

National Teacher Workforce Action Plan

2025 UPDATE



In December 2022, Australia's Education Ministers agreed the National Teacher Workforce Action Plan – a Plan acknowledging the national teacher workforce crisis and that it will take all levels of government to address. On behalf of all Education Ministers, the Australian Government brings forward an update on the Action Plan.

In the two years since the Plan's inception, we have seen some remarkable efforts and achievements showing what can be done through collaboration across all governments, education agencies and the non-government sector.

For example:

- A total of 1,976 ITE students were awarded scholarships to support their studies through the first two rounds of the Commonwealth Teaching Scholarships
- A total of 1,602 additional places in the High Achieving Teachers program have been funded in all states and territories across Australia
- 23 workload reduction pilots, jointly funded by the state and territory and Australian Governments, are providing additional support staff in schools, extra support to manage complex parent and carer communications, digitising materials to reduce administrative burden, providing access to high-quality curriculum resources, and using AI to help with lesson planning and learning activities
- A campaign to raise the status of the teaching profession saw more than 67,000 views of the Become a Teacher page and more than 23 million completed views of the social media video
- States and territories have also made significant progress in areas such as increasing the number of permanent teachers, attracting registered but not employed teachers back to the profession and improving access to high quality First Nations' cultural responsiveness resources.

Early data and feedback on many of the actions has been positive. The systemic change and lasting impact of the Action Plan will be fully observed in the years to come.

While these positive signs demonstrate the success of collaborative efforts, there are still many challenges facing our national teacher workforce.

There are still not enough people becoming teachers and too many are leaving the profession. Declining numbers of new graduate teachers, increasing demand from a growing student population and an ageing teacher and leadership workforce all contribute to ongoing teacher shortages. There is still work to do to improve Initial Teacher Education completion rates, early career retention rates, teacher workloads and pathways.

All states and territories have committed to a suite of national reform directions under the Better and Fairer Schools Agreement, including building on existing initiatives for a strong and sustainable workforce that will increase teacher attraction and retention. This includes through implementing actions under the Action Plan, paving the way for ongoing collaboration and action setting to continue to support and grow Australia's teaching workforce as Education Ministers look to the future.

This update highlights what actions have been completed and where there are ongoing efforts to address issues impacting the national teacher workforce.

Some notes about the Action Plan and the 2025 Update

A cross government and sectoral working group was established to oversee implementation of the Action Plan. Implementation has been a standing item on the agendas of the Schools Policy Group (SPG), the Australian Education Senior Officials Committee (AESOC) and the Education Ministers Meeting (EMM) and will continue to be for the foreseeable future.

Following a decision of Education Ministers in 2023, the Action Plan's focus is now broader than teachers, with appropriate actions also encompassing school leaders and early childhood teachers. There are linkages between the Action Plan and *Shaping Our Future: The National Children's Education and Care Workforce Strategy* (released 13 October 2021), which aims to support the recruitment, retention, sustainability and quality of the early childhood education and care sector workforce. *Shaping Our Future* acknowledges and builds on the significant investment by all governments to date in workforce-related initiatives, as well as a range of initiatives launched by the early education and care sector.

While all levels of government and the non-government sector continue to progress actions that are working to attract, retain and support teachers, actions have been marked as 'complete' where Education Ministers have agreed on the progress or completion of these actions for the purposes of the Action Plan. These actions are marked in the attached table with a tick. All other actions will continue to be implemented in 2025.



Priority Area 1 – Improving teacher supply

Action Item		Action Lead	Status
1a	More teaching places at universities in the right subjects and specialisations	Australian Government	✓
1b	Improved data collection to inform prioritisation of places	New South Wales and Victoria	✓
2	5,000 scholarships worth up to \$40,000 each to help attract high quality candidates to the teaching profession	Australian Government	✓
3	1,500 more places in the High Achieving Teachers (HAT) program	Australian Government	✓
4a	Prioritise visa processing for qualified teachers	Australian Government	✓
4b	Streamline overseas skills recognition	States and territories	✓
5	Prioritise conditional or provisional registration to increase the supply of teachers	Joint action	✓
6	Teacher employers will look for opportunities to boost the number of permanent teachers	Joint action	✓
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	Joint action	✓

✓ Action complete ➔ Underway



Priority Area 2 – Strengthening initial teacher education

Action Item		Action Lead	Status
8	The Teacher Education Expert Panel (TEEP) will recommend ways to boost graduation rates, and broadly ensure graduating teachers are better prepared for the classroom	Australian Government	✓
9	Recognise previous study, work experience and skills that may be transferable to teaching	Australian Government	✓
10	Co-design actions to attract and retain more First Nations teachers	Australian Government	➔
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	Australian Government	✓

✓ Action complete ➔ Underway



Priority Area 3 – Keeping the teachers we have

Action Item		Action Lead	Status
12	Pilot new approaches to reduce teacher and school leader workload through a Workload Reduction Fund to maximise the value of a teacher's time	Australian Government	→
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	Joint action	✓
14	Develop national guidelines to support early career teachers and new school leaders including mentoring and induction	AITSL	✓
15a	Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers	Joint action	✓
15b	Develop an accreditation process aligned with the Australian Professional Standard for Principals	AITSL	✓
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	Joint action	✓
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	AITSL	→



Priority Area 3 – *continued*

Action Item	Action Lead	Status
18a Develop microcredentials to enhance teachers' access to quality professional development	Australian Government	✓
18b Expand the Quality Teaching Rounds to enhance teachers' access to quality professional development	Australian Government	✓
19a Examine ways to develop and deliver optional support resources for teachers to implement the revised Australian Curriculum	ACARA	✓
19b Advice on the frequency of the Australian Curriculum Review cycle	ACARA	✓
20 Each National Policy Initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment	Australian Government	✓
21 Identify the effective use of ITE students, teaching assistants and non-teaching staff	Queensland	✓
22 Identify and assess the effectiveness of initiatives to support teacher retention	Australian Government	✓

✓ Action complete ➔ Underway



Priority Area 4 – Elevating the profession

Action Item		Action Lead	Status
23	A targeted national campaign to raise the status and value the role of teachers	Australian Government	✓
24	Encourage members of the public to nominate teachers and school leaders for Medals of the Order of Australia	Australian Government	✓

✓ Action complete ➔ Underway



Priority Area 5 – Better understanding future teacher workforce needs

Action Item		Action Lead	Status
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	AITSL	➔
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	AITSL	➔
27	Develop and publish data about teacher wellbeing and career intentions	AITSL	➔

✓ Action complete ➔ Underway