

1 December 2022

Teacher Workforce Working Group Secretariat  
Department Of Education

Via Email: [REDACTED]

Dear Sir/Madam

### **Draft National Teacher Workforce Action Plan**

La Trobe University welcomes the opportunity to respond to this Draft Action Plan and shares the Government's objective to urgently address the national teacher workforce shortage. Universities have a crucial role to play in this process and we welcome the inclusion of Universities Australia in the working group that worked on this Action Plan.

La Trobe has a long history of Initial Teacher Education (ITE) provision. Our ITE courses are offered across all La Trobe's campuses in Melbourne and regional Victoria. Hundreds of teachers have graduated from La Trobe over the years. In regional Victoria, the majority of our graduates are employed in regional Schools and have become a mainstay of the regional teaching workforce. For example, in Mildura, around 85% of our graduates are employed in the community.

La Trobe has undertaken a lot of internal work as an ITE provider to make innovative changes to its teacher education courses. We welcome the extension of funding to our Nexus programme, an alternate employment-based pathway program that seeks to build long-term relationships with hard-to-staff schools and believe it has significant potential to be further expanded. Similarly, the work taking place in our Science of Language and Reading (SOLAR) Lab is not only helping to prepare our current students in evidence-based approaches to the science of learning and reading but also simultaneously helping to upskill existing teachers. Beyond the work we do in our institution, we work in tandem with other ITE providers with the aim of pursuing excellence in ITE across the sector.

We are constantly monitoring developments in the research relating to optimal outcomes in ITE and look forward to working with the Department and the rest of the sector towards an even more evidence-based ITE curriculum. That said, we submit that some of the challenges relating to attrition in ITE courses, as well as in the teaching profession, are not necessarily linked to ITE but require other changes in policy settings both at state and federal level which are beyond universities' control. While teacher supply is an issue of immediate concern, we would caution against rushed, untested solutions and would rather recommend a focus on teacher education programs and pathways that are already proving their worth.

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Collins Street CBD


#### **REGIONAL CAMPUSES**

Bendigo  
Albury-Wodonga  
Mildura  
Shepparton

Thank you for the opportunity to comment on the Draft Action Plan. Our comments on the majority of the 28 action points are attached. We look forward to continuing to work with governments at federal and state level towards addressing the national teacher shortage, lifting the status of the teaching profession and ultimately, delivering the education that our students deserve.

Please do not hesitate to contact my office should any further information on the points raised in our submission be required.

Regards

A handwritten signature in blue ink, reading "John Dewar". The signature is written in a cursive style with a large initial 'J' and a long, sweeping tail.

**Professor John Dewar AO**  
Vice-Chancellor

## Attachment 1: La Trobe University comments on key actions

Elevating the profession		La Trobe comments
<b>Objective:</b> To recognise the value teachers bring to students, communities and the economy.		
Actions	Timing and key next steps	
<p><b>1. A targeted national campaign to raise the status and value the role of teachers.</b></p> <p>The Australian Government will provide \$10 million towards this national campaign. The campaign will showcase teachers' contributions in a wide range of settings and include a focus on First Nations, rural and remote, early childhood and Science, Technology, Engineering and Mathematics (STEM) teachers, and the support that teachers provide for children with additional needs.</p> <p>The campaign, which will be developed by the Australian Government, will align with similar campaigns in other jurisdictions such as the NSW Teaching Opens Doors Campaign and will be targeted at the public as well as aspiring teachers.</p> <p>As part of this campaign, Ministers, education stakeholders, and the media will actively promote teachers' excellent work and the value of their contribution to society.</p>	<p>The targeted national campaign will commence by April 2023.</p> <p>Ministers, education stakeholders, and the media will take every opportunity to actively promote the valued work of teachers and the merits of the profession, effective immediately.</p>	<ul style="list-style-type: none"> <li>• It may be helpful to consider ways to work with the media that allow for education-specific "columns" written by educators/academics that promote the work that is being done and to highlight the professional expertise of the sector.</li> <li>• It would be helpful to have a more specific media plan (e.g., is there a quota of stories to be run? How will content be generated in a way that is representative of the key areas being portrayed?)</li> <li>• One option could be to have a national payments/bonus/incentives framework as a means by which to recognise the importance of teachers, i.e. bonus for each year in the sector. This would reward seniority which is particularly useful in the Early Childhood Education sector. A key aspect of this would be that teachers would be rewarded for the work that they are already doing (other schemes listed require additional work/skilling/applications etc).</li> </ul>
<p><b>2. Creation of new Australian Teacher of the Year Awards.</b></p> <p>The Australian Government, in partnership with the states and territories, will create an Australian Teacher of the Year Award, with the winner to be selected by the Federal Government from jurisdiction winners. Categories should</p>	<p>The inaugural Australian Teacher of the Year Awards to be held in late 2023.</p>	<ul style="list-style-type: none"> <li>• La Trobe supports this recommendation, which should also include early childhood education.</li> <li>• La Trobe recommends the inclusion of awards for 'teaching teams' in addition to individual teaching awards. This would better represent (and award) the collaborative nature of effective teaching.</li> </ul>

<p>include First Nations, rural and remote, and Inclusive Education Teachers.</p>		
<p><b>3. Encourage members of the public to nominate teachers for Medals of the Order of Australia.</b></p> <p>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.</p>	<p>Ministers, Members of Parliament and key education stakeholders will take opportunities to encourage members of the public to nominate teachers, effective immediately.</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe supports this recommendation but notes that OAM applications are very onerous.</b></li> <li>• <b>Some options to facilitate this include:</b> <ul style="list-style-type: none"> <li>- <b>a streamlined/reduced process for the teacher candidates;</b></li> <li>- <b>specific diversity or inclusivity targets; and</b></li> <li>- <b>support offered to schools to facilitate application writing.</b></li> </ul> </li> </ul>
<p><b>4. Targets to increase the number of classroom teachers recognised as high achieving and highly accomplished.</b></p> <p>The Australian Institute for Teaching and School Leadership (AITSL) will work with States and Territories to increase the number of teachers certified as Highly Accomplished and Lead Teacher (HALT) or equivalent to 10,000 nationally by 2025. This will include the 2,500 HALTs committed to by the NSW 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 NSW.</p> <p>New HALT specialisations will also be trialled in areas including mathematics and classroom management.</p>	<p>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 Meeting (EMM) in late 2023.</p>	<ul style="list-style-type: none"> <li>• <b>It is not clear what “deeming work will determine equivalent programs” under Action 4 actually means. There may be some difficulties for teachers working in hard to staff schools (where the recognition of HALTs should certainly be recognised) simply due to time commitment that may require them to use school hours.</b></li> <li>• <b>It is not clear how this proposal sits alongside existing ‘lead teacher’ recognition.</b></li> <li>• <b>Bonus payments upon award would work as an incentive.</b></li> </ul>

Improving teacher supply		La Trobe comments
<b>Objective:</b> To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.		
Actions	Timing and key next steps	
<p data-bbox="49 336 770 405"><b>5. More teaching places at universities in the right subjects and specialisations.</b></p> <p data-bbox="49 459 770 655">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.</p> <p data-bbox="49 710 792 1023">Improved data collection will inform the prioritisation of places in the areas they are needed from 2024, with commissioning work to be undertaken by NSW and Victoria to inform this approach. This will include commissioning Higher Education Providers (HEPs) 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.</p> <p data-bbox="49 1077 770 1190">In addition, the Australian Government will provide 465,000 additional fee-free TAFE places, a portion of which will be dedicated to training more early childhood educators.</p>	<p data-bbox="822 336 1151 405">Additional CSPs will be provided in 2023 and 2024.</p> <p data-bbox="822 443 1135 616">NSW and Victoria to complete commissioning work in 2023. From 2024, places will be informed by demand data.</p> <p data-bbox="822 654 1171 903">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.</p>	<ul data-bbox="1245 373 2190 762" style="list-style-type: none"> <li data-bbox="1245 373 2190 616">• <b>La Trobe welcomes the increase in CSPs in 2023/2024 including for bachelor and sub-bachelor level courses in areas of early childhood, primary and secondary education. However, increasing the amount of students choosing and completing ITE is not as simple as increasing the number of CSPs in the system. The key issue is making the profession more attractive for potential students. The stumbling block is not a lack of places.</b></li> <li data-bbox="1245 654 2190 762">• <b>A key issue for prospective teachers is the cost incurred during placements. Providing a stipend during this period would help to remove this barrier.</b></li> </ul>
<p data-bbox="49 1206 770 1278"><b>6. 5,000 bursaries worth up to \$40,000 each to help attract our best and brightest to the teaching profession.</b></p> <p data-bbox="49 1332 786 1401">The Australian Government will provide \$56.2 million to offer bursaries of \$40,000 per student for undergraduate ITE</p>	<p data-bbox="822 1206 1167 1401">The Australian Government Department of Education will develop the three program streams in 2022 and 2023, including program</p>	<ul data-bbox="1245 1206 2190 1401" style="list-style-type: none"> <li data-bbox="1245 1206 2190 1321">• <b>La Trobe recommends moving away from ‘best and brightest’ as the key criterion. Past experience shows that this has not been particularly successful in attracting students to the profession.</b></li> <li data-bbox="1245 1332 2190 1401">• <b>A diversity and inclusion focus might be more helpful in attracting candidates with broad skills and attributes, and community links. For</b></li> </ul>

Improving teacher supply		La Trobe comments
<b>Objective:</b> To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.		
<b>Actions</b> 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). These will be offered in 2023 for students enrolling in teaching in 2024 and will be targeted at high achieving school leavers, mid-career professionals, First Nations people, people from culturally and linguistically diverse backgrounds and other underrepresented communities to encourage them to choose teaching as a profession.	<b>Timing and key next steps</b> design, consultation and marketing activities.  Work will be undertaken to reduce overlap with existing state and territory scholarships.	<b>example, ‘first in family’ high school leavers or students from migrant-backgrounds. These are mentioned in the proposal but may not always fit the ‘best and brightest’ profile.</b>
<b>7. 1,500 more places in the High Achieving Teachers program to encourage more professionals to switch careers to teaching.</b>  The Australian Government will almost triple its commitment to the High Achieving Teachers program, investing an extra \$68.3 million to deliver up to 2,260 new teachers over the next four years.	See Action 8.	<ul style="list-style-type: none"> <li>• <b>La Trobe recommends a substantial increase in teacher salaries.</b></li> <li>• La Trobe strongly recommends the expansion of the High Achieving Teachers program, through which La Trobe’s successful alternate pathway programme (<a href="#">Nexus</a>) is funded.</li> </ul>
<b>8. Trial new ways of attracting and keeping teachers in the schools that need them most.</b>  The Commonwealth’s additional places in the High Achieving Teachers 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.	Jurisdictions and sectors interested in participating in the trial will work with the Australian Government to commence pilots in the second half of 2023.	<ul style="list-style-type: none"> <li>• <b>La Trobe recommends the establishment of mentorship programs or stipends for Early Career Teachers. Mentorship programs should include significant time release for the Early Career Teacher, and appropriate time release for the mentor. Mentorship programs and stipends are particularly needed in Early Childhood Education settings, rural and remote locations, low SES.</b></li> </ul>

Improving teacher supply		La Trobe comments
<b>Objective:</b> To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.		
Actions	Timing and key next steps	
<p>This could include exploring ways to support experienced teacher aides to transition into teaching. This builds on existing initiatives, including those outlined in the NSW Teacher Supply Strategy, including scholarships, the Grow Your Own program, which is retraining support staff and attracting high school students into teaching careers.</p> <p>South Australia is introducing 400 university scholarships worth \$5,000 each targeting diverse cohorts and making the country loading ongoing for teachers who work in regional areas.</p> <p>Queensland’s Turn to Teaching is providing 300 aspiring teachers from other fields, such as STEM, with financial support, mentoring and paid internship employment while they complete their post graduate teaching diploma and then take up a guaranteed permanent teaching position in a Queensland state school. Its Trade to Teach program is a similar model aimed at supporting tradespersons to undertake their (undergraduate) teaching qualification and transition into teaching.</p> <p>Western Australia has a number of initiatives already in place including increased travel concession entitlements for teaching staff and their dependants in the Pilbara, Kimberley</p>		<ul style="list-style-type: none"> <li>• <b>La Trobe recommends further financial support for preservice teachers to train in regional and rural areas. Preservice teachers should be supported to undertake a regional/rural placement with significant stipends to cover travel, accommodation, and loss of income (as preservice teachers give up casual work if taking placements in regional/rural areas).</b></li> </ul>

Improving teacher supply		La Trobe comments
<b>Objective:</b> To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.		
<b>Actions</b>	<b>Timing and key next steps</b>	
<p>and Goldfields education regions, providing greater access to travel for recreational leave.</p>		
<p><b>9. Prioritise visa processing for qualified teachers and prioritise teachers from State and Territory nominated visa allocations.</b></p> <p>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. Teachers are currently on the priority skilled occupation list.</p> <p>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.</p> <p>The Australian Government will work with State and Territory governments to make sure this information points to opportunities in their jurisdictions.</p> <p>The Department of Home Affairs continues to provide priority processing for skilled visa applications in the education</p>	<p>The Australian Government Minister for Education will continue to work with jurisdictions, 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.</p>	



## Improving teacher supply

**Objective:** To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.

### Actions

sector. Allocation times for Temporary Skill Shortage (TSS) visas in the education sector remain at 2 business days (as at 24 October 2022), a reduction of 33 business days since June 2022.

Jurisdictions 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

La Trobe comments

## Strengthening initial teacher education

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

## La Trobe comments

### Actions

### Timing and key next steps

**10. The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott, is reviewing initial teacher education 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 initial teacher education 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 initial teacher education for mid-career entrants including exploring paid internships and other employment-based pathways.

The Panel and its Terms of Reference were announced by the Australian 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.

- **The meaning of “looking at quality measures such as teaching performance assessments” is not clear. Is this referring to the Teacher Performance Assessment or other measures? La Trobe questions whether more assessments are required and what is actually meant by “quality” in this context.**
- **There is a risk that pursuing ‘a link between performance and funding of ITE’ might encourage ITE providers to be less discerning about quality of graduates (to boost graduation rates), not more. Some suggestions include:**
  - moving from top-down accountability mechanisms to support university-led partnerships with industry, community etc.
  - reducing intrusions into the work of ITE that take away from the core business, which is already concerned with graduating high quality teachers, and maintaining competitive completion rates

**11. 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 people, career changers and para-professionals can have

The Australian Government will take the recommendation to Australian Education Senior Officials Committee (AESOC) in early 2023. ACDE will be asked to provide its national framework to

- **There is a risk that without sufficient knowledge, people may be set up to fail in school settings, i.e. classroom management, working with/in community, child and adolescent learning and development.**

Strengthening initial teacher education		La Trobe comments
<b>Objective:</b> To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.		
Actions	Timing and key next steps	
<p>their skills, expertise and prior learning recognised through credit towards their qualification, whilst maintaining robust teacher qualification requirements. 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.</p>	<p>AESOC by mid-2023 for application in 2024.</p>	
<p><b>12. Co-design actions to attract and retain more First Nations teachers.</b></p> <p>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’ (MATSITI) which ran for five years from 2011.</p> <p>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.</p>	<p>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: ATSIAG, SNAICC, NATSIPA and the the Coalition of the Peaks.</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe fully endorses this recommendation to co-design actions to attract and retain more First Nations teachers.</b></li> <li>• <b>More funds many need to be allocated to achieve these aims.</b></li> </ul>
<p><b>13. All teaching students will undergo initial assessment of their literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.</b></p> <p>States and Territories will work with the Australian Government and ITE providers around relevant supports and rules. From 2023, prospective students will be eligible to sit the test prior to commencing their studies. This will offer more certainty and fairness to prospective ITE students and give ITE providers</p>	<p>Education Ministers to consider amendments to the Accreditation Standards to specify where in a program a student should sit the LANTITE in the first half of 2023. This work will form part of the new</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe questions why potential ITE students have to pay money to take a third-party literacy and numeracy test when they already have to meet entry requirements (English and Math study scores). In Victoria, ATAR was moved to 70 to ensure “quality”, so we question why additional “hurdles” need to be added while we are trying to encourage more students to encourage more to</b></li> </ul>

Strengthening initial teacher education		La Trobe comments
Objective: To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.		
Actions	Timing and key next steps	
<p>the opportunity to provide targeted assistance to those who need it, for example providing better feedback on areas where focus is required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• increasing the number of permitted attempts at the Literacy and Numeracy Test for Initial Teacher Education (LANTITE);</li> <li>• better feedback to LANTITE participants on areas they need improve when they have failed to meet the standard (to help increase pass rates on a second or subsequent attempt).</li> </ul> <p>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.</p>	<p>nationally consistent guidelines for teacher training and accreditation.</p>	<p><b>enter the profession. If teacher candidates have not been able to show a literacy and numeracy skills through previous study, then they can be required to take the LANTITE.</b></p> <ul style="list-style-type: none"> <li>• <b>Research suggests that there is a higher probability of passing after a number of attempts. If the added attempts are to allow more students to pass the test, one has to question why the test is being taken in the first place.</b></li> <li>• <b><u>The cost of the tests is inhibitive to low SES/first in family/ regional/rural students.</u></b></li> <li>• <b>Candidate reports are currently insufficient, providing little guidance for areas of improvement.</b></li> </ul>

Maximising the time to teach		La Trobe comments
Objective: To improve retention and free up teachers to focus on teaching and collaboration.		
Actions	Timing and key next steps	
<p><b>14. Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.</b></p> <p>The Australian Government will invest \$25 million with interested states and territories, to pilot selected initiatives with jurisdictions and sectors</p>	<p>Jurisdictions and sectors interested in conducting pilots will work with the Australian Government in 2023 to commence pilots in 2024.</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe strongly endorses this recommendation and recommends the allocation of more funding and co-designing of new approaches with teachers.</b></li> </ul>

Maximising the time to teach		La Trobe comments
<b>Objective:</b> To improve retention and free up teachers to focus on teaching and collaboration.		
Actions	Timing and key next steps	
<p>through the Workload Reduction Fund to maximise the value of teachers' time with an emphasis on government schools facing systemic disadvantage. The effectiveness and cost of pilots will be evaluated to inform suitability for broader application across interested jurisdictions and sectors.</p>		
<p><b>15. Build on work already underway to maximise teachers' time to teach, plan and collaborate and independently evaluate the effectiveness of these measures on teachers' time.</b> Jurisdictions and sectors have invested in a range of strategies and initiatives to address teacher workload issues. Some examples of the system level strategies implemented by jurisdictions include:</p> <ul style="list-style-type: none"> <li>• The Schools Administration System in the Australian Capital Territory which helps to reduce teachers' workloads, including common reporting templates and digital roll marking.</li> <li>• The Quality Time program in New South Wales, which aims to simplify, modernise and reduce administrative processes and practices. It is on track to deliver a 20 per cent reduction in time spent on low-value administrative tasks by the end of 2022.</li> <li>• The 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.</li> <li>• Principals in Western Australia have been provided with greater flexibility to offer teachers payment or Time Off In Lieu when their overall workload is impacted by external requirements for</li> </ul>	<p>Jurisdictions 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.</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe recommends further consultation with teachers as a priority on how to approach this.</b></li> </ul>

Maximising the time to teach		La Trobe comments
Objective: To improve retention and free up teachers to focus on teaching and collaboration.		
Actions	Timing and key next steps	
<p>administration. Western Australia has introduced a number of measures to maximise time to teach, including:</p> <ul style="list-style-type: none"> <li>○ providing additional flexibility and consideration for the provision of time off based on additional hours worked</li> <li>○ 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.</li> <li>○ 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</li> <li>○ reducing administrative red tape, including performance management and improvements to staff transfer arrangements.</li> </ul> <ul style="list-style-type: none"> <li>● In Queensland, the Department of Education and Queensland Teachers' Union established a joint Workload Advisory Council to more effectively manage workload issues. Outcomes include streamlined reporting and assessment requirements for schools and teachers, removing administrative burdens in the collection of student information, and the provision of non-contact time for all teachers in their agreements A new clause in the next enterprise bargaining agreement explicitly encourages teachers to disconnect from digital technologies when accessing rest time, weekends and leave/vacation periods.</li> </ul>		

<b>Maximising the time to teach</b>		<b>La Trobe comments</b>
<b>Objective:</b> To improve retention and free up teachers to focus on teaching and collaboration.		
<b>Actions</b>	<b>Timing and key next steps</b>	
<p>This work will also 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. Jurisdictions and sectors will develop, monitor and evaluate reductions in teacher workload and report progress within 6 months.</p>		
<p><b>16. Examine how to support implementation of the national curriculum and literacy and numeracy progressions</b></p> <p>Ministers will task the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Australian Education Research Organisation (AERO) with examining ways to develop optional supports to assist the implementation of the national curriculum in jurisdictions and sectors where the national curriculum is followed. This will include working with teachers to ensure any resources are adaptable and help reduce their workload.</p> <p>ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools. The literacy and numeracy progressions will also be considered to reduce changes.</p>	<p>EMM will task ACARA and AERO at the last meeting of 2022 to report back at the first Education Ministers Meeting of 2023.</p> <p>Work to reduce the impact of the Australian Curriculum Review cycle to be completed ahead of the next Review.</p>	
<p><b>17. Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.</b></p>	<p>The Australian Government will consult on the development of the assessment in the first half of 2023.</p>	<ul style="list-style-type: none"> <li>• <b>It is hard to see how this will reduce teacher workloads in material terms.</b></li> </ul>

Maximising the time to teach		La Trobe comments
Objective: To improve retention and free up teachers to focus on teaching and collaboration.		
Actions	Timing and key next steps	
<p>States and territories, non-government school authorities and teachers' unions will be consulted on the development of the workload impact assessment.</p>		
<p><b>18. Identify the most effective use of initial teacher education students, teaching assistants and other non-teaching staff.</b></p> <p>Review the role and function of initial teacher education students, teaching assistants and school support staff 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 build on the existing work of NSW to introduce additional administrative support staff through the NSW Quality Time Action Plan.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe recommends caution on this action point. If ITE students are to be considered in helping reduce teacher workloads, this should only be considered after they have had adequate mentorship. Moreover, there should be some incentives for the students and/or the ITE program. There would need to be a clear progression to enable this.</b></li> <li>• <b>There should also be clear guidelines for employers (e.g. time fraction), ensuring ITE students are still able to meet Course Outcomes whilst employed in the school sector.</b></li> </ul>



Better understanding future teacher workforce needs		La Trobe comments
Objective: Improve the information available for teacher workforce planning.		
Actions	Timing and key next steps	
<p><b>19. 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.</b></p> <p>These projections will be developed and published by AITSL in partnership with jurisdictions, sectors, and unions.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• <b>La Trobe supports the collection of this data, particularly disaggregated at a regional level. We also recommend collecting comprehensive national data on teacher-reported workforce conditions, concerns, barriers, opportunities and attrition. This would inform the projections.</b></li> <li>• <b>La Trobe also questions how this would work for early childhood education. A consistent approach for all sectors would be better.</b></li> </ul>
<p><b>20. Develop and publish nationally consistent 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.</b></p> <p>This data will be developed and published by AITSL in partnership with jurisdictions, sectors, higher education providers and unions and will also consider attrition rates. This data will also inform future university places.</p>	<p>The supply data will be published by the end of 2023.</p>	<ul style="list-style-type: none"> <li>• <b>Would this data include all sectors? The utility and purpose of this data is less clear.</b></li> </ul>
<p><b>21. Establish a National Quality Framework to guide Teacher Regulatory Authorities in teacher accreditation and ensure nationally consistent standards for initial teacher education.</b></p> <p>These guidelines will ensure consistency and enable movement towards automatic mutual recognition, with consideration to teacher entry and exit standards, ITE standards, and teacher accreditation.</p>	<p>Australasian Teacher Regulatory Authorities (ATRA) will report to Ministers by the end of 2023.</p>	<ul style="list-style-type: none"> <li>• <b>A National Quality Framework is already in place for Early Childhood. Would this be an extension or a replacement of the current framework? What would be the value-added?</b></li> <li>• <b>It is not clear how this would be different from what has been happening over the last 10-20 years in nationalised education regulatory policy.</b></li> </ul>

Better understanding future teacher workforce needs		La Trobe comments
Objective: Improve the information available for teacher workforce planning.		
Actions	Timing and key next steps	
<p><b>22. Prioritise conditional or provisional registration to increase the supply of teachers.</b></p> <p>Education Ministers will agree to facilitate more efficient national teacher mobility and streamline registration for prospective teachers such as teachers from overseas and retired teachers while maintaining standards. Ministers will issue a statement of expectations to Teacher Regulatory Authorities and AITSL, to update policies and processes, including the National Framework for Teacher Registration, to reflect these expectations as required.</p>	<p>Education Ministers will finalise the statement of expectations in April 2023. Australasian Teacher Regulatory Authorities (ATRA) will report to Ministers on actions taken to implement consistent ‘provisional registration’ requirements by the end of 2023.</p>	
<p><b>23. Develop and publish comprehensive data about why teachers leave the profession and what careers they move into and what would improve retention, as well as why other career leavers choose teaching.</b></p> <p>Education Ministers will be presented with an assessment of potential economic and professional barriers and incentives to teachers. This data will inform the development of initiatives to retain teacher who are considering leaving the profession and attract qualified teachers back to the profession.</p> <p>These will include but are not limited to teacher superannuation scheme rules, taxation arrangements including HELP, salary, career structure, workload and housing affordability factors like stamp duty.</p>	<p>AESOC to advise Education Ministers by mid-2023 on initiatives that may retain teachers and attract qualified teachers back to the profession by mid-2023.</p>	<ul style="list-style-type: none"> <li>• <b>It would be helpful to also collect data on why teachers stay in the profession, to inform future incentives and policy.</b></li> </ul>

<b>Better career pathways to support and retain teachers in the profession</b>		<b>La Trobe comments</b>
<b>Objective:</b> To improve career pathways, including through streamlining the process for Highly Accomplished and Lead Teacher (HALT) accreditation, and providing better professional support for teachers to retain them in the profession.		
<b>Actions</b>	<b>Timing and key next steps</b>	
<p><b>24. Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.</b></p> <p>Jurisdictions 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. AITSL will also consider the development of an accreditation process aligned with the principal standard.</p> <p>South Australia has committed to increasing teacher permanency by at least 10 per cent.</p> <p>In addition to \$30 million of initiatives negotiated as part of the most recent enterprise bargaining agreement, Western Australia has put in place a number of initiatives to attract and retain teachers including ‘LEAP’, which supports qualified teachers to gain further qualification to teach in additional specialist areas or move into a new area of teachings, and the Pre-service Development Program which 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 (STEM).</p>	<p>Teacher employers to report progress to EMM by early 2024.</p>	
<p><b>25. Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.</b></p> <p>AITSL will develop the guidelines, with jurisdictions and sectors and unions to consider the time it would take to support its implementation. The</p>	<p>AITSL will provide draft national guidelines for consultation by mid-2023.</p>	<ul style="list-style-type: none"> <li>• <b>It is essential that early childhood education is included, as this is much needed.</b></li> </ul>

<b>Better career pathways to support and retain teachers in the profession</b>		<b>La Trobe comments</b>
<b>Objective:</b> To improve career pathways, including through streamlining the process for Highly Accomplished and Lead Teacher (HALT) accreditation, and providing better professional support for teachers to retain them in the profession.		
<b>Actions</b>	<b>Timing and key next steps</b>	
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.		<ul style="list-style-type: none"> <li>• <b>La Trobe recommends the formulation of guidelines around time-release or reduced workload for early career teachers to allow early career teachers to aim to thrive rather than survive the beginning of their career.</b></li> </ul>
<p><b>26. Improve access to high-quality First Nations’ cultural competency resources to ensure teachers are better prepared to teach First Nations peoples in culturally safe ways.</b></p> <p>Improve access to high-quality First Nations’ cultural competency resources to ensure teachers are better prepared to teach First Nations students in culturally safe ways. ITE providers and teacher employers will work collaboratively to improve access to resources.</p>	ITE providers and teacher employers to review existing cultural competency 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.	<ul style="list-style-type: none"> <li>• <b>La Trobe recommends a thorough co-design and feedback process with First Nations people.</b></li> </ul>
<p><b>27. Streamline HALT accreditation processes to make it less burdensome for teachers to be accredited and incorporate recognition of equivalent qualification and certification processes.</b></p> <p>This plan will be developed by AITSL in partnership with jurisdictions, sectors and unions to complete this work by the end of 2022, and will build on the work already completed in NSW. This work will also consider how to recognise existing high achieving teachers who have not yet received certification.</p>	AITSL will provide advice to EMM by the end of 2022.	

Better career pathways to support and retain teachers in the profession		La Trobe comments
<p><b>Objective:</b> To improve career pathways, including through streamlining the process for Highly Accomplished and Lead Teacher (HALT) accreditation, and providing better professional support for teachers to retain them in the profession.</p>		
Actions	Timing and key next steps	
<p><b>28. Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.</b></p> <p>\$10 million has been allocated in the Australian Government budget to deliver this measure.</p>	<p>The Australian Government will tender for the development of micro-credentials which will be delivered in 2023, and will provide funding to the University of Newcastle to expand QTR in 2023.</p>	<ul style="list-style-type: none"> <li>• <b>It is important to recognise that in hard to staff schools or regional/rural schools, access is very difficult. The need to find a replacement teacher to enable teachers to attend quality professional development, makes it even more difficult.</b></li> <li>• <b>One option could be to provide time-release payments to 'buy-out' teachers in all sectors to undertake courses.</b></li> </ul>