



The National Teacher Workforce Action Plan December 2022



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Foreword

We have a teacher shortage right across the country. We need to attract, train and retain people in the profession.

On 12 August 2022, Education Ministers, teachers, principals and other education experts came together for a roundtable to discuss ways to improve teacher supply and retention. It was agreed at the roundtable that a working group led by the Secretary of the Australian Department of Education would develop a National Teacher Workforce Action Plan.

The Working Group developed a draft Action Plan which was released for consultation 3 November. Teachers, principals, education stakeholders and members of the community made 661 submissions detailing what was right with the plan and what needed to be improved. That feedback has been reflected in this updated plan.

We recognise the importance of fair pay, conditions, job security and boosting respect of the profession as being key parts of attracting more people to teaching and to keeping the teachers we have in the classroom. This plan sets out the actions the Australian Government will take, those that State and Territory Governments are taking and the things we will work on together.

The Action Plan outlines both immediate actions and actions that are needed over the medium and longer term in five priority areas:

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

We thank teachers, principals and stakeholders and the broader community for helping us to improve the draft Plan. We would like to extend our thanks to the working group and to all of those who participated in the consultation process. Your experiences and views have helped shape the Action Plan.

The working group included:

- Secretaries from the Australian Government Education Department and all State and Territory Education Departments
- Australasian Teacher Regulatory Authorities
- Australian Council of Deans of Education
- Australian Education Union
- Australian Primary Principals Association,
- Australian Secondary Principals' Association
- Australian Special Education Principals' Association
- Independent Education Union of Australia
- National Aboriginal and Torres Strait Islander Principals Association
- National Catholic Education Commission,
- Independent Schools Australia, and
- Universities Australia

The Action Plan brings a national focus to these important issues and adds to the measures that jurisdictions and education authorities are already putting in place to respond to teacher workforce challenges.

It is our intention that the Action Plan be a living document, one that we continue to evolve and adapt. This is just the start of the work we will do together to attract, train and retain more teachers in our classrooms.

Priority areas

Priority Area 1 - Improving teacher supply

Objective: *To increase the number of people choosing teaching as a career.*

Priority Area 2 - Strengthening initial teacher education

Objective: *To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.*

Priority Area 3 - Keeping the teachers we have

Objective: *To improve retention by increasing support for teachers, enhancing career pathways, reducing unnecessary workload and freeing up teachers to focus on core teaching tasks and collaboration.*

Priority Area 4 - Elevating the profession

Objective: *To recognise the value teachers bring to students, communities and the economy.*

Priority Area 5 - Better understanding future teacher workforce needs

Objective: *Improve the information available for teacher workforce planning.*

Summary of key actions

Priority Area 1 - Improving teacher supply

- 1** More teaching places at universities in the right subjects and specialisations.
- 2** 5,000 bursaries worth up to \$40,000 each to help attract high quality candidates to the teaching profession.
- 3** 1,500 more places in the High Achieving Teachers (HAT) program to encourage more professionals to switch careers to teaching and trial new ways of attracting and keeping teachers in the schools that need them most.
- 4** Prioritise visa processing for qualified teachers and prioritise teachers from state and territory nominated visa allocations.
- 5** Prioritise conditional or provisional registration to increase the supply of teachers.
- 6** Teacher employers will look for opportunities to boost the number of permanent teachers, recognising the importance of permanency to secure jobs in creating a stable workforce.
- 7** States and territories to investigate the potential to promote teaching, mentoring and other opportunities to people who are registered but not currently working as teachers.

Priority Area 2 - Strengthening initial teacher education

- 8** The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott AO, is reviewing initial teacher education (ITE) and will recommend ways to boost graduation rates, and broadly ensure graduating teachers are better prepared for the classroom.
- 9** Recognise previous study, work experience and skills that may be transferable to teaching.
- 10** Co-design actions to attract and retain more First Nations teachers.
- 11** In recognition that the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) should not be a barrier, all teaching students will undergo initial assessment of their personal literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.

Priority Area 3 - Keeping the teachers we have

- 12** Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.
- 13** Build on work already underway to reduce unnecessary teacher workload, plan and collaborate and independently evaluate the effectiveness of these measures on teachers' time.
- 14** Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.
- 15** Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.
- 16** Improve access to high-quality First Nations' cultural responsiveness resources to ensure teachers are better prepared to teach First Nations peoples in culturally safe ways.
- 17** Streamline Highly Accomplished and Lead Teachers (HALT) processes to make it less burdensome for teachers, set a target to increase the number of HALTs, and incorporate recognition of equivalent qualification and certification processes.
- 18** Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.
- 19** Examine how to support implementation of the national curriculum.
- 20** Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.
- 21** Identify the most effective use of initial teacher education (ITE) students, teaching assistants and other non-teaching staff.
- 22** Identify and assess the effectiveness of initiatives to support teacher retention.

Priority Area 4 - Elevating the profession

- 23** A targeted national campaign to raise the status and value the role of teachers.
- 24** Encourage members of the public to nominate teachers for Medals of the Order of Australia.

Priority Area 5 - Better understanding future teacher workforce needs

- 25** Develop and publish nationally consistent teacher workforce projections based on consistent standards, disaggregated at a regional level and by subject specialisation, to enable a national understanding of teacher demand.
- 26** Develop and publish nationally consistent initial teacher education (ITE) graduate supply data, including disaggregated by subject specialisation and participation in ITE at the regional level, to enable a national understanding of teacher supply.
- 27** Develop and publish data about teacher wellbeing and career intentions.



Priority Area 1 - Improving teacher supply

Objective: *To increase the number of people choosing teaching as a career.*

1 More teaching places at universities in the right subjects and specialisations.

The Australian Government will provide \$159 million for an additional 4,036 Commonwealth Supported Places (CSPs) courses in education across 2023-2024 including for sub-bachelor and bachelor level courses in areas of early childhood, primary and secondary education.

Improved data collection will inform the prioritisation of places in the areas they are needed from 2024, with commissioning work to be undertaken by New South Wales and Victoria to inform this approach. This will include commissioning higher education providers and other delivery partners to deliver specific outcomes, and trials that have a strong focus on providing mentoring, school-based support and pathways for para-professionals into teaching. In addition, the Australian Government will provide 480,000 fee-free TAFE places, a portion of which will be dedicated to training more early childhood educators.

Timing and key next steps

Additional CSPs will be provided in 2023 and 2024.

New South Wales and Victoria to complete commissioning work in 2023. From 2024, places will be informed by demand data.

At the Jobs and Skills Summit, the Australian Government announced it would deliver 180,000 fee-free TAFE places for 2023 in partnership with state and territory governments.

2 **5,000 bursaries worth up to \$40,000 each to help attract high quality candidates to the teaching profession.**

The Australian Government will provide \$56.2 million to offer bursaries of \$40,000 per student for undergraduate initial teacher education (ITE) students (four-year qualification at \$10,000 per year) and \$20,000 for postgraduate ITE students (or \$10,000 per year for two years postgraduate studies). The Australian Government will also explore the application of a 'commitment to teach' requirement for students who accept a bursary.

The bursaries are expected to be offered in 2023 for students enrolling in an ITE course in 2024 and will be targeted at high achieving school leavers, mid-career professionals, First Nations peoples, people from culturally and linguistically diverse backgrounds and other underrepresented communities to encourage them to choose teaching as a profession. Students who undertake placements in remote areas will be eligible for a top-up payment of \$2,000.

This proposal complements the Australian Government's Reduction of Higher Education Loan Program (HELP) debts for teachers in very remote areas program which is designed to attract a teacher workforce. Applications for reductions will open on 1 January 2023. It will provide continuity and support for First Nations students in very remote areas where there are difficulties in attracting and retaining high quality teachers. The program provides two types of assistance, allowing school and early childhood education teachers employed in very remote locations of Australia to apply to have the indexation of their HELP debt frozen while they work in a very remote area and have HELP debt for their ITE course reduced, following the completion of four years of teaching (or part-time equivalent) in a very remote area.

Timing and key next steps

The Australian Government will develop the program in 2023, including program design (including consultation and work to reduce overlap with existing state and territory scholarships), engagement of providers to administer the program and marketing activities.

3 1,500 more places in the High Achieving Teachers (HAT) program to encourage more professionals to switch careers to teaching and trial new ways of attracting and keeping teachers in the schools that need them most.

The Australian Government will almost triple its commitment to the HAT program, investing an extra \$68.3 million to deliver up to 2,260 new teachers over the next four years.

The Commonwealth's additional places in the HAT program will be used to pilot new ways to get teachers into schools most in need, attract more maths and science teachers and more Indigenous teachers into schools. This could include exploring ways to support experienced teacher aides to transition into teaching.

Work already underway in the states and territories and in the non-government school sector can be found at **Appendix A**.

Timing and key next steps

States, territories and sectors interested in participating in the trial will work with the Australian Government to commence pilots in the second half of 2023.

4 **Prioritise visa processing for qualified teachers and prioritise teachers from state and territory nominated visa allocations.**

At the Jobs and Skills Summit, the Australian Government expanded Australia's permanent Migration Program from 160,000 to 195,000 places. This includes 31,000 in state and territory nominated visa categories and 34,000 places for regional visas, which can be allocated according to jurisdictions' priorities. Teachers are currently on the priority skilled occupation list.

Targeted communications and marketing materials are being developed to inform potential skilled migrants and employers, including in the education sector, of visa options and encourage skilled migration to Australia. This sits alongside the Department of Home Affairs' enhanced outreach and engagement capabilities to inform industries of skilled migration opportunities.

The Australian Government will work with state and territory governments to make sure this information points to opportunities in their sectors.

The Department of Home Affairs continues to provide priority processing for skilled visa applications in the education sector. Processing times to complete applications for Temporary Skill Shortage visas in the education sector remain at two business days (as at 25 November 2022), a reduction of 33 business days since June 2022.

States and territories will also work with relevant regulators to streamline overseas skills recognition and consider how to expedite permanent visas for teachers already in Australia. For example, Victoria is funding incentives of up to \$50,000 for international teachers to work in Victoria, supported by the teacher registration authority (the Victorian Institute of Teaching) to process additional international teacher registrations, and a commitment that they are processed within a week of applying for registration.

Timing and key next steps

The Australian Government Minister for Education is working with states and territories, sectors, and the Minister for Home Affairs from late 2022 on facilitating swift skilled migration options and report progress to Education Ministers in mid-2023.

5 **Prioritise conditional or provisional registration to increase the supply of teachers.**

Education Ministers will agree to facilitate more efficient national teacher mobility and streamline registration for prospective teachers such as teachers from overseas, retired teachers and alternative authorisation for initial teacher education students to teach while maintaining standards. This work will consider how the registration frameworks can support increased use of non-teaching staff to complement Action 21 and will explore the potential for a single national system.

Ministers will issue a statement of expectations to Teacher Regulatory Authorities and the Australian Institute for Teaching and School Leadership to update policies and processes, including the National Framework for Teacher Registration, to reflect these expectations as required.

Timing and key next steps

Education Ministers will finalise the statement of expectations in April 2023. The Australasian Teacher Regulatory Authorities will report to Education Ministers on actions taken to implement consistent 'provisional registration' requirements by the end of 2023.

6 **Teacher employers will look for opportunities to boost the number of permanent teachers, recognising the importance of permanency to secure jobs in creating a stable workforce.**

Consideration will also be given to ensuring that casual staff are well supported in their roles and have an opportunity to network with their colleagues and participate in professional learning opportunities.

State and territory governments and non-government school authorities will examine their existing workforce employment arrangements and consider how to increase the number of teachers employed under permanent or ongoing arrangements.

Timing and key next steps

State and territory governments and non-government school authorities will examine their workforce employment and planning arrangements in early 2023 and report back to Education Ministers by mid-2023.

7 **States and territories to investigate the potential to promote teaching, mentoring and other opportunities to people who are registered but not currently working as teachers.**

States and territories, in collaboration with Teacher Regulatory Authorities (TRAs), will undertake a review of the number of teachers who hold registration but are not presently employed.

Following this, states and territories will develop a plan to attract these teachers back to the profession, which may include identifying alternative options to classroom teaching, such as mentoring.

The development of this plan will also be informed by the results of the review of teacher retention initiatives (see Action 22).

Timing and key next steps

States and territories, in collaboration with TRAs will examine the number of teachers who are registered but not teaching in early 2023, and report on these findings to Education Ministers in mid-2023.



Priority Area 2 - Strengthening initial teacher education

Objective: *To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.*

8

The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott AO, is reviewing initial teacher education (ITE) and will recommend ways to boost graduation rates, and broadly ensure graduating teachers are better prepared for the classroom through:

- strengthening the link between performance and funding of ITE including looking at quality measures such as teaching performance assessments and how to increase the current average completion rate of 50 per cent in bachelor's degrees
- strengthening ITE programs to deliver effective classroom ready teachers, with particular attention to teaching reading, literacy and numeracy, classroom management, cultural responsiveness, teaching students with diverse needs and working with families/carers
- improving the quality of professional experience placements in teaching with regard to best practice models used in education, medicine and other disciplines
- improving postgraduate ITE for mid-career entrants including exploring paid internships and other employment-based pathways.

The Australian Government will provide the Teacher Education Expert Panel with information gathered through the National Teacher Workforce Action Plan consultation process on strengthening ITE.

Timing and key next steps

The Panel and its Terms of Reference were announced by the Australian Government Education Minister on 22 September 2022.

It will consider the findings of the Quality Initial Teacher Education Review and consult with school and higher education sector stakeholders and other experts including through the Teacher Workforce Action Plan Working Group.

The Australian Government will present the findings of the Teacher Education Expert Panel to Education Ministers by June 2023

A key theme that arose from the public consultation process was the importance of:

- paid professional experience placements
- direct university and school partnerships to help train teachers
- Literacy and Numeracy Test for Initial Teacher Education
- internship training models and alternatives with greater proportion of training in school settings
- mandatory placements in the first year of study
- exit interviews for students who choose not to continue ITE.

This feedback will be passed on to the Teacher Education Expert Panel.

9

Recognise previous study, work experience and skills that may be transferable to teaching.

A framework will be developed by the Australian Council of Deans of Education (ACDE) in consultation with Universities Australia, higher education providers and teacher registration authorities. This framework will include measures to ensure First Nations peoples, mid-career professionals and para-professionals can have their skills, expertise and prior learning recognised through credit towards their qualification, whilst maintaining robust teacher qualification requirements.

Increasing learning opportunities for classroom support staff should also be facilitated, to help attract these professionals into teaching. The framework will have particular regard to areas of specialist skill need, including mathematics and Technological and Applied Studies (TAS), and consider existing initiatives to recognise the expertise of mid-career professionals through the NSW Teacher Supply Strategy, including mid-career pathways, School Learning Support Officer and TAS retraining, and the Queensland Turn to Teaching and Trade to Teach initiatives.

Timing and key next steps

The Australian Government will take a proposal to Australian Education Senior Officials Committee (AESOC) in early 2023. ACDE will be asked to provide its national framework to AESOC by late 2023 for application in 2024.

10 Co-design actions to attract and retain more First Nations teachers.

The development of the strategy should be a collaboration between the Australian Government, First Nations peoples and other education stakeholders. It should also leverage key lessons from the successful 'More Aboriginal and Torres Strait Islander Teachers Initiative' which ran for five years from 2011, and existing state and territory initiatives such as the Pearl Duncan Teaching Scholarships and the Remote Area Teacher Education Program that operate in Queensland and look at pathways for Aboriginal Education Officers to leverage existing skills into teaching.

The Australian Government will work with First Nations education organisations to roll out its \$14.1 million investment in the teaching of First Nations languages. This will give potential First Nations teachers exposure to the classroom and potentially provide a pathway for more First Nations teachers.

Timing and key next steps

The Australian Government to co-design a new national First Nations teachers' strategy to apply from 2024, in close partnership with First Nations education organisations including:

- the Aboriginal and Torres Strait Islander Education Advisory Group
- the National Aboriginal and Torres Strait Islander Education Council
- the Secretariat of National Aboriginal and Islander Child Care
- the National Aboriginal and Torres Strait Islander Principals Association
- the Coalition of the Peaks.

11 **In recognition that the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) should not be a barrier, all teaching students will undergo initial assessment of their personal literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.**

States and territories will work with the Australian Government and initial teacher education (ITE) providers around relevant supports and rules. From 2023, prospective students will be eligible to sit the LANTITE prior to commencing their studies. This will offer more certainty and fairness to prospective ITE students and require ITE providers to provide targeted assistance to those who need it, for example providing better feedback on areas where focus is needed.

This includes:

- increasing the number of permitted attempts at the LANTITE
- better feedback to LANTITE participants on areas they need to improve when they have failed to meet the standard (to help increase pass rates on a second or subsequent attempt).

This work will be trialled by Victoria and the Northern Territory working with higher education providers in their jurisdictions and report back to Education Ministers in 2023.

Timing and key next steps

Education Ministers to consider amendments to the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* to specify where in a program a student should sit the LANTITE in 2023. This work will form part of the new nationally consistent guidelines for teacher training and accreditation.

Priority Area 3 - Keeping the teachers we have

Objective: *To improve retention by increasing support for teachers, enhancing career pathways, reducing unnecessary workload and freeing up teachers to focus on core teaching tasks and collaboration.*

12 **Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.**

The Australian Government will invest \$25 million with interested states and territories, to pilot selected initiatives with jurisdictions and sectors through the Workload Reduction Fund to maximise the value of teachers' time with an emphasis on government schools facing systemic disadvantage. Initiatives to be funded will include those that assist teachers to further support students with diverse needs.

The effectiveness and cost of pilots will be evaluated to inform suitability for broader application across interested jurisdictions and sectors.

Timing and key next steps

States and territories and sectors interested in conducting pilots will work with the Australian Government in 2023 to commence pilots in 2024.

13 Build on work already underway to reduce unnecessary teacher workload, plan and collaborate and independently evaluate the effectiveness of these measures on teachers' time.

Jurisdictions and sectors have invested in a range of strategies and initiatives to address teacher workload issues.

Future work will consider the different workloads, responsibilities and school settings of a diverse teacher workforce, including First Nations teachers, and the use of para-professionals and specialists. States and territories and sectors will develop, monitor and evaluate reductions in teacher workload, in consultation with teachers and unions, and report progress within six months.

Work already underway can be found at **Appendix A**.

Timing and key next steps

States and territories and non-government school authorities will continue to implement existing actions designed to address teacher workload issues. They will report back to Education Ministers on actions they have taken and share progress by mid-2023.

14 Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.

The Australian Institute for Teaching and School Leadership (AITSL) will develop the guidelines, with jurisdictions, sectors and unions to consider the time it would take to support implementation.

The guidelines will have regard to the needs of specific groups, including inclusive practice for supporting students with diverse learning needs, First Nations teachers and teachers in regional and remote areas. The Australian Government will work with the states and territories to explore opportunities to strengthen mentoring and other support, including in-class support, for early career teachers.

Work already underway in the states and territories and in the non-government school sector can be found at **Appendix A**.

Timing and key next steps

AITSL will provide draft national guidelines for consultation by mid-2023.

15 Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.

States and territories and sectors will report firstly on specific measures being put in place to support career pathways, and later, on how pathways are being developed and used, and impacts on teaching practice.

The Australian Institute for Teaching and School Leadership will also consider the development of an accreditation process aligned with the principal standard.

Work already underway in the states and territories and in the non-government school sector can be found at **Appendix A**.

Timing and key next steps

Teacher employers to report progress to Education Ministers by early 2024.

16 Improve access to high-quality First Nations’ cultural responsiveness resources to ensure teachers are better prepared to teach First Nations peoples in culturally safe ways.

Improve access to high-quality First Nations’ cultural responsiveness resources to ensure teachers are better prepared to teach First Nations students in culturally safe ways. Initial teacher education (ITE) providers and teacher employers will work collaboratively to improve access to resources.

Timing and key next steps

ITE providers and teacher employers to review existing cultural responsiveness resources by mid-2023. ITE providers and teacher employers to make available high quality resources in cultural competency which aligns to the national strategy for First Nations teachers.

17 Streamline Highly Accomplished and Lead Teachers (HALT) processes to make it less burdensome for teachers, set a target to increase the numbers of HALTs, and incorporate recognition of equivalent qualification and certification processes.

This plan will be developed by the Australian Institute for Teaching and School Leadership (AITSL) in partnership with jurisdictions, sectors and unions to complete this work in early 2023, and will build on the work already completed in New South Wales. This work will also consider how to recognise existing high achieving teachers who have not yet received certification.

AITSL will work with states and territories to increase the number of teachers certified as HALT or equivalent to 10,000 nationally by 2025. This will include the 2,500 HALTs committed to by the New South Wales Government as part of their streamlined HALT Policy. Deeming work will determine equivalent programs, such as the Teaching Excellence Program in Victoria and Best in Class Program in New South Wales. Queensland is currently reviewing its HALT accreditation process to identify and alleviate any impediments, while not diluting standards.

New HALT specialisations will also be trialled in areas including mathematics and classroom management.

Timing and key next steps

AITSL will provide advice to Education Ministers in early 2023.

Target of 10,000 HALTs or equivalent by 2025. Progress towards increasing the number of classroom teachers who receive formal recognition for their accomplishments will be reported to Education Ministers in late 2023.

18 Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.

\$10 million has been allocated in the Australian Government budget to deliver this measure.

Timing and key next steps

The Australian Government will tender for the development of micro-credentials which will be developed in 2023, and will provide funding to the University of Newcastle to expand QTR in 2023.

19 Examine how to support implementation of the national curriculum.

Ministers will task the Australian Curriculum, Assessment and Reporting Authority (ACARA) with examining ways to develop and make available to teachers, optional supports to assist the implementation of the national curriculum.

In developing advice to Education Ministers, ACARA will consult with the Australian Education Research Organisation (AERO), the Australian Institute for Teaching and School Leadership, Education Services Australia, states and territories, sectors, the teacher and principal workforce and unions. ACARA should also take into account the experience of, and lessons learned from, jurisdictions that have undertaken similar exercises, for example, Queensland's Curriculum to the Classroom (C2C) initiative.

ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools.

Timing and key next steps

Education Ministers will task ACARA at the last meeting of 2022 to report back at the second Education Ministers Meeting (EMM) of 2023.

ACARA has commissioned an evaluation of the process for the most recent curriculum review, and for monitoring the implementation of the Australian Curriculum, and will report back to EMM at the first meeting of 2023 on recommended changes.

20 Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.

States and territories, non-government school authorities and unions will be consulted on the development of the workload impact assessment.

Timing and key next steps

The Australian Government will consult on the development of the assessment in the first half of 2023.

21 Identify the most effective use of initial teacher education (ITE) students, teaching assistants and other non-teaching staff.

Review the role and function of ITE students, teaching assistants, school support staff and barriers to accessing in-class learning support to determine how they can be optimally deployed to reduce teacher workload.

States, territories, and sectors will explore how teaching assistants and school support staff are currently used, taking into consideration diverse and complex school settings, to identify any scope for change or improvement. This will be completed in consultation with unions and workforce representatives to ensure the work is informed by the workforce and does not create additional workload for teachers. It will build on the existing work of New South Wales to introduce additional administrative support staff through the New South Wales Quality Time Action Plan.

Timing and key next steps

The Australian Education Senior Officials Committee (AESOC) to advise Education Ministers on the most effective use of teaching assistants and support staff in mid-2023. AESOC will report to Education Ministers by the end of 2023 on actions taken to implement the findings, and in 2024 on the impact they have had in reducing teacher workload.

22 Identify and assess the effectiveness of initiatives to support teacher retention.

The Australian Government, in consultation with jurisdictions and sectors will identify and assess initiatives that may influence teacher retention. These include but are not limited to teacher superannuation scheme rules, taxation arrangements including the Higher Education Loan Program (HELP), salary, career structure, workload, teacher support and housing affordability factors such as stamp duty.

Feedback received through consultation on the draft Action Plan will guide the initial assessment of initiatives. Further initiatives will be informed by improved teacher retention data (see action 27).

Timing and key next steps

The Australian Education Senior Officials Committee will provide advice to Education Ministers on initial initiatives that may support teacher retention by mid-2023.



Priority Area 4 - Elevating the profession

Objective: *To recognise the value teachers bring to students, communities and the economy.*

23 A targeted national campaign to raise the status and value the role of teachers.

A \$10 million national campaign will celebrate the great work teachers do every day and showcase all teachers' contributions in a wide range of settings.

The campaign will also highlight the opportunities a career in teaching brings, and will include a focus on First Nations peoples, rural and remote, early childhood and Science, Technology, Engineering and Mathematics teachers, and the support that teachers provide for children with additional needs.

The campaign will be led by the Australian Government, supported by a Campaign Steering Group comprising teachers and principals who attended the Teacher Workforce Roundtable on 12 August 2022. The campaign will consider similar campaigns in other jurisdictions such as the New South Wales Teaching Opens Doors Campaign and Queensland's Teach Queensland campaign and will be targeted at the public as well as aspiring teachers.

As part of this campaign, Ministers and education stakeholders will publicly promote teachers' excellent work and the value of their contribution to society.

Timing and key next steps

The targeted national communications will begin in 2023.

Ministers and education stakeholders will take every opportunity to actively promote the valued work of teachers and the merits of the profession, effective immediately.

24 Encourage members of the public to nominate teachers for Medals of the Order of Australia.

Ministers, Members of Parliament and key education stakeholders will take opportunities to highlight the role of the Order of Australia as the pre-eminent way Australians recognise the achievements and service of their fellow citizens and encourage members of the community to nominate teachers.

Timing and key next steps

Ministers, Members of Parliament and key education stakeholders will take opportunities to encourage members of the public to nominate teachers, effective immediately.



Priority Area 5 - Better understanding future teacher workforce needs

Objective: *Improve the information available for teacher workforce planning.*

25 **Develop and publish nationally consistent teacher workforce projections based on consistent standards, disaggregated at a regional level and by subject specialisation, to enable a national understanding of teacher demand.**

These projections will be developed and published by Australian Institute for Teaching and School Leadership leveraging current data sharing arrangements with the Australian Teacher Workforce Data in partnership with jurisdictions, sectors, and unions.

Timing and key next steps

The first set of aggregated demand data will be prepared by the end of 2023, and the first set of disaggregated demand data will be published by the end of 2024.

26 **Develop and publish nationally consistent initial teacher education (ITE) graduate supply data, including disaggregated by subject specialisation and participation in ITE at the regional level, to enable a national understanding of teacher supply.**

This data will be developed and published by the Australian Institute for Teaching and School Leadership leveraging current data sharing arrangements with the Australian Teacher Workforce Data in partnership with jurisdictions, sectors, higher education providers and unions and will also consider attrition rates and why students are leaving ITE courses.

Timing and key next steps

The supply data will be published by the end of 2023.

27 **Develop and publish data about teacher wellbeing and career intentions.**

The Australian Institute for Teaching and School Leadership (AITSL) will work to incorporate additional questions related to teacher wellbeing and career intentions into the Australian Teacher Workforce Data (ATWD) survey. AITSL will work in consultation with jurisdictions, sectors, and the teacher workforce to develop appropriate survey questions, to ensure an ongoing ability to monitor trends. This data will inform the development of initiatives to improve retention in the teacher workforce.

As part of this work, AITSL, working with states and territories and sectors, will commit to increasing the teacher response rate to the ATWD Teacher Survey.

Through a commitment by all Australian governments, participation in the Organisation for Economic Co-Operation and Development's Teaching and Learning International Survey of Teachers and Principals in 2024 has enabled the inclusion of additional survey questions on the wellbeing and career intentions of our teachers and principals. This will provide further data to refine the development of initiatives to improve retention.

Timing and key next steps

AITSL will develop additional survey questions for use in the 2023 survey, to provide data from 2024 onwards.

Appendix A - States, Territories and Sectors - Existing teacher workforce initiatives

Improving Teacher Supply

New South Wales

- **NSW Conditional Accreditation** - establishes a set of principles for the employment of Conditionally Accredited final year initial teacher education students and aims to strengthen arrangements and improve communication and support.
- **Mid-Career Transition to Teaching Program** – a program supporting experienced professionals in science, technology, engineering, and mathematics areas to become teachers.
- **Range of Scholarships**, with the most attractive scholarships (teach.MathsNOW and teach.Rural scholarships) worth up to \$50,000 and potentially up to \$98,500 in benefits for teach.Rural scholars.
- **Scholarships directed to different cohorts** - Aboriginal and/or Torres Strait Islanders, persons who live rurally, graduates, mid-career changers, students of Mathematics etc. Some examples include:
 - *Teach and Learn scholarships* - for teachers to retrain in certain high demand subjects or specialist teaching areas.
 - *Inclusive Practice in Education Scholarships*- offer professional development for teachers to retrain in inclusive education.
- **Recruitment Beyond NSW** - an initiative within the Teacher Supply Strategy that aims to recruit experienced and qualified teachers from interstate and overseas to positions in high-demand locations.
- **Rural and remote teacher incentives and scholarships** – a suite of financial incentives to attract and retain staff in rural and remote schools. Eligibility has been expanded to temporary staff working in schools, benefiting around 800 extra teachers, the existing recruitment bonus has doubled to \$20,000, and there is more funding for teacher housing to be built and upgraded.
- **Teach for Australia bespoke program for NSW** - a partnership between the NSW Department of Education and Teach for Australia to attract experienced professionals and subject matter experts to become teachers in NSW public schools across high-demand areas.

Victoria

- **Innovative and employment based initial teacher education (ITE) programs** - since 2010, Victoria has invested in a number of innovative and employment-based ITE programs that involve students working in Victorian government secondary schools as paraprofessionals while they complete their postgraduate teaching degree.
- From 2023, Victoria will be supporting eight providers to deliver **innovative and employment-based ITE programs** to up to 1,200 Victorian students, with a focus on in-demand geographic locations and subjects. Each teaching student in these programs receives a scholarship and paid employment in a school while they study.
 - The 2022-23 Victorian State Budget provides \$33.5 million over four years to increase investment in these programs.
- **Teach Rural** - a new pilot to attract and support groups of pre-service teachers (to undertake placements in rural and regional schools. The Teach Rural pilot provides financial support for accommodation, placement coordination and community engagement activities.
 - The 2022-23 Victorian State Budget provides \$2.6m over three years for the Teach Rural pilot.
- **Returning Teachers Support Service (RTSS)** - From December 2022, non-practising teachers interested in returning to the school workforce can access the supports offered by the RTSS to assist them with their return to the workforce.

Queensland

- **Regional, Rural and Remote Generalist and STEM Graduate Teacher Scholarship** - supports final year preservice teachers with a one-off taxable grant and, upon graduation of an Australian initial teacher education (ITE) program, an offer of permanent employment.
- **Pearl Duncan Teaching Scholarships** - awarded to Year 12 graduates, post-graduate students, non-teaching departmental staff and post-school applicants who identify as Aboriginal and/or Torres Strait Islander.
- **Aspiring Teacher Grants** - financial support for high-achieving students commencing an ITE program.
- **Remote Area Teacher Education Program – community-based teacher education** - Partnership with TAFE Qld and James Cook University. This program provides pathways for Aboriginal and Torres Strait Islander people to become a teacher aide or registered teacher.

South Australia

- **Promotional Campaign** – launching in 2023 to attract teachers, and support pre-service teachers to undertake professional experience placements, in regional, rural and remote areas.
- **A commitment to address key issues impacting on the attraction and retention of teachers** - by increasing teacher permanency; increasing the supply of subject specialist teachers; offering scholarships to priority teaching candidates; and ensuring teachers who work in regional schools receive an ongoing 'country loading' on their salary during their time in regional areas.
- **Amy Levai Aboriginal Teaching Scholarships** - worth up to \$5,000, these scholarships provide financial support for Aboriginal people interested in teaching (including early childhood). Those already enrolled in an initial teacher education program can apply for a \$20,000 scholarship to support their studies.

Western Australia

- **Increased travel concession entitlements** - for teaching staff and their dependants in the Pilbara, Kimberley and Goldfields education regions, providing greater access to travel for recreational leave.
- **Attraction and Retention initiative payments** in 2023 for new and existing teachers and administrators working in public education support schools and centres and at 48 of Western Australia's remote and regional public schools with the greatest staffing need.
- **Aligning public school eligibility requirements** with those of the Teachers Registration Board, which allows schools to employ experienced teachers with recognised three-year teacher qualifications.
- **The Final Year Pre-service Teachers initiative** enables pre-service teachers (PSTs) to work as relief teachers on Limited Registration in schools during the final year of their teacher training course.
- **A final-year PST recruitment pool** has been established to fill fixed term public school vacancies in 2023. Students selected from this pool will have access to a range of supports including paid study leave if undertaking their professional experience during their appointment.
- **Stipends are currently paid for all final-year PSTs** undertaking a placement in regional areas.
 - **From 2023, final-year PSTs will receive a higher stipend** if undertaking Science, technology, engineering, and mathematics (STEM) learning area placements in regional schools.
 - **New stipends will be paid to final-year PSTs** undertaking STEM learning area placements in metropolitan schools.
- **Trial of Highly Accomplished and Lead Teacher (HALT) positions** to attract experienced teachers to 20 public regional secondary schools.
- **Teachers were added to Western Australia's Skilled Migration Occupation List in 2021** as part of broader State Government efforts to attract more skilled workers to the State.
- **The State Government added teachers (along with a range of other occupations) to the Graduate Occupation list** in 2022 to attract more international students to study teaching in Western Australia.
- **Expanded Teach in WA campaign**, including highlighting positive experiences in regional and remote public schools.

Tasmania

- **Education Workforce Roundtable** - In 2018, the Tasmanian Government established an Education Workforce Roundtable; a partnership with the Australian Education Union (AEU), the Teacher's Registration Board (TRB), the University of Tasmania (UTAS) and with peak bodies, such as the Tasmanian Principal's Association. Through our Roundtable, Tasmania has commenced planning our approach to workforce challenges and engaging more strongly with our current workforce, including leveraging peak body networks to encourage and improve the collection of data through the Australian Teacher Workforce Data.
- **More Teachers Quality Teaching Action Plan** - Together, the Roundtable take collective action to address workforce challenges through delivering on the Plan. The plan focuses on attracting, training, and developing a diverse (including Aboriginal and Torres Strait Islander), future fit, skilled, and ready workforce. Initiatives within the Action Plan include:
 - A review and continuous improvement of the Teacher Intern Placement Program (TIPP).
 - The development of the Tasmanian Teacher Profile identifies the knowledge, experience, skills and capabilities, and motivations and attributes required of quality teachers in Tasmania. The Profile is used as part of quality assessment protocols for the recruitment of new teachers and TIPP scholarships into public education.
 - The release of the Teach Tasmania Promotional Campaign – Teach, Learn, Live Tasmania – to raise the profile of teachers and celebrate what is unique about living in Tasmania.
 - The release of a Teach, Learn, Live podcast series to raise the profile of teachers and celebrate innovative practices.

Northern Territory

- **The Remote Aboriginal Teacher Education (RATE) program** - supports capacity building of Aboriginal educators (non-teaching staff currently working in classrooms, in a support capacity for both students and teachers, assisting with language teaching, behaviour modification, and to scaffold various activities) in remote Northern Territory education settings. The RATE model is a pathway to becoming a qualified teacher.
- **Tailored Initial Teacher Education Courses** - the NT Department of Education works with local training providers to tailor and deliver initial teacher education courses and education-related VET programs in ways which meet the needs and aspirations of participants, schools and communities.

Australian Capital Territory

- **ACT Teacher Shortage Taskforce – Final Report** - outlines recommendations to consider incentives that will attract teachers to work in the ACT and to support current teaching staff to remain in the profession, including recently retired and teachers who have been on long term leave.
- **Process for temporary engagement of Permit to Teach (PTT) holders** with the rate of pay at the 3-year trained classroom teacher classification level of the Teaching Staff Enterprise Agreement.
- **Implement the expansion of conditional offer of employment** in the ACT Education Directorate to students in their 3rd year of teaching qualification studies.

Independent Schools Australia

- **Growing and Nurturing Educators** - Association of Independent Schools NSW in partnership with independent schools and the tertiary sector. This project provides an alternative employment-based pathway through teacher education.

National Catholic Education Commission

Queensland Catholic Education Commission (QCEC)

- **Graduate Teacher Framework** used by some schools that clarifies the resourcing, professional learning and expectations and opportunities available for graduate teachers. This provides a 0.5 FTE teaching load with the remaining time available for planning, mentoring, observation and targeted professional development
- **Review of Townsville Catholic Education Office incentives** offered to both current and prospective teachers in rural and remote locations and enhanced some to become more competitive with other school systems.
- **Preservice teachers supported to complete a Certificate III or IV in School Officer study**

Toowoomba Diocese

- **Aspire Initiative** - financial support, including scholarships for current school officers undertaking study to become teachers.
 - 75 per cent of unit cost up to six universities in total (variable budget)
- Aspire to teach - employ education students in school officer positions whilst they are completing their education studies.
- **Big Sky Program** -
 - incentives to staff hard to staff schools (e.g., retention payments, travel assistance).
 - business sponsorship of overseas applicants.
 - » \$20,000 per applicant
 - internal relocation program from rural or remote school following two years of continuous employment in that location, including financial assistance with removal.
 - in 2024 expand locations for financial incentives to include locations where positions are considered hard to fill.
 - teacher exchange program to allow teachers to explore and experience other schools/locations within the Diocese from 2024.
- **Graduate Teacher Program** –
 - Graduate and Permission to teach wrap around support program including mentoring, external coaching, peer network, office concierge, principal support
 - » \$276,000 for 30 graduates and those with permission to teach
 - Presentations to university students to build relationships with potential graduates
 - Website with information for graduate and pre-service teachers.
- **Portability of leave** - Ad hoc offer for transfer long service leave from Education Queensland or independent schools - case by case offer completed within employment negotiations. Portability of LSL and sick leave from other Catholic Employers.
- **Relief teachers** - When teachers provide notice of resignation, they are invited to apply for relief teaching via a simplified process ensuring they are available for relief teaching immediately following their resignation from a permanent or contract position.
- **Recruitment Strategy** – in 2023 develop a clear and contemporary Toowoomba Catholic Schools brand narrative
 - \$100,000

Catholic Education Northern Territory (CENT)

- **CENT Attraction and Retention program** - this initiative is to identify the key components required for attracting and retaining teachers in CENT.
 - The Rural review is completed and has resulted in an **increase in financial commitment to Graduate teachers**:
 - » Additional \$7,500 per annum
 - » Additional superannuation of \$2,000 per annum over four years
 - » Relocation and settling in allowances of \$3,500
 - **Remote school and urban school teacher review working parties** established to conclude end of 2022 cost includes travel and accommodation for three meetings.

Strengthening Initial Teacher Education**New South Wales**

- **Grow Your Own - Teacher Training Program** - due to commence in Term 1, 2023, this program aims to support 100 School Learning Support Officers to train as teachers in NSW public schools. A key focus is on rural, regional and high-demand metropolitan areas.
- **Professional Experience Hub School Program** - Hub support schools to lead best practice professional experience by producing innovative and sustainable quality professional experience practices to share with other schools across the state.
- **Recognised Prior Learning (RPL) Framework** - NSW is developing an RPL framework and looks forward to sharing this in the national space.

Victoria

- **Access Quality Teaching** - provides high-achieving pre-service teachers (PSTs) with specific preparation and support to become effective teachers in disadvantaged, rural and regional settings through specialised course content and targeted professional experience.
 - The 2021-22 Victorian State Budget provides \$2.6m over three years for the Access Quality Teaching program.
- **Teaching Academies of Professional Practice Initiative** - establishes formalised partnerships between universities and clusters of schools which are designed to enhance PSTs' professional experience, practical skills and knowledge. The initiative aims to increase the quality and distribution of placements PSTs undertake across the state.
 - The 2021-22 Victorian State Budget provides \$1.7m over three years for Teaching Academies of Professional Practice.
- **PST placements Memorandum of Understanding (MOU)** - in 2021, Victoria entered into an MOU with all Victorian initial teacher education (ITE) providers to strengthen Victorian government schools' capacity to host high quality PST placements, by streamlining the administration of placements, and clarifying roles and responsibilities with respect to placements.
- **Quality assurance of ITE programs and pathway programs into ITE** - In 2021, Victoria amended the Education and Training Reform Act 2006, to complement and reinforce the entry requirements of the VSF. The new legislation clarified and enhanced the Victorian Institute of Teaching's (VIT) powers to regulate ITE programs. It also introduced new powers for the VIT to regulate programs or courses of study that are identified or marketed as pathways to entry into an approved ITE program.

Queensland

- **Turn to Teaching Internship Program** - \$19.8 million to provide 300 aspiring teachers with financial support and real-world experience to complete a teaching qualification. The first cohort will commence in schools in 2023.
- **Trade to Teach Internship Program** - \$10-million pilot program to provide support for 30 people with a trade qualification to become Industrial Technology and Design (ITD) teachers in Queensland state schools. Successful applicants will commence their study in 2023 and their internship in schools in 2024.
- **Partnership with TAFE Queensland and James Cook University** – a partnership between the Qld Department of Education, TAFE Qld and James Cook University on pathways for Aboriginal and Torres Strait Islander people to become a teacher aide or registered teacher.
- **Queensland Professional Experience Reporting Framework** - guides supervising teachers to supervise and assess preservice teachers during their professional experience placements.
- **Cultural Capability** - The Qld Department of Education is collaborating with initial teacher education providers to understand how to prepare teachers by developing their cultural capability to teach in culturally safe ways.

South Australia

- **Memorandum of understanding between the SA Department for Education and the three South Australian universities offering initial teacher education programs** - these set out the roles and responsibilities for quality pre-service teacher professional experience placements.
- **Guides for site leaders and professional experience coordinators** - schools have access to guides support their role in hosting placements within schools and preschools.
- **University Scholarships** - 400 scholarships worth \$5,000 each targeting diverse cohorts and making the country loading ongoing for teachers who work in regional areas.

Western Australia

- **Pre-service Development Program** - provides pre-service teachers with supported exposure to regional professional experiences, short courses to retrain into teaching areas of need and professional learning in science, technology, engineering, and mathematics.

Tasmania

- **Teacher Intern Placement Program (TIPP)** – Through the TIPP, University of Tasmania initial teacher education students can spend their final year of study full-time in a Tasmanian school, learning and working alongside a mentor teacher.
 - In 2023 the scholarship will increase from \$20,000 to \$30,000 to increase the attractiveness of the offering and provide better financial support to those transitioning into the profession.

Northern Territory

N/A

Australian Capital Territory

- **The University of Canberra (UC) Affiliated Schools Program** - an initiative under the **Future of Education Strategy** - the program includes an active research element whereby academics work closely with school leaders on large scale research projects addressing system needs. Additionally, the **Teachers as Researchers** component of the program supports teachers and academics to collaborate in research that directly relates to School Action and Improvement plans.
- **School Based Clinics** - this program ensures that preservice teachers have a greater exposure to face-to-face teaching in addition to regular professional experience placements. The **Affiliated Schools Program** also provides opportunities for teachers to upskill to Masters level.

Independent Schools Australia

- **Course advice** - *Independent Schools Queensland (AISWA)*. Members of a course advisory with Edith Cowan University and Curtin University.

National Catholic Education Commission

Catholic Education Tasmania (CET)

- **Teacher Cadet Program** - *St Thomas Aquinas Teaching Schools*. A program which delivers an integrated, hands-on development approach to Teacher Education in Tasmania.
 - \$178,000 (2021), \$190,000 (2022), \$450,000 (2023)
- **Early Career Teacher (ECT) Program** - During their first three years of teaching in CET, ECTs are provided with support and professional development opportunities both at their school and from the Catholic education system as part of the ECT program.

Queensland Catholic Education Commission (QCEC)

- **Higher education provider and school partnerships:** with Queensland University of Technology for placements. Partnerships with Australian Catholic University for 3rd or 4th year students to undertake placements in rural and remote locations.

Toowoomba Diocese

- **Spiritual, Pedagogical Accompaniment Program (SPA)** – *in partnership with the Australian Catholic University* – support for pre-service teachers (PSTs) during their final year to encourage employment in the location and better preparation for work.
 - \$28,000

- **Graduate Teacher Program** – centralised coordination of PST placements and encouragement of teachers to become supervising teachers.

Catholic Education Northern Territory (CENT)

- **Review of undergraduate teacher education programs** – Charles Darwin University along with other Northern Territory education representatives discussed the incorporation of an internship model.

Keeping the teachers we have

New South Wales

- **Quality Time Action Plan (QTAP)**- a plan with targets to reduce administrative burden by 20% in 2022 for school staff, amounting to 40 hours for teachers, 190 hours for Principals, and 40 hours for administrative staff. The August update shows NSW is on track to meet these targets.
- **Connected Communities Strategy** - includes funding for Instructional Leaders who engage with the school community to build the skill, capacity and knowledge of staff and the community.
- **FASTStream program** - a program providing a supportive and accelerated path to school leadership.
- **Assistant Principal Curriculum and Instruction positions** - over 2,000 new positions to support teachers with lesson planning, curriculum implementation and enhancing their practice.
- **Resource allocation model (RAM)** - ensures schools with the greatest need receive the most funding, so they can invest in additional staff and meet local needs. For example, in 2023, an additional \$45M was provided in the low-level adjustment for disability equity loading which includes funding for an additional 188 FTE of Learning and Support Teachers.
- **Revise the English language proficiency requirements** - New South Wales Education Standards Authority is proposing to revise the English language proficiency requirements for overseas-qualified teachers to provide more flexibility for applicants.
- **Curriculum Resources** - NSW Department of Education is procuring a full suite of sequenced curriculum resources from P-10 aligned to the NSW syllabus.
- **Formative Assessment initiative Roadmap (FAIR) pilot** - a pilot that will provide teachers with a suite of assessments and easier analytics to measure student learning progress.

The National Teacher Workforce Action Plan

- **Online Learning Platform** - an online resource repository that will contain quality-assured, curriculum-aligned learning resources that teachers can adapt and use to support their teaching.
- **10-year Aboriginal and Torres Strait Islander Workforce & Leadership Strategy** - Includes a Two-year Action Plan that will increase the number of First Nations staff at all levels of the NSW Department of Education and create workplaces where all staff feel represented, safe, included and valued.
- **Partnership agreement with the Aboriginal Education Consultative Group (AECG)** - NSW has a ten-year partnership agreement with the AECG that sets out a plan for:
 - how we will work together in NSW for the development and implementation of educational policies and programs
 - how we will facilitate consultations with Communities and Elders and knowledge holders to achieve these aims
- **Beginning Teacher information hub** - where beginner teachers, their mentors and supervisors can access resources, templates and information as they transition from study to the classroom.
- **Beginning Teacher Support Funding (BTSF)** - funding provided to NSW government schools to support eligible teachers with their induction and professional development, as guided by the Australian Professional Standards for Teachers.
- **Strong Start Great Teachers (SSGT)** - school-based induction framework for beginning teachers in their first critical years of teaching.
- **Best in Class program** – a program that leverages the expertise of our outstanding teachers, to support them to remain teaching in the classroom.
- **COVID intensive learning support program 'Operational Improvement for School Success' pilot** – a program that brought initial teacher education students into schools earlier. The NSW Department of Education will maintain these opportunities into the future, while alternative training models, such as internships, are under consideration
- **Maintain access to retiring teachers** - NSW has streamlined the approval to teach process to encourage retiring teachers to continue working with the NSW Department of Education in a casual/temporary capacity
- **NSW Curriculum Reform microlearning** - modules of learning offered by the NSW Department of Education that are both syllabus specific and agnostic, that can be accessed when and where it suits teachers, and at a time that works for them.
- **Operational Improvement for School Success Pilot** - a pilot currently underway with 131 schools to identify work currently undertaken by teachers and to think differently about how it gets done and by whom.

Appendix A - States, Territories and Sectors - Existing teacher workforce initiatives

- **Revised Highly Accomplished and Lead Teacher Policy 2022** - launched in May 2022, this policy has a target of at least 2,500 teachers achieving the higher levels of accreditation by 2025. The revised policy streamlines the process for applicants with greater support for teachers.
- **Revision of teacher accreditation requirements** - revisions made to the Teacher Accreditation Act in Nov 2021 have reduced duplication in teacher accreditation processes.
- **Rewarding Excellence in Teaching** - a program aiming to strengthen the teaching profession in a way that supports and scales effective classroom teaching practices across the system to benefit all students.
- **Self-Assessment and Planning app (SAaP)** – a pilot of an online platform for preschool teachers to engage in self-assessment and quality improvement planning practices to meet legislative and quality standards.

Victoria

- **Maximum face-to-face teaching time** for primary, secondary and specialist teachers in Victoria is being reduced by one hour in 2023, and a further half-hour in 2024.
- **Career Start pilot** - currently piloting a two-year graduate teacher Career Start program to support the transition of graduate teachers from initial teacher education into the workforce and accelerate their professional development. The three-year pilot runs from 2021 to 2023 and includes structured mentoring with time release for graduate teachers and their mentors, professional learning workshops, and peer networking. A streamlined one-year version of the Career Start pilot will also be delivered to 250 graduate teachers in 2023.
- **Learning Specialist Role** - the creation of the Learning Specialist classification in the 2017 Victorian Government Schools Agreement provides a path for expert teachers who want to remain focused on classroom practice. This rewards and recognises excellent teachers and encourages the best teachers to remain in the profession, while supporting Victoria's best teachers to share their expertise to develop other teachers' practice.
- **Victorian Academy of Teaching and Leadership – Teacher Excellence Program (TEP)** - a one-year program for teachers with a minimum of three years of teaching experience designed to advance professional knowledge and practice for highly skilled teachers from Vic Department of Education, Catholic and Independent schools. The program builds teaching excellence through a focus on disciplinary knowledge, practitioner inquiry, responsive pedagogy and dispositions for exceptional teaching.

Queensland

- **P–12 Curriculum, Assessment and Reporting Framework** - specifies the curriculum, assessment and reporting requirements for all Queensland state school principals and staff delivering the curriculum from Prep to Year 12.
- **Curriculum into the Classroom resources** - example unit and lesson plans, assessment tasks and student resources to help teachers implement the Australian Curriculum.
- **Centres for Learning and Wellbeing** - provide professional learning and capability development to rural and remote teachers and school leaders.
- **Professional standards for middle leaders** - *a partnership with the Australian Institute for Teaching and School Leadership (AITSL)*. Develop a Professional standard for middle leaders to address the gap between the Australian professional standards for teachers and the professional standard for principals. The project commenced in October 2022 and is due for completion by end April 2024
- **Take the Lead program** - prepares high-performing Queensland state school candidates for leadership roles in rural and remote state schools.
- **Aboriginal and Torres Strait Islander workforce strategy** - supports the Qld Department of Education's 2019 Commitment Statement to Aboriginal peoples and Torres Strait Islander peoples and focuses on building cultural capability of all staff and recruitment pathways.
- **Cultural Capability Framework** – released in 2021 to enhance engagement between the Qld Department of Education and Aboriginal and Torres Strait Islander peoples and communities in Queensland. The department is currently co-designing a self-assessment tool and reporting dashboard.
- **Identified positions guideline** - to support the recruitment of Aboriginal and Torres Strait Islander peoples.
- **Joint Workload Advisory Council** - *the Qld Department of Education and Queensland Teachers' Union* - established to manage workload issues more effectively.

South Australia

- **Pre-Service Teacher Program** – identifies best graduate teachers early and increases access to employment opportunities in the SA Department for Education and builds capability to be 'job- ready' upon graduation.
- **2-year Early Career Teacher Development program** - supports graduate teachers in the SA Department for Education from graduate to proficient through professional learning and assignment of a site-based mentor.
- **Commitment to increasing teacher permanency** by at least 10 per cent.
- In 2023, SA will explore how **differentiated employment arrangements** might better support workforce in schools and preschools of different contexts, to enable people to thrive in whichever setting they work and learn.
- Recognising the additional work associated with students with complex needs, the SA Department for Education has introduced **funding that can be used flexibly by schools to increase release time for teachers** to undertake tasks associated with learning programs for student with complex needs.
- Pilots are underway for the use of an **inclusive education support program funding model** to simplify how schools and preschools apply for funding to manage the process of allocating support.
- **Culturally Responsive Framework** - to support the commitment to embedding culturally responsive practice and creating culturally responsive environments.

Western Australia

- **The Graduate Teacher Induction Program** - provides comprehensive support to new public school teachers across the state and has been specifically designed to meet their needs as an early career teacher.
- **Leap Program** - supports qualified teachers to gain further qualification to teach in additional specialist areas or move into a new area of teachings
- **The Department of Education WA's Level 3 Classroom Teacher career pathway** - recognises, rewards and provides status for exemplary teaching. They are the public school system's highest paid teachers and play an important role in leading high quality teaching in their school and across the system.
- **Principals provided with greater flexibility to offer teachers payment or Time Off in Lieu** - when their overall workload is impacted by external requirements for administration.
- **An increase in duties other than teaching (DOTT) time** - for public primary school teachers from 2021, as well as a DOTT time provision for public school kindergarten teachers.
- **Development of Kindergarten to Year 10 curriculum, planning and moderation support materials**, with associated professional learning of up to half a day made available to eligible public school teachers
- **Reducing administrative red tape**, including performance management and improvements to staff transfer arrangements.
- **Let's Take a Stand Together ongoing support and implementation** - the State Government's 10-point action plan to address violence in schools launched in 2018.
- **The number of school psychologists for public schools is being increased** by 100 FTE between 2022-2025, to provide additional assistance for schools to support students presenting with mental health issues and other complex or additional needs
- **The establishment of a Casual Staff Seeker Pool** from Term 3, 2021 to improve public schools' access to 'job ready' registered teachers for relief. In 2022 the pool was extended to include pre-service teachers in their final year of a Bachelor of Education or a Master of Teaching qualifications and allied professional staff including education assistants, residential supervisors, farm hands, cleaners, gardeners and school officers

Appendix A - States, Territories and Sectors - Existing teacher workforce initiatives

- **State-wide services were modified** to provide more interconnected and aligned responses when working with schools most in need of support
- **Additional funding for public district high schools**, which are usually located in regional and remote areas, in 2022 and 2023 for the purpose of additional staffing, professional development, and access to services provided by the School of Isolated and Distance Education
- **COVID-19 related measures** have helped public school teachers to maximise their time to plan, collaborate and teach in recent years, including adjustments to assessment and reporting.

Tasmania

- **Support for Early Career Teachers** - professional learning, including Meeting the Standards: Induction for Early Career Teachers and Quality Mentoring; Beginning Teacher Time Release (BeTTR) funding; Welcome to the profession days currently held one week prior to school commencing in Term 1 of each year.
- **The Students with Disability Community Hub** was created in 2022. It contains information, resources and templates to assist teachers to plan for, and support, students with disability.
- **The Tas Department of Education's Collaborative Inquiry** approach supports teachers to 'co-plan' together, reducing the amount of time that teachers need to plan individually.
- **The Beacon Foundation** is funded by the Tas Department of Education to source work placements and work-based learning activities for students, to reduce the administrative burden on teachers.
- **A dedicated team of Program Officers** has been established to support schools with students undertaking school-based apprenticeships or traineeships, to reduce the administrative burden on teachers.
- **A new policy and procedures on Reporting and Communicating with Families**, which will help to reduce teachers' workloads, is being progressively rolled out.
- **An increase** in the number of teacher assistants for public schools by 80 FTE.
- **A career pathway** is being developed for teacher assistants to become Education Support Specialists, who have the specific knowledge and skills required to provide critical support to teachers.
- **Quality Teaching Coach** - all Tas Government schools and colleges have access to a Quality Teaching Coach to support schools to build an expert teaching team, including a targeted focus on improving teacher knowledge and capacity in literacy.
- An increase of teaching coaches employed across the State in 2021.

Northern Territory

N/A

Australian Capital Territory

- **The Schools Administration System** - helps to reduce teachers' workloads, including common reporting templates and digital roll marking.
- **Certification as a Highly Accomplished or Lead Teacher (HALT)** is recognised through incremental progression or HALT payment in accordance with the Teaching Staff Enterprise Agreement.
- **ACT Teacher Shortage Taskforce – Final Report actions and recommendations:**
 - Communication of formal advice and clear expectations on **core role and reasonable working hours for teachers and school leaders**.
 - *In conjunction with the AEU - Ongoing assessment, planning and response to COVID-19 impact* on school operations including continued implementation of school workload reduction strategies that were introduced in Term 2, 2022 as required.
 - **Establishment of a Sustainable Workload Management Committee** at a system level to identify drivers of teacher and school leader workload and address these challenges.
 - Development and implementation of an assurance framework to ensure that the **New Educator Development Program** is implemented for all beginning teachers across all schools.
 - **Development of workforce data on beginning teachers** to better inform strategies and interventions required as they transition into the teaching profession.
 - **System-wide safety review** to strengthen the safety culture within ACT public schools for teachers and students and provide additional resourcing for training, communication, and project management to support the teaching workforce.

Independent Schools Australia

- **Reduction in administrative load** - Associations of Independent Schools. Professional learning to deepen teachers' understanding of data, curriculum design and assessment, high impact teaching, and differentiation.
- **Hybrid Learning Research Report** - Independent Schools Victoria (ISV). Research into hybrid and blending learning in schools
- **Research into Teacher Satisfaction** - *Independent Schools Victoria (ISV)*. Forthcoming publication including investigation of workload and wellbeing impacts
- **Beginning Teachers** - *Independent Schools Queensland (ISQ)*. Professional learning program based on mentoring.

- **Early Career Program (ISQ and YXL Institute)** - *Independent Schools Queensland (ISQ)*. Intensive support for beginning teachers including, one-on-one coaching, lesson observations.
- **Victorian Academy of Teaching and Leadership Teaching Excellence Program (TEP)** - *Independent Schools Victoria (ISV)*. Professional learning to Strengthen and extend evidence-based teacher practice, deepen teaching excellence and advance practice through disciplinary knowledge.

National Catholic Education Commission

Catholic Education Tasmania

- **System wide Science of Reading project: Literate Learners for Life** - involves the use of scripted and have pre-made resources. Includes the allocation of 0.4FTE to every school (38) for a Literacy Practice; Training, System Days, Programs and Resources.
- **Reallocation of systemic teacher network days** - schools surveyed by office regarding their network and PL needs.
 - Stage One (2022) \$2,850,000; Stage Two (2023) approximately \$2,300,000; Stage Three (2024) approximately \$2,300,000.
- **New Project: Insight into Learning** – 2023-2025 – This new whole-of-system learning project is based on the science of learning and high impact teaching practice (HITP). This project will include reduce individual teacher planning and PL requirements.
 - Approximately \$2,000,000

Queensland Catholic Education Commission (QCEC)

- **Streamlining compliance and mandatory professional development** into online training
- Provide an additional 30 minutes of planning time for every primary teacher per week, and an additional 60 minutes for primary school teachers in rural areas.
 - \$200,000.
- **Development of modules** for students in rural and remote locations to undertake a Certificate III qualification.
 - \$30,000.
- **Aspiring Leaders programs** for rural locations to provide participants the experience of rural teaching
- **Providing pathways** by creating positions such as EALD specific roles.

Toowoomba Diocese

- **Explore initiative** - increasing traineeships placements for school officers to encourage a career in education.
- **Professional learning review** - streamlined professional development to integrate more appropriately with school schedules and implemented more targeted and online professional development.
- **School Officer role enhancement review** - school officers' duties and responsibilities are dispersed more broadly to include activities such as playground and bus duty or other administration work.

Catholic Education South Australia

- **Enhancements in the Enterprise Agreement** – reduced other professional activities (OPA), reduced relief lessons, 40 hours school directed non-contact.
- **Provide access to high-quality curriculum materials and accompanying professional learning.**
- **Implementation of a Learning Management System (SEQTA)** - for easier access and rollover of learning programs and assessment tasks, and continuous reporting

Catholic Education Northern Territory

- **Middle Leadership Program**
 - Funding of \$2,000 per participant
- **Executive Leadership Program with Brown Collective**
 - Funding of travel and accommodation of \$5,000 per participant.
- **Inclusion Support Practitioners** – Funded through NCCD to support and upskill classroom teachers.
- **Graduate Teacher Network**
 - Funding of travel and accommodation for four meetings a year.
- **6 months study leave for teachers in remote schools** – on conclusion of 4 or 7 years of service (depending on location).
- **Teacher duties review** – This exercise is concurrent with CENT renegotiation of the Enterprise Bargaining Agreement and is aimed at reducing teacher duties that detract from teaching- This review will conclude at the end of 2022.

Elevating the Profession

New South Wales

- **Attraction to Teaching initiative** - Teaching Opens Doors campaign – a campaign within the NSW Teacher Supply Strategy showcasing the unique benefits and impact of a career in teaching.
- **NSW Premier's Teacher Scholarship** - scholarship offering up to \$15,000 for a five-week study tour within a teacher's subject area.

Victoria

- **Victorian Academy of Teaching and Leadership (the Academy)** - delivers evidence-informed and inspiring professional learning to Victorian teachers and school leaders. They facilitate the dissemination of the latest evidence through purposefully and intentionally designed professional learning programs, courses, events and initiatives.
- **Quality assurance of ITE entrants** - in 2018, Victoria introduced the **Victorian Selection Framework (VSF)** – academic and personal attributes threshold standards for entry into teaching degrees. Including a minimum ATAR of 70 for school leaver applicants (with access and equity considerations).

Queensland

- **Career Fairs** - The Qld Department of Education holds an annual Teach Queensland Career Fair for aspiring and current teachers to explore teaching jobs across Queensland. An annual Teach Rural Career Fair focuses on teaching opportunities in regional, rural and remote Queensland communities.
 - Funded by the Qld Department of Education, with revenue from sponsors.

South Australia

- **Public Education Awards** - held annually to recognise the achievements of teachers, leaders, support and central employees across the state in an effort to raise the status of the teaching profession.
- **Online portal** - allows peers and communities to publicly recognise teachers, leaders, support staff.
- **Service Recognition Certificates** - provided for each decade milestone accumulated service within the SA Department for Education. A special event is also held for retiring employees and those with 30/40/50 years of service.
- **Commitment to lifting the minimum ATAR for entry to initial teacher education courses.**

Western Australia

- **WA Education Awards** - celebrate public schools with exemplary leadership and a focus on great student outcomes. There are three awards: 'Excellence in School Leadership', 'Excellence in Teaching and Learning (Primary)' and 'Excellence in Teaching and Learning (Secondary)'.
- **Making a Difference Awards** - given to public school teachers all year round.
- **World Teacher's Day is promoted** - teachers are thanked and celebrated annually on this day.

Tasmania

- **Together We Inspire Awards** - recognise and reward staff and volunteers who have demonstrated outstanding excellence, innovation and talent in their roles supporting education.

Northern Territory

N/A

Australian Capital Territory

- **ACT Public Education Awards (annual)** – recognition of teachers, school leaders and staff in schools in their contributions and achievements in delivering quality education to children and young people in the ACT.
- **ACT Public Service Excellence Awards (annual)** – finalists from the Public Education Awards are then nominated for the whole of government recognition of achievements as an individual or group.

Independent Schools Australia

- **Highly Accomplished and Lead Teacher (HALT) certification** - *Independent Schools Queensland (ISWA)*. QLD Independent school HALTs meet quarterly to discuss innovation, school leadership and how to engage other teachers in the Certification process.
- **Badging** - Association of Independent Schools Western Australia (AISWA). Digital credentials for selected professional learning to acknowledge and recognise teacher knowledge, skills and abilities.

National Catholic Education Commission

Catholic Education Commission Tasmania

- **Catholic Education Commission Tasmania (CECT) Recognition Awards** – CECT Recognition Awards are held to celebrate individuals who have shown an incredible commitment to Catholic education. Awards are also given for 25 Years of service.
- **Annual Australian Council for Educational Leaders awards (ACEL)** – The ACEL Tasmania Branch honours educational leaders who, in the view of their colleagues, have made a significant contribution to the understanding and practices of the teaching profession and educational leadership.
- **The CCEL Kate O’Driscoll scholarship (Koala)** - provides \$1,000 towards further study for two young teachers annually.
- **Social media presence** – Through social media platforms, teachers in our Catholic schools are recognised for exemplary work, commitment and innovative teaching practices.

Queensland Catholic Education Commission (QCEC)

- **Catholic Education Week awards**
- **Pay teacher relief scheme** for teachers applying for **Highly Accomplished and Lead Teacher** certification to assist them prepare their portfolio
 - \$20,000
- **Champagnat Day Awards:** recognise teacher’s outstanding contribution
- **Townsville Catholic Education Office scholarships** - to attract high school students or those currently studying Education at university. Includes financial and non-financial supports.
 - \$195,000

Toowoomba Diocese

- **Aspire Initiative:** Provision of professional development, support and resources for current teachers to **encourage them to become Supervising Teachers.**
- **Elevate Initiative: Excellence in Catholic Education Award Expansion** - including new categories e.g., Supervising Teacher Award
 - \$2,000 for six awards
- **Explore Initiative: Scholarships to encourage school student entry into Bachelor of Education** – to be developed in 2023/2024

Appendix A - States, Territories and Sectors - Existing teacher workforce initiatives

- **Highly Accomplished and Lead Teacher (HALT) Qualification Support** – workshops and financial support for attending the annual conference and application costs.
 - \$7,440
- **HALT Qualification Support** – Additional release time to allow teachers to progress their portfolio
 - \$18,080

Catholic Education South Australia (CESA)

- **Catholic Education Awards** - to acknowledge high performing teachers recognising;
 - early career teachers in primary and secondary settings
 - experienced teachers in primary and secondary settings
 - leadership and lifelong service
- **CESA Impact Series** - promoting the profession by recognising and sharing evidenced high impact strategies. Sharing and collection at the Leaders Forum 2022 and videoing/podcast stories 2023
 - \$15,000 budget

Catholic Education Northern Territory (CENT)

- **Advanced Skilled Teacher Allowance Levels 1 and 2** – Allowance awarded for Recognition of excellent teaching practice, contribution to educational tone of the workplace, exemplary teaching practices, commitment to the Catholic Ethos and Mission statement of the school.
 - Advanced Skilled Teacher Level 1 - Allowance \$ 5,653.00/annum
 - Advanced Skilled Teacher Level 2 - Allowance \$ 9,743.00/annum.
- **CENT Service Awards** - Certificates of service awarded for 15 or more years of Service to CENT
- **School Based Service Awards** - 10 years or more service
- **CENT School Improvement and Renewal Awards (SIRF)** - awarded for exemplary service in Teaching and Learning/Catholic Identity and Mission/Pastoral Care and Wellbeing/Finance/Community and Culture and/or Leadership
- **Financial support of HALT certification**
 - Certified Highly Accomplished Teacher - \$8,830 funded
 - Certified Lead Teacher - \$16,000 funded

Better understanding future workforce needs

New South Wales

- **NSW engage with AITSL to test/validate data** - the NSW Department of Education engages with AITSL on the Australian Teacher Workforce Data reporting to test and validate data and advocate for definitional consistency.
- **Projections of supply and demand** - The NSW Department of Education projects its expected teacher supply and demand and has showcased this work with interstate jurisdictions.

Victoria

- **Teacher Supply and Demand Report** - For over 15 years, Victoria has produced the Teacher Supply and Demand Report to provide a comprehensive cross sectoral picture of Victoria's early childhood and school teaching workforces. The report gathers information from a wide range of sources and stakeholders, including the teacher register from the Victorian Institute of Teaching (VIT), initial teacher education (ITE) enrolment data provided by providers and payroll and recruitment data from schools, to build a comprehensive picture of supply and demand.
- **ITE Information Sharing Agreement** - In 2022, Victoria entered into an ITE Information Sharing Agreement with Victorian ITE providers and the VIT to facilitate the sharing of ITE pipeline data and system level insights into teacher demand, to enable collaborative strategic planning for the Victorian teaching workforce.

Queensland

- **Australian Teacher Workforce Data** - Queensland participates in the Australian Teacher Workforce Data initiative which provides nationally consistent, de-identified data on teachers.

South Australia

- **Australian Teacher Workforce Data (ATWD)** - SA participates in and has provided funding for the ATWD project, which is intended to connect initial teacher education and workforce data to understand trends from preparation through to separation/retirement.

Western Australia

- The Department of Education WA continues to work closely with local universities to predict future teacher supply and align the number and mix of pre-service teachers to meet areas of need.
- The Department of Education WA has access to up-to-date initial teacher education (ITE) commencement and completion data from the five Western Australian universities, which informs workforce supply and demand projections modelling and monitoring.
- The Department of Education WA meets regularly with the Deans of the Education faculties from each of the five universities to discuss workforce needs and work collaboratively on initiatives to address workforce issues.
- The results of the annual First Year Graduate survey and the Principals' Perceptions of First Year Graduates survey are shared with the five universities, providing valuable feedback that has facilitated improvements to ITE and Department of Education WA support for new teachers.

Tasmania

- **Education Workforce Roundtable** - through the Roundtable, Tasmania has commenced planning our approach to workforce challenges and engaging more strongly with our current workforce, including leveraging peak body networks to encourage and improve the collection of data through the Australian Teacher Workforce Data.

Northern Territory

N/A

Australian Capital Territory

- **Development of a five-year Teacher Attraction and Retention Plan** - to recruit teachers to meet projected demand and retain current teaching workforce which will be finalised in early 2023. Based on current modelling, the Directorate will need to recruit approximately 250 to 300 teachers annually to meet growth demand and attrition rates.

Independent Schools Australia

- **Workforce Solutions Network (WSN)** - *Independent Schools Queensland (ISQ)*. Regional and remote Principals/HR Managers meet quarterly to discuss school workforce related issues and share ideas resources.

National Catholic Education Commission

Queensland Catholic Education Commission (QCEC)

- **Working with external consultants** to explore future possibilities for education delivery through an online workforce.
- **Offering sponsorships for school officers or teachers** looking after school libraries to undertake a Certificate III in Teacher Librarian-related qualifications.
- **Paying teachers to complete Teacher Assessor training** so that they can offer VET courses.

Toowoomba Diocese

- **Review and improve Employee Experience Survey (exit interview)** - Process includes contacting via phone any staff member who submits a resignation.
- **Workforce Planning** - Develop a three-year system wide workforce plan from 2024.
- **Workforce profiles** for each school to allow a snapshot understanding of their workforce at a point in time to allow for future workforce planning considerations.

Frequency of the Australian Curriculum Review cycle and consultation considerations

Background

1. On 15 December 2022 EMM considered the *"The National Teacher Workforce Action Plan December 2022"*. EMM agreed to 5 priority areas, noting specific advice given to ACARA in Priority area 3: Keeping the teachers we have, Action 19: Examine how to support implementation of the national curriculum.
2. Action 19 states that:
"Ministers will task the Australian Curriculum, Assessment and Reporting Authority (ACARA) with examining ways to develop and make available to teachers, optional supports to assist the implementation of the national curriculum. In developing advice for Education Ministers ACARA will consult with the Australian Education Research Organisation (AERO), the Australian Institute for Teaching and School Leadership, Education Services Australia (AITSL), states and territories, sectors, the teacher and principal workforce and unions. ACARA should also take into account the experience of, and lessons learned from, jurisdictions that have undertaken similar exercises, for example, Queensland's Curriculum to the Classroom (C2C) initiative".
3. ACARA is to report back to the second EMM in 2023 in relation to this part of Action 19.
4. Action 19 also states that:
"ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools."

Section 47C

6. ACARA is to report back to the first EMM in 2023 on recommended changes.

Section 47C, Section 47E

ACARA Board

17 January 2023

Attachment 1

Frequency of the Australian Curriculum Review Cycle and Consultation Considerations

(EMM Paper)

Consultation considerations related to National Teacher Workforce Action Plan, Action 19: Optional supports to assist the implementation of the national curriculum

Background

1. On 15 December 2022 EMM considered the “*The National Teacher Workforce Action Plan December 2022*”. EMM agreed to 5 priority areas, noting specific advice given to ACARA in Priority area 3: Keeping the teachers we have, Action 19: Examine how to support implementation of the national curriculum.
2. Action 19 Examine how to support implementation of the national curriculum states that:
“Ministers will task the Australian Curriculum, Assessment and Reporting Authority (ACARA) with examining ways to develop and make available to teachers, optional supports to assist the implementation of the national curriculum. In developing advice for Education Ministers ACARA will consult with the Australian Education Research Organisation (AERO), the Australian Institute for Teaching and School Leadership, Education Services Australia (AITSL), states and territories, sectors, the teacher and principal workforce and unions. ACARA should also take into account the experience of, and lessons learned from, jurisdictions that have undertaken similar exercises, for example, Queensland’s Curriculum to the Classroom (C2C) initiative.

Timing and key next steps

Education Ministers will task ACARA at the last meeting of 2022 to report back at the second EMM of 2023.”

Section 47C, Section 47E(d)

ACARA Board Meeting 110

16 February 2023

Consultation considerations related to National Teacher Workforce Action Plan, Action 19: Australian Curriculum (AC) Review cycle frequency

Background

1. On 15 December 2022 EMM considered the *"The National Teacher Workforce Action Plan December 2022"*. EMM agreed to 5 priority areas, noting specific advice given to ACARA in Priority area 3: Keeping the teachers we have, Action 19: Examine how to support implementation of the national curriculum.
2. *Action 19: Examine how to support implementation of the national curriculum* states that:
"ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools."

Timing and key next steps

ACARA has commissioned an evaluation of the process for the most recent review, and for monitoring the implementation of the Australian Curriculum and report back to Education Ministers will task ACARA at the last meeting of 2022 to report back to EMM at the first meeting of 2023 on recommended changes."

Section 47C, Section 47E(d)

Australian Curriculum update

Background

Section 22

Australian Curriculum Review cycle frequency

4. On 15 December 2022 EMM considered the *"The National Teacher Workforce Action Plan December 2022"*, and ACARA was tasked with leading Action 19: Examine how to support implementation of the national curriculum.
5. There were 2 parts in Action 19, one related to optional resources to support implementation of the national curriculum and the other related to the frequency of the Australian Curriculum Review cycle frequency, now known as Action 19a and 19b respectively.

Section 47C, Section 47E(d)

Key Issues

Section 22

Section 22



Australian Curriculum Review cycle frequency

Section 47C, Section 47E(d)



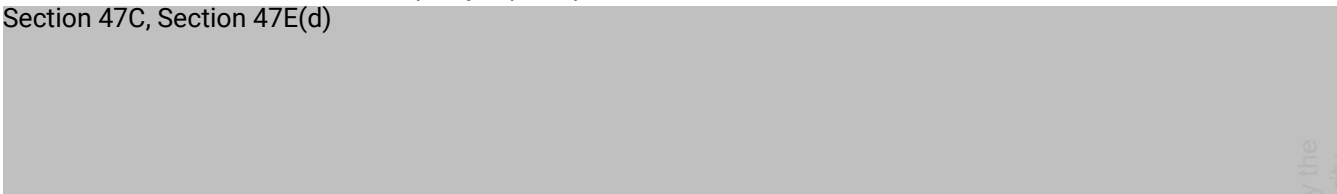
Budget/Resources Implications

Section 22



Australian Curriculum Review cycle frequency

Section 47C, Section 47E(d)



Associated risk(s)

Section 22



Section 22

Australian Curriculum Review cycle frequency

Section 47C, Section 47E(d)

Consultation

Section 22

Australian Curriculum Review cycle frequency

35. The forum with jurisdictions and sectors has been completed and additional consultation activities are being planned.

Next steps

Section 22

Australian Curriculum Review cycle frequency

39. The consultations with teachers, teacher unions, principal associations, the First Nations Australians Advisory Group, the Students with Disabilities Advisory Group, and teachers are being organised.

Australian Curriculum Update

Background

Section 22



Action 19 update

Section 47E(d)



Section 22



Key Issues

Section 22



Section 22



Action 19 update

Section 47E(d)



22. The Australian Government has launched a new section on their website to share information and progress in relation to the National Teacher Workforce Action Plan. You can access the new pages at: <https://www.education.gov.au/national-teacher-workforce-action-plan>

Section 22



Budget/Resources Implications

Section 22

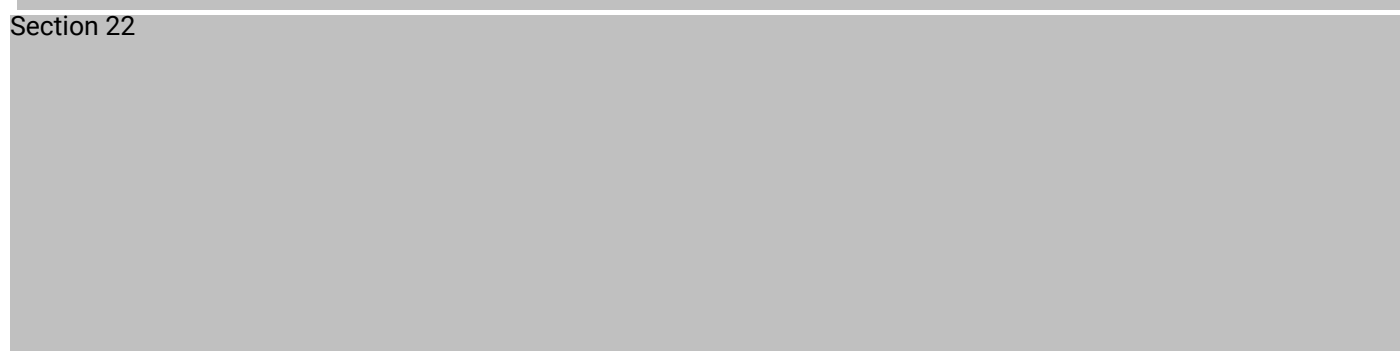


Action 19 update

Section 47E(d)



Section 22



Associated risk(s)

Section 22



Action 19 update

Section 47C



Section 22

Consultation

Section 22

Action 19 update

Section 47E(d)

Section 22

Next steps

Section 22

Action 19 update

Section 47E(d), Section 47C

Section 22

ACARA Board Meeting # 114

12 October 2023

Australian Curriculum Review Cycle Frequency – Action 19b

Background

1. At the 7-8 December 2022 Board meeting a paper was presented outlining the main points related to the annual monitoring and evaluation process and the Australian Curriculum Review, Section 47C, Section 47E(d)
[REDACTED]
2. On 15 December 2022 EMM considered the “The National Teacher Workforce Action Plan December 2022” (NTWAP). EMM agreed to 5 priority areas, noting specific advice given to ACARA in Priority area 3: Keeping the teachers we have, Action 19: Examine how to support implementation of the national curriculum.
3. There were 2 parts in Action 19, one related to optional resources to support implementation of the national curriculum and the other related to the frequency of the Australian Curriculum Review cycle frequency, now known as Action 19a and 19b respectively.
4. Action 19b: Examine how to support implementation of the national curriculum states that:
“ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools.”¹

Section 47C, Section 47E(d)
[REDACTED]

¹ It should be noted that it has been agreed with the AG DoE and AERO that the inclusion of the AERO in this action was a drafting error. This remains the case, notwithstanding the reference in AERO’s submission to the *Review to Inform a Better and Fairer Schooling System for Australia*.

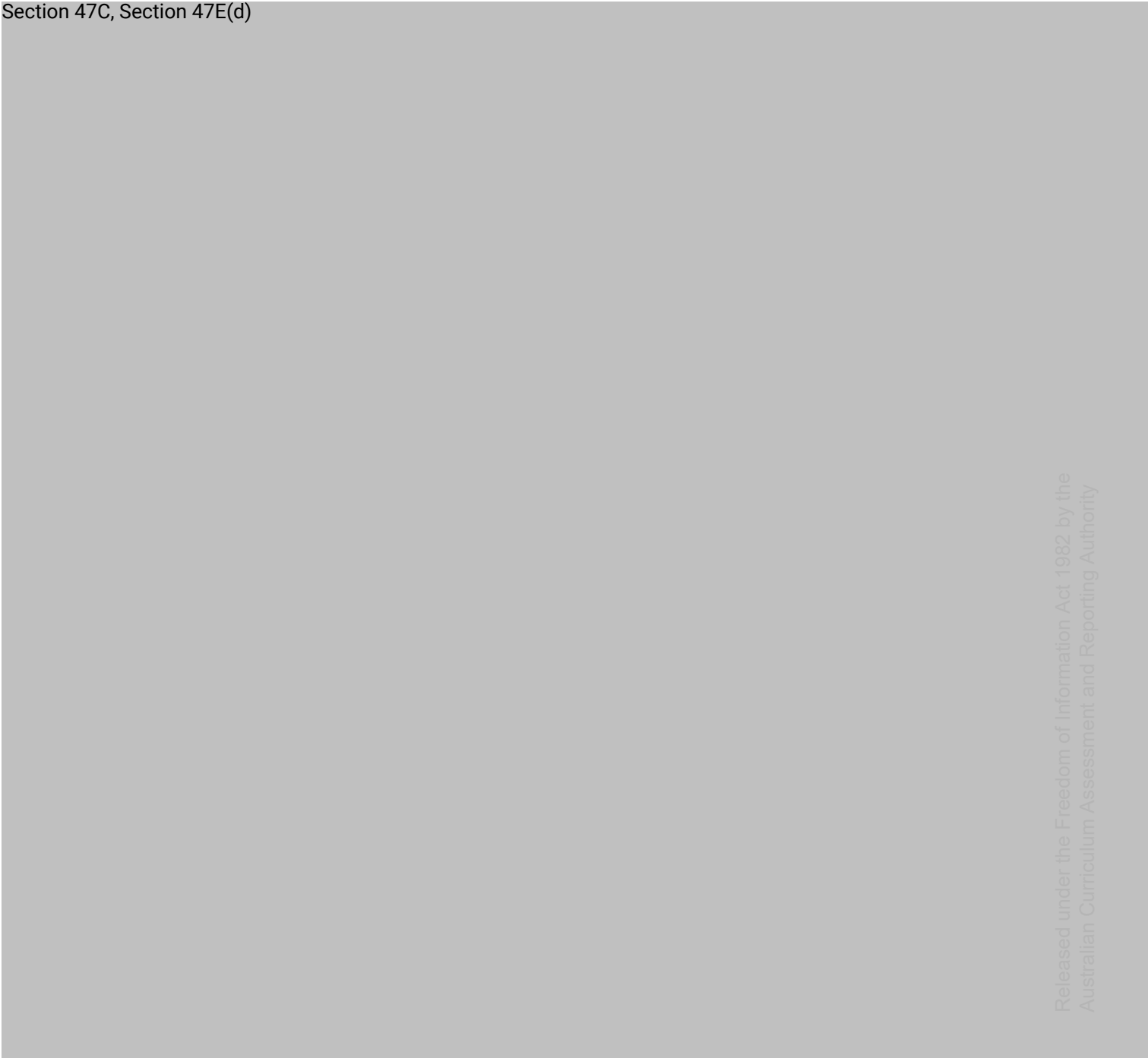
Section 47E(d), Section 47C



Consultation

56. Extensive consultation has been undertaken for Action 19b, including jurisdiction and sector representatives, principal associations, unions, and teachers.

Section 47C, Section 47E(d)



ACARA Board Meeting # 115

28-29 November 2023

Australian Curriculum Review Cycle Frequency – Action 19b**Background**

Section 47E, Section 47C

2. On 15 December 2022 EMM considered the “The National Teacher Workforce Action Plan December 2022” (NTWAP). EMM agreed to 5 priority areas, noting specific advice given to ACARA in Priority area 3: Keeping the teachers we have, Action 19: Examine how to support implementation of the national curriculum.
3. There were 2 parts in Action 19. Action 19b: Examine how to support implementation of the national curriculum states that:

“ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools.”¹

Section 47C, Section 47E

¹ It should be noted that it has been agreed with the AG DoE and AERO that the inclusion of the AERO in this action was a drafting error. This remains the case, notwithstanding the reference in AERO’s submission to the *Review to Inform a Better and Fairer Schooling System for Australia*.

ACARA Board Meeting # 115

28-29 November 2023

Attachment 1

Out-of-session EMM paper Australian Curriculum Review Cycle Frequency – Action 19b

Action 19 b: Examine how to support implementation of the national curriculum - advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools.

Key actions to date

- 1 In 2015 Education Ministers agreed that the Australian Curriculum would be reviewed every 6 years. The first full version of the Australian Curriculum was released in 2014 and the review began in 2020 and was finalised in April 2022, when all Education Ministers approved the Version 9.0 Australian Curriculum.
- 2 When endorsing the curriculum Education Ministers "noted that ACARA will conduct a post-review evaluation of the process around revising the F-10 Australian Curriculum and bring back to EMM options for undertaking continuous updates and reviews".
- 3 In March 2023 ACARA provided an update to EMM outlining the key findings from the independent post review evaluation that was completed in December 2022. This evaluation also covered the annual monitoring process undertaken by ACARA to inform future reviews. Section 47B, Section 47E(d)
- 4 In December 2022, Education Ministers agreed to the National Teacher Workforce Action Plan (NTWAP), which includes Action 19b - Advice on the frequency of the Australian Curriculum review cycle to reduce the workload for schools.
- 5 ACARA has consulted with jurisdictions and sectors, principal associations, unions, and teachers.

Section 47E, Section 47B

Section 47E, Section 47C

Background

11. At the 7-8 December 2022 Board meeting a paper was presented outlining the main points related to the annual monitoring and evaluation process and the Australian Curriculum Review, Section 47C, Section 47E(d)
12. On 15 December 2022 EMM considered the "The National Teacher Workforce Action Plan December 2022" (NTWAP). EMM agreed to 5 priority areas, noting specific advice given to ACARA in Priority area 3: Keeping the teachers we have, Action 19: Examine how to support implementation of the national curriculum.
13. There were 2 parts in Action 19. Action 19b: Examine how to support implementation of the national curriculum states that:
*"ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools."*¹

Section 47E, Section 47C

Attachment/s

Section 47E, Section 47B

Endorsed by:	Choose an item.
Authored by:	Section 22
Are there budget implications?	Yes
If "yes", have they been discussed with the Chief Financial Officer?	Not applicable

Australian Curriculum Review Cycle: The National Teacher Workforce Action Plan: Action 19b

Key actions to date

- 1 In 2015 Education Ministers agreed that the Australian Curriculum would be reviewed every 6 years. The first full version of the Australian Curriculum was released in 2014 and the review began in 2020 and was finalised in April 2022, when all Education Ministers approved the Version 9.0 Australian Curriculum.
- 2 When endorsing the curriculum Education Ministers "noted that ACARA will conduct a post-review evaluation of the process around revising the F-10 Australian Curriculum and bring back to EMM options for undertaking continuous updates and reviews".
- 3 In March 2023 ACARA provided an update to EMM outlining the key findings from the independent post review evaluation that was completed in December 2022. This evaluation also covered the annual monitoring process undertaken by ACARA to inform future reviews. See **Attachment 1** for a summary of these findings.
- 4 In December 2022, Education Ministers agreed to the National Teacher Workforce Action Plan (NTWAP), which includes Action 19b - Advice on the frequency of the Australian Curriculum review cycle to reduce the workload for schools.
- 5 ACARA has consulted with jurisdictions and sectors, principal associations, unions, and teachers.

Section 47E, Section 47B

Key Issues

Review cycle frequency for all dimensions of the Australian Curriculum

- 2 In 2015 Education Ministers agreed that the Australian Curriculum would be reviewed every 6 years, and based on this agreement the next review would be completed in 2028, as Version 9.0 Australian Curriculum was approved in 2022.
- 3 ACARA was requested to develop a recommendation about the review cycle frequency **Section 47C**
Section 47E(d) Refer to the Background information section in this paper for the specific requests and timing.
- 4 Since the end of 2022, ACARA has been consulting with jurisdictions and sectors, principal associations, unions, and teachers on a review process and frequency for the Australian Curriculum.
- 5 Related discussions were undertaken with the primary focus being on how to reduce the workload on teachers and schools whilst ensuring the curriculum remains relevant and contemporary. This consultation included a mixed methodology to gather the relevant information.

Section 47E, Section 47B

Key Issues

*Review cycle frequency for **all dimensions** of the Australian Curriculum*

- 2 In 2015 Education Ministers agreed that the Australian Curriculum would be reviewed every 6 years, and based on this agreement the next review would be completed in 2028, as Version 9.0 Australian Curriculum was approved in 2022.
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- 4 Since the end of 2022, ACARA has been consulting with jurisdictions and sectors, principal associations, unions, and teachers on a review process and frequency for the Australian Curriculum.
- 5 Related discussions were undertaken with the primary focus being on how to reduce the workload on teachers and schools whilst ensuring the curriculum remains relevant and contemporary. This consultation included a mixed methodology to gather the relevant information.

Section 47B, Section 47E

Key Issues

*Review cycle frequency for **all dimensions** of the Australian Curriculum*

- 2 In 2015 Education Ministers agreed that the Australian Curriculum would be reviewed every 6 years, and based on this agreement the next review would be completed in 2028, as Version 9.0 Australian Curriculum was approved in 2022.
- 3 ACARA was requested to develop a recommendation about the review cycle frequency Section 47C, Section 47E(d) Refer to the Background information section in this paper for the specific requests and timing.
- 4 Since the end of 2022, ACARA has been consulting with jurisdictions and sectors, principal associations, unions, and teachers on a review process and frequency for the Australian Curriculum.
- 5 Related discussions were undertaken with the primary focus being on how to reduce the workload on teachers and schools whilst ensuring the curriculum remains relevant and contemporary. This consultation included a mixed methodology to gather the relevant information.

Section 47B, Section 47E

Document 13 exempt in full under sections 47B and 47E(d) of the FOI Act

Background

- 12 In 2015, education ministers agreed that the Australian Curriculum would be reviewed every 6 years. Based on this agreement, the next review would be completed in 2028, as the Version 9.0 Australian Curriculum was approved in 2022. As part of the National Teacher Workforce Action Plan, ACARA was requested to develop a recommendation about the review cycle frequency, Section 47C, Section 47E(d)

Section 47C, Section 4/E(d)

SCHOOLS POLICY GROUP MEETING

14 February 2025

Melbourne

Item 15

Attachment 1

Australian Curriculum **Section 47C, Section 47E(d)** **criteria and**
process

1 Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established under the *Australian Curriculum, Assessment and Reporting Authority Act, 2008* (The ACARA Act) of the Parliament of the Commonwealth of Australia.

ACARA's Charter (December 2022) explains ACARA's role in the monitoring of the Australian Curriculum. ACARA will:

- provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by the Education Ministers Meeting (EMM).

This strategic direction will be achieved through:

- developing, updating and maintaining Version 9.0 of the Australian Curriculum and supporting its implementation
- providing authoritative advice to stakeholders and facilitating information sharing, collaboration and support for the Australian Curriculum
- **monitoring the effectiveness of implementation of the Australian Curriculum and undertaking research to inform national policy and practice.**

In delivering this strategic direction, ACARA will address the following priorities:

- **monitor the accessibility, balance and manageability of the national curriculum**
- **collect curriculum implementation information to assist with development of the next generation of curriculum**
- scope options for further development of the senior secondary curriculum in partnership with interested jurisdictions
- develop curriculum support materials, including work samples, illustrations of practice and professional development resources to support teachers to implement the Australian Curriculum (ACARA 2022: 2–3).

Section 47C, Section 47E(d)

Background

14. In 2015, education ministers agreed that the Australian Curriculum would be reviewed every 6 years. Based on this agreement, the next review would be completed in 2028, as the Version 9.0 Australian Curriculum was approved in 2022. As part of the National Teacher Workforce Action Plan, ACARA was requested to develop a recommendation about the review cycle frequency, Section 47C, Section 47E(d)

Section E(d)

1 Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established under the *Australian Curriculum, Assessment and Reporting Authority Act, 2008* (The ACARA Act) of the Parliament of the Commonwealth of Australia.

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developing, updating and maintaining Version 9.0 of the Australian Curriculum and supporting its implementation

providing authoritative advice to stakeholders and facilitating information sharing, collaboration and support for the Australian Curriculum

- **monitoring the effectiveness of implementation of the Australian Curriculum and undertaking research to inform national policy and practice.**

In delivering this strategic direction, ACARA will address the following priorities:

monitor the accessibility, balance and manageability of the national curriculum

collect curriculum implementation information to assist with development of the next generation of curriculum

scope options for further development of the senior secondary curriculum in partnership with interested jurisdictions

- develop curriculum support materials, including work samples, illustrations of practice and professional development resources to support teachers to implement the Australian Curriculum (ACARA 2022: 2–3).

