Annexure A - ACT Teacher Quality Institute Annual Report 2019-20

Part A - Transmittal Certificate

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

Dear Minister

2019-20 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section [6 for directorate/7(2) for public sector body] of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2019*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of [directorate/public sector body] has been included for the period 1 July 2019 to 30 June 2020.

[If applicable insert the following paragraph:]
I hereby certify that fraud and prevention has been managed in accordance with Part 2.3 of the *Public Sector Management Standards 2006* (see section 113 of the *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. However, under section 14, the Chief Minister has granted an extension of the time when the report must be presented by you to the Legislative Assembly. The Chief Minister has granted the extension to 18 December 2020.

The annual report must be provided to the Speaker on 18 December 2020 for distribution to each Member of the Legislative Assembly. The annual report must then be tabled in the Legislative Assembly on the next sitting day.

Yours sincerely

Natalie Howson
Board Chair
ACT Teacher Quality Institute
13 November 2020

Jason Borton
Chief Executive Officer
ACT Teacher Quality Institute
13 November 2020

Compliance Statement

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

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

Part 1 Directions Overview

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

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

Part 2 Reporting Entity Annual Report Requirements

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

A. Transmittal Certificate see page 226;
B. Organisational Overview and Performance, inclusive of all subsections see pages 229-251; and
C. Financial Management Reporting, inclusive of all subsections see page 256.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2019-20 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are applicable to TQI and can be found within the TQI Annual Report:

• Ministerial Directions see page 260.

Part 5 Whole of Government Annual Reporting

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

- Bushfire Risk Management, see the annual report of 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; and

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

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

Part B – Organisation Overview and Performance

Organisational Overview

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

Vision, Purpose and Values of the Institute

Our Vision

A high quality teaching profession for the ACT.

Our Purpose

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

Our Values

Respect   Integrity   Collaboration   Innovation

Role, Functions and Services of the Institute

Our Role

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

Functions and Services

Two additional functions were added to the functions of the Institute through August 2019 legislative change. Section 11(c) and 11(d) set out the new functions as follows:

- to keep a register of, and records relating to, pre-service teachers undertaking or intending to undertake professional experience; and
- to 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.

The legislative changes expand TQI's capacity to improve pre-service teachers' work readiness, and also provide increased data to inform teacher workforce planning.

Pre-service teachers

Since the commencement of the TQI Act in 2011, there has been an increased emphasis on strengthening initial teacher education (ITE) to ensure graduates are ready to teach. The TQI has contributed to this in the ACT through introduction of the *Professional Experience Framework*, which provides guidance on how schools and teachers can provide high quality practicum (now known as professional experience) to ITE students.

In August 2018, the *Future of Education* strategy included an expanded role for the TQI in this area, building on its work on ensuring high quality professional experience for ITE students. An integral part of ITE is professional experience, and it is therefore a compulsory part of the education program that a pre-service teacher must complete.

Under the new legislation, ITE students, seeking to undertake professional experience placement in an ACT school, are required to apply to TQI for pre-registration to be included on the Professional Experience Register and TQI is required to maintain a Professional Experience Register.

Requiring pre-registration for professional experience and establishing a Professional Experience Register aligns with the second Foundation in the *Future of Education* strategy: *Empowered Learning Professionals*. This Foundation acknowledges that 'a professional teaching workforce requires high quality ITE that attracts the right kind of people and leads to well-prepared and enthusiastic graduates entering the profession.'

Being included on the Professional Experience Register provides to pre-service teachers:

- information about professional standards;
- a sense of belonging to the teaching profession;
- access to information about professional development and resources; and
- streamlined transition to ACT teacher registration.

Pre-registration will also allow the TQI to maintain information about the professional experience of pre-service teachers that can be then used to assist schools and the government with workforce planning.

Teacher workforce data

A sustainable supply of quality teachers, Principals and other School Leaders is essential to the quality of the education system and student learning. The effective management of this supply is far more complex than simply matching the number of available teachers and School Leaders to the

number of students in schools. It involves detailed understanding of the many factors affecting teacher supply and demand. The collection of suitable lifecycle data at the level of teacher and school leader will provide sound information to assist in the development of evidence-based policies and programs in education workforce planning and enhancement.

In 2017, Education Ministers approved the development of the Australian ITE and Teacher Workforce Data Strategy (ATWD), a national strategy for the collection and analysis of initial teacher education data and teacher workforce data. This decision tasked teacher regulatory authorities with primary responsibility for the collection and supply of teacher workforce data to a national dataset. ITE providers (universities) and not TQI provide ITE data to inform the ATWD.

The amendments to the TQI Act allow TQI to contribute to the ATWD strategy by sharing teacher workforce data held by TQI.

The new legislation requires that all data used for reporting or research be de-identified to protect the privacy of individuals. Reporting from the ATWD will look at aggregate workforce trends, not individual teachers, so teachers will be anonymous. The aggregated data will:

- inform ACT research and teacher workforce planning to better enable universities and schools to provide an authentic professional experience which will build the ITE students' readiness to teach;

- give more comprehensive information on subject specialties studied through initial teacher education;

- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher;

- provide information on how many stay in the profession and for how long;

- may be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit; and

- inform future policy decisions about the teaching profession.

 TQI entire functions of the Institute set out in section 11 of the TQI Act are to:

- register, or grant permits to teach to, eligible people;

- keep a register of, and records relating to, teachers working or intending to work in the ACT;

- keep a register of, and records relating to, pre-service teachers undertaking or intending to undertake professional experience;

- use and share information on the teachers register and pre-service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce;

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

- determine standards for, and to facilitate, the professional learning and development of teachers;

- develop and apply codes of practice about the professional conduct or practice of teachers;

- determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards;
- accredit education programs for pre-service teachers and teachers; and
- monitor compliance with and enforce this Act.

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

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

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. The Board advises the Minister on matters relevant to the purpose of the Act. Current Board membership is set out in Table 1.

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

The Chief Executive Officer, Mr Jason Borton, is responsible for the day-to-day operations of TQI, supported by a small team numbering 11.6 FTE.

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

Operating Environment

TQI is a Territory authority for the purposes of the FMA.

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to

provide a summary of its income and expenses each financial year in its annual report. TQI's operating budget is made up of:

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

For the purpose of the *Annual Reports (Government Agencies) Act 2004,* TQI comes within the definition of 'public sector body'. Accordingly, TQI has prepared this annual report to comply with section 7 of that Act and in accordance with the requirements referred to in the *2019 Annual Report Directions* issued under section 9 of that Act.

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

The Teacher Quality Institute is a statutory authority created under the *ACT Teacher Quality Institute Act 2010.* In the reporting period on 22 August 2019, the Legislative Assembly passed amendments to the *Teacher Quality Institute Act 2010.*

The amendments which took effect from 1 January 2020, authorised TQI to establish a pre-service teacher register for pre-service teachers and to collect teacher workforce data and pre-service teacher data. The collection of suitable lifecycle data at the level of pre-service teacher, teacher and school leader will provide sound information to assist in the development of evidence-based policies and programs in education workforce planning and enhancement. The 2019 amendments also strengthened teacher registration requirements for teachers' academic teaching qualifications. The amendments about teacher qualifications place value on the essential learning that takes place during the specified period of academic study and ensures that registered teachers have undertaken the required academic study to prepare them to a high standard to make a positive impact on student learning.

Planning Framework

In the first half of the Reporting Period, TQI operated under the *TQI Strategic Direction 2015-2020*. In April 2020, the TQI Board approved the strategic planning document for the next three years: *TQI Strategic Direction 2020-22.* The TQI Board also endorsed the *TQI 2020 Operational Plan*. Under the Strategic Direction and the Operational Plan, TQI focused its efforts on the following four key areas:

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

The achievements against each of these key focus areas over the reporting period are discussed in the Performance Analysis section.

TQI Governing Board

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board. Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board.

The Board met on three occasions during the reporting period:

- 10 September 2019;
- 3 December 2019; and
- 16 June 2020.

The Board meeting scheduled for 24 March 2020 was cancelled due to the sudden impact of COVID-19. Members considered and noted Board papers for the 24 March meeting out of session.

The Minister made three appointments and one reappointment to the Board during the reporting period as follows:

- Mr Glenn Fowler's second term as the member nominated by the Australian Education Union (section 15(2)(f)) expired on 18 August 2019. Ms Angela Burroughs was appointed on 10 September 2019 for a period of three years.

- Mr Michael Lee's term as the member to represent teachers and Principals of non-government schools (section 15(2)(k)) expired on 26 September 2019. Mr Patrick Ellis was appointed for a period of three years on 30 September 2019.

- Mr Tim Elliott's term as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office (section 15(2)(e)) expired on 17 March 2020. Mr Elliott was reappointed on 10 April 2020 for a period of three years.

- Dr Bill Maiden's second term as Chair of the TQI Board expired on 30 May 2020. Due to COVID-19, the appointment process for the Chair was delayed. Ms Roberta McRae was appointed as interim Chair for the period 6 June – 6 December 2020. Ms Natalie Howson was appointed as the ongoing Chair on 11 August 2020.

During the reporting period, the Board:

- monitored TQI's performance against the annual operational plan;

- monitored TQI's performance against the annual budget;

- reported TQI's progress to the Minister;

- set the *TQI Strategic Direction 2020-2022*;

- set the *TQI Operational Plan 2020*;

- set the TQI Strategic Risk Register;

- approved the annual calendar for Board meetings;

- applied the functions of Board committees, some members chairing committees, and monitored committee proceedings; and

- approved new policies and reviewed existing policies.

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

- amendments to the *Teacher Quality Institute Act 2010*;

- the pilot of the new model for the Certification of Highly Accomplished and Lead Teachers;

- the recommendations relating to teacher regulatory bodies from the *Royal Commission into Institutional Responses to Child Sexual Abuse* and the corresponding recommendations in the September 2018 Report from the *National Review of Teacher Registration: One Teaching Profession: Teacher Registration in Australia*;

- professional learning requirements for teachers registered in the ACT; and

- TQI's management of business during COVID-19.

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

The Charter states that in accordance with s85 of the FMA, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of corporation in relation to the affairs of that corporation.

Table 1: TQI Board Members and Meeting Attendance 2019-20

Member	Qualifications	Role	Appointment period	Meetings attended
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL	Chair	30 May 2017 – 30 May 2020	2
Ms Roberta McRae OAM	LLB, GDLP, GDE, BA 1992 Bachelor of Arts, GDES, TITC.	Interim Chair	6 June 2020 – 6 December 2020	1
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	n/a	1
Mr Jason Borton	Bed, BT.	A/g Chief Executive Officer	n/a	1
Ms Anna McKenzie	BA, Grad Dip Ed, MEd (Hons), ACT Government Achievement Award, FACE	A/g Chief Executive Officer, TQI	n/a	1
Ms Meg Brighton	BA, MCom	Deputy Director-General - Health Systems, Policy and Research	18 May 2018 – 17 May 2021	3
Dr Judith Norris	Dip Teach, Grad Dip Ed; MEd Admin, PhD.	Australian Catholic University, ACT Campus	5 September 2017 – 4 September 2020	2
Mr Timothy Elliott	Dip Teach, BEd, MEd Leadership.	Catholic Education Office	17 March 2017 – 16 March 2020	2
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	5 September 2017 – 4 September 2020	3
Mr Glenn Fowler	BA(Hons), Grad Dip Ed	Australian Education Union, ACT Branch	19 August 2016 – 18 August 2019	0
Mr Michael Lee	BA, Grad Dip Ed, Grad Dip RE, MEd, FACEL	Teaching profession in non-government schools	27 September 2016 – 26 September 2019	1
Professor Ting Wang	BA, Med Leadership, PhD	University of Canberra	18 May 2018 – 17 May 2021	3
Ms Julie Murkins	BA, Grad Dip Ed, MIL	Teaching profession in government schools	8 February 2019 – 8 February 2022	2
Dr Kaye Price AM	Dip Teach, BEd, Med, PhD	Community representative	5 September 2017 – 4 September 2020	2

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Rita Daniels	BA, Dip Ed, Dip Theology, MEd	Association of Independent Schools of the ACT	8 February 2019 – 8 February 2022	2
Mr Patrick Ellis	BEd, MChild&AdolesWelf, Cert RE.	Teaching profession in non-government schools	30 September 2019- 29 September 2022	2
Ms Angela Burroughs	BComm; MT (Hon), M.A.	Australian Education Union, ACT Branch	10 September 2019- 10 September 2022	3

Board Committees

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

- Teacher Professional Registration Committee (TPRC) which provides advice on teacher professional registration matters. The TPRC met and reported to the Board three times in the reporting period;

- Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. ITEC met and reported to the Board three times during the reporting period;

- Professional Learning and Development Committee (PLAD) which provides advice on teacher professional learning matters. PLAD met and reported to the Board three times during the reporting period; and

- Standards and Professional Practice Committee (SPPC) which provides advices on standards and professional practices matters including the certification of teachers as 'Highly Accomplished' or 'Lead' teachers. The SPPC met and reported to the Board three times during the reporting period.

Performance Analysis

Overview

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

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

- preparation for the profession for initial teachers;
- national professional standards;

- high quality professional learning; and
- formal accreditation and registration requirements.

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

Under the TQI regulatory framework, important reporting obligations are imposed on all employers of teachers in ACT schools to support the integrity of that framework and to help maintain community confidence in the teaching profession. Amendments to the reporting obligations were passed by the Legislative Assembly in 2019. These amendments imposed additional obligations on employers, requiring teacher employers or any relevant entity or person to provide certain and specific information to TQI to assist TQI to make robust, evidence based, timely and defensible decisions about a teacher's registration status. During the reporting period, teacher employers have responded positively to the additional requirements around notification to enable TQI to make timely and robust registration decisions.

Strategic Direction 2015-2019

The Institute's *Strategic Direction 2015-2019* concluded in December 2019, halfway through the reporting period. TQI's actions against this five year plan focused on improving the professionalism of teachers at all stages of their teaching career - from when a person begins their initial teacher education, through to experienced teachers who become certified as a Highly Accomplished or Lead teachers (HALTs).

TQI's actions against the *Strategic Direction* over the five years:

- ensured a user-friendly registration process for teachers;
- improved teachers' access to quality professional learning;
- strengthened TQI's access to timely information from teacher employers to ensure all ACT registered teachers are quality teachers;
- enhanced the quality of initial teacher education programs at ACT universities;
- launched the Professional Experience Framework and established the pre-service teacher register for initial teacher education students;
- ensured all ACT teachers and their employers are fully informed of their responsibilities under the professional regulatory framework; and
- opened enhanced pathways for teachers to certification at the highly accomplished and lead teacher level.

Since 2015, 21 initial teacher education programs have been accredited for ACT universities. Since 2016, TQI has facilitated the training of 46 ITE accreditation members in the new Program Standards and engaged five panelists in the national ITE Standards Setting process. Seven ACT panelists have represented the ACT as interstate panel members on interstate accreditation panels, and 16 on TQI panels accrediting ACT ITE programs. To gain accreditation, universities are required to provide to an assessment panel evidence:

- that the ITE program meets the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures 2019;
- of the impact of their initial teacher education programs on pre-service teachers and their teaching performance, and on graduate outcomes; and
- that all graduate teachers meet the Graduate level of the Australian Professional Standards for Teachers (APST).

The accreditation process is iterative. In the course of accreditation, should there be gaps or stronger evidence is required, the university is provided with the opportunity to strengthen the application to meet the required standard.

During the five year period, TQI continued to embed its 'digital first' strategy through improvements to the online business system (enhanced by new capital funding over four years from 2015-16). TQI improved the user experience by increasing system response times and giving better access to Principals to verify their teachers' professional learning. TQI gave real time access to providers allowing them to view teacher evaluation of their programs and respond with an even better program.

TQI improved access of teacher employers to real-time data about their teachers' registration status, including their Working with Vulnerable People registration status.

TQI's growing store of teacher workforce data, including professional learning information, can be readily analysed for reporting and research. This data store enables TQI to:

- participate in national initiatives such as the Australian Teacher Workforce Data Strategy;
- contribute to ACT initiatives including the *Future of Education* strategy; and
- support ACT schools in managing the professional learning of teachers through the provision of online reports on professional learning programs completed by teachers.

Changes to the TQI Act in 2019 strengthened TQI's ability to obtain timely information from teacher employers or any relevant entity or person in order to make robust decisions about a teacher's registration status. In addition, the changes to the TQI Act reinforced TQI's ability to require registered teachers to maintain their Working with Vulnerable People Registration throughout the period of their registration.

August 2019 amendments to the TQI Act expanded TQI's functions to include work related to developing a workforce profile of teachers to inform teacher workforce planning and research. More information about the new function is included under the Achievements section of this report.

TQI launched the ACT Professional Experience Framework in 2018. The framework, developed with broad education community consultation, articulates the elements essential for achieving high quality professional experience. It established an ACT wide agreement to implement the framework and separate school/education sector agreements for professional experience.

The ACT wide agreement commits the three schooling sectors and the two ACT based ITE providers to working collaboratively to ensure professional experience is high quality and ITE students are welcome in ACT schools.

After five years of national HALT certification implementation by TQI in the ACT, a review process was undertaken. In 2017 an independent research analysis of HALT certification in the ACT was commissioned, which affirmed the value of the process and informed the approach towards stronger alignment with the needs of stakeholders going forward.

TQI took advantage of a significant opportunity to raise the profile of certification in the ACT nationally, through the 2018 national HALT Summit. Held in Canberra for the first time, the Summit was a valuable platform for the ACT to showcase the use of certification as a strategic school improvement mechanism in ACT schools. Training of an increased number of School Leaders in Teacher Standards understanding and certification assessment, strengthening of the HALT network and mentoring of aspiring applicants, and promotion of a school cohort approach to applicants applying for certification, all served to promote a focus on improvement and a culture of collaborative professionalism for enhanced student outcomes. Inviting Principals and system leaders to the Summit for the first time also served to increase understanding and highlight the strategic value of certification.

In January 2020, TQI established the Pre-service Teacher Register. Currently, pre-service teachers undertaking a professional experience placement in ACT schools are able to be included on the Register. The Register, once fully operational, will enhance TQI's capacity to collect ITE data, monitor the spread of professional experience placements in ACT schools, and improve ITE students' engagement with the teaching profession from the commencement of their studies. TQI has continued to communicate with teachers and employers through its website; its portal for registered teachers; and generic emails. Over the five years of the Strategic Direction 2015-19, TQI has developed its social media presence, with the TQI Facebook page well established as a strategic platform for communication with teachers and School Leaders. In early 2020 TQI also began using Twitter as a communications tool. TQI's uptake of Facebook in 2017 has transformed the connection and engagement of teachers with TQI. TQI's public Facebook page, which showcases the work of TQI and ACT teachers, as well as providing resources to support the professional development of teachers, continues to grow. Through the Facebook platform teachers receive timely professional content, and information about cross sectoral workshops, network opportunities and other initiatives supporting the ACT teaching profession. Posts are informed by feedback, with posts that celebrate the work of ACT teachers typically having the highest engagement. The number of followers has increased each year as have the number of interactions with, sharing and likes of TQI content. As at 30 June 2020, TQI's followers numbered 1,985.

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

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

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

TQI developed the *TQI Operational Plan 2020* to outline the activity focus for 2020 against the Strategic Direction.

COVID-19 impacts

Due to COVID-19, and advice from Government about social distancing, the TQI office closed in March 2020. TQI cancelled most of its Term 1 2020 workshops. This decision was made in acknowledgment of the increased teacher workload related to providing learning and resources on-line.

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

- all TQI face to face workshops from Term 2 2020 are available on-line;
- teachers can include as part of the 'teacher identified activity' component of their professional learning obligations, their learning related to remote teaching and learning;
- many providers of TQI accredited professional learning have converted their programs to on-line;
- the TQI portal accessed via the TQI website continues as the main source of communication to registered teachers for information regarding workshops, handbooks, guides, and resources; and
- the Certification Module pilot has been adjusted. TQI continues to support applicants.

TQI has continued its engagement with employers, registered teachers, applicants for teacher and pre-service teacher registration and its stakeholders through email, phone calls, on-line meetings, and video chats.

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

TQI has also continued its engagement in the national agenda for teacher registration and regulation. While unable to travel to national meetings or to participate face to face in discussions and consultation about policy relating to accreditation of initial teacher education, TQI has continued to actively represent the ACT position through on-line fora.

Overall, there is little or no evidence to suggest that TQI's work has been negatively impacted by COVID-19. Participation in some TQI workshops has increased compared to previous years, suggesting that teachers may prefer the flexibility offered by the on-line environment.

2019-20 Key Achievements

Standards, regulation, and certification

Teacher registration

As at 30 June 2020, TQI has registered 8,113 teachers and 88 people were approved to hold a permit to teach. For the same period, there are 408 newly registered teachers, as against those teachers who renewed their registration.

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

- Formal written warning (WwVP) - 1
- Formal written warning (conduct) - 1
- Condition placed on registration - 2
- Suspension of registration (WwVP registration lapsed) - 9
- Suspension of registration (conduct) - 2

TQI has begun developing a suite of short videos to explain processes and support teacher understanding of the day to day business of the Institute and teacher's legislative responsibilities.

Certification

A most significant achievement for TQI in 2019-20 is the continuation of the trial of the new Modular model for the certification of Highly Accomplished and Lead Teachers (HALTS). Under the new model, teachers can undertake certification in the Domains of the Teacher Standards or modules. The model addresses the assessors' and participants' individual circumstances as it allows them to undertake the work in more manageable pieces. It also allows for more dispersed payment i.e. at the submission of each module, rather than two large payments. The payment goes to schools to compensate them for the assessors' (School Leaders) time spent on certification assessments.

A research partnership with the University of Canberra, will provide an evaluation of the trial through questionnaires and focus groups, an evaluation report by November 2021 and an evidence-base for deciding the approach to certification going forward.

The 2018 *Future of Education* strategy*,* aimed at growing the number of HALTs in schools, to the point where there is at least one HALT in every ACT school. TQI is progressing work on this commitment. As at 30 June 2020, 49 (36%) of ACT schools have at least one HALT, and some schools up to seven.

The number of HALTs who currently hold certification in the ACT has grown from 34 in 2015 to 73 in 2020. 86 ACT teachers have achieved certification since 2012, 12 per cent of the national total of 709. The total number of ACT assessors nationally trained by TQI has increased accordingly from 61 in 2015, to 146 by 2020.

Since the Modular model pilot was begun in 2019, TQI has received 100 Preliminary Applications, twice the number of any previous year, demonstrating a significant increase in interest from teachers in HALT certification.

In addition to those who have achieved certification through the Full portfolio approach in the July 2019-June 2020 period, 16 teachers successfully completed Module 1, while five have successfully completed Module 2. These teachers will be eligible to complete the third and final module in 2021 to achieve certification. 20 Module 1 applications have been received in 2019-2020 from 15 different schools, of which eight schools had no existing HALT, which reflects the wider reach/greater traction certification is having with schools.
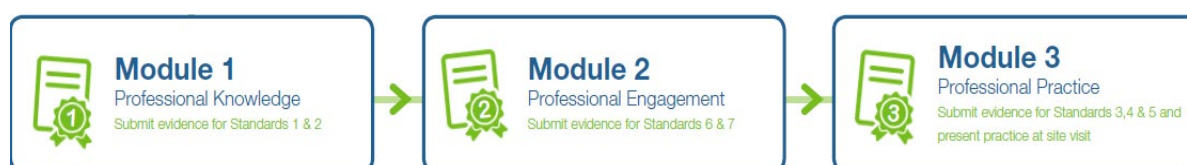
Certification: Modular model showing domains of teaching for the seven standards included in the Australian Professional Standards for Teachers

During 2019, TQI certified a further 12 ACT teachers. This brings the total of HALTs with current certification in the ACT in 2020, to 75. A further 16 teachers successfully completed Module One towards certification, with five teachers going on to successfully complete the second of the three modules, following the new modular model recently developed and currently being trialed in the ACT.

National Review of Teacher Registration

Accreditation and preparation for the profession

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

Royal Commission into Institutional Responses to Child Sexual Abuse and the National Review of Teacher Registration (NRTR).

Reports from *Royal Commission into Institutional Responses to Child Sexual Abuse* and the *NRTR* established that information sharing was a key factor in protecting and strengthening the safety and well-being of school children. In 2019-20, TQI, with the cooperation of teacher employers across the three systems, embedded the February 2019 changes to TQI Act regarding requirements around timely information sharing. In the reporting period, teacher employers have responded positively to the new requirements about at what point in a formal investigation into a teacher's conduct they must provide information to TQI.

During 2019-20, TQI contributed to the national work regarding the implementation of the recommendations from the above-mentioned reports. Anticipated further work on these recommendations is described in the Outlook section of this Report.

Teacher Education Ministerial Advisory Committee (TEMAG) reforms.

Pre-service teacher register

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

The PSTR commenced operation on 1 January 2020. TQI's successful collaboration with universities, schools and pre-service teachers has enabled a smooth introduction of the PSTR. As at 30 June 2020, there are 824 pre-service teachers included on the pre-service teacher register, with 46 of these from universities located outside the ACT.

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

TQI will be able to collect information about the schools and sectors who are involved with providing teacher professional experience placements, and the number of teachers from the PSTR who take up a teaching position in the ACT, following graduation.

TQI will be able to collect deidentified information, which can be shared for workforce planning purposes, on:

- the total number of students undertaking professional experience in a particular year;
- the number of schools providing professional experience placements;
- the number of ITE students placed at particular schools;

- the number of students undertaking their professional experience in, for example, a science specialisation; and
- the destination of graduating students and their initial teaching experiences.

This information may be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, throughout their teaching career in the ACT and through to their exit.

Accreditation of initial education courses

During the reporting period eight undergraduate ITE programs were submitted by the University of Canberra for Stage Two accreditation (reaccreditation). The provider and accreditation panel followed the process outlined in the February 2018 *Guidelines for the accreditation of initial teacher education programs in Australia: Stage two*. The provider submitted extensive documentation to demonstrate that continuing program design and delivery have been underpinned by evidence of program outcomes and impact from the preceding accreditation period. Evidence was collected from a range of data sources chosen by the provider, as articulated in the *Plan for Demonstrating Impact*. The assessment by the panel of the program meeting the Program Standards and Graduate Teacher Standards is the basis for accreditation. In response to COVID-restrictions, TQI made adjustments to the accreditation timeframe and process, including online participation by the interstate panelist, so that the potential for programs to be accredited and subsequently offered in 2021, was not compromised.

Australian Teacher workforce data strategy

In 2017, Education Ministers approved the development of the Australian ITE and Teacher Workforce Data Strategy (ATWD), a national strategy for the collection and analysis of initial teacher education data and teacher workforce data. This decision tasked teacher regulatory authorities with primary responsibility for the collection and supply of teacher workforce data to a national dataset. ITE providers (universities) provide ITE data to inform the ATWD. The ATWD will link ITE student data from 2005 with current teacher data to provide longitudinal information on teachers working in Australian schools and future teachers engaged in teacher preparation. TQI has continued to represent Teacher Regulatory Authorities on the ATWD Oversight Board

August 2019 amendments to the TQI Act allow TQI to contribute to the ATWD strategy by sharing teacher workforce data held by the TQI. The amendments also expanded TQI's functions to include work related to developing a workforce profile of teachers to inform teacher workforce planning and research.

The aggregated data will:

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

- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher;

- provide information on how many stay in the profession and for how long;

- be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit; and

- inform future policy decisions about the teaching profession.
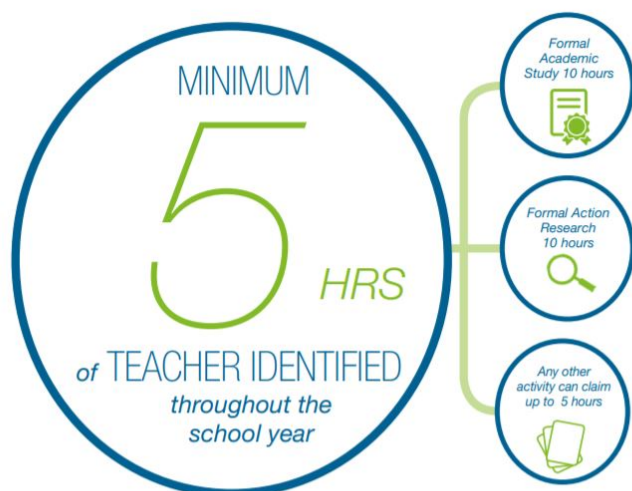
Professional Learning and Growth

In total, the TQI teachers register has recorded that ACT teachers undertook more than 251,462 hours of professional learning (PL) in the year preceding their 2020 registration. There has been an increase of 806 attendances at TQI accredited programs from last year.

Data demonstrating an increase in attendances of TQI accredited programs

Attendances at accredited programs

2019	20 813
2020	21 619

806

Increase of 806 attendances
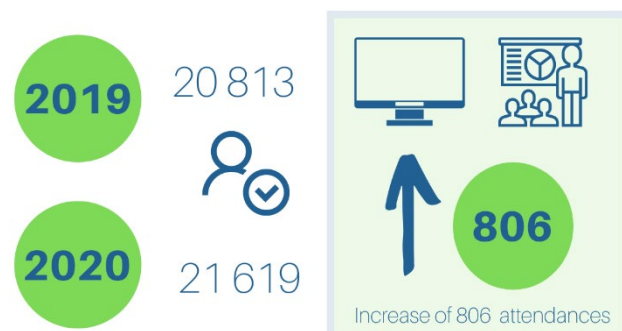
During the reporting period educative collateral has been developed and published to support teacher understanding regarding the breadth and depth of professional learning that can be completed for registration purposes.

MINIMUM **5** HRS *of* TEACHER IDENTIFIED *throughout the school year*

Formal Academic Study 10 hours

Formal Action Research 10 hours

Any other activity can claim up to 5 hours

tqi.act.edu.au

Teacher Identified activities that can be submitted for registration purposes

TQI focused on a campaign to broaden teacher understanding of their obligations under the *ACT Teacher Quality Act 2010 Regulations* to complete the evaluation of all accredited programs they attend. Teachers have developed their understanding of the importance of their feedback and how this linked to future availability of TQI accredited programs being offered in the ACT.
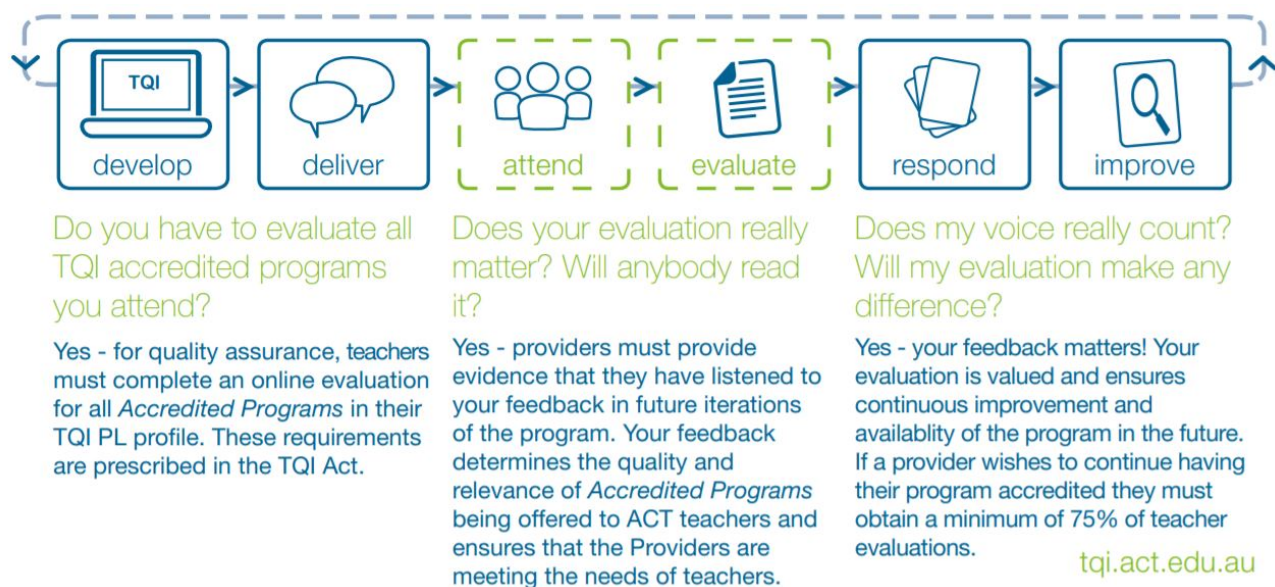
Collateral sent to all schools regarding the importance of completing TQI evaluations of accredited programs attended

Teachers are required to complete a reflection and responses to evaluation questions when submitting their professional learning activities for registration purposes. These questions have been updated during the reporting period. The *Professional Learning and Development Committee* (PLaD) made up of members from all sectors, universities, and unions, reviewed the questions to ensure their relevance in the current educational context. The updated questions have been approved by the TQI Board and put into use for 2021 registration renewals.

Details of professional learning programs accredited 1 July 2019 to 30 June 2020 are listed in Attachment 1 to this report.

Data, evidence, and research

As mentioned earlier in this report under TEMAG reforms, amendments to the TQI Act authorise TQI to contribute to the ATWD strategy. For the first time, in 2020, TQI provided teacher workforce data to the national data collection. Additional teacher data will be collected annually through the ATWD teacher survey. As the data collection expands and datasets are linked, valuable longitudinal data on the national teacher workforce will be available for research and planning.

Outlook

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

ACT Government Future of Education (FoE) strategy.

A key focus area is the Government's goal of working towards a Highly Accomplished and Lead Teacher (HALT) in every ACT school. Towards achieving this goal, during the reporting period a further 12 teachers have been certified, so that the number of schools in the ACT with at least one HALT has grown to 49, i.e. 36 per cent of ACT schools. 17 schools have more than one certified teacher, while seven schools, taking a cohort approach to leading teacher development through certification, have three or more HALTs. The ACT boasts a significant proportion of the total number of HALT teachers certified nationally since 2012 i.e. 87 teachers have been certified in the ACT since 2012, 12 per cent of the national total of 709.

During this reporting period, TQI continued to trial the Certification 2.0 modular model and, if successful, will embed the new model in TQI's certification process. The model is an alternative to the full portfolio approach for certification which had been established earlier by TQI. During 2020-2021, TQI is in partnership with the University of Canberra to evaluate the new model for Certification. The purpose of the evaluation is to discover if the Modular model makes teacher certification more achievable and sustainable for teacher applicants and school leader assessors, while maintaining the rigour and credibility of the previous full portfolio approach. An evaluation of the ACT TQI modular approach is also expected to provide important findings and recommendations that can inform the enhancement of the Model and implementation of certification in other jurisdictions. Further research can yield substantive qualitative data in relation to participants' experience of the certification process and its impact in schools which is largely lacking in other studies in the area.

TQI will continue to promote to schools and teachers the benefits of Certification and support them in their engagement with the process. TQI will encourage teachers and School Leaders to engage with Certification as a school cohort, so that the practice of expert teachers is leveraged, building collective teacher efficacy for school improvement.

National Review of Teacher Registration

In September 2018, Education Council noted recommendations from the National Review of Teacher Registration report - *One Teaching Profession: Teacher Registration in Australia* (One Teaching Profession) and Ministers agreed that the Australian Institute of Teaching and School Leadership (AITSL) would work with all jurisdictions to develop an implementation strategy for all *One Teaching Profession* recommendations. Implementation of key recommendations is progressing with a focus on child safety and well-being, information sharing and registration portability, the introduction of Early Childhood and Care teacher registration, and increasing consistency of judgements in teacher regulation. TQI engages key education stakeholders in this work, through Board committees and targeted consultation, to ensure that outcomes align with ACT Government priorities and enhance the standing of the teaching profession.

Child safety and wellbeing

One Teaching Profession made three recommendations relating to child safety and wellbeing. The three recommendations focus on information sharing, suitability to teach and mutual recognition. The six recommendations from the *Royal Commission into Institutional Responses to Child Sexual*

Abuse Report which are the responsibility of Teacher Regulatory Authorities have a similar focus. The Royal Commission assigned responsibility for these six recommendations to the Council of Australian Governments, rather than to teacher regulatory authorities (TRAs).

In mid-2020, under Direction from Education Council, a *Best Practice Framework for Teacher Registration* re child safety was drafted. The Framework's purpose is to provide a best practice approach for responding to the recommendations from both reports re strengthening child safety and wellbeing.

TQI will continue to work with the ACT Government, with TRAs and with AITSL to implement responses to the Royal Commission and NRTR recommendations related to child safety and wellbeing.

Provisional to Full Registration

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

A national steering committee led by AITSL and including TQI representation has worked on staged implementation of actions to progress national consistency in this space. The staged process includes mapping current practices, sharing quality assurance practices and working with the results of this research on a possible agreed forward strategy. Key to this work is the understanding that context is crucial across the diversity within and between jurisdictions, that these are school-based decisions and that partnerships between the TRA and schools in each jurisdiction need to be recognised and valued. TQI continues to be committed to working with teachers and School Leaders to facilitate the growth and support based ACT provisional to full registration model designed for the unique ACT context and workforce. The project is expected to conclude in late 2020.

National consistency in teacher registration

TQI continues to collaborate at the national level about reaching national consistency in teacher registration; the operation of mutual recognition; ensuring teachers are sufficiently proficient in English; and in establishing how early childhood teachers and teachers with vocational education and training qualifications are recognised in the registration of teachers. TQI's intent is to continue to contribute to the goal of achieving national consistency in the regulation of the teaching professional, while maintaining the ACT's unique, valuable, and valued characteristics that so well suit the distinctive nature of the ACT teacher workforce.

Teacher Ministerial Advisory Group (TEMAG) reforms.

TQI has progressed national work to strengthen the national Initial Teacher Education Accreditation (ITE) system by building greater consistency in the program accreditation system. Reforms included the review of program accreditation guidelines to enhance understanding of the ITE Program Standards and Procedures by panel members, providers, and authorities. Through participation in national Standards Setting and the Executive Officer Working Group since June 2019, TQI has assisted with the work to refine and improve the Guidelines, providing for greater clarity in the

interpretation of the Program Standards and consistency of judgement against the Program Standards during the program accreditation panel process. This work forms part of the 2020-23 Strategic Direction and involves strong national collaborative engagement with teacher regulatory authorities and initial teacher education providers.

Pre-service teacher register

Development of the business system for the pre-service teacher register will continue. Completion of this work will enable pre-service teachers to:

- update their personal details;
- progressively to enter details of each professional placement including dates, school, and supervising teacher. Details of the outcome of their professional experience are not the business of TQI; and
- to register on the teacher register (following successful completion of the ITE course) with the same ID number as was allocated when they joined the pre-service teacher register.

National Teacher Workforce Strategy

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

The strategy is built around the importance of the status of the teaching profession and will address an improved understanding of:

- supply and demand issues;
- priority needs including more Aboriginal and Torres Strait Islander teachers;
- hard to staff schools and areas of teaching specialisation;
- supporting teachers and the teaching profession through effective induction and mentoring;
- development pathways for School Leaders;
- developing educators of the future through understanding motivations to pursue a teaching career;
- the impacts and opportunities of emerging technologies on teaching practice;
- building data and evidence by exploring the value of existing data projects and sources to understand teacher supply and demand; and
- continuing to build Australian Teacher Workforce Data (ATWD).

Business system development

TQI is on track to complete the redevelopment of the TQI Portal 2.0 by the end of June 2021. The TQI Portal 2.0 will introduce enhanced site performance, increase usability, and streamline the user

experience for all portal users. The TQI Portal 2.0 will also future proof TQI's ICT services as it will enable any future expansion of the portal functions to be integrated seamlessly into the existing architecture. TQI will also continue to focus on data privacy and site security. Enhanced security measures in relation to server firewall protection and user accounts have been implemented to reduce the risk of data breaches.

Scrutiny

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

Risk Management

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

- Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board.
- Operations/service level risks are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff.
- Project risks are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

Internal Audit

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

Fraud Prevention

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

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of or updates to:

- the TQI Formal Complaints Policy 2019 (publication);
- the *TQI Strategic Direction 2020-2023* (publication);
- Teacher Registration and Permit to Teach Policy (update);
- Continuing Professional Learning Policy (update);

- Initial Teacher Education Program Accreditation Policy (update); and
- Privacy Policy (update).

TQI did not receive any Freedom of Information requests in the reporting period.

The TQI has information on its organisation, function and decision making powers on its website: www.tqi.act.edu.au/about-tqi. Further information can be obtained by contacting tqi@act.gov.au or (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the more formal Freedom of Information process.

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

Documents used by TQI staff when making decisions include:

- Teacher Registration and Permit to Teach Policy;
- TQI Procedure for Review of Registration;
- Teacher Registration Qualifications Policy;
- *Australian Qualifications Framework*;
- Continuing Professional Learning and Program Accreditation Policy;
- Continuing Professional Learning Program – TQI Accreditation Guide January 2020;
- TQI National Certification of Highly Accomplished and Lead Teachers Policy;
- Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2020;
- 2017 ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook;
- Australian Professional Standards for Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers; and
- Initial Teacher Education Program Accreditation Policy.

In the reporting period, there were no applications made to the Ombudsman or ACT Civil and Administrative Tribunal about TQI's decisions.

Community engagement and support

In response to COVID-19 restrictions, including social distancing rules and teachers supporting children's learning from home, TQI expanded professional learning protocols and practices as follows:

- all face to face TQI workshops were made available online;
- teachers were advised that they could record their professional learning about the delivery of online teaching and student support as part of their professional learning requirements for teacher registration renewal;

- providers of 2020 accredited programs were offered a process to convert programs to online delivery;
- the Certification Modular Model Pilot was adjusted to support applicants; and
- TQI supported all employers in insuring that staff had accessibility to TQI accredited programs.

TQI continuously reviews and evaluates its communication media to ensure it is giving clear, timely, relevant and important messages to our stakeholders, particularly to schools and teachers. As mentioned in the Overview, the TQI Facebook page was established in 2018. In April of 2020 TQI began a TQI Twitter handle. This social media addition was implemented to expand our social media reach and continue to define our narrative to the wider community.

During the 2020 renewal period all teachers were advised that the TQI portal would be the primary source of all communication to registered teachers for information regarding workshops, handbooks, guides and resources. Some of the programs offered by TQI in the reporting period included:

- sixteen cross-sectoral workshops for beginning teachers, teacher mentors/supervisors and School Leaders on the process for progression to Full Registration;
- in response to COVID-19 the development of online voiceover PowerPoint workshops for beginning teachers, teacher mentors/supervisors and School Leaders on the process for progression to Full Registration, supplemented by follow up Zoom Q&A sessions;
- presentations and information packages to pre-service teachers at University of Canberra (UC) and Australian Catholic University (ACU) to support their transition to the profession;
- supporting the launch of the Pre-service Teacher Register through information sessions, drop in sessions and resource materials for UC and ACU for information materials for Australian institutions delivering approved initial teacher education courses;
- communication with teachers to assist them to renew their teacher registration, with teachers progressing from provisional to full registration and with the mentors and School Leaders who support them and with School Leaders, teachers and teacher employers to assist teachers to meet WwVP obligations. Communications are via the TQI website, email, phone and face to face; and
- Mentoring and Coaching Mini Conference showcasing high quality practice at seven schools across sectors and attended by 115 teachers and School Leaders.

Aboriginal and Torres Strait Islander Reporting

In the 2019-20 reporting period, TQI accredited 50 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and standard 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*. In the reporting period, 22 per cent of teachers participated in one or more of these programs.

Workplace Health and Safety

TQI has one nominated Health and Safety representative and one Respect, Equity and Diversity Officer.

In the 2019-20 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011.*

At its weekly whole-of-team meetings, TQI has workplace health and safety as a permanent agenda item.

In 2019 TQI employed the FISH philosophy program - a set of simple, practical tools and activities to build stronger relationships, more connected teams and better communication.

During team meetings, team members were encouraged to regularly undertake stretching exercises designed to relieve muscle tension and avoid workplace injury caused by repetitive use, vibrations, compression or long periods in a fixed position.

In response to COVID-19 restrictions, particularly working from home, daily online executive and team meetings were scheduled. At these meetings, team members were encouraged to identify any issues being experienced, particularly related to the working from home environment. Team members were also encouraged to become familiar with communications from Government about COVID-19 safe practices.

In August 2020, TQI staff undertook a survey about their working arrangements during COVID-19. The survey was prepared by the Education Directorate and based on the ACT Government service wide survey. Nearly 90 per cent of staff indicated they felt well supported by their supervisor and their team while working from home; over 50 per cent responded that their mental health had improved. The response to the question about looking forward to returning to the workplace was even – 50 per cent indicating they are happy to continue working from home and the remainder responding that they are looking forward to returning to the office.

Following the easing of restrictions, TQI staff were given the option of working in the office should they prefer to do so, or should their work require it e.g. use of office equipment such as printers. TQI developed and communicated to all staff protocols and cleaning equipment to ensure social distancing, safe practices around hygiene and only attending the office if well, were maintained. The TQI staff continue to be afforded flexibility in their work arrangements based on individual circumstances and operational needs of the business.

Human Resources Management

Staffing Profile
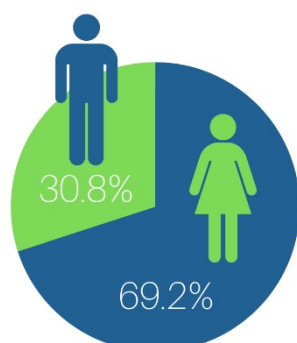
TQI has a small staff comprising the Chief Executive Officer and 10.6 FTE. The staff gender ratio is 69.2 per cent female, 30.8 per cent male. Staff are supplemented by seconded staff from across the sectors for specific programs.

Staffing profile

Professional Development

TQI staff attended a range of professional development activities including internal TQI training, whole of government initiatives, and specialist external programs. Staff professional development occurred through participation in national initiatives, interstate network meetings with other jurisdictions, participation in whole of government communities of practice and administrative courses. One staff member is undertaking Executive Master of Public Administration.

Ecologically Sustainable Development

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

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

Financial Management Report

Financial Management Analysis

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

Financial Statements

The summary report below shows the details of income and expenses for TQI for the financial year 2019-20 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

At the end of the reporting period, TQI held a cash reserve of $106,792 to cover future leave liabilities.

Part C – Financial Management Reporting

Statement of Income and Expenditure

For the year ended 30 June 2020

	Note No.	Actual 2020 $'000	Actual 2019 $'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,411	1,317
Interest		27	32
Registration Fees		997	977
Grants and Other	2	29	2
Total Revenue		2,464	2,328
EXPENSES			
Employee Expenses		1,523	1,248
Superannuation Expenses		238	166
Supplies and Services	3	567	382
Depreciation		244	180
Total Expenses		2,572	1,976
Operating (Deficit)/Surplus		(108)	352

Notes forming part of revenue and expenditure:

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

2. Grants and Other Revenue primarily consists of resources received free of charge relating to legal services provided by the ACT Government Solicitor Office.

3. Supplies and Services consists of:	2020 $'000	2019 $'000
Property Maintenance	12	13
Materials and Services	388	189
Travel and Transport	11	23
Administrative	34	40
Financial	6	5
Operating Leases	116	112
	567	382

4. Cash totalled $1.3 million at the end of 2019-20 ($1.2 million at the end of 2018-19).

Capital Works

TQI's ICT hardware infrastructure was upgraded to support the new pre-service teacher application platform. This enabled the implementation of a new pre-service teacher searchable register, to help schools identify pre-service teachers looking at doing their professional experience placement at the school. This aligns with the *Future of Education* initiative.

Asset Management

The TQI business system is the single most significant asset of the Institute. Maintaining and updating this system is a key operational consideration. As such, regular analysis and assessment of TQI's digital services infrastructure is undertaken to ensure that the business system remains fit for purpose and is aligned with industry practice.

Government Contracting

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework.

Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises whole of government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

During the reporting period, TQI entered into no notifiable contracts.

Aboriginal and Torres Strait Islander Procurement Policy

For the 2019-20 reporting year, TQI achieved the following against the Aboriginal and Torres Strait Islander Procurement Policy three performance measures

Table 2: Aboriginal and Torres Strait Islander Procurement Policy performance measures

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

ACT Teacher Workforce Analysis

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

Registration Renewal Data
*figures as at 29 June 2020

8109
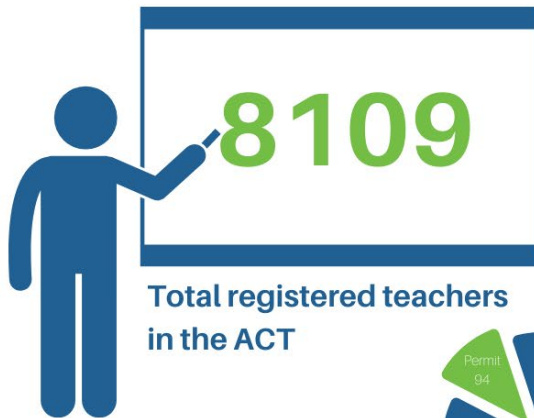
Total registered teachers in the ACT

Registered teachers by registration type

Permit 94
Provisional 1306
Full 6709

8,000

6,000

4,000

2,000

0

7119 — 2016
7276 — 2017
7412 — 2018
7610 — 2019
7705 — 2020
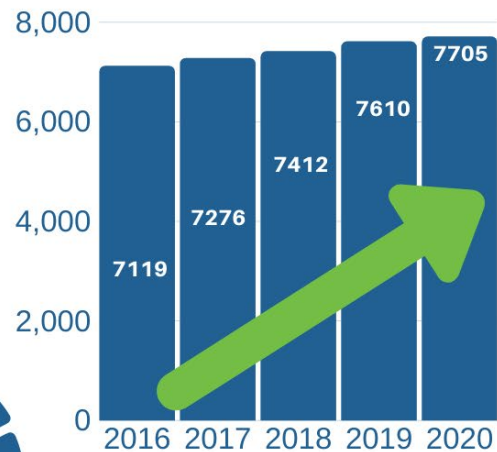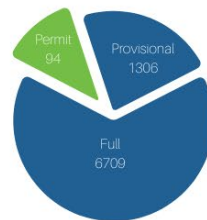
2020 highest renewal numbers on record

2016 — 689
2017 — 697
2018 — 705
2019 — 655
2020 — 688

0   250   500   750

Expired registrations

Expired registrations

688

of which

283

identified as casual teachers

CE — 46
ED — 161
IND — 76

0   50   100   150   200
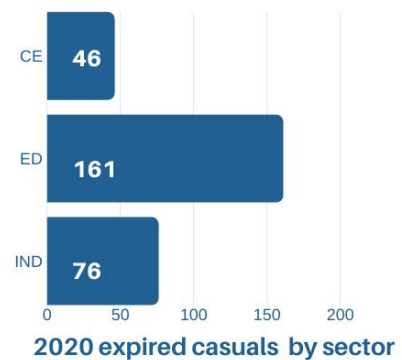
2020 expired casuals by sector

75%   **25%**
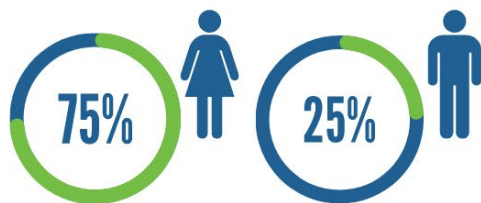
6102   **2004**

*3 people have identified as x

97 ED — 65%
32 Catholic — 22%
20 IND — 13%

43 **Average age of a teacher**

149 **Schools in the ACT**

Workforce data statistic

To support employers during the COVID crisis TQI analysed the data regarding the age demographics of registered teachers in the vulnerable age bracket of 60+.

During the reporting year the age distribution of registered teachers is described below.
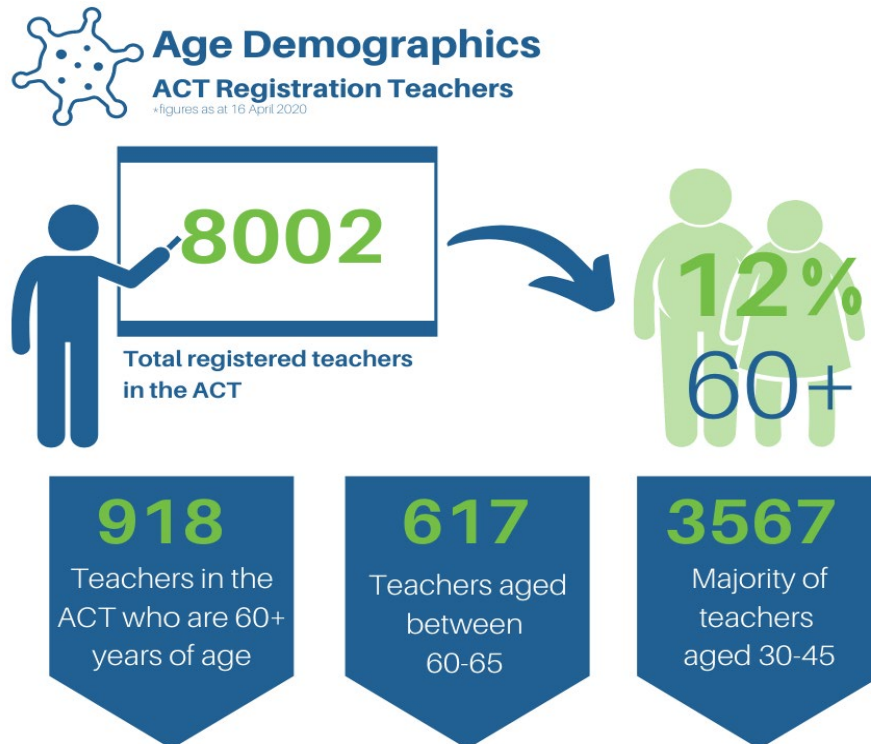
Data of ACT registered teacher workforce considered vulnerable during COVID-19

Age demographics
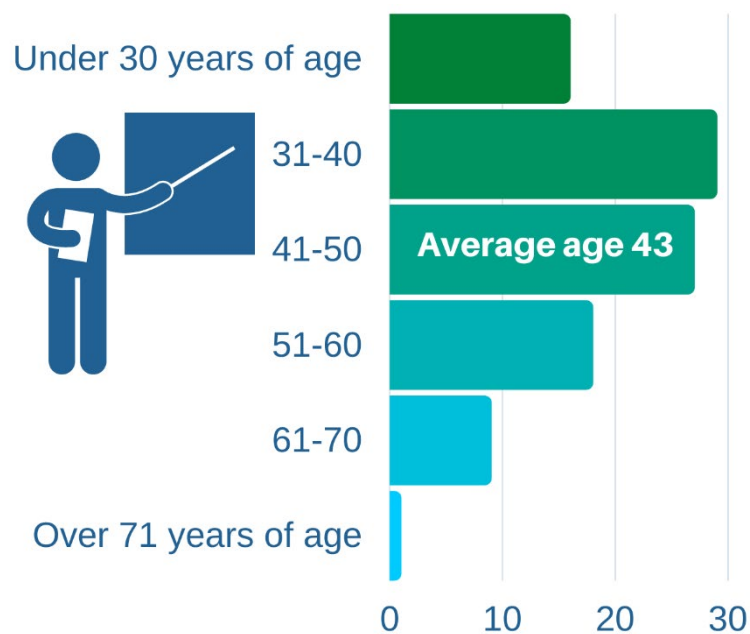
During the reporting year the age distribution of registered teachers is described below.

Number of approved teachers reporting

7750	3447	2559	1720	128
Bachelor Degree	Graduate Diploma/ Certificate – All	Graduate Diploma/ Certificate – Education	Masters Degree	Doctoral Degree
96%	42%	32%	21%	2%

Percentage of approved teachers reporting
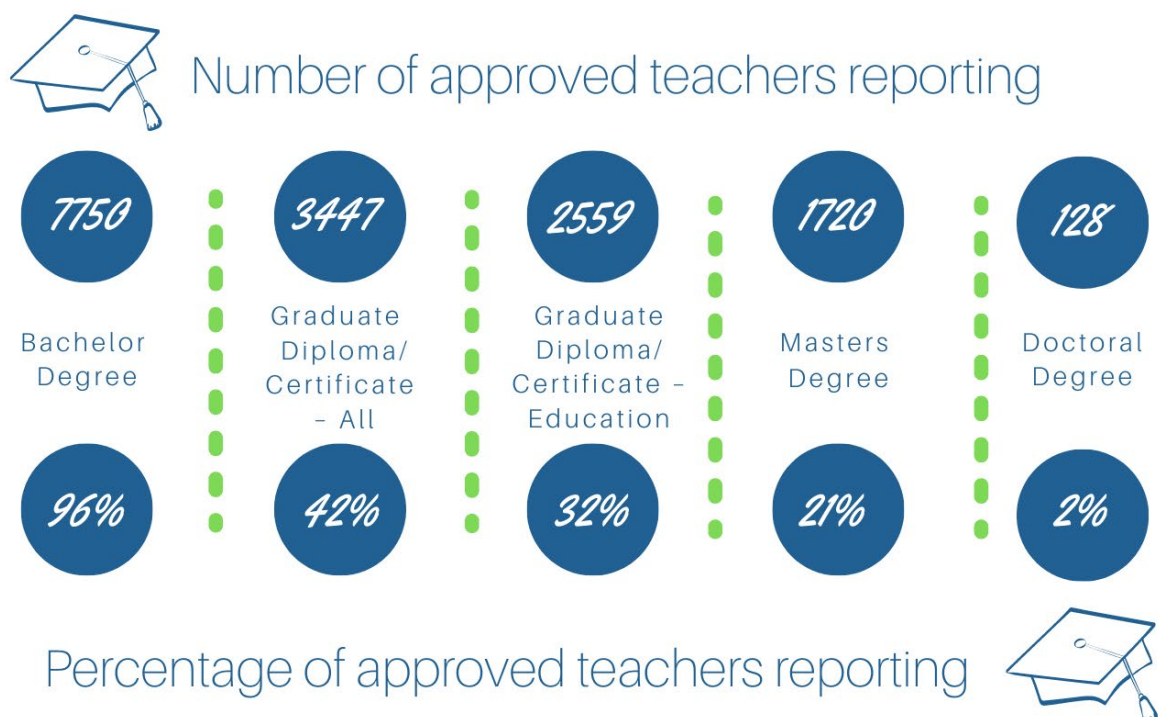
Teacher qualifications

Ministerial Directions

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

Public Interest Disclosure

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

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

No disclosures were received in the reporting period.

Contact Information

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

ACT Teacher Quality Institute
Jason Borton
Chief Executive Officer

ACT Teacher Quality Institute
Natalie Howson
Board Chair

ACT Teacher Quality Institute
PO Box 263
JAMISON CENTRE ACT 2614
Telephone: 02 6205 8867
Email: tqi@act.gov.au

Attachment 1

Details of professional learning programs accredited 1 July 2019 to 30 June 2020

Organisation	Program
Catholic Education (CE) Religious Education and Curriculum Services	A Pathway to Cultural Competence
(CE) Religious Education and Curriculum Services	CECG Numeracy Clusters
(CE) Religious Education and Curriculum Services	Google for Education: Next Step
(CE) Religious Education and Curriculum Services	Google for Education: Beginners
(CE) Religious Education and Curriculum Services	Understanding the Religious Education Curriculum - Catholic Education Canberra Goulburn.
(CE) Religious Education and Curriculum Services	Understanding Sacred Myth and Creation Stories
(CE) Religious Education and Curriculum Services	Curriculum in Focus - Primary Curriculum Leaders
(CE) Religious Education and Curriculum Services	CECG Numeracy Clusters 2020 Term 2
(CE) Religious Education and Curriculum Services	Catholic Education working together using Microsoft Teams
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Assessment Professional Learning
(CE) School Services	Online Training course: Attachment and Trauma Theory
(CE) School Services	Online course: Dyslexia and Significant Difficulties in Reading
(CE) School Services	Speech, Language and Communication Needs Course
(CE) School Services	Supporting Student Wellbeing and Mental Health Course
(CE) School Services	Understanding and Supporting Behaviour Course
(CE) School Services	Autism Spectrum Disorders
(CE) School Services	Understanding Hearing Loss course
(CE) School Services	Understanding Motor Coordination Difficulties course
(CE) School Services	MAPA (Management of Actual or Potential Aggression) -2019
(CE) School Services	Engaging with the APST at Highly Accomplished and Lead Level
(CE) School Services	Vision Impairment
Education Directorate (ED) Inclusion and Engagement Branch	Understanding Autism Spectrum Disorders (OLT ASD)
(EDU) Inclusion and Engagement Branch	Understanding Dyslexia and other Significant Reading Difficulties (OLT DSRD)

Organisation	Program
(ED) Inclusion and Engagement Branch	Understanding Motor Co-ordination Development (OLT MCD)
(ED) Inclusion and Engagement Branch	Inclusion of Students with Speech Language and Communication Needs (SLCN)
(ED) Inclusion and Engagement Branch	Understanding and Supporting Behaviours (OLT USB)
(ED) Inclusion and Engagement Branch	Understanding and Supporting Hearing Loss (OLT UHL)
(ED) Learning and Teaching Branch	Cultural capability and ways of learning
(ED) Learning and Teaching Branch	Teaching P-6 Chemical Sciences using Hands-on Inquiry
(ED) Learning and Teaching Branch	From Inspiration to Impact
(ED) Learning and Teaching Branch	Teaching Science Using Hands-On Inquiry
(ED) Learning and Teaching Branch	Teaching P-6 Physical Sciences using Hands-on Inquiry
(ED) Learning and Teaching Branch	Teaching P-6 Earth and Space Sciences using Hands-on Inquiry
(ED) Learning and Teaching Branch	Integrating HASS and Science
(ED) Learning and Teaching Branch	National Literacy and Numeracy Learning Progressions Workshop
(ED) Learning and Teaching Branch	Unpacking the Australian Curriculum Achievement Standards
(ED) Learning and Teaching Branch	Curriculum design @ the classroom level (Australian Curriculum)
(ED) Learning and Teaching Branch	Australian Curriculum- General Capabilities Workshop 1
(ED) Learning and Teaching Branch	Australian Curriculum - General Capabilities Workshop 2
(ED) Learning and Teaching Branch	EAL/D Research into Practice PL series "EAL/D Pedagogy" Janet Freeman
(ED) Learning and Teaching Branch	Scaffolding Literacy for Secondary School English Teachers and SLCs
(ED) Learning and Teaching Branch	Disciplinary Literacy for Secondary Schools-Science/Maths/Technologies
(ED) Learning and Teaching Branch	Disciplinary Literacy for Secondary Schools - Arts and Humanities
(ED) Learning and Teaching Branch	Count Me In Too
(ED) Learning and Teaching Branch	Middle Years Mental Computation - Addition and Subtraction
(ED) Learning and Teaching Branch	Middle Years Mental Computation - Decimals
(ED) Learning and Teaching Branch	Middle Years Mental Computation - Fractions
(ED) Learning and Teaching Branch	Middle Years Mental Computation - Multiplication and Division
(ED) Learning and Teaching Branch	Middle Years Mental Computation - Percentages
(ED) Learning and Teaching Branch	Middle Years Mental Computation: Introduction: Assessment and Planning

Organisation	Program
(ED) Learning and Teaching Branch	Future Focused Curriculum
(ED) Learning and Teaching Branch	Read & Write for Google Chrome
(ED) Learning and Teaching Branch	E-Learning Level 1 Certified Read&Write for Google Chrome User
(ED) Learning and Teaching Branch	Let's Count
(ED) Learning and Teaching Branch	Shifting high quality teaching to online learning
(ED) Learning and Teaching Branch	Using Google Education tools for online learning
(ED) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts (TYCEMC) Modules 1-4
(ED) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts (TYCEMC) Modules 5-7
(ED) School Leadership	ACT National School Improvement Training
(ED) School Leadership	10 Essential Instructional Practices in Literacy
(ED) School Leadership	Writing: Going Deeper with Essential Practice 6
(ED) School Leadership	Every Child, Every Day, Every Classroom: What's Essential in Literacy?
ACS	Unpacking the Digital Technologies Curriculum
ACT Association for the Teaching of English (ACTATE)	2020 Sharing Secrets of Success Conference
ACT Association for the Teaching of English (ACTATE)	Taking On Shakespeare: A Workshop on Shakespeare in the Classroom presented by Better Strangers
ACT Association for the Teaching of English (ACTATE)	Teaching Writing Digitally Online Course
ACT HALT Network	HALT Network ShareSpace February 2020
ACT No Waste - Transport Canberra and City Services	Recycling, Waste and sustainability through inquiry learning
ACT No Waste - Transport Canberra and City Services	Citizen Science -getting involved
ACT Public Colleges Professional Learning Committee	2020 All Colleges Conference
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 the Playtext. From Page to Stage
Acting For the Fun of It	Acting Techniques
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Recycling and waste at your school

Organisation	Program
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Delivering the sustainability cross curriculum priority
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Sustainability in your school
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Engaging students in sustainability through school food gardens
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Sustainability and waste management at your school
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Addressing the sustainability cross curriculum priority through the Actsmart Schools focus areas
AFL NSWACT	AFL Coaching for Teachers
Ainslie School	Understanding Inquiry
Australian Literacy Educators' Association (ALEA)	ALEA Unconference - Literacy Speed Dating
ALEA	Writing with Author Adam Wallace
ALEA	Capitalising on the knowledge of our Canberran Authors
ALEA	Phonics and Spelling, in context and as an inquiry
ALEA	Scripting the future -visual literacy, meaning & modes -Dr Jon Callow
All About Writers	The Essential Elements of the Writer's Workshop
All About Writers	The Qualities of Great Writing
All About Writers	Writing Conferences: The Foundation of Assessment
All About Writers	Unpacking the Writing Process
All About Writers	Teaching Writers, K-6
Amaroo School	Strategic Indigenous Awareness: to understand our present -we must understand our past.
Amaroo School	High Impact Pedagogy
Amaroo School	Everything You Need to Know about Dyslexia, Dysgraphia and Dyscalculia
ANNA COMERFORD	Neuroscience, Compassion & Mindfulness in the Classroom
ARACY - Australian Research Alliance for Children and Youth	The Common Approach in Education
Aranda Primary	Seven Steps to Writing

Organisation	Program
Association of Independent Schools of the ACT	Developing and Implementing Effective Individual Learning Plans
Association of Independent Schools of the ACT	Developing and Implementing Effective Positive Behaviour Support Plans
Association of Independent Schools of the ACT	2020 AISACT Principals' Wellbeing Program NESLI
Association of Independent Schools of the ACT	2020 AISACT Evidence into Action Workshop Series
Association of Independent Schools of the ACT	AISACT Enhancing Leadership Capabilities – Emerging Leaders Program (NESLI)
Association of Independent Schools of the ACT	AISACT 2020: Essential Coaching Skills to Drive The Impact Cycle
Australian Catholic University (ACU) - Institute for Positive Psychology & Education	iPLAY project – a mentoring role in action research: Course 1
ACU Institute for Positive Psychology & Education	iPLAY Workshop
ACU Institute for Positive Psychology & Education	iPLAY - a Mentoring role in action research: Course 2
ACU Institute for Positive Psychology & Education	iPLAY - a Mentoring role in action research: Course 3
ACU Institute for Positive Psychology & Education	iPLAY Movement
ACU Institute for Positive Psychology & Education	iPLAY Motivation
ACU Institute for Positive Psychology & Education	iPLAY Inclusive Physical Activity
ACU Institute for Positive Psychology & Education	iPLAY Feedback
Australian Curriculum, Assessment and Reporting Authority (ACARA)	Digital Technologies in focus: Planning for DT implementation
ACARA	Digital Technologies: Consistent teacher judgement
Australian Electoral Commission	Voting in my classroom
Australian Gifted Support Centre	Bright but Struggling- An Introduction
Australian Gifted Support Centre	Educating Gifted & Talented Students - and Introduction
Australian Gifted Support Centre	Educating young gifted children in the pre-school settings. An Introduction
Australian Gifted Support Centre	Under performing gifted students - causes and strategies

Organisation	Program
Australian Gifted Support Centre	Working memory & executive functioning - developing strategies to support students
Australian Gifted Support Centre	Identifying and teaching gifted and talented students.
Australian Gifted Support Centre	Visual Spatial Thinking system of 2e learners
Australian Gifted Support Centre	Creating a differentiated learning experience for high ability and gifted students.
Australian Gifted Support Centre	Working memory & executive functioning - strategies to improve students skills
Australian Securities and Investments Commission (ASIC)	MoneySmart Maths (Primary)
Australian Securities and Investments Commission (ASIC)	MoneySmart Maths (Secondary)
Australian Securities and Investments Commission (ASIC)	MoneySmart HASS (Primary)
Australian Securities and Investments Commission (ASIC)	MoneySmart HASS (Secondary)
Australian Securities and Investments Commission (ASIC)	Teaching young adults about money (Be MoneySmart)
Australian Securities and Investments Commission (ASIC)	Teaching Indigenous students about money (Knowing Growing Showing)
Australian Securities and Investments Commission (ASIC)	Connect Moneysmart: Use Moneysmart (2.0)
Australian Securities and Investments Commission (ASIC)	Teach Moneysmart: Be Moneysmart (2.0)
Australian Securities and Investments Commission (ASIC)	Teaching primary students to be active and informed citizens (Paying It Forward)
Batyr Australia Limited	batyr@school Teacher PD
Behaveability	Positive Behaviour Management - Taming the behaviour monster
Behaveability	Buttons, Bubbles and Popcorn: Promoting Pro-Social Behaviour
Behaviour Zen Pty Ltd	Assessing - Managing - Preventing Challenging Behaviour
Behaviour Zen Pty Ltd	Developing Emotional Regulation Skills In Students who are Oppositional, Aggressive & Anxious
Behaviour Zen Pty Ltd	Teaching students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Teaching Students Affected By Trauma
Behaviour Zen Pty Ltd	Positive Behaviour Strategies for Students with Aggressive Behaviours
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with ADHD Online Course

Organisation	Program
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Anxious Behaviour
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Oppositional & Defiant Behaviours (Online)
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Behaviour Zen Pty Ltd	Teaching Students with Attention Deficit Hyperactivity Disorder
Berry Street Victoria	Berry Street Education Model (Day 1 and 2)
Berry Street Victoria	Berry Street Education Model (Day 3 and 4)
Beyond Blue	Be You: Mentally Healthy Communities
Beyond Blue	Be You: Family Partnerships
Beyond Blue	Be You: Learning Resilience
Beyond Blue	Be You: Early Support
Beyond Blue	Be You: Responding Together
Big Picture Education	Foundation Training 2020
Birrigai Outdoor School	Ngunnawal Cultural Perspectives with Richie Allan
Black Mountain School	Team Teach
Blue Gum Community School	Blue Gum Philosophy and Practice 2020
Blue Gum Community School	Blue Gum Preschool PL January 2020
Board of Senior Secondary Studies (BSSS)	Introduction to the BSSS for Teachers New to the College System
Board of Senior Secondary Studies	Quality Assurance and Assessment Workshop for Leaders 2
Board of Senior Secondary Studies	Writing Robust Rubrics
Board of Senior Secondary Studies	Quality Assurance and Assessment Workshop 1
Board of Senior Secondary Studies	Engaging ACS for Excellence
Board of Senior Secondary Studies	Designing a Program of Learning.
Board of Senior Secondary Studies	Leading Senior Secondary Assessment in Your School
Board of Senior Secondary Studies	Designing Assessment to Assess Thinking (AST)
Board of Senior Secondary Studies	Surveying Scaling
Bonython Primary	Cultivating Curiosity On Country
Burgmann Anglican School	Wellbeing for Learning - Strengthening the Cords
Burgmann Anglican School	Learning for Wellbeing: Pedagogy that Builds Cohesion
Calwell High	PB@C: In the Classroom

Organisation	Program
Calwell Primary	Team Teach
Campbell Primary	Writing a Whole- School Scope and Sequence for Mathematics
Canberra Christian School	A Collaborative Approach to Student Growth
Canberra Christian School	Staying Mindful During Difficult Times
Canberra Girls' Grammar School	Introduction to Communities of Practice and Professional Learning Walks; Part 2
Canberra Girls' Grammar School	Approaches to Learning and Inquiry
Canberra Girls' Grammar School	Literacy, mathematics and symbolic learning in the early years.
Canberra Girls' Grammar School	Canberra Girls Grammar Presents Sarah Wilson - First, We Make the Beast Beautiful.
Canberra Mathematical Association	Hands-on Problem Solving - Continuing the Journey with Maths300
Careers Advisers Association	2020 New Careers Advisers Day
Careers Advisers Association	UAC Information Day for New Careers Advisers
Careers Advisers Association	Industry Update Day for Careers Advisers
Careers Advisers Association	2020 Tertiary Update Day
Caritas Australia	Embedding Catholic Social Teaching into School Life
Caroline Chisholm School	Team Teach
Challenging Learning Pty Ltd	Developing a Culture that Supports Best Practice Feedback and Developing a Schoolwide Mental Model
CIT Solutions	Vocational Skills Training - Assessment Mapping
CIT Solutions	Vocational Skills Training - Clustering
CIT Solutions	Vocational Skills Training – Supervision
Code Club Australia	Code Club in the Classroom (Online)
Commonwealth Scientific and Industrial Research Organisation (CSIRO)	An overview of use of the Atlas of Living Australia in the classroom
Cool Australia	Teach Caring for Country Using Fire 2019
Cool Australia	Teach Indigenous Land Management Using Fire 2019
Cool Australia	Use Primary Maths to Measure Waste 2019
Cool Australia	Use Secondary Maths to Measure Waste 2019
Cool Australia	Get Creative with STEM 2019
Cool Australia	Introduction to Secondary STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Early Learning STEM

Organisation	Program
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Teach Nature Play
Cool Australia	Investigate How Animals Are Impacted by Their Environment
Cool Australia	Inspire Young Scientists in Your Learning Room
Cool Australia	Teach Persuasive Language Using Documentaries
Cool Australia	Teach Persuasive Language Using Videos
Cool Australia	Teach Mindfulness to Children
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students
Cool Australia	Teach Science Inquiry in the Primary Classroom
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Meet the NQS by Caring for the Environment
Cool Australia	Introduce Primary Students to Design Thinking
Cool Australia	STEAM Made Simple
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Inspiring Students to Take Action
Cool Australia	Create Change with the Right Communication
Cornerstone Teacher Learning PL	Improving Writing Across the Curriculum 7-12
Cranleigh School	Team Teach V2.1
Cricket NSW	Cricket, more than just a bat a ball sport!
Curtin Primary	Modified PANL PL
Curtin Primary	Inspiring Inquiring

Organisation	Program
Cut Through Coaching & Consulting Pty Ltd	Habits of Leadership - How to have conversations that SHIFT behaviour & practice
Daramalan College	Digital into Practice: Workshop Series - Optimising the impact of digital pedagogies
Daramalan College	Teaching with Heart
Dave Barrie - Personal Development Training	Personal Mastery
Dennis Yarrington	Building Leadership Synergy through Coaching
Design and Technology Teachers Association ACT	DATTA ACT Seminar Program 2020
Drum Effect	10-week African Drumming Course
Duffy Primary	Strengthening Australian Curriculum Implementation via Agreed Practices
Early Childhood Australia Inc	ECA STEAM – science, technology, engineering, arts and mathematics professional learning package
Early Childhood Australia Inc	ECA Equity and inclusion professional learning package
Education Cross Sector ACT	Everyone Everyday - A Toolkit for Inclusion
Education Events	Understanding Autism Spectrum Disorder - Teaching Strategies and Behaviour Support
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions.
Education Events	Developing Early Childhood Approaches for children with additional needs
Education Events	Making it a Success with Sue Larkey online
Education Events	Emotional Regulation in students with Autism - Online Masterclass
Education Services Australia	ELLA professional learning
Educational Assessment Australia	Assessment Evolution Conference: data and decision making.
Educator Impact	Educator Impact (EI) for Teachers: Setting Objectives
Educator Impact	Educator Impact (EI) EI for Teachers: Calibrating Difficulty
Educator Impact	Educator Impact (EI) EI for Teachers: Driving Surface and Deep Learning
Educator Impact	Educator Impact (EI) EI for Teachers: Providing Feedback
Educator Impact	Educator Impact (EI) EI for Teachers: Building Relevance
Educator Impact	Educator Impact (EI) EI for Teachers: Communicating Effectively
Educator Impact	Educator Impact (EI) EI for Teachers: Developing Relationships
Educator Impact	Educator Impact (EI) EI for Teachers: Managing the Classroom

Organisation	Program
English for Work	Grammar for Teachers
Fadden Primary	Mathematics at Fadden Primary School
Firefly Education	Spelling Masterclass
Florey Primary	Positive Behaviour for Learning
Forrest Primary	The role of mathematics
Franklin Early Childhood School	Visible Learning Into Action for Teachers Day One
Garran Primary	Best Practices in Literacy Instruction at Garran Primary School
GEG Canberra	Digital Technology in the Early Years
GEG Canberra	8 ways of Aboriginal Learning in the mainstream classroom
GEG Canberra	Google Educator Certification Level 1
Generation Next	The Mental Health and Well Being of Young People - Course 1
Generation Next	The Mental Health and Well Being of Young People - Course 2
Generation Next	The Mental Health and Well Being of Young People - Course 3
Generation Next	The Mental Health and Well Being of Young People - Course 4
Generation Next	The Mental Health and Well Being of Young People - Course 5
Generation Next	The Mental Health and Well Being of Young People - Course 6
Gilmore Primary	Growing Readers and Writers Through The Workshop Model
Giralang Primary	Kath Murdoch - Learning Assets and Inquiry Learning for Giralang Primary School and Southern Cross Early Childhood School
Good Shepherd Primary	Good Shepherd Inquiry Learning Framework - Phase 2
Good Shepherd Primary	Finding the Data Treasure in PAT - A Voyage of Discovery
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching
Growth Coaching International Pty Ltd	The Impact Cycle
Growth Coaching International Pty Ltd	Coaching Accreditation Program
Hawker Primary	Whole School Approach to Teaching Mathematics at Hawker School
Hawker Primary	Neurobiology of Trauma and Practical Strategies for the Classroom
Hawker Primary	High Impact Strategies for Teaching Literacy
Health Improvement Branch, ACT Health, ACT Government	Safe Cycle Years 5&6 Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools Professional Learning Online Course

Organisation	Program
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Course
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs It's Your Move Teacher Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Online Learning Course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Workshop
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: IYM face-to-face Professional Learning workshop
Health Improvement Branch, ACT Health, ACT Government	IYM Design Thinking
Holy Trinity Primary	Structured Word Inquiry
Hughes Primary	Positive Education at Hughes Primary School
Human Connections	Accidental Counsellor Training Face to Face
Human Connections	Online Accidental Counsellor Courses Membership
ICTE Solutions Australia	Teach Literacy-ICT Integration Effectively Today
ICTE Solutions Australia	Primary Classroom Strategies: Assess Student ICT Capability Today
ICTE Solutions Australia	The Primary ICT Coordinator's Guide to Leadership
ICTE Solutions Australia	ICT in Early Childhood Education
Impact Learning Team	Developing the Writer Within
Impact Learning Team	From Learning to Read, to Reading to Learn
Impact Learning Team	Unlocking the Meaning of Texts
Impact Learning Team	Tapping into the Hidden Power of Numeracy
Impact Learning Team	Lighten your load with STEM
Impact Learning Team	The National Literacy and Numeracy Learning Progressions: a key to differentiation
Instrumental Music Program	Art Up Front 2020
International Baccalaureate (IB) - Asia Pacific	Category 3 PYP: The Role of the Arts
IB- Asia Pacific	Category 1 MYP: Launching the MYP (one day or two day option)
IB- Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum - Heads of School and Coordinators

Organisation	Program
IB- Asia Pacific	Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum
IB- Asia Pacific	Category 3 MYP: Approaches to Learning
IB- Asia Pacific	Category 3 PYP MYP DP Learning Diversity and Inclusion
IB- Asia Pacific	Cat 3 IB Ed+PYP+MYP+DP: The Role of the Librarian
IB- Asia Pacific	Cat 2 MYP Delivering the MYP Curriculum - Heads and Coordinators
IB- Asia Pacific	Category 3 PYP: Digital Citizenship
IB- Asia Pacific	Category 3 PYP: Making the PYP library the hub of learning
IB- Asia Pacific	Category 3 IB Ed+PYP+MYP+DP: Approaches to Learning
IB- Asia Pacific	Category 1 DP: Administrators
IB- Asia Pacific	Category 1 DP: Coordination
IB- Asia Pacific	Category 2 DP: Administrators
IB- Asia Pacific	Category 2 DP: Coordination
IB- Asia Pacific	Category 3 PYP: The Role of the Coordinator
IB- Asia Pacific	Category 3 DP: Subject Specific Seminars
IB- Asia Pacific	Category 3 MYP: Creating Authentic Units in the MYP
IB- Asia Pacific	Category 3 MYP: Projects
IB- Asia Pacific	Category 3 IB Ed+PYP+MYP+DP Investigating Inquiry
IB- Asia Pacific	Category 1 DP: Subject Workshops
IB- Asia Pacific	Category 2 DP: Subject workshops
IB- Asia Pacific	Category 2 DP: Theory of Knowledge (ToK)
IB- Asia Pacific	Category 1 DP: Theory of Knowledge (ToK)
IB- Asia Pacific	Category 2 DP: Creativity, activity, service (CAS)
IB- Asia Pacific	Category 1 DP: Creativity, activity, service (CAS)
IB- Asia Pacific	Category 1 and 2 DP: Librarians
IB- Asia Pacific	Category 1 PYP: Making the PYP Happen: Implementing Agency
IB- Asia Pacific	Category 1 PYP: Making the PYP happen in the Early Years: Implementing Agency
IB- Asia Pacific	Category 3 PYP: Building for the Future
IB- Asia Pacific	Category 1 PYP: Leading the Learning in PYP Schools
IB- Asia Pacific	Category 2 PYP: Concept-driven learners
IB- Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum: subject specific workshops

Organisation	Program
IB- Asia Pacific	Category 2 PYP: Evidencing Learning
IB- Asia Pacific	Category 2 PYP: Your Exhibition
IB- Asia Pacific	Category 3 PYP: Play-based learning
IB- Asia Pacific	Category 1 PYP: Leading early years in PYP schools
IB- Asia Pacific	Category 3 PYP: Inquiry and the additional language teacher
IB- Asia Pacific	Category 3 IB Education: Living learning globally
IB- Asia Pacific	Category 3 MYP: Inquiry in the MYP
IB- Asia Pacific	Category 3 MYP: Interdisciplinary teaching and learning in the MYP
IB- Asia Pacific	MYP Introductory - Developing the MYP - One day option
IB- Asia Pacific	MYP Introductory - Developing the MYP - Two day option
John Paul College	Embedding Critical Thinking in JPC Classrooms
Kairos Consultancy & Training	Classroom Planning for Inclusion: Supporting the learning needs of ALL students in your classroom
Kairos Consultancy & Training	All About Assessment Rubrics: Create valid reliable & coherent rubrics
Kairos Consultancy & Training	Developing your Educational Philosophy Statement
Kairos Consultancy & Training	The Teaching Learning Cycle: Supporting the learning needs of students for whom EAL/D
Kids Yoga Education	Kids yoga Teacher Training Preschool (ages 3-5)
Kodály Music Education Institute of Australia (KMEIA) ACT Inc	Kodály in Action: Music in the Primary Classroom
KMEIA ACT Inc	Kodaly Australia Conference
Lanyon High	Lanyon high School - High Reliability School Framework and PLCs
Learning Mentors Pty Ltd	The Early Years, What Really Matters
Leonie Anstey Consulting	Enabling all learners to make progress in mathematics
Leonie Anstey Consulting	Visualising Mathematics through Conceptual Investigations
Lighthouse Literacy Consulting and Coaching	A Balanced Approach to Literacy at Mother Teresa School
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Acoustics
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Optics
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Air
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Water
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Human Body
Lyneham High	To understand our present, we must understand out past

Organisation	Program
Lyneham Primary	The Magic of Writing
Lyons Early Childhood School	Professional Learning Communities
MacKillop Family Services Ltd	Seasons for Growth
Malkara School	Roadmap of Communicative Competence (ROCC)
Margaret Hendry School	Who we are together- Our cultural narrative - Margaret Hendry School
Marist College	Marist Learning Principles
Mathematics Association of NSW Inc	2020 MANSW Pre-K to Year 8 Conference
Mawson Primary	Learning Intentions and Success Criteria - LISC
Mawson Primary	FEEDBACK
Miles Franklin Primary	Bringing relevance, authenticity and connection to student learning
Mindz Brainplay	Understanding the Learning Brain
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Gathering Evidence for Reporting on the Australian Curriculum: Languages Achievement Standards
Mother Teresa Primary School	MTS Analyses PAT as Dazzling Formative Data
Mother Teresa Primary School	Conceptual Inquiry in Religion in the Early Years
Mother Teresa Primary School	Creating a Mathsmosphere
Mother Teresa Primary School	'Creating a Mathsmosphere in your classroom and school'
Mount Stromlo High School	Discipline Literacy
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	PreLit Professional Development Workshop
MultiLit Pty Ltd	Spell-It Professional Development Workshop
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MulitLit)
MultiLit Pty Ltd	Measuring Student Reading Progress for Schools Workshop
MultiLit Pty Ltd	Positive Teaching for Effective Classroom Behaviour Management (Primary Schools)
MultiLit Pty Ltd	MiniLit Professional Development Workshop
MultiLit Pty Ltd	Macquarie Literacy Program (MacqLit) Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
Muse Consulting	Bigger Better Brains Educator Course Day 1 + 2
Muse Consulting	BBB Facilitator Course 2020
Muse Consulting	BBB Starter Course
Musica Viva Australia	Music Education Skills for the Primary Classroom Part One.

Organisation	Program
Musica Viva Australia	Music Education Skills for the Primary Classroom Part Two
Musica Viva Australia	Music Education Skills for the Primary Classroom Part Three
Musica Viva Australia	Getting Creative with the Curriculum
Musica Viva Australia	Musica Viva in Schools Dr Stovepipe Online PD
Musica Viva Australia	Adam Hall and the Velvet Players, Musica Viva in Schools Professional Development
Musica Viva Australia	Rhythm Works. Musica Viva in Schools Professional Development.
Musica Viva Australia	Music Inspired by the Natural Environment - Musica Viva PD Workshop
Musica Viva Australia	Passion for Percussion. Musica Viva PD Workshop.
Musica Viva Australia	Music for Early Years. Musica Viva PD Workshop.
National Capital Attractions Association	Supporting the teaching of Indigenous histories and cultures using Canberra's cultural institutions
National Excellence in Schools Leadership Institute	Staff Wellbeing Toolkit
National Gallery of Australia	NGA Belonging: Stories of Australian Art
National Gallery of Australia	Art across the curriculum
National Gallery of Australia	Devotion, Nature, Time, People: Asian Art
National Gallery of Australia	Art Ways of Learning
National Institute for Christian Education	Foundations: Bible in the Belly of the School
National Institute for Christian Education	Everyday Peacemaking (Brindabella)
National Institute for Christian Education	Classrooms and Assessment for Learning
National Institute for Christian Education	Classrooms and Formational Learning
National Museum of Australia	Teaching Indigenous History and Culture
National Youth Science Forum	National Science Teacher Summer School 2020
Ngunnawal Primary	Strategic Indigenous Awareness: to understand our present -we must understand our past.
NSW ACT Independent Education Union	Responding to Bushfire Trauma
Nutrition Australia ACT Incorporated	Teaching nutrition in secondary school
Nutrition Australia ACT Incorporated	Food&ME - teaching nutrition in primary school
Nutrition Australia ACT Incorporated	Food&ME - teaching nutrition in preschool

Organisation	Program
Office of the eSafety Commissioner	Online risks and protective factors
Office of the eSafety Commissioner	eSafety Commissioner – Responding to and Preventing Cyberbullying for NSCP Chaplains
Office of the Legislative Assembly	Active Citizenship in the ACT
Orana Steiner School	Navigating Change &Tackling Overwhelm-Mental Toughness for Educators
Orff Schulwerk Association of NSW Inc.	MUSIC PLAY CONFERENCE DAY 1
Orff Schulwerk Association of NSW Inc.	MUSIC PLAY CONFERENCE DAY TWO MAY 16TH 2020
Parliamentary Education Office	Teaching Civics and Citizenship: A Parliamentary Approach
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships Concurrent Program
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism online module
Peer Support Australia	Peer Support Australia Implementation Workshop
Peer Support Australia	Student Representative Council Leadership Workshop for Teachers
Physical Activity Foundation	Safe Cycle for Years 5/6
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration
Powerful Partnerships	Coaching / Mentoring Workshop
Powerful Partnerships	Effective Pedagogy Workshop
Powerful Partnerships	Leadership Workshop
Propsych	School Refusal Masterclass
Propsych	Behavioural Management Techniques for Wild and Spirited Children
Propsych	The Body as a Voice: Nonsuicidal Self-Injury in The School Context
Propsych	Understanding, Managing and Treating School Refusal
Propsych	2020 Mental Health in Schools Conference: Rethinking Mental Health
QL2 Dance	Seminar: Facilitating choreographic process in dance education (Primary)
QL2 Dance	Seminar: Facilitating choreographic process in dance education (Secondary)
Quality Teaching Australia	Academic Writing for Secondary School Students: the sentence essay toolkit

Organisation	Program
Quality Teaching Australia	Academic Writing for Secondary School Students: the humble essay toolkit
Radford College	Developing concept-based inquiry
Radford College	Introduction to Positive Education
Radford College	Discovering Mindfulness
Radford College	Engaging our Radford Secondary School Learners
Red Hill Primary	Best practice writing at Red Hill School
Red Hill Primary	Going Further with Positive Education: a whole school approach
Research School of Physics (RSPhys) at The Australian National University	Active learning and sciences meriSTEM Teachers workshop 2020
Reshaping Schools	Phenomena-based learning: Curriculum that matters!
Rhythm2Recovery	Rhythm2Recovery Facilitator Training
Rise Literacy	Sounds-Write Linguistic Phonics Programme: Day 3 & 4
Rise Literacy	Sounds-Write Linguistic Phonics Programme: Day 1 & 2
Sacred Heart Primary	Using Data and Assessment to Develop Quality Teaching of Literacy
School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part A
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures. Part B
Science Time Education	Inquiry Learning and the Nature of Science
Science Time Education	Inquiry Learning and the Nature of Science (Virtual)
SEE-Change	Parliament of Youth on Sustainability: Teacher Workshops (2020)
Sexual Health and Family Planning ACT	SoSAFE! User Training
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Sexual Health and Family Planning ACT	Relationships and Protective Behaviours Training - for Teachers of P - 2
Sexual Health and Family Planning ACT	Teaching Relationships and Puberty in Grades 3-6
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality in Secondary Schools
St Bede's Primary	Whole School Improvement
St Clare of Assisi Primary	Teaching Through Conceptual Inquiry
St Edmund's College	Whatever you have learned, received or heard - put it into practice.

Organisation	Program
St Francis Xavier College	Instruction Framework and Pedagogy - an SFX approach
St Francis Xavier College	Using Student Data to Inform Decisions
St Francis Xavier College	Precision in Pedagogy - building the Instructional Framework
St Francis Xavier College	The BRACE model and Trauma Sensitive principles
St Mary MacKillop College	Teaching for Impact
St Matthew's Primary	Conceptual Inquiry at St Matthew's Primary School
Stronger Smarter Institute	Stronger Smarter Leadership Program
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Masterclass
Stronger Smarter Institute	SSiSTEMIK Masterclass
Sts Peter and Paul Primary	Utilising digital tools & technologies for improved teaching & learning
Tata Consultancy Services	GoIT Online: Design Thinking in STEM Professional Development
Taylor Primary	Establishing a culture for thinking and reading and writing
Teaching for Neurodiversity	Teacher Training for Students with Neurodiversity
Telopea Park School	Restorative Practices
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
The Dynamic Learning Group	Cracking the Hard Class
The Dynamic Learning Group	Inquiry Learning: The Whats, the Whys and the Hows
The Ian Potter Foundation Technology Learning Centre	STEM X Academy
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary
The Ian Potter Foundation Technology Learning Centre	Questacon - STEM through Inquiry (After school program)
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Understanding Hearing Loss
The Shepherd Centre	Back on Track: How can we measure and address Rates of progress for children with hearing loss
The Shepherd Centre	Bouncing with the Babies: Setting babies with hearing loss on paths for optimal success
The Shepherd Centre	Confident Kids_ Enhancing social skills for children with HL, commencing in infancy to school age
The Shepherd Centre	Speaking About Speech for Children with Hearing Loss

Organisation	Program
The Shepherd Centre	Uncurling the Cochlea: Latest Advancements in Cochlear Implant Therapy
The Shepherd Centre	Unpacking the Challenges for Children with Hearing Loss
The Shepherd Centre	The Functional Listening Index-Paediatric (FLI-P): Monitoring Listening Skills for Positive Progress
The Shepherd Centre	Using Interactive Online Services (teleintervention) & Maximising Family Engagement
The Shepherd Centre	Engineering Executive Function for Children with Hearing Loss
The Shepherd Centre	Leap into Literacy for Children with Hearing Loss
The Shepherd Centre	Interactive Online Services (Telehealth) for Children and Students with Hearing Loss
Torrens Primary	Developing a Whole School Approach to Problem Solving and Word Problems,
Trinity Christian School	Learning Friendly Cultures
Trinity Christian School	Flourishing in the Educational Workplace: A Practical Guide to Staff Wellbeing
Trinity Christian School	Building Learning Power- The Supple Learning Mind
Turner School	Using Inquiry to drive learning in Mathematics and STEAM
Turner School	The Power of Disrupted Thinking
University of Canberra High School Kaleen	Literacy Directions 2020 and Beyond
University of Canberra Senior Secondary College, Lake Ginninderra	Supporting students to succeed in the classroom
UNSW School of Mathematics and Statistics	Archimedes and the Law of the Lever 2020
UNSW School of Mathematics and Statistics	Vectors in 2D
UNSW School of Mathematics and Statistics	Conditional Probability
UNSW School of Mathematics and Statistics	Curves from Apollonius to Bezier (2020)
UNSW School of Mathematics and Statistics	Primes, Modular Arithmetic and RSA Encryption (2020)
UNSW School of Mathematics and Statistics	Population Growth and the Logistic Curve (2020)
Wanniassa School	Team Teach Foundation Course
Wanniassa School	Visible Learning
Weetangera Primary	Bringing purpose and authenticity to writing

Organisation	Program
Wellbeing EDvantage	Life Space Crisis Intervention (LSCI)
Wellbeing For Kids	Peaceful Kids Training
Yoga Enlightenment	Mindfulness for Student Wellbeing and Learning
YWCA Canberra	Teaching Respect Ed 2020
Zart	Zart Art Book Week-ACT 2020

Attachment 2

Assessment standards required to be met by teachers.

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

New applicants are required to meet the following assessment standards:

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

English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Permit to teach

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

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

ACT Teacher Quality Institute Regulation 2010 Part 2A

Assessment standards required to be met by teachers.

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

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

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

The collection of evidence required for assessment	• Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total).
	• Lesson observation reports.
	• Teacher reflection on the direct evidence as a written statement addressing the Standards.
	• A written description of a Lead initiative for Lead applications.
	• Referee statements.
The direct observation of classroom practice	• Classroom observation.
	• Discussion with the principal and other colleagues.
	• Professional discussion with the applicant.