



**ATTRACTING, DEVELOPING AND RETAINING
EFFECTIVE TEACHERS**

**UPDATE OF COUNTRY BACKGROUND REPORT
FOR AUSTRALIA**

Prepared for the Australian Government

By the Australian Government Department of Education, Science and Training

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ATTRACTING, DEVELOPING AND RETAINING EFFECTIVE TEACHERS UPDATE OF COUNTRY BACKGROUND REPORT FOR AUSTRALIA

Cover page

The Commonwealth Government is now known as the Australian Government (page i). This update of the Country Background Report has been prepared by the Australian Government Department of Education, Science and Training (DEST).

Verso Title page

The ISBN for the original report should read 0 642 77346 7 not 0 642 77345 9.

Executive Summary

The Commonwealth Government Quality Teaching Programme (CQTP) referred to at page iii, at paragraph 20 of Section 2 (page 6) and paragraphs 215-224 of Section 3.5.2 (pages 62-63), is now known as the Australian Government Quality Teacher Programme (AGQTP). Following the Australian Government Review of Teaching and Teacher Education (see Section 3.5.5 below), the Government will consider how the Programme may be utilised to address additional areas of identified need.

Consideration is also being given as to how the Programme can in the future best respond to the Government's identified agenda for schools (see Section 1.2.2 below). An announcement is expected shortly. Further information will be available at www.qualityteaching.dest.gov.au

The Australian Government is providing \$82.4 million for the programme over the period 2003 – 2005. Of this amount, \$51 million will be used to provide opportunities for teacher professional development and the remainder will be used for strategic national projects which involve a range of different activities, including research, investigation and evaluation of teacher and teaching related issues, the establishment of a National Institute for Quality Teaching and School Leadership, and the Australian Government responses to the Review of Teaching and Teacher Education.

Executive Summary, Section 3.2 Pre-Service Teacher Education and Eligibility to Teach, Section 3.5.3 Towards a National Framework for Professional Standards, Section 4.4 Career-Long Development: Defining Standards, Affirming Quality

The National Framework for Professional Standards for Teaching is referred to at page iv, paragraphs 170 (page 47), paragraph 226 (page 65) and 254 (page 74). The Framework was endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2003. In summary, the Framework provides the "basis for agreement on and consistency around what constitutes quality teaching and enables and facilitates the articulation of the knowledge, understandings, skills and values expected of teachers through the development of standards at the local level." The Framework has State, Territory and the Federal Education Minister's endorsement. A consultation process to discuss the National Framework for Professional Standards for Teaching is to be held with key education stakeholders, including teacher registration authorities and teacher professional associations. A Framework information kit may be developed for the use of educational jurisdictions within Australia. It is expected that groups such as employers and professional associations, who are undertaking or will undertake work on standards for teaching, will recognise the imprimatur that the National Framework has and refer to it as a guide and key point of reference.

http://www.curriculum.edu.au/mctyapdf/national_framework.pdf is the site for further information about the Framework.

Executive Summary, Section 3.5.5 Committee for the Review of Teaching and Teacher Education, Section 4.3 Pre-Service Education of Teachers

The Australian Government 'Review of Teaching and Teacher Education' is referred to at page iv, in section 3.5.5 (page 69) and at paragraph 252 of section 4 (page 73). The Final Report of the Review, *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics*, was released in October 2003. The final report is presented in three volumes: an Agenda for Action, a Main Report and Background Data and Analysis. The Australian Government is expected to shortly

announce its response to the recommendations of the Review, the final report of which has also been sent to State and Territory Ministers of Education for consideration. Further information about the Review is available at <http://www.dest.gov.au/schools/teachingreview/default.htm> on the Review website.

Section 1.1 The country and its people

A Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Teacher Quality and Educational Leadership Taskforce (TQELT) report is referred to at paragraph 8 (page 3). The final version of this report, 'Demand and Supply of Primary and Secondary School Teachers in Australia' (also known as the third national report or the '2002' Report), has been published at <http://www.curriculum.edu.au/mceetya/public/demand.htm> on the MCEETYA website.

MCEETYA TQELT has also commissioned a study on '*The Changing Nature of Society and Related Issues for the Teaching Workforce*'. The project will investigate teacher employment in relation to notions of work and career, and teacher professionalism in relation to preparing and developing quality teachers. The project will inform the development of advice to policy makers and employers about strategies for attracting, retaining and regaining quality teachers, as well as approaches to working with new generations of teachers.

Section 1.2 Schooling and Overall Direction of School Policy

'Substantial Commonwealth funding' to State and Territory Government and non-government education authorities is referred to at page 4 of this section. The Australian Government will provide \$31.3 billion in funding for Australian schools over the next four years, 2005-2008. This is an increase of \$8 billion over the current quadrennium and is the largest ever commitment by an Australian Government to schooling in Australia. A key element of the new quadrennium schools funding package is a greatly enhanced performance framework for Australian Government funding. This flows from the National Education Framework for Schools agenda (see below). The performance framework will be strengthened to ensure the provision of meaningful information to parents, support for the professional standing of teachers, national consistency in schooling and the creation of safer schools. Legislation will be introduced into the Australian Parliament in mid 2004 to give effect to the package from January 2005. Further information about the quadrennium funding is available at http://www.dest.gov.au/ministers/nelson/mar_04/n639110304.htm

Section 1.2.2 Schools and student enrolments, Section 1.2.3 Current trends in policy and practice

The school starting age referred to at paragraph 28 (page 7) and many of the trends at paragraph 39 (pages 10-11) are among elements of Australian schooling presently under consideration by the Australian Government in its National Education Framework for Schools (NEFS). The 'Taking Schools to the Next Level-the National Education Framework for Schools' (the NEFS discussion paper) had its genesis in the November 2003 announcement by the Australian Government Minister for Education, Science and Training of the ten-point national agenda for schooling. This agenda is a platform for taking schools to the next level and making Australian schooling even better, focusing on the need to strengthen all schools by:

- supporting the professional standing of teachers.
- attracting the best people to become teachers.
- ensuring national consistency in schooling.
- giving schools autonomy to meet community needs.
- ensuring all schools are performing well.
- providing meaningful information to parents.
- focusing on the values that young people need.
- creating safe school environments.
- accelerating Indigenous education outcomes.
- ensuring seamless transitions from school to work or further education.

A nationwide consultation has begun to seek the views of parents on a number of issues raised in the discussion paper. These will inform and guide key aspects of national school education policies. Further

information about the NEFS can be found at <http://nefs.dest.gov.au/minister.htm> and at <http://nefs.dest.gov.au/> on the DEST website.

The ‘middle years of schooling’ referred to at paragraph 34 (page 9) of this section also includes a middle schooling element in South Australia.

Section 2.2 Gender Profile, Section 2.4 Teacher ‘fit’ to sector

The profile of teaching is referred to at paragraph 46 of section 2.2 (page 13) and at paragraph 64 of Section 2.4 (page 19). In March 2004, the Australian Government introduced into the Australian Parliament legislation to amend the Sex Discrimination Act [The Sex Discrimination Amendment (Teaching Profession) Bill 2004]. The Bill is an initiative to address a significant issue in Australian education, namely, the shortage of male teachers and of male role models for boys and girls in schools. It facilitates this by permitting the “offering of scholarships for persons of a particular gender in respect of participation in a teaching course, in those situations where the purpose is to redress a gender imbalance in teaching.” This is intended to help attract more men into teaching.

This is one of a number of elements implemented or being developed by the Government to either support male teachers or to improve the education of boys: for example the provision of almost \$6 million for boys’ education, including the Boys’ Lighthouse Schools project; a mentoring project for male teachers and, through MCEETYA, a review of the Gender Equity Framework for schools. Further information about the Lighthouse Programme can be found at <http://www.dest.gov.au/schools/boyseducation/default.htm> on the DEST website.

Arising from its participation in this OECD Education Activity, the Australian Government will also consider the policy implications, international trends and best practice arising from its 2004 participation in the Netherlands Council of the Education Labour Market survey on trends in the teaching workforce, which seeks to explore gender balance, particularly in relation to male teachers in the teacher workforce, including in primary education.

Section 2.6.2 Remuneration, entitlements and classifications

Information on current salaries is available at www.gradlink.edu.au on the Graduate Careers Council of Australia website.

Section 2.9.2 Supply Issues

Teacher recruitment and the promotion of teaching as a career are referred to in Box 3 (page 31). Websites of education authorities in Australian States and Territories have further information on these initiatives. Refer to <http://www.dest.gov.au/schools/authorit.htm> for a list of these websites. The Review of Teaching and Teacher Education referred to in the Executive Summary (page iv) above also details some initiatives in these areas.

Section 2.9.5 A note on principals

A ‘national principals’ institute’ is referred to at paragraph 117 (page 34). In July 2003 the Australian Government announced that it would provide an initial \$10 million to establish a National Institute for Quality Teaching and School Leadership (NIQTSL). The NIQTSL initiative is premised on the knowledge and understanding that excellent teaching and leadership are significant factors in producing highly effective schools that improve student-learning outcomes. It is expected the NIQTSL will play an important role in enhancing the quality and status of the teaching profession and it is to be managed by the profession for the profession. Extensive consultations with the profession and other interest groups have been completed and preliminary recommendations regarding the Institute’s establishment are under consideration. It is anticipated the Government will shortly announce interim governance arrangements for the NIQTSL. It is the Government’s intention that stakeholders with an interest in improvement in the educational outcomes of Australia’s students will have an opportunity to work in partnership with the NIQTSL.

Section 2.11 Changes Affecting Teachers' work

Registration Boards and Institutes of Teaching are variously referred to at paragraphs 123 (page 35), 188 (page 55), 227 (page 66) and 230-231 (pages 66-67). Many of these organisations have an online presence, obtainable on application through the websites of education authorities in Australian States and Territories at <http://www.dest.gov.au/schools/authorit.htm>

Section 3.1 Attraction to Teaching. Why People Choose a Career in Teaching

The study referred to at paragraph 137 (page 38) is the '*Career Change Entrants to Teaching Project*'. It examined current Australian and overseas practice in attracting, training and retraining career change entrants to teaching. It is intended that the report findings will be shared with Australia's State and Territory employing authorities, both government and non-government, as well as teacher preparation institutions, to ensure that identified best methods for preparing and recruiting career change entrants are widely disseminated.

Section 3.5.1 Scope of provision and Section 3.5.4 The self managing, self-governing school...

'Leadership' is referred to at paragraphs 203 (page 58) and 239 (page 69). The 'development and implementation of professional standards for teachers and school leaders' has been included in the priority areas for Australian Government Quality Teacher Programme (referred to at Executive Summary, page iii above). 'Leadership' has also been referred to in the context of the National Institute for Quality Teaching and School Leadership (referred to at Section 2.9.5 above).

Section 4.3 Pre-Service Education of Teachers

The Australian Government Review of Higher Education (AGRHE) is referred to at paragraph 248 (page 72). This Review has now been completed. Further information on the AGRHE is available at <http://www.backingaustraliasfuture.gov.au/review.htm> on the DEST website.

Bibliography

'ABS (2001b)' (page 84): A later edition of '*Schools Australia*' has been published (Australian Bureau of Statistics, 2004, *Schools Australia 2003*, Catalogue number 4221.0, Canberra). See www.abs.gov.au for further information.

'MCEETYA TQELT 2003, preliminary analysis, unpublished data...' (page 91): The final version of this report, 'Demand and Supply of Primary and Secondary School Teachers in Australia' (this is the third national report or the '2002' Report), has been published at <http://www.curriculum.edu.au/mceetya/public/demand.htm> on the MCEETYA website.

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