



**INDEPENDENT EDUCATION UNION
OF AUSTRALIA**

Submission to Senate Inquiry:

*Teaching and learning - maximising our
investment in Australian schools.*

October 2012

1. The Independent Education Union of Australia (IEU) welcomes the opportunity to respond to the Australian Senate inquiry: *Teaching and learning - maximising our investment in Australian schools*.
2. The IEU is a federally registered union representing over 70,000 members nationally. The IEU covers teachers and education support staff in the non-government school sector, and teachers employed in early childhood education settings such as long day centers, pre-schools and specialist early intervention services.
3. The IEU has a strong commitment to equity and supports policies and programs that provide systemic and systematic practical strategies for enhancing the professional experience and working life of its members.

Quality Teaching – IEU principles and policy

4. A high quality teaching profession is integral to the achievement of high education outcomes for Australia’s children and young people.
5. The IEU believes that high quality teaching is underpinned by an holistic and comprehensive set of elements. These key elements form the basis of the IEU’s *Framework for Quality Teaching*.
6. The framework is based on the central principle that the development and support of high quality teaching is the responsibility not only of teachers individually and as a profession, but of schools, systems and governments.
7. The IEU believes that ‘maximising our investment in Australian schools’ can only begin to occur when a holistic approach is taken to supporting quality teaching and hand in hand with such policy settings are the necessary resources to develop and sustain quality education in the classroom and across schools.
8. The IEU commentary on the matters of reference outlined by the Senate Committee are made through the lens of a framework that includes building quality teacher capacity; quality career pathways and quality learning environments.

Building quality teacher capacity

9. Building quality teacher capacity requires comprehensive, systematic and sustained focus and support in essential areas such as :
- Development and refining of the Skills and Knowledge necessary for the highly complex work of teaching, including curriculum design and implementation, assessment, pedagogy, and leadership
 - Ongoing access to quality and relevant Professional Learning
 - Comprehensive Preservice Training
 - Well resourced and supported Beginning Teacher Induction Programs and Mentoring
 - School structures that support professional learning teams and access to cutting edge educational research and support.

Quality Career Pathways

10. Central to developing and sustaining quality teaching is the access to quality career pathways, which acknowledge and support the complex nature of the work undertaken by the teaching profession. Essential in supporting quality career pathways are such factors as :
- Supporting an integrated Career Pathway
 - Attracting Quality Applicants
 - Retaining Experienced Teachers
 - Quality Training and Professional Development
 - Developing a relevant and meaningful Framework of Standards
 - Professional remuneration, including recognising Accomplished Teachers
 - Supporting Leadership

Quality Learning Environments

11. The capacity of teachers to provide quality learning environments for students does not sit in isolation from the resourcing and enabling structures which are the responsibility of schools, systems, and governments. It is crucial that teachers are adequately supported in their work through the provision of key enabling factors

such as :

- Adequate levels of resourcing and support
- Adequate levels of staffing and workforce development to meet the full needs of all students, including the employment and development of a broad range of occupational specialist groups working in schools and support services
- Flexible classroom environments appropriate for individualised learning and school structures that enable professionals to work in teams
- Fair and reasonable workload agreements, including adequate time release from face to face teaching, appropriate class sizes, access to and time for professional learning activities and reduced administration duties
- Comprehensive strategies to tackle inequity, particularly for Indigenous, disadvantaged and special needs students
- Adequate Interagency Support

Context – Previous Inquiries

12. There have been many parliamentary Inquiries held over the last twenty years which go to the heart of the issues pertinent to this Inquiry. The Australian government has also commissioned research work into quality teaching and learning, quality and equity in schooling and the effectiveness of schooling in accord with the National Goals of Schooling. These have produced scholarly reports based on quality research, guided by Committees broadly representative of the education community. Other similar national Inquiries and consultations have been held by bodies such as HREOC and SCSEEC/MCEEDYA/MCEETYA. The body of work from this Australian research and their recommendations should also guide the deliberations of this Inquiry.
13. The IEU notes the following as examples of substantial work from previous Inquiries which would be relevant to this Inquiry:
 - *National Review of Education for Aboriginal and Torres Strait Islander Peoples 1994*
 - *Senate Inquiry into Early Childhood Education 1996*
 - *Senate Inquiry into The Status of Teachers 1997*
 - *HREOC Inquiry into Rural and Remote Education 1999*
 - *Learning Lessons – An Independent Review of Indigenous Education in the*

Northern Territory 1999

- *House of Representatives Standing Committee Inquiry into the Education of Boys 2000*
- *Senate Inquiry into Vocational Education in Schools 2002*
- *Senate Inquiry into the Education of Students with Disabilities 2002*
- *Review of Teaching and Teacher Education, Young People, Schools and Innovation 2003*
- *Senate Inquiry into Indigenous Training and Employment Outcomes 1999*
- *MCEETYA and DEST commissioned research on Education Workforce Planning from the mid 1990s to the present.*
- *House of Representatives Inquiry into Teacher Education 2005*
- *National Inquiry into the Teaching of Literacy 2005*
- *Senate Inquiry into the Academic Standards of School Education 2007*

14. The IEU believes that the Committee should undertake a comprehensive audit of the reports and recommendations from parliamentary Inquiries and commissioned research over the last two decades which have terms of reference relevant to this Inquiry.
15. Such an audit would give insight into whether well-founded recommendations by serious researchers have been implemented and whether they have made a difference to teaching and learning outcomes. This would be a valuable service to the education and broader community and would provide a thoughtful and cautionary foundation for any recommendations the Committee might make.

Adequacy of Tools – The Value of Education Research to Inform Public Policy and Ensure Effective and Excellent Classroom Practice

16. Brian Doig from Deakin University's Faculty of Education believes the information from international and national surveys needs to be reworked into reports for the classroom which are timely, relevant and in a language both teachers and pupils can understand (media release 26/4/07)
17. Doig reviewed TIMSS and PISA, the Basic Skills Testing Program in NSW, the Developmental Assessment Resource for Teachers (DART) program from Victoria and national assessment from England and Wales.
18. He wanted to see if the information in these reports was able to be fed back into the classroom so it could improve parental understanding and teaching practice. "An

enormous amount of time and money goes into these programs and one of the justifications for this effort is that they provide parents and teachers with information that they can use.”

19. In relation to TIMSS, Doig noted *“there is a double constraint. Both the students and curriculum are sampled, reducing the possibility of feedback with real impact. That said, my re-analysis showed that with a bit of tweaking, results of student assessments can be presented meaningfully.*
20. He goes on to report that in Wales, the assessment data were reworked for classroom use and as a result assisted teachers in identifying issues in their classrooms. *“The Welsh Education office was prepared to pay for something that teachers could use. Until we are prepared to do the same, the millions of dollars spent on these assessment programs, by and large, is being wasted.”*
21. The IEU supports Brian Doig’s contention that the fundamental importance of such national and international educational surveys is to inform quality teaching and learning in the classroom. If they do not do this, then they represent a significant investment of funds with little capacity to support quality teaching and learning.
22. *“Australia’s Teachers: Australia’s Future – Advancing Innovation, Science, Technology and Mathematics”* the main report from the Federal Government’s commissioned initiative, the Review of Teaching and Teacher Education (2003) has set out some key areas – highlighted by the outcomes from TIMSS and PISA - for the whole of schooling in which renewed efforts are needed to improve learning outcomes. (p192) These include the following:
 23. • *Further extending the range of early childhood education facilities, developing collaborative national strategies and investing more in programs attuned to laying foundations from the beginning of schooling and in pre-school for scientific, mathematical and technological literacies;*
 24. • *Focusing expertise, material resources, community effort and cross sectoral policies on the two groups most at risk of underperforming: Indigenous students and students from low socioeconomic backgrounds – in addition, the reading competence of some boys requires special attention;*
 25. • *In both initial education and professional development programs, and regardless of discipline, ensuring greater teacher understanding of constructivist learning and equipping teachers with the competencies to manage learning which is both student-centred and focused on definite outcomes;*
 26. • *Providing more support and publicity to collaborative programs involving schools, universities and TAFE colleges and industry, to give students concentrated learning*

experiences in the uses and real-life application of science, technology and mathematics and other subjects;

27. • *Strengthening and extending procedures for monitoring, evaluating and reporting learning outcomes.*

Adequacy of Tools – ICT

28. Information Technology (IT) has changed the nature of schooling and education in Australia providing benefits and challenges for students, teachers and support staff alike.
29. Many systems and schools are aware of research that indicates significant improvements in student learning when IT is combined with appropriate teaching and learning methods to produce information literate students. The same systems and schools are under parental and community pressure to incorporate the new technologies into their school programs and educate students in the appropriate use of current and emerging technologies given that IT is a basic tool within most if not all work environments. As a consequence, schools and systems have developed technology policies and programs to meet demands. This is to be welcomed but the introduction of IT into schools to this point has been fragmented and under resourced.
30. Information Technology is expensive but as schools become saturated with this technology the cost of equipment is far less than the cost of supporting the use of this equipment across the curriculum spectrum. Schools and systems have recognised that IT is not a one-off cost, but an ongoing high demand budget item for hardware, technical support, and for training and professional development. As such, the issue of equity of access to IT for all students and teachers, in all types of school systems, becomes of grave concern.
31. The introduction and use of IT into schools has been characterised by a neglect of training, professional development, technical support and occupational health and safety information, leaving experienced teachers and support staff with feelings of inadequacy. As younger teachers and support staff who have grown up with the technologies and systems that permeates society replace the aging school educators and support population, the need to continue and increase the level of

support has increased. Schools have, in the main, either employed specialized staff to cope with the influx of technologies in the school and develop IT policies and programs or have relied on a system wide approach to develop these.

32. Where initially the introduction of new technologies in schools had caused an increase in stress for the school employees through a lack of understanding and knowledge, the emerging concern is around safety and the appropriate use of the technologies in a professional capacity.
33. There is growing concern among teachers and other school staff about the issues relating to Information Technology and its implementation in schools. As schools provide teachers with personal devices that allow the school community to be in constant contact with the teacher and each other boundaries have become blurred.
34. Where once students left the school at the end of the day and were not seen until the next teaching period on the following day, they now have access to teachers on a 24/7 basis.
35. Parents, students and school management alike expect that communications with the teacher be promptly attended to. Schools and systems need to set clear and precise boundaries around these communications to reflect a sustainable working environment keeping all participants safe from the inappropriate use of these technologies.
36. The IEU has identified the following key issues
37. Professional Issues:
 - the provision of appropriate and timely training including pre-service training; and
 - the need for funded professional development programs within schooltime.
38. Industrial Issues:
 - appropriate staffing and release time for both management and technical support;
 - acceptable use policies and protocols;

- proper remuneration;
- occupational health and safety - rights of workers and responsibilities of employers;
- equity in relationship to access for students and staff; and
- class size ratios.

39. Curriculum Issues:

- the integration of ICT into current teaching and learning programs; and
- the development of Australian software;

40. To ensure that Information Technology is used in schools to enhance teaching and learning, employers should develop policy and procedures which provide a systems level infrastructure for ICT implementation with guidelines for a process of planned school level IT development over time.

41. Such planning must provide adequate resources for ongoing training and professional development programs in regard to the integration and incorporation of IT into the curriculum and school life in general and set standards including those for Occupational Health and Safety;

42. Support Staff should be consulted about their professional development needs and adequate training must be provided to meet emerging technology issues and promote multi-skilling

43. The following General Principles should apply to Information Technology development, introduction and maintenance in schools:

- enhancing learning is the main focus in the development of information technology in the school environment;
- every student and teacher should have access to current information technology resources; and
- membership of school technology committees should represent the school community and include key learning areas, library, IT, OHS, a member of the leadership team and representatives of parents and student bodies.

Adequacy of Tools - Primary Education

44. The 2004 Study into the Resourcing of Australian Primary Schools (Angus, M; Olney, H; Ainley, J; Caldwell, B; Burke, G; Selleck, R; Spinks, J.) is the result of an investigation into whether Australian primary schools have sufficient resources to achieve the goals set for them by Commonwealth and State Ministers for Education in the statement, *National Goals for Schooling in the Twenty-First Century*.
45. Importantly, the report notes that not all primary students are able to achieve the National Goals:
46. *The statement of National Goalsrepresents an ideal yet to be attained by many primary school students. Without additional financial and other resources, these (National) goals are outside the reach of many schools, particularly those with lower SES intakes unable to attract high-quality community support, adequate private contributions from parents and high-quality staff. (p.vi) ...and While the vast majority of students achieve the levels expected, concentrations of failure are evident in disadvantaged groups, for example, Indigenous students. Thus a prima facie case can be made along these lines that schools need to do more if all students are to achieve the National Goals. (p.2)*
47. This should be a matter of significance to this Senate Inquiry. It is clear from this report (and those related to early childhood education) that there are many young people whose early years of education – and also their further education, training and work – are jeopardised by inequitable and inefficient (as in not well-targeted) resourcing regimes
48. The report examines the question beyond just increasing financial resources. It also examines such issues as pedagogical and organisational changes in schools; consideration of, and mapping the resources already in schools; the background and needs of the children in schools; and in which schools are there concentrations of students who are failing to meet the National Goals. These include:
 - The complexity in the methods used by school system authorities to fund schools – and the considerable differences which exist between sectors and within systems.
 - How resource allocations made are not transparent and easily understood. It is therefore difficult to properly engage in the debate about school resourcing
 - The issue of cost shifting from central authorities to schools

- Matching resources with the needs of students
 - The significance of class size in the question of resource distribution
 - The significance of the SES of class intakes
 - The number of disabled and emotionally disturbed students enrolled and the level of resourcing for these students
 - The organisation of curriculum, assessment and pedagogy across the Key Learning Areas.
49. Years on, many students from disadvantaged communities continue to struggle in school. Early childhood education remains underfunded and unavailable for many families in the community. There remain desperate problems for Indigenous education.
50. While the recommendations of the Gonksi Review of Funding for Schooling makes some important recommendations in relation to some of these concerns, the IEU believes that there are fundamental requirements in the Primary school education sector that will remain unmet, risking the condemnation of a further generation of Australian students to learning outcomes that do not meet the National Goals and do not provide them with the opportunity to fulfill their potential.

Selection, training, professional development, career progression and retention of teachers

51. Workforce Planning

52. It is the responsibility of governments across all jurisdictions to ensure there are sufficient numbers of highly trained teachers at all levels of schooling to teach all areas of the school curriculum – and that there is high quality provision of ongoing professional learning for teachers at various points in their career.
53. It is presently recognised that the issues of teacher supply and demand in Australia are critical.
54. The IEU strongly believes that the issues of teacher recruitment, training and retention are directly connected with a number of others. These include, but are not limited to, the status of the profession; the speed and process of policy change and implementation; the loss of resources to education; the salary and conditions paid to teachers and issues related to the need for professional standards. In developing a comprehensive strategy to properly manage teacher supply and demand and teacher recruitment and retention, policy makers must address the overall contextual picture.

55. Workforce planning requires strategies to recruit, train, reward and retain world-class teachers across the curriculum from early childhood/primary to the senior secondary years. This is more urgent than ever, given the age cohort of the current teachers, with possibly half being close to 50 years. But it is an issue which has been the focus of public debate for almost a decade.
56. In 1998, the IEU made a submission to the MCEETYA National Recruitment Strategy Taskforce inquiry and urged the development of long term strategies to address the issues of teacher supply and shortage without reducing the quality of educational outcomes for students.
57. Close to ten years later, the issues of teacher supply and demand in Australia remain critical.
58. In various forums, including Parliamentary Inquiries, the IEU has proposed the following strategies:
- (a) Financial commitment to improve salaries and conditions
 - (b) Increasing support for teachers (especially beginning teachers in difficult schools) and other mechanisms to improve teachers' effectiveness and professional satisfaction
 - (c) Enhancing the status of teaching in the wider community, and the morale of teachers, through public and practical support for teachers and their work
 - (d) Recruitment campaigns for initial teacher education programs and for teaching itself
59. In 2003, the Executive Summary from the report *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics* noted the following:
- *“Teachers are the key to mobilising schools for innovation. System-wide support and leadership both for and within schools is vital. The Review in emphasising these requirements gave attention to ways of improving the attractiveness of teaching, and career-long development....and*
 - *Ensuring an adequate supply of highly talented, well-educated teachers to meet the need for a more extensive provision of science, technology and mathematics in primary as well as secondary schooling;*
 - *Understanding demand by region and specialisation and developing broader strategies to attract, recruit and retain quality teachers of all subjects and at all levels;*
 - *Ensuring that all schools regardless of location are well staffed with*

appropriately qualified teachers; and • Achieving a more diverse population of teachers, more representative of the cultural, social and ethnic diversity of the Australian community.

60. It's perhaps worth pointing out that the barrage of criticism directed at schools and teachers about their failings by the print media, commentators and politicians is hardly experienced as positive by teachers – and nor will it attract candidates into the profession.
61. It is unacceptable that most teachers can report that during their career they have been required to teach some part of the curriculum for which they are not well qualified.
62. Schools in regional and rural communities report they are unable to employ and retain staff in certain subject disciplines.
63. This gives rise to legitimate complaints from students and parents about the quality of teaching – but is grossly unfair to the teachers who have been required to take on classes by their school administration. Rather than scapegoating teachers and schools about falling standards, governments must take responsibility for implementing the recommendations from the Inquiries and commissioned reports regarding the essential priorities of Australian education.
64. What is equally disturbing is that quality research over significant time has been provided to governments about critical areas of the curriculum which need to be strengthened if Australia's economy and productivity are to have the benefit of highly educated communities.
- 65. Teacher Training**
66. The IEU believes that high quality initial teacher preparation is critical to fostering and sustaining an appreciation of the teaching profession as being of profound importance and value to society and one which is challenging and carries great responsibility.
67. It is very important that there is a collaborative effort by governments, employing authorities, schools and the teaching profession to properly resource and support the various sets of relationships involved in the professional preparation of those seeking to be teachers.

68. Schools and Higher Education Institutions must develop improved strategies to ensure greater skill and confidence-building for students by making schools and HEI's more integrally related.
69. Further, there must be action by Governments, in conjunction with HEIs to ensure that workforce supply issues are adequately addressed and that over-supply and over-enrolment in jurisdictions threatens the capacity to ensure adequate and high quality practicum experiences.
70. The IEUA believes that there is an urgent need for governments, the HEIs, employing authorities and the education unions to establish an appropriate workforce planning authority.
71. In conjunction with workforce planning, partnerships need to be developed between HEIs and school employing authorities to ensure that student placements can be accommodated.
72. The IEUA notes that there are emerging and existing examples of "partnership" models where schools and universities enter mutually reciprocal arrangements regarding the pre-service placements. These include, for example, action research frameworks built into course components allowing more direct input between schools and universities.
73. The IEUA supports such approaches when care is taken to ensure that schools receive benefits from entering such partnerships, and that such partnerships become more formalised and therefore more transparent regarding expectations and outcomes.
74. The coordination of links and the strengthening of support roles for pre-service teachers teachers are important. Better links could be built if experienced practitioners (together with other key stakeholders) were involved in a collaborative process with teacher educators in the design and delivery of teacher education courses. Greater involvement of teacher educators in school based projects would strengthen links and break down the barriers between theory and practice.
75. The industrial implications of such collaborative models require collaboration and negotiation between employers, personnel in training institutes, teaching professionals at the school level and unions in order to define the roles and responsibilities of the parties and to negotiate and resolve the payment issues.

76. The importance of a well-resourced pre-service placement and well-resourced, well-structured induction for new teachers to be able to develop confidence and a repertoire of skills/strategies in student management cannot be understated. This will result in more effective management of classrooms.
77. No pre-service course can equip teachers for the full range of schooling circumstances they will encounter. This confirms the importance of the notion of a continuum of learning from pre-service through induction to skilled practitioner.
78. A critical problem concerning the pre-service placement is the inadequacy and tenuousness of appropriate funding from government, HEI's and school authorities.
79. The IEUA strongly supports the payment of teachers with responsibility for the supervision and coordination of the practicum. Further, placement supervisors need to be inserviced and supported in their role. These arrangements need to be the subject of negotiations between the HEIs, employing authorities and the education unions and part of an updated formal industrial agreement.

80. Induction

81. The IEU believes that the structured and resourced induction of those new to the teaching profession is integral to the quality assurance processes in any school and system.
82. A more structured approach to a beginning teacher's experience, can be achieved by a better combination of time release and effective mentoring. In "best practice" models, induction roles and responsibilities are clearly outlined and formally linked to professional development and collaborative skill review.
83. In general, school induction programs should provide a variety of forms of assistance to the beginning teacher.
84. These should supplement the beginning teacher's background knowledge with information of a specific kind relating to the school and its community. They should also capitalise on the beginning teacher's previous training, and assist him/her to deal in a practical way with classroom management, curriculum planning, teaching method, and other facets such as administration procedures of the beginning teacher's teaching.

85. Further to this, the IEUA supports clear guidelines and processes established at the system and school levels for inductees. These should include:
- The development and resourcing of an induction program for each beginning teacher;
 - The designation of a particular staff member as a co-ordinator of induction in the school with appropriate time release;
 - The establishment of general principles concerning the roles and responsibilities of the inductee and support teacher or mentor;
 - Access for the inductee and mentor to appropriate professional development activities;
 - The entitlement of the beginning teacher to a lighter load to ensure appropriate time for consultation and advice;
 - The provision of adequate time release for both the inductee and any colleague involved in the induction process;
 - Access for the beginning teacher to counselling services without any reference to professional competence at this entry level point of career;
 - Organisational information such as school policy, expectations, and with responsibilities made explicit;
 - Guidance and advice on useful professional development such as teacher unionism, professional associations, in-servicing and other professional learning opportunities; and
 - Regular review of the effectiveness of the induction program.
86. The school should also protect the beginning teacher from unreasonable demands, encourage and respect the beginning teacher's style, and strengthen the beginning teacher's confidence and satisfaction in their work.
87. Entitlements to induction should be provided for in industrial agreements, so that appropriate monitoring, accountability, and implementation can be ensured.
88. The IEU is opposed to any form of probationary employment, contractual arrangements or induction processes that are linked to punitive or formal due process.
89. Beginning teachers need to experience a supportive work environment without feeling vulnerable about employment security.
- 90. Quality Professional Learning**

91. The IEU believes that one of the key factors in ensuring the quality of education provision is the maintenance of a highly skilled teaching workforce.
92. Teachers are constantly engaged in a wide variety of professional learning activities, including professional reading, collegial discussion and team work, professional reflection on students' learning, assessment and reporting, conference participation, staff presentations, in service seminars, action research projects, school-based activities and formal university studies.
93. The IEUA believes that in-service training and quality professional learning are the cornerstones of innovation in any organisation.
94. Schools, as organisations, must place significant budgetary and policy importance on the provision of high quality training and professional learning.
95. The advent of national requirements for specific hours of PD to maintain teacher registration / accreditation has increased the importance of the resourcing issue.

96. Importance of Quality Professional Learning

97. The IEUA believes that high quality professional learning is essential in order to:
- Ensure that teachers can respond professionally to economic, social, cultural, technological and scientific change through the learning of personal and intellectual qualities;
 - Respond to the demand for increased quality of educational outcomes by improving teachers' classroom capabilities, knowledge base and professional judgements;
 - Support teachers in meeting their responsibilities for learning in schools through their own pursuit of learning and excellence;
 - Provide enabling conditions for teachers, employing authorities and other agencies to initiate creative approaches to emerging educational issues;
 - Recognise the professional status of teachers and the consequent career long nature of the professional learning process;
 - Sustain the motivation, commitment and enthusiasm of teachers and to enhance their self-esteem and sense of control over their professional lives by providing opportunities for teachers to reflect on, analyse and improve their own performance; and

- Allow teachers to develop new competencies and skills as they move from classroom positions to administrative or specialist positions, or to new environments or technologies.

98. Elements of Quality Professional Learning

99. Quality professional learning activities should be guided by best practice elements of effective adult learning, including:

- Participation is voluntary;
- Builds on individual's skills and experiences;
- Encourages "learner collaboration";
- Recognises the interdependence of individuals and their institutional settings;
- Addresses "social" as well as "material" realities;
- Includes adequate follow-up and support to participants at the end of the course;
- Allows participants to proceed at their own pace;
- Includes people in leadership positions;
- Mentoring or a "buddy system".

100. Provision of Quality Professional Learning

101. Quality professional learning should be viewed as a significant and integral part of the school yearly plan and as such professional learning opportunities should be:

- Relevant to the specific needs of the individual teacher, as well as the needs of the school or system;
- Delivered in a variety of models including individual skill and knowledge development, teacher research, school focus activities, school cluster activities;
- Accessible to all teachers, and should be provided through equitable and transparent processes;
- Accessible to teachers in regional and remote regions with support provided for accommodation, childcare and expenses incurred; and
- Made available during ordinary hours of work.

102. Equity of Access to Quality Professional Learning

103. Teachers in regional and rural locations must have access to quality professional learning opportunities, which, as far as possible, should be delivered in their geographical area. The school employing authority must provide a suitable

replacement teacher and time for the teacher to travel, if necessary, for professional learning purposes, as well as fund accommodation, child care and out of pocket expenses on a reasonable basis.

104. Similarly, teachers working in casual, part time and job share positions must have access to quality professional learning opportunities which as far as possible should be delivered in their working hours or upon agreement as paid time.

105. Resources for Quality Professional Learning

106. State and federal governments must adequately resource teacher professional learning programs. In particular, government must include funded professional learning for both government and non-government teachers in the implementation of any government education initiatives.

107. School employing authorities should be committed to resourcing, over a given cycle (e.g. three year period) sufficient professional learning opportunities in school time, so that all employees, including administrators, experience a number of in-service opportunities adequate to both their needs and that of the school/system.

108. School employing authorities should ensure that school-based professional learning must:

- respect and preserve teacher's individual timetabled preparation, assessment and administration time;
- avoid workload intensification; and
- where appropriate, be registered to count toward maintenance of teacher registration requirements.

109. To ensure that school employing authorities respect and preserve teacher's individual timetabled preparation, assessment and administration time, time should be scheduled each week for collegial discussion and planning.

110. This time could be utilised for system/ school required initiatives at times as well as for collegial planning, sharing and skill development on implementation of new curricula, assessment, reporting, behaviour management and/or technological initiatives.