

Summary of key actions

Elevating the profession	
Objective: To recognise the value teachers bring to students, communities and the economy.	
Actions	Timing and key next steps
<p>1. A targeted national campaign to raise the status and value the role of teachers.</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>
<p>2. Creation of new Australian Teacher of the Year Awards.</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 include First Nations, rural and remote, and Inclusive Education Teachers.</p>	<p>The inaugural Australian Teacher of the Year Awards to be held in late 2023.</p>
<p>3. Encourage members of the public to nominate teachers for Medals of the Order of Australia.</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>
<p>4. Targets to increase the number of classroom teachers recognised as high achieving and highly accomplished.</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</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>

<p>work will determine equivalent programs, such as the Teaching Excellence Program in Victoria and Best in Class Program in NSW. New HALT specialisations will also be trialled in areas including mathematics and classroom management.</p>	
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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	Timing and key next steps
<p>5. More teaching places at universities in the right subjects and specialisations.</p> <p>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>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>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>Additional CSPs will be provided in 2023 and 2024.</p> <p>NSW and Victoria to complete commissioning work in 2023. From 2024, places will be informed by demand data.</p> <p>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>
<p>6. 5,000 bursaries worth up to \$40,000 each to help attract our best and brightest to the teaching profession.</p> <p>The Australian Government will provide \$56.2 million to offer bursaries of \$40,000 per student for undergraduate 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). 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.</p>	<p>The Australian Government Department of Education will develop the three program streams in 2022 and 2023, including program design, consultation and marketing activities.</p> <p>Work will be undertaken to reduce overlap with existing state and territory scholarships.</p>
<p>7. 1,500 more places in the High Achieving Teachers program to encourage more professionals to switch careers to teaching.</p> <p>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.</p>	<p>See Action 8.</p>

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<p>8. Trial new ways of attracting and keeping teachers in the schools that need them most.</p> <p>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. 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 and Goldfields education regions, providing greater access to travel for recreational leave.</p>	<p>Jurisdictions and sectors interested in participating in the trial will work with the Australian Government to commence pilots in the second half of 2023.</p>
<p>9. Prioritise visa processing for qualified teachers and prioritise teachers from State and Territory nominated visa allocations.</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 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>

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Actions

Timing and key next steps

The Australian Government will work with State and Territory governments to make sure this information points to opportunities in their jurisdictions.

The Department of Home Affairs continues to provide priority processing for skilled visa applications in the education 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.

Strengthening initial teacher education

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

Actions	Timing and key next steps
<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>The Panel and its Terms of Reference were announced by the Australian Education Minister on 22 September 2022.</p> <p>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.</p> <p>The Australian Government will present the findings of the Teacher Education Expert Panel to Education Ministers by June 2023.</p>
<p>11. Recognise previous study, work experience and skills that may be transferable to teaching.</p> <p>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 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>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 AESOC by mid-2023 for application in 2024.</p>
<p>12. Co-design actions to attract and retain more First Nations teachers.</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</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:</p>

Strengthening initial teacher education

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Actions	Timing and key next steps
<p>Aboriginal and Torres Strait Islander Teachers Initiative' (MATSIIT) 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>	<ul style="list-style-type: none"> • the Aboriginal and Torres Strait Islander Education Advisory Group (ATSIAG) • the Secretariat of National Aboriginal and Islander Child Care (SNAICC) • the National Aboriginal and Torres Strait Islander Principals Association (NATSIPA) • the Coalition of the Peaks.
<p>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.</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 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"> • increasing the number of permitted attempts at the Literacy and Numeracy Test for Initial Teacher Education (LANTITE); • 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). <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>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 nationally consistent guidelines for teacher training and accreditation.</p>

Maximising the time to teach

Objective: To improve retention and free up teachers to focus on teaching and collaboration.

Actions	Timing and key next steps
<p>14. Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher’s time.</p> <p>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. The effectiveness and cost of pilots will be evaluated to inform suitability for broader application across interested 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>
<p>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. Some examples of the system level strategies implemented by jurisdictions include:</p> <ul style="list-style-type: none"> • The Schools Administration System in the Australian Capital Territory which helps to reduce teachers’ workloads, including common reporting templates and digital roll marking. • 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. • 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. • 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 administration. Western Australia has introduced a number of measures to maximise time to teach, including: <ul style="list-style-type: none"> ○ providing additional flexibility and consideration for the provision of time off based on additional hours worked ○ 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 	<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>

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Actions	Timing and key next steps
<ul style="list-style-type: none"> ○ reducing administrative red tape, including performance management and improvements to staff transfer arrangements. ● 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. <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>16. Examine how to support implementation of the national curriculum and literacy and numeracy progressions</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>17. Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.</p> <p>States and territories, non-government school authorities and teachers' unions will be consulted on the development of the workload impact assessment.</p>	<p>The Australian Government will consult on the development of the assessment in the first half of 2023.</p>

Maximising the time to teach

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Actions	Timing and key next steps
<p>18. Identify the most effective use of initial teacher education students, teaching assistants and other non-teaching staff.</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>

Better understanding future teacher workforce needs

Objective: Improve the information available for teacher workforce planning.

Actions	Timing and key next steps
<p>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.</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>
<p>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.</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>
<p>21. Establish a National Quality Framework to guide Teacher Regulatory Authorities in teacher accreditation and ensure nationally consistent standards for initial teacher education.</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>
<p>22. Prioritise conditional or provisional registration to increase the supply of teachers.</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>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.</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>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>

Better understanding future teacher workforce needs

Objective: Improve the information available for teacher workforce planning.

Actions	Timing and key next steps
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.	

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Better career pathways to support and retain teachers in the profession

Objective: 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.

Actions	Timing and key next steps
<p>24. Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.</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>25. Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.</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 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.</p>	<p>AITSL will provide draft national guidelines for consultation by mid-2023.</p>
<p>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.</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>	<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.</p>

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Actions	Timing and key next steps
<p>27. Streamline HALT accreditation processes to make it less burdensome for teachers to be accredited and incorporate recognition of equivalent qualification and certification processes.</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>	<p>AITSL will provide advice to EMM by the end of 2022.</p>
<p>28. Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.</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>