fairness and validity in assessments
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Course 1: Foundations of assessment literacy for teachers
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Course 3: Achieving fairness and validity in assessments
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Course 4: Achieving consistent and comparable judgements across the school.
Instrumental Music Program	Arts Up Front 2025
Instrumental Music Program	Arts Up Front 2026
International Baccalaureate - Asia Pacific	Category 1 PYP: Building your IB programme: Primary years
International Baccalaureate - Asia Pacific	IB Education Category 3 Social and Emotional Learning
International Baccalaureate - Asia Pacific	IB Education Category 3 The Learner Profile
International Baccalaureate - Asia Pacific	IB Education Category 3: Approaches to Learning
International Baccalaureate - Asia Pacific	MYP Category 3: Building self directed learners through approaches to learning
International Baccalaureate - Asia Pacific	MYP Category 3: Inquiry in the MYP
International Education Consultants Australia	Effective Assessment Design
International Education Consultants Australia	Leading Effective Assessment Design
Jervis Bay Primary	Conscious Discipline
Kaleen Primary	Using a UDL approach- meeting the needs of our learners
Kingsford Smith School	Curriculum and Literacy Integration PL @ KSS

Kingsford Smith School	The Writing Revolution @ KSS
KMEIA ACT Inc	Music in the Middle: Robust and Engaging Strategies and Repertoire for Years 4-8 Music
KMEIA ACT Inc	Pedagogical Partners: A collaborative exploration of Kodaly and Orff Approaches
KMEIA ACT Inc	Sing! Engaging Practices and the Power of Classroom and Choral Singing
KMEIA ACT Inc	Weaving Musical Strands: Sharing Approaches to AC 9
Lake Tuggeranong College	4 C's Collaboration
Languages Roadshow	Leveraging Languages Online Summit
Lanyon High	Creating a positive classroom culture
Lanyon High	Evidence Informed Teaching Strategies - Lanyon High School
Libby Baker Literacy	Functional Grammar Foundations for Turner School
Libby Baker Literacy	Picture Books for Functional Grammar
Libby Baker Literacy	Picturebooks for Functional Grammar
Libby Baker Literacy	Planning for Functional Grammar
Libby Baker Literacy	Teaching writing for the real world: Functional grammar foundations for teachers
Light Educational Ministries	LEM Phonics Introductory Course
Light Educational Ministries	LEM Phonics Overview Course
Light Educational Ministries	LEM Phonics Refresher Course
Lighthouse Education	Rock and Water One Day Introductory Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive Training
Lighthouse Education	Rock and Water Three Day Comprehensive Workshop
Lighthouse Education	Rock and Water Two Day Primary Workshop
Locus Education and Career Consulting	Canberra Region Pathways
Louise VanGalen	Blended Youth Mental Health First Aid
Louise VanGalen	Youth Mental Health First Aid
Lyneham High	Lyneham High School - Meeting the needs of our Learners
Lyneham Primary	Explicit Teaching of Mathematics
Lyons Early Childhood School	Teaching Japanese in ACT Schools - Advanced
MacKillop Family Services Ltd	Seasons for Growth Companion/Facilitator Training
MacKillop Family Services Ltd	Stormbirds
Majura Primary	“APPROPRI-NATION” A Deadly History of Australia 65,000BP to Present day
Maribyrnong Primary	Unpacking the Concrete, Representation, Abstract Approach (CRA) for Primary
Marist College Canberra	Explicit Instruction - The Research, The Evaluation, The Demonstration
Marist College Canberra	Explicit Instruction using a Low-Variance Curriculum

Mawson Primary	CRA and Mathematics
Mawson Primary	Reimagining Student Engagement
Mawson Primary	Scaling and Sustaining Mathematics Practice to ensure challenge for all learners
Melba Copland School	NSPIRE X Australian Ballet PRIMARY Teacher workshop
Melrose High	Using data to improve student feedback and differentiation in the classroom
Mental Illness Education ACT	DoNOHarm: Language Matters
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Building Strong Foundations through connections with the Australian Curriculum v9
Miles Franklin Primary	Targeting literacy instruction using data and evidence based strategies
Miles Franklin Primary	Using Robust Mathematical Inquiry to Improve Student Outcomes with Catherine Attard
Missen Links	Analytical thinking and Motivation for students in the "Wicked World"
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Fete de la musique Professional Learning
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Impactful, evidence-based vocabulary instruction and Promoting Listening skills
Modern Language Teachers Association of the Australian Capital Territory Incorporated	MLTA ACT Inc. Full-day Conference - April 2025
Modern Language Teachers Association of the Australian Capital Territory Incorporated	MLTAACT Mini Conference 9 August 2025
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Teaching Community Languages to Multilingual Children in Australia
Montessori Australia Group	Positive Discipline for Educators
Mount Rogers Primary	Deaf Awareness Training
Mount Rogers Primary	Explicit Writing Instruction
Mount Stromlo High School	Differentiation - A Tomlinson model for MSHS
Mount Stromlo High School	Differentiation - Tomlinson, Embedding a Culture
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 1 Science of Reading & Effective Instruction
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 2 Oral Language, Phonemic Awareness, Phonics
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 2 Oral Language, Phonemic Awareness, Phonics

MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 3 Spelling, Fluency and Vocabulary
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 4 Comprehension, Assessment and Planning
MultiLit Pty Ltd	InitiaLit F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MacqLit Professional Learning Workshop
MultiLit Pty Ltd	Measuring Reading Progress Professional Development Workshop
MultiLit Pty Ltd	MiniLit PD by eLearning
MultiLit Pty Ltd	MiniLit Sage Bridging Course
MultiLit Pty Ltd	MiniLit Sage Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	Positive Teaching Professional Learning Online Course
MultiLit Pty Ltd	PreLit Professional Learning Workshop
MultiLit Pty Ltd	Spelling Explained through Explicit Instruction (SpellEx) Professional Development Workshop
Murrimatters Pty Ltd	Engoori
Muse Consulting	BBB Accelerating Your Advocacy Course
Muse Consulting	BBB Measuring Your Impact Course
Musica Viva Australia	Classroom Music for the Generalist Teacher
Musica Viva Australia	Improvisation Made Easy - For Everyone!
Musica Viva Australia	Music and Technology
Musica Viva Australia	Music and Technology in the Primary Classroom
Musica Viva Australia	Music Education Skills for the Primary Classroom
Musica Viva Australia	Music, leadership and creativity in the primary classroom
Musica Viva Australia	Musica Viva Australia - Exploring Music from the Torres Strait PD Webinar
Musica Viva Australia	Musica Viva Australia Exploring Music from the Torres Strait
Musica Viva Australia	Musica Viva Australia In Schools - El Camino Online PD Webinar
Musica Viva Australia	Musica Viva Australia In Schools - Moon Radio Hour Online PD Webinar
Musica Viva Australia	Musica Viva Australia Neuropadagogy: How Science informs your music teaching
Musica Viva Australia	Musica Viva Australia PD Webinar-Water Rhythms
Musica Viva Australia	Musica Viva Australia PD Webinar-Wyniss
Musica Viva Australia	Musica Viva Australia Workshop: Introduction to music education for the generalist primary teacher
Musica Viva Australia	Musica Viva Australia: Music Education Skills for the Primary Classroom

Musica Viva Australia	Musica Viva Australia: Music-Centred Technology for the primary classroom
Musica Viva Australia	Musica Viva Australia: Neuropedagogy-How science informs your music teaching
Musica Viva Australia	Musica Viva Australia: Stretch –Elastic Learning in Classroom Musicking
Musica Viva Australia	Musica Viva Australia-Let's Plan your end of primary school music concert
Musica Viva Australia	Using music as a tool to support wellbeing in the primary classroom
Namadgi School	Designing for All: Differentiation in Action
Namadgi School	Namadgi School 2025 School Plans
Namadgi School	Namadgi School 2026 School Plans
Narrabundah College	AI in Education: Transformation or Disruption? by Dr Beth Chapman
Narrabundah College	Data-informed Student Centred Improvement presented by Dr Selena Fisk
Narrabundah College	Me, We, Us - A Proactive Approach to Wellbeing presented by Meg Durham
Narrabundah College	Refresh the vision for teaching and learning at Narrabundah College
Narrabundah Early Childhood School	NECS Steps: A Whole School Approach to Pedagogy, Learning and Assessment
National Archives of Australia	Constitution Day forum: reflections on the Whitlam Dismissal
National Gallery of Australia	Cultivating confidence & creativity through art & play - symposium for early childhood professionals
National Gallery of Australia	NVAEC 26: National Visual Art Education Conference
National Gallery of Australia	Printmaking Workshop with Basil Hall and Annika Romeyn
National Library of Australia	'1975 - Living in the Seventies' Teacher Event with Guest Author Clare Halifax
National Library of Australia	Dr Anita Heiss teacher event - Dirrayawadha
National Library of Australia	Dr Melanie Saward - Papunya Readers and the National Library
National Portrait Gallery	Classroom connections: developing skills and creating community through slow looking
National Security College	Evidence for Educators - informing the difficult conversations
National Security College	Evidence for Educators (Strategic issues for young Australians - 2025)
National Security College	Evidence for Educators (Strategic issues for young Australians)
Neville Bonner School	Explicit Mathematics Program
Neville Bonner School	Looking forward to the future
North Ainslie Primary	Agency in Action within the PYP
North Ainslie Primary	Strengthening Pedagogies and Practices at North Ainslie Primary School

North Ainslie Primary	Universal Design For Learning - theory into practice
O'Connor Cooperative School	Exploring direct spelling scope and sequence through the workshop model.
Office of the Legislative Assembly	Teaching democracy, civics and citizenship in the A.C.T
OzHarvest	Online Food Education And Sustainability Training Yr 5&6 Unit of Inquiry
Palmerston District Primary	Real Schools Building a Restorative School Community – Year 1 Priority area
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism online module
Partnerships between Education and the Autism Community (Positive Partnerships)	Introduction to autism online module
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships: 2 day Professional Learning Program
Peer Support Australia	Peer Support Program Implementation Workshop
Peer Support Australia	Student Representative Council Leadership Workshop for Teachers
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Foundation
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Foundation-Online Seminar
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Year 1 and 2
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Year 1 and 2-Online Seminar
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Years 3, 4, 5 & 6
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Years 3, 4, 5 & 6- Online Seminar
Powerful Partnerships	Better Teaching Better Learning
Powerful Partnerships	Coaching and Mentoring
Powerful Partnerships	Coaching and Mentoring Workshop
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	Early Career Teacher Program 2026
Powerful Partnerships	Effective Pedagogy
Powerful Partnerships	From Conflict to Collaboration
Powerful Partnerships	Leadership - Keeping it Simple
Powerful Partnerships	Leadership Keeping it Simple
Powerful Partnerships	Thrive Your Way
PunkPD	Professional Boundaries
PunkPD	Stepping Up! Becoming a Manager or Supervisor
PunkPD	Strategic Wellbeing
PunkPD	The Neuroscience of Tough Conversations

Radford College	2026 Junior School January Professional Learning Conference
Radford College	Building Effective Teams for Improved Student Learning
Radford College	Compliance 2026
Radford College	Radford College Junior School PL Conference January 2025
Radford College	Teacher Voice and Choice
Radford College	The 2026 Flourish Framework: Growth in Character, Academic Excellence and Community
Red Hill Primary	Strengthening the PYP program through collaboration and successful learning environments
Ronald McDonald House Charities	EDMed
Sacred Heart Primary	Balancing Explicit and Inquiry Mathematics: Developing Mathematical Fluency Through Curriculum-Align
Sacred Heart Primary	Formative assessment and the curriculum
Sacred Heart Primary	Plan Hard, Teach Easy: Program Review and Collaborative Planning for Quality Teaching
School of Education UNSW	Mini-COGE
School of Education, University of Newcastle	Aspirations 1-Day Workshop: Supporting students' futures
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures. Part A.
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures. Part B.
School of Education, University of Newcastle	QT: Enhancing Assessment Practice
School of Education, University of Newcastle	QT: Enhancing Assessment Practice (face-to-face)
School of Education, University of Newcastle	QT: Enhancing Assessment Practice (online)
School of Education, University of Newcastle	Quality Teaching in Practice Conference 2025
School of Education, University of Newcastle	Quality Teaching Rounds 1-Day Workshop
School of Education, University of Newcastle	Quality Teaching Rounds Foundational Workshop
School of Education, University of Newcastle	Quality Teaching Rounds Workshop (face-to-face)
School of Education, University of Newcastle	Quality Teaching Rounds Workshop (online)
Science Educators Association for ACT (SEA ACT)	ANSTO Dataset Data Literacy PL Year 7-12
Science Educators Association for ACT (SEA ACT)	ConSEAACT 2025
Science Educators Association for ACT (SEA ACT)	ConSEAACT 2026

Science Educators Association for ACT (SEA ACT)	Exploring the Microscopic World with the Scanning Electron Microscope
Science Educators Association for ACT (SEA ACT)	Light and Circuits Professional Learning
Science Educators Association for ACT (SEA ACT)	National Insect Collection Tour
Science Educators Association for ACT (SEA ACT)	Your Quantum Future Conference
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Extension Program
Sexual Health and Family Planning ACT	SoSAFE! User Training
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality Education in Secondary Schools
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality Education to Grades 3-6
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality Education to Preschool - Grade 2
Shyam Barr	Empowered Learners: Strategies for Self-Regulated Learning
Shyam Barr	Self-motivated: Techniques to enhance students' motivation.
SkyRocket Maths	Critical thinking, problem-solving and reasoning with Numicon from 3-6
SkyRocket Maths	Critical thinking, problem-solving and reasoning with Numicon from K-2
SkyRocket Maths	Exploring fractions with Numicon
SkyRocket Maths	Planning with Numicon
Southern Cross Early Childhood School	Exploring spelling through inquiry in a word conscious classroom.
SP Specialist Inclusion Services	Executive Functioning in the Classroom
SP Specialist Inclusion Services	Functioning through Dysfunction!
SP Specialist Inclusion Services	Handwriting and Writing: Know the difference and what to do about it!
SP Specialist Inclusion Services	Solutions for Kids with Written Output and Executive Function Difficulties
SP Specialist Inclusion Services	Task Initiation – Helping Learners to Get Started and to Keep Going
SP Specialist Inclusion Services	Working Memory – Strategies to support working memory, learning and independence
St Edmund's College	AI Robust Assessment
St Edmund's College	Canva & Using AI to Increase Productivity
St Edmund's College	Differentiation and Extension in Every Classroom
St Edmund's College	Difficult Conversations
St Edmund's College	Effective Behaviour Follow-Up and Student Accountability

St Edmund's College	Innovation in Education: Harnessing AI Responsibly
St Edmund's College	Leveraging AI to Improve Student Outcomes
St Edmund's College	Making Learning Stick: Turning Cognitive Science into Classroom Practice
St Edmund's College	Professional Learning Proposal: Enhancing Classroom Practice Through Evidence-Based Strategies
St Edmund's College	Trauma Informed Practice
St Edmund's College	Understanding and Marking AST Trials
St Edmund's College	Writer's Toolbox
St John Vianney's Primary	HITP and Instructional Coaching
St Mary MacKillop College	Early Career Mentoring Program
St Mary MacKillop College	Integrating AI in Education Seminar
St Nicks Hellenica	Conscious Discipline in Early Childhood: Building Self-Regulation, Connection and Positive Support
Strathnairn School	Building a Restorative School Culture
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Leadership Program
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Connecting to Canberra's Biodiversity
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Energising Schools
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Energising Schools - Online
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Sustainability in your School
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	The Ripple Effect - water for Life
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Waste Rethinking: Teaching for Circular Economy
Taqwa School	PD4MaTHS
Taylor Primary	ATSIMA Connecting Maths and Culture with Dr Chris Matthews
Telopea Park School	French as a foreign language - pedagogical tools
Telopea Park School	Using school specific data to improve student outcomes
Tessa Daffern	Effectively teaching the components of spelling: An evidence-based approach
The Australian School of Contemporary Chinese (ASCC)	2025 the 3rd International Chinese Language Textbooks Conference
The Karma Class	A Karma Classroom

The Karma Class	Karma Classroom - The Power of Peace Pauses
The MacKillop Institute	Building Safe and Engaged Classrooms
The MacKillop Institute	Power to Kids in Schools
Theodore Primary	School Improvement at Theodore Primary 2025
Think Forward Educators	Reading Rewired: Applying Learning Science to Your Literacy Instruction with Dr Nathaniel Swain
Throsby School	Utilising your strengths and building High Functioning Teams with Steve Francis
Torrens Primary	Agreed practices and Numeracy teaching at Torrens Primary school
Torrens Primary	DIBELS at Torrens
Toward Equity, Diversity and Inclusion (TEDI)	Universal Design for Learning: Maximising inclusivity in teaching
Trinity Christian School	Building Inclusive Learning Environments
Trinity Christian School	Creating Conditions to Thrive: Agency, Challenge and Belonging
Trinity Christian School	Designing for Inclusion
Trinity Christian School	Rooted in One Another: The Foundations of Christian Education
Trinity Christian School	Safe and Ethical Use of AI in Education
Trinity Christian School	Strengthening Writing Practice
Turner School	From Text to Tech
Twinkl Australia	Aboriginal Storytelling in Education
Two Way Street	AAC in the classroom for inclusive learning
UC Faculty of Education	2nd Symposium on Personalised Learning: Creating a Culture of Personalised Learning in School
UC Faculty of Education	Affiliated Schools Annual Seminar Series
UC Faculty of Education	Affiliated Schools Annual Seminar Series
UC Faculty of Education	AI for All Teachers 2026 - 5 Hours
UC Faculty of Education	Leading from the classroom - Mentoring Workshop
UC Faculty of Education	Placements with purpose: strengthening the early childhood sector by supporting preservice teachers
UC Faculty of Education	Teachers as Researchers through the Affiliated Schools Program
Umbrella Counselling	Trauma informed teaching
University of Canberra – Faculty of Arts and Design	Story Ground 2025
University of Canberra – Faculty of Arts and Design	Story Ground 2026
University of Canberra High School Kaleen	UCHSK Universal High Impact Strategies
University of Canberra Senior Secondary College, Lake Ginninderra	Enhancing student capabilities to actively engage in their learning

University of Canberra Senior Secondary College, Lake Ginninderra	Techniques to enhance students' motivation
Wabisabi Learning	Agents to Agency
Wabisabi Learning	Conceptual Agency Learning Model Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Mindful Assessment Masterclass
Wabisabi Learning	Purposeful Questioning Masterclass
Wabisabi Learning	Shift to Learning Intentions
Wabisabi Learning	Shift to Mindful Assessment
Wabisabi Learning	Shift to Purposeful Questioning
Wanniassa Hills Primary	Evidence-Informed Teaching Practices Part 1
Wanniassa Hills Primary	Writing in the Primary Years
Wanniassa School	Pedagogy @ Wanniassa
Wanniassa School	PLC's - Common Formative Assessment
Wellbeing For Kids	Peaceful Kids
Wellbeing For Kids	Peaceful Kids Facilitator Training
Woden School	Leading Learning Teams
Xcursion	Duke of Ed Adventurous Journey Risk Management
Xcursion	How To Write Risk Assessments For School Excursions
Xcursion	International School Tour Risk Management Training Course
Xcursion	Risk Management & Outsourcing School Excursions, Camps & Activities
Xcursion	Risk Management & Safety For International School Tours (Online)
Zart	Zart Art Book Week Program 2025
Zart	Zart Art Book Week Program 2026

TQI Attachment 3: Current assessment and certification standards that are required to be met by teachers

Part 4 of the Annual Report Directions requires that TQI Annual Report include the current assessment and certification standards that are required to be met by teachers.

TQI Table 8: Current assessment and certification standards that are to be met by teachers

Full Registration **Full registration is only available to experienced applicants who meet the criteria specified below.**	
Qualification(s)	Completion of at least 4 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 5-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, supervisor 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 teaching qualification 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 2 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 Provisional registration but have not yet accumulated the required teaching experience or skills and abilities to meet the Australian Professional Standards for Teachers at the proficient level.

Qualification(s)	Completion of at least 4 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 TQI Act. Applicants who have not undertaken the teaching qualification 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 2 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.

Early Childhood Teacher Registration

Qualification(s)	Completion of an approved early childhood teaching qualification under the national regulations; or a qualification determined by the Australian Children's Education and Care Quality Authority, under the *Education and Care Services National Law (ACT)*, section 169 (7), to be equivalent to the qualification mentioned in paragraph (a); or if the person applying for registration holds a teacher registration (however described) under a corresponding law—a qualification on the list of former qualifications approved as early childhood teaching qualifications under the national regulations, section 137 (2) (a).
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 one or more years of academic study leading to a higher education award other than a doctoral degree 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 2 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 (PTT) is not a category of registration but an alternative authorisation for a person who is not eligible for teacher registration to teach for a limited period in a specific teaching role where no registered teacher is available.

The following criteria must be met prior to an individual being eligible for a PTT:

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 teaching qualification 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 2 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.

TQI may issue PTTs in the following sub-categories:

Permit to Teach (specialist knowledge)	A Permit to Teach may be offered to individuals who do not meet the requirements for teacher registration, but who have specialist knowledge, training, skills or qualifications suitable to the available role. Approval under this provision permits the PTT holder to work in the specified school under the specified conditions.
Permit to Teach (restricted)	A restricted PTT may be offered to initial teacher education (ITE) students who have begun their final year of study. To be eligible for a restricted PTT, the ITE student must have commenced the final year of the ITE program. The ITE program provider and a teacher employer/school must have a TQI-endorsed Student Permit to Teach agreement addressing the following principles: – Assuring the integrity and quality of the initial teacher education program – Ensuring that initial teacher education students are adequately supervised, monitored and supported while working in schools – The ITE program provider confirms that the student is likely to graduate at the end of the final year of the ITE program and complies with eligibility requirements outlined in the TQI endorsed Student Permit to Teach agreement. Approval under this provision permits the ITE student to accept work in the nominated ACT school.
Permit to Teach (unrestricted)	An unrestricted PTT may be offered to 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. Approval under this provision permits the ITE student to accept work in any ACT school.

Certification

Certification as either a Highly Accomplished or Lead Teacher (HALT) is only available to experienced applicants who meet the eligibility criteria and national assessment requirements specified below. Certification of Highly Accomplished and Lead teachers has 3 primary purposes:

- to recognise and promote quality teaching
- to provide an opportunity for teachers to reflect on their practice
- to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers.

By contributing to teacher quality, the national certification of Highly Accomplished and Lead teachers will contribute to achievement of the national goals for schooling expressed in the Alice Springs (Mparntwe) Education Declaration (2019).

- Goal 1: The Australian education system promotes excellence and equity.
- Goal 2: All young Australians become:
- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

Principles

The Certification of Highly Accomplished and Lead Teachers in Australia is informed by the following principles:

Standards-based	Certification is awarded against the Australian Professional Standards for Teachers. It represents an assessment against the Standards, independent of any use it might then be put to by teachers, their employers, or others. It is not proposed to limit the number of teachers who can be certified as Highly Accomplished or Lead teachers, provided they meet the relevant Standards.
Learner-improvement focused	Certification recognises those teachers who are highly effective in improving learner outcomes. Evidence of learner outcomes is central to the certification process. Learner outcomes are broadly defined and include learning, engagement in learning and wellbeing.
Development driven	Certification is part of a wider career development approach that includes professional learning, performance assessment and development. Participation in the certification process should be a positive experience for participants and provide useful feedback that further enhances development and learning, including for those teachers who do not achieve certification.
Credible	Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes. The evaluation of teacher practice is based on consistent application and moderation of these processes by trained assessors, and multiple methods and sources of evidence. Consistency of judgements is maintained across the diverse contexts where teachers work, so that context does not disadvantage any applicant.
Evidence-based	Certification must be built on nationally and internationally recognised best practice and contribute to the development of evidence about what works in promoting and recognising teacher quality. The operation of the certification process is evaluated and the results used to further improve it.

Source: ACT Certification Highly Accomplished & Lead Teachers Guide- p4 January 2026 edition.

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