



**KATY GALLAGHER MLA**

MINISTER FOR EDUCATION AND TRAINING  
MINISTER FOR CHILDREN, YOUTH AND FAMILY SUPPORT  
MINISTER FOR WOMEN    MINISTER FOR INDUSTRIAL RELATIONS

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MEMBER FOR MOLONGLO

Mr Luke Hartsuyker MP  
Chair  
House of Representatives Standing Committee on Education and Vocational Training  
Parliament House  
Canberra ACT 2600

Dear Mr Hartsuyker

Thank you for your letter of 18 February 2005 seeking a submission from the ACT Government to the National Inquiry into Teacher Education being conducted by the House of Representatives Standing Committee on Education and Vocational Training.

There has been extensive work in the ACT on matters similar to those referred to the Committee. I have enclosed a copy of the ACT Standing Committee on Education report, *Teaching in the ACT: Shaping the Future*, which addresses many of the issues raised by the Committee's Terms of Reference.

My department has also prepared the attached initial response to Term of Reference 10 - 'Examine the construction, delivery and resourcing of training provided to teachers already in the workforce.' The departmental contact officer is Mr Michael Bateman, Director, Human Resources. He can be contacted by phone on 6205 9203 or email at [michael.bateman@act.gov.au](mailto:michael.bateman@act.gov.au).

I have asked the department to expand on this initial response during the Committee's Canberra hearings, to respond to any further questions and contribute general views on aspects of the inquiry.

As Chair of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), I would also like to draw to your attention the following MCEETYA reports as relevant to the Committee's inquiry:

- Teachers for the Future – the Changing Nature of Society and Related Issues for the Teaching Workforce
- Mapping Pre-Service Teacher Education Practices
- National Framework for Professional Standards of Teaching.

These reports are yet to be approved by MCEETYA and would not be available to the Committee until after the next MCEETYA meeting in mid May. Please contact Mr Chris Thomson by phone on 03 9637 2941 or email at [thomson.christopher.a@edumail.vic.gov.au](mailto:thomson.christopher.a@edumail.vic.gov.au) if the Committee wishes to receive copies of the above reports.

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I look forward to hearing further about the Committee's progress on this vital issue.

Yours sincerely



Katy Gallagher MLA

Minister for Education and Training

14/4/05

**ACT Department of Education and Training**  
**Submission to the Inquiry into Teacher Education**

Comment on term of reference No10: 'Examine the construction, delivery and resourcing of training provided to teachers already in the workforce'.

The professional development of teachers currently employed in the ACT government school system occurs at several levels to ensure that systemic, school and individual needs are being appropriately met and aligned with educational outcomes. This approach enables training to cater for planned initiatives as well as responding to the constantly evolving demands of teaching.

The framework for teacher training has been formally established through recent and consecutive certified agreements. Such a process has ensured that an agreed framework is clearly established and thus providing the mechanism for driving professional development within the ACT education system.

At an individual level each teacher is required to have a personal professional development plan in place annually. This program is intended to keep the professional development and education of each individual teacher a vital and active process that responds to the needs of the student environment as well as being aligned to school and system educational priorities. Additionally, it encourages collegiate support and mentoring that complements formal training. The collective certified agreement details the required amount of development and education that each teacher is to undertake throughout the course of a school year. Importantly the certified agreement specifies and commits to increased development support for beginning teachers in recognition of their learning needs in the early phase of their teacher employment.

At a school level, there will be educational outcomes identified as part of their annual business planning processes. This enables each school to give priority to its teacher education activities based on the pre-service and current skills of teachers and the educational needs of its student community. The priorities identified through individual development plans assist in establishing teacher education activities required at each school. The department provides resources to each school to support each school's educational activities on the basis of the number of student enrolments and the identified student learning needs. These resources include the provision of financial support for staff development and funding of relief staffing arrangements. Importantly the system encourages clusters of schools to establish 'communities of learning' to enable sharing of experiences and better resource shared learning needs.

At a system level there are a range of initiatives in place to support the ongoing maintenance and development of teacher education. There are several drivers at the system level: the national requirements for the teacher profession, government educational priorities and certified agreement commitments. The department has also been informed by the developments to the teacher profession that have emerged at the national level, particularly in the area of teacher recruitment. The flow on from the standards required in the department's teacher recruitment has helped to inform the development needs of our beginning teachers. Similarly government priorities have meant that there is a range of sectoral and curriculum initiatives that drive teacher education activities across the system. These areas include: literacy and numeracy; information and communication technology; review and renewal of curriculum and associated support; academic and vocational registration within our college system; and partnerships with tertiary institutions on specific professional development initiatives. The current and recent certified agreements have embedded professional development into the operations of our education system. There have been ongoing commitments to: central learning funds; specified number of training days, with increased amount for the first three years of employment; the maintenance of a professional development program requiring individual plans for each teacher.

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