

National Teacher Workforce Action Plan – NCEC Response

Overall summary

Overall, the document appears to be centered on programs offered in New South Wales Department of Education schools and does not reflect the need for a coordinated plan for the teaching workforce in all states and sectors. There are a significant number of recommendations which if all adopted, are likely to result in fragmented and potentially diluted result. NCEC suggests consideration be given to focusing on the most highly supported recommendations which are underpinned by evidence to ensure they will have the desired impact, if implemented. Further consideration should also be given to how the proposed actions will ensure improvement in the quality of the teaching workforce. It is not enough to simply increase the numbers of registered teachers – there needs to be a focus on high quality teachers to meet demand. Finally, it is important for the interconnectedness and dependencies of actions to be made explicit so that programs relating to several priority areas are as beneficial as possible.

Priority Area 1 – Elevating the status of the profession

Teachers perceive that they have less social status than many other occupations. The low status of teaching affects the attractiveness of the profession to prospective teachers, while also affecting teacher retention as teachers feel undervalued for their work.

The actions under this priority area have been developed to recognise the value that teachers and early childhood education and care educators bring to students, communities and the economy.

Introduction

There is strong support for elevating the status of the profession. However, there are also significant concerns that the proposed actions are piecemeal and gloss over the significant issues that need to be addressed.

There is a level of scepticism as to whether some of the proposed actions will lead to a greater appreciation of the teaching profession – by both teachers and the broader community. As such, there are some concerns that proposed actions will have any substantive impact on the status of the profession.

To elevate the status of the profession, there needs to be a broader conversation about education, teachers, and schools. For example, recent research from Monash University suggests educators are at higher risk of assault injuries than other workers, and that the risk is higher still among special educators and education aides.¹

Action 1: A targeted national campaign to raise the status and value the role of teachers.

The actions proposed will make teachers, school leaders and educators feel more valued by the community.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Changing what appears to be predominantly negative narrative about teaching and education would be a

¹ See <https://www.monash.edu/medicine/news/latest/2022-articles/workers-compensation-data-reveals-educators-more-likely-to-be-assaulted-at-work>, 04 November 2022.

positive change. However, while a media campaign may be welcome there are concerns that such a campaign could gloss over the real issues.

A media campaign would need to be more than a simplistic public relations exercise and needs to be part of a substantive approach to engagement with the profession by government and national media. Any substantive engagement with the profession should be developed in association with principal and teacher professional bodies and associations.

Given the well documented challenges faced by school leaders and teachers regarding parent and family behaviour towards school staff, this is one area, where the government could lead an initiative on parental code and conduct. A meaningful campaign could be developed in conjunction with this initiative.

Action 2: Creation of new Australian Teacher of the Year Awards.

The actions proposed will make teachers, school leaders and educators feel more valued by the community.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

NCEC strongly agrees in principle with this action. A range of awards for teachers already exist across the country in a number of formats, categories, and jurisdictions.

While recognition of teaching excellence is important, there are some concerns raised whether this proposed action would have any substantive impact on the status of the profession.

If the Australian Teacher of the Year Awards were to proceed, there is a need for nominations to be selected from jurisdictional finalists. Consideration should also be given to team awards to better reflect the collaborative, team-based approach of teaching.

Action 3: Encourage members of the public to nominate teachers for Medals of the Order of Australia.

The actions proposed will make teachers, school leaders and educators feel more valued by the community.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

This action is somewhat supported. There are some concerns whether this proposed action will have any substantive impact on the status of the profession. While agreeing that teachers who demonstrate the qualities and achievement required should be recognised, there are concerns with linking these awards with teacher profession status.

Action 4: Targets to increase the number of classroom teachers recognized as highly achieving and highly accomplished.

The actions proposed will make teachers, school leaders and educators feel more valued by the community.

- Strongly disagree

- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Rather than targets to increase the number of Highly Accomplished and Lead Teacher (HALT) certifications, a focus on streamlining the process for application rather than meeting quotas is required (see proposed Action 27). More teachers may apply if the process is more accessible and greater clarity is provided in the role of HALTs, including how the role differs from other leadership positions.

The focus of HALT certification is to demonstrate existing leadership and commitment to excellence in teaching rather than raising status. It was questioned whether this action aligns with the purpose and whether the action would be understood and valued by parents and the broader community.

Priority Area 2 – Improving teacher supply

Australian schools are facing unprecedented teacher shortages due to declining numbers of new graduate teachers, increasing demand from a growing student population and an aging teacher and leadership workforce. The actions under this priority area aim to increase the number of students entering Initial Teacher Education (ITE), the number of students completing ITE and the number of teachers staying in and/or returning to the profession.

Introduction

The proposed actions may assist in increasing the supply of teachers over the next five years.

However, there are additional considerations, such as the need for provision of suitable housing in rural and remote areas, permanency of employment, and the availability of programs and initiatives to be made available to all jurisdictions and sectors, rather than simply a jurisdictional focus on government schools and teachers.

Any actions taking to increase the supply of teachers need to ensure that it does not reduce the quality of the qualification and profession.

Action 5: More teaching places at universities in the right subjects and specialisations.

The actions proposed will be effective in increasing the supply of teachers over the next five years.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

This action may assist in increasing the supply of teachers over the next five years. However, there are questions regarding the difficulty of predicting and delivering the “right subjects and specialisations” within a short time frame.

Additional considerations also need to be considered, such as the availability and funding of professional placements in ITE across a range of contexts, the need for provision of suitable housing in rural and remote areas, and permanency of employment. There is particular support for the extension of these opportunities

to early childhood specialties, who have previously received less attention in terms of funding of placements. Any actions taken to increase the supply of teachers need to ensure that it does not reduce the quality of the qualification and profession.

Action 6: 5,000 bursaries worth up to \$40,000 each to help attract our best and brightest to the teaching profession.

The actions proposed will be effective in increasing the supply of teachers over the next five years.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Financial support to attract entrants to the teaching profession is welcome. There is some scepticism whether bursaries will make a significant difference to attracting students to ITE in the immediate term. History has shown that previous bursaries do not necessarily increase numbers or make course more attractive.

The suggested number may be too limited to make any strategic or meaningful change, and the financial support may be better targeted on other areas of need, such as early career teachers.

Any bursaries and initiatives that are provided need to be sector neutral and made available to teachers destined for any education sector, not simply focused on government schools.

Action 7: 1,500 more places in the High Achieving Teachers program to encourage professionals to switch careers to teaching.

The actions proposed will be effective in increasing the supply of teachers over the next five years.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

This action is supported. The expansion of this program beyond secondary schools in the Northern Territory, Tasmania, Victoria, and Western Australia, and in greater numbers, is strongly supported. Scholarships and bursaries in this initiative may be better targeted and more effective than those suggested at Action 6.

Clarity and effective communication are also needed to ensure a better understanding of the difference between High Achieving Teachers and Highly Accomplished and Lead Teachers.

This action more likely to be effective in increasing the supply of teachers over the next five years than some of the other proposed actions in this priority area.

Action 8: Trial new ways of attracting and keeping teachers in the schools that need them most.

The actions proposed will be effective in increasing the supply of teachers over the next five years.

- Strongly disagree
- Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Strongly agree

NCEC strongly supports this action, particularly regarding the development, support, and expansion of programs and initiatives that will provide ongoing benefits to attract and retain teachers in rural and remote communities, for example provision and support for housing, transport, professional, learning, and communication.

Action 9: Prioritise visa processing for qualified teachers and prioritise teachers from State and Territory nominated visa allocations.

The actions proposed will be effective in increasing the supply of teachers over the next five years.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Prioritising visa processing for qualified teachers and for teachers from State and Territory nominated visa allocations should be developed and implemented in the immediate term. NCEC agrees with the extension of 486 Visa to a period of at least four years.

While this action should be prioritised in order to increase the supply of teachers in the immediate term, it must be remembered that many other nations are also experiencing a teacher workforce shortage and Australia will be competing with those nations to attract teachers.

Priority Area 3 – Strengthening Initial Teacher Education (ITE)

ITE plays a critical role in meeting the demand for teachers. Trends in ITE enrolments reflect both the attractiveness of the teaching profession and the impact of higher education policies. The actions under this priority area seek to ensure ITE supports teacher supply and quality.

Introduction

The proposed actions could strengthen ITE and ensure that ITE supports teacher supply and quality. However, consideration needs to be given to the scope of activities to ensure improvement is not hindered by areas outside their scope.

Action 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.

The actions proposed will strengthen ITE and ensure that ITE supports teachers supply and quality.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

While there is strong support to boost graduation rates and ensure teachers are better prepared for the classroom, any implementation must be locally contextualized as it will differ based on the size of the school, type of school and school location. This action needs to include consideration of the pathways into teaching i.e. exploration of different models of university entry.

There needs to be a nationally streamlined approach to Teacher Registration and applications for Permission To Teach, to support the movement of teachers across jurisdictions and the placement of ITE students in schools using internship models.

The support (financial and time) provided by mentors and supervisors should be recognized as an action in supporting early career teachers. Teaching will become more attractive and seen as a challenging and rewarding profession if early career teachers feel well prepared, mentored, and cared for in their formative years.

The action should also address how ITE can improve and sustain high quality teaching through effective professional experience placements. An important issue in 'teacher preparation' is not only the quality, but also the length, and timing of the undergraduate teacher practicum. Many current teaching degrees lack sufficient practicum experiences especially early in their teaching degrees. Early practicums are vital for people not suited to the profession to self-identify or be identified or try something else.

Despite the teacher shortage, it is important that we ensure that there are appropriately talented and committed people who are suited to the profession in classrooms. The scrutiny of entry into teacher training should be rigorous and include interviews and assessments of a person's overall suitability as well as their academic results. The emphasis on literacy proficiency is vital and good to see highlighted.

Additionally, any initiatives implemented by universities must require universities to provide some form of accountability that the funding allocated is being spent on these initiatives. There also needs to be better alignment between schools and universities in building the capacity of young graduates.

Action 11 Recognise previous study, work experience and skills that may be transferable to teaching.

The actions proposed will strengthen ITE and ensure that ITE supports teachers supply and quality.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

There is in principle support to recognise previous study, work experience and skills that are transferable to teaching. Quality teaching and robust teacher qualification requirements need to be key and need to be strongly understood and not eroded. Regulatory Authorities differ across jurisdictions and this needs to be taken into consideration.

Action 12 Co-design actions to attract and retain more First Nations teachers.

The actions proposed will strengthen ITE and ensure that ITE supports teachers supply and quality.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree

- Somewhat agree
- Strongly agree

There is support for this initiative noting that it needs to be done respectfully and in consultation with First Nations communities. However, rolling our First Nations languages into schools can be problematic due to a vast number of different languages/dialects spoken and finding sufficient First Nation teachers to be able to teach the local language. Some schools are already delivering Aboriginal languages in schools.

There needs to be a structured and targeted approach to attracting and supporting First Nations people into the classroom. The final report from the MATSITI program identified that better relationships between stakeholders (DPM&C, DET, AESOC, ACARA, PAI, AITSL, AEU/IEU and ATRA) were required to better support First Nations program participants.

Action 13 All teaching students will undergo an initial assessment of their literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.

The actions proposed will strengthen ITE and ensure that ITE supports teachers supply and quality.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Increasing the number of permitted attempts for LANTITE will neither increase the capacity of the pre-service teacher entering their studies nor remove barriers to entry for students who may not be able to afford multiple attempts – some of whom may be in priority recruitment groups.

Consideration should be given to

- Removing the cost of LANTITE
- Improved resources for the preparation of students to complete the tests
- Increased feedback on unsuccessful test attempts

If students sit the test multiple times before they enrol at university, they will not have the support mechanisms in place either from a school or a university. Universities have good processes to support unsuccessful students, and they focus on helping them to be successful. Additionally, multiple attempts may have the effect of disincentivizing universities to provide the support students need. Allowing students to sit the test unlimited times could be used as a weapon against universities in terms of their academic standards.

Priority Area 4 – Maximising time to teach

In 2018, Australian secondary teachers said they worked an average of 45 hours a week; six hours more than the OECD average of 39 hours a week and an increase of approximately 2 hours from 2013 to 2018. Research has found that teachers spend more time on general administrative tasks per week than teachers across the OECD (4-1 hours versus 2.7 hours). These changes have had significant implications for teachers' ability to plan, with the vast majority of teachers (92 per cent) saying they 'always' or 'frequently' do not have enough time to prepare for effective teaching. The actions under this priority area aim to free up teachers to focus on teaching and collaboration.

Introduction

Some actions proposed to reduce teachers' workloads and ensure they have more time to teach could be effective. However, programs need careful consideration to ensure they do not work against other priorities. For example, treating ITE students like resources to be "used" could work against Priority Areas 1 and 2, attracting people to the profession.

There must be clarity around what elements of a teacher's workload will be reduced, and who will be responsible for this work. The employment of additional workers to handle administrative duties for teachers would require a financial commitment that would need support from the Government to meet.

Action 14 Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.

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

The actions proposed will reduce teachers' workloads and ensure they have more time to teach.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

NCEC supports a cross-sectoral approach to this work. The emphasis on government schools is not supported and is unhelpful to other sectors in moving forward enterprise bargaining agreements and supporting teacher workload. Many low SES Catholic schools could benefit from this funding. The action, while it is an admirable goal, is not clear about what schools are reducing and the industrial impact that may result from the reduction. Modelling the cost of these initiatives will also be prohibitive for our independent Catholic schools as the costs are contained within the school and the school does not benefit from system economies of scale.

While NCEC supports reducing teachers' workload where possible, there are some strong caveats around not reducing student learning outcomes in the process. If teacher workload is reduced by removing some element of the teacher's work, it may ultimately compromise student learning outcomes and may increase costs elsewhere. If the workload is shifted, but not reduced, then it will cause an increase in professional and administrative costs. There can be unintended consequences of reducing teachers' workload. The onus would appear to be on employers to fund the provision of extra staff to complete these activities rather than financial support being offered by Governments to fund these positions.

Streamlining processes through developing reporting templates, providing high-quality digital resources and assessments, and using digital systems is a better approach to the reducing teacher workload.

Action 16 Examine how to support implementation of the national curriculum and literacy and numeracy progressions

The actions proposed will reduce teachers' workloads and ensure they have more time to teach.

- Strongly disagree
- Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Strongly agree

There is strong support for ACARA and AERO to assist jurisdictions and sectors to develop curriculum resources that streamline processes and reduce teacher searching time in schools. This also includes more support for implementing the Literacy and Numeracy Learning Progressions in supporting students' literacy and numeracy needs and providing more granular data to teachers to personalise student learning. Emphasis should also be placed on supporting initiatives that have already been commenced, but yet to be completed such as the Online Formative Assessment Initiative.

Action 17 Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.

The actions proposed will reduce teachers' workloads and ensure they have more time to teach.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

NCEC does not support this action as written. The Australian Government should consult with state and territory authorities both government and non- government as well as teachers, professional bodies, and associations on initiatives. Unions may delay the process which would be counterproductive.

Action 18 Identify the most effective use of initial teacher education students, teaching assistants and other non-teaching staff.

The actions proposed will reduce teachers' workloads and ensure they have more time to teach.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

NCEC does not support this action. Much of this work is already being undertaken by Principals and School leaders and needs to be done at the local level based on the school setting.

Engaging pre-service teachers and having them "optimally deployed to reduce teacher workload" needs to be managed within the purpose of the ITE program. It is important to ensure that this is not perceived 'free labour' to complete school-based administrative duties. The focus of pre-service teacher placements needs to be on preparing them for the role of a teacher and, as such, a pre-service teacher should not be expected to complete duties that are not within the remit of a teacher's workload.

NCEC believes this action could be removed and should be addressed at the local level.

Priority Area 5 – Better understanding future teacher workforce needs

The Australian Teacher Workforce Data (ATWD) initiative is building data on teacher supply by connecting

initial teacher education data and teacher workforce data from across Australia. However, there is no national approach to understanding teacher workforce needs. The actions under this priority area aim to better understand future teacher workforce needs, including the number of teachers required.

Introduction

Action 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.

Action 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.

How effective are the proposed actions in forecasting teacher workforce needs?

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

The timing and key steps proposal is a positive outcome. However, care must be taken on the accuracy of data. Teacher registration does not always indicate preparedness to teach. Some registered teachers are inactive, others hold registration for the purpose of employment in school offices. The accuracy of data on current classroom teachers needs to be the priority for this piece of work.

This action is missing an understanding of demand and data on graduating teachers. In terms of demand, more data needs to be obtained at regional levels on what we need for each area. Equally, a cross-sectoral study on retention in difficult-to-place specialist areas needs to be undertaken.

The Australian Teacher Workforce Data initiative has already provided considerable insights into the pipeline of teachers. While some jurisdictions have promoted engagement with the survey, the inconsistency across Australia means that the data is not as fulsome as it could be. The future releases of the ATWD and the ability for sectors and employing bodies to access and analyse data to inform their own specific workforce strategies is a significant change. There should be greater support across sectors nationally for all teachers to complete the ATWD.

Data on the supply of ITE graduates need to include reasons for attrition. At present, there is insufficient visibility over the reasons why so many ITE students do not complete their qualifications and go on to seek employment in a school. A national, consistent data collection to understand attrition could be beneficial.

Whatever data is collected needs to be of high quality with clear standards.

Action 21 Establish a National Quality Framework to guide Teacher Regulatory Authorities in teacher accreditation and ensure nationally consistent standards for initial teacher education.

Action 22 Prioritise conditional or provisional registration to increase the supply of teachers.

How effective are the proposed actions in forecasting teacher workforce needs?

- Strongly disagree

- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

There needs to be a smoother flow of teachers between Australian jurisdictions. At present, it is time consuming and costly for a teacher to transfer their registration from one state to another. There is strong support for the mutual recognition of teachers.

A National Framework for Teacher Registration should also consider a national streamlining of applications for Permission To Teach (PTT), to ensure that all jurisdictions are provided with the same level of access to this temporary registration. Any PTT application needs to have rigour and be consistently applied across jurisdictions.

There are ongoing issues with overseas teachers. Consider a clear and direct online information service with links to teacher registration boards that is clear. Issues surrounding visas must be managed – this is both in relation to the need to advertise the position for 6 weeks and the type of visa (which often does not allow termination if the teacher is not suitable).

Priority Area 6 – Better career pathways and support for teachers

Recent reviews and reports have found there are limited career opportunities for teachers to be recognised without moving into school leadership or education authority positions. Improving career progression opportunities may increase the attractiveness of teaching to people and recognises the contribution of experienced teachers. The actions under this priority area aim to improve teacher career pathways, including through streamlining the process for Highly Accomplished and Lead Teacher (HALT) accreditation, and providing better professional support for teachers.

Introduction

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.

The proposed actions will provide a clear and progressive career pathway for teachers and better support.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

It was noted by all participants that there is already data on why teachers leave that was undertaken by the ATWD. Again, the benefit of the ATWD was seen as beneficial and worthy of comment in this section and future actions should ensure they are not duplicating previous work.

Further investigation to understand why non-teachers career change would be useful to inform the promotion of teaching. The inflexibility of practicum placements for mature career changes was noted as an issue that needs to be addressed.

The addition of evidence to understand why school students want to pursue areas like law and medicine over

teacher would be beneficial.

This action would also fit in priority area 5.

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

The proposed actions will provide a clear and progressive career pathway for teachers and better support.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Overall, this proposed action is unclear. The Australian Professional Standards for Teachers reflect potential career progression through the change from Graduate to Proficient, Highly Accomplished and Lead Teacher career levels.

Any actions that detract from HALT certification is at odds with Priority Area 4 (HALT Certification target).

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

The proposed actions will provide a clear and progressive career pathway for teachers and better support.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

There was support for this action though noted that there needed to be time and resources to action this. A tool in and of itself will not make change. There is a further opportunity for the tertiary sector to provide short courses on coaching and mentoring to further develop this capacity.

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.

The proposed actions will provide a clear and progressive career pathway for teachers and better support.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

There was support for this action but a question as to how it would address the teacher shortage. This should be incorporated into ITE.

27. Streamline HALT accreditation processes to make it less burdensome for teachers to be accredited and incorporate recognition of equivalent qualification and certification processes.

The proposed actions will provide a clear and progressive career pathway for teachers and better support.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

A specific cross-sectoral working party would be helpful to meet this goal. There are only a small number of HALT teachers nationally, to investigate centres of success and scale these models. Further clarity needs to be provided on the link between HALT and leadership. A formal leadership position ought not to be a requirement of HALT. It should be more encouraging for teachers to remain in the classroom.

A national approach to the certification of HALT should be taken to ensure that all jurisdictions are offered the same level of access to certification and there is clarity over what a HALT does once they have received certification. NCEC supports the development of a national framework to provide this consistency.

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

The proposed actions will provide a clear and progressive career pathway for teachers and better support.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

There is too much variance between states and territories on qualifications at the certificate level. A reasonable amount of regulation should be maintained around micro-credentialing to ensure high standards.

Strong support was given for QTR and the potential to expand, but clarification needs to be given as to where the allocated \$10 million is going. This initiative needs to have a firmly structured timeframe and run sectors and jurisdictions. The Catholic sector is keen to engage on this work.