



LEGISLATIVE COUNCIL

STANDING COMMITTEE ON SOCIAL ISSUES

Answers to Questions on Notice

Public Hearing 16 March 2005

Provided by Andrew Cappie-Wood, Director General – Department of Education and Training.

**QUESTIONS ON NOTICE FROM THE UPPER HOUSE INQUIRY INTO THE
RECRUITMENT AND TRAINING OF TEACHERS**

QUESTION 1: Mr BOWLES: Teacher resignation rates in our schools are quite low in reality. In the past 10 years we have varied between 1.3 per cent and 2.1 per cent resignation rate in the government schools. Last year we ran at 1.4 per cent, which is quite low.

The Hon. IAN WEST: How many is that?

Response

There were 689 resignations of permanent school teachers in 2004.

QUESTION 2: CHAIR: Dr Brock, when you referred to the statistics in the United States of America and the United Kingdom about resignations within the first five years—25 per cent to 40 per cent—are those statistics for public school education or for all schools?

Response

The statistics are for all schools.

QUESTION 3: CHAIR: Do you know what the rate is in non-government schools here?

Response

Data on resignation rates in the first five years of service in non-government schools are not available. However, the MCEETYA publication *Demand and Supply of Primary and Secondary Teachers in Australia in 2002* noted that the total separation rate of teachers in non-government schools in Australia in 2001 was 10.2 per cent in primary and 10.6 per cent in secondary. In comparison, the corresponding figures for NSW government schools in 2001 were 3.8 per cent in primary and 4.7 per cent in secondary.

QUESTION 4: The Hon. Dr ARTHUR CHESTERFIELD-EVANS: How many people have you got, and how many of those are casual? How long have they been casual? Why are they casual? We need to talk quantitatively here; there is no point talking in generalities.

Response

The Department employs 30 000 casual or temporary teachers. The 30 000 casual or temporary teachers is a headcount of all the casual or temporary teachers who work for the DET during the course of the year. Some may work for as little as one day.

In the last pay period of June 2004 the DET employed 11 758 FTE casual or temporary teachers. 'Full-time equivalent' (FTE) of a full-time teacher is 1.0. Part-time teachers have an FTE less than 1.0. For example, a teacher working half-time would be 0.5 FTE; it would require two part-time teachers working half-time to equal 1.0 FTE. Thus the 'headcount' of teachers is always greater than or equal to their FTE.

That is why the full-time equivalent work of these casual or temporary teachers is considerably less than 30 000.

There are a number of reasons why teachers are working as casuals, such as:

- Some work as casuals while waiting for permanent employment as teachers.
- Some only want casual work for a variety of personal reasons.
- Some work as casual teachers after retirement from permanent teaching.

QUESTION 5: The Hon. ROBYN PARKER: Question No. 8 refers to scholarships, et cetera. Would you take that question on notice?

As outlined in your submission, the Department provides a broad range of scholarships under the *Teacher Education Scholarship Program*. We note this program commenced only recently, however, is it possible to provide the Committee with an indication of:

- a) the number of applicants to the program
- b) the number of scholarships awarded
- c) the number of scholarship holders appointed to schools
- d) the number of scholarship holders still employed by the Department after their scholarship obligations have been fulfilled?

Response

The *Teacher Education Scholarship Program* is a key component of the Department's recruitment strategy.

Scholarships are offered to encourage students to undertake teacher training in areas of teacher shortage in mathematics, science, technological and applied studies and English. Each year at least 30 of these scholarships are for Aboriginal or Torres Strait Islander people.

The number of applicants to the program

Applications received in 2002 (for 2003 program)	Applications received in 2003 (for 2004 program)	Applications received in 2004 (for 2005 program)
879	715	689

The number of scholarships awarded

- 2002 – 205 (for 2003 program)
- 2003 – 150 (for 2004 program)
- 2004 – 200 (for 2005 program)

The number of scholarship holders appointed to schools

- 02/03 – 35
- 03/04 – 76
- 04/05 – 60
- Total – 171**

Upon appointment to the Department, new teachers are supported:

- at the school level through the allocation of professional learning funds and a local induction program. Where a teacher mentor is appointed to

the school, the teacher mentor will also provide the teacher with induction support;

- at the regional level with specialist consultancy support; and
- at the state level with an extensive range of on-line support materials including a comprehensive 24 module induction resource, collegial network opportunities, teaching and learning resources and useful policies and research papers.

In addition, The Teaching and Learning Exchange (TaLE) gateway makes efficient access to extensive resources available to teachers. The professional learning section in TaLE provides a professional learning community and links to support teachers' understanding of professional practice and awareness of current issues in teaching and learning. A series of online Professional Learning Communities allows teachers to join discussions on topics of relevance to them.

The number of scholarship holders still employed by the Department after their scholarship obligations have been fulfilled?

No scholarship cohort has fulfilled their three year service commitment at this stage. The scholarship holders appointed to schools in the 2003/2004 staffing operation should complete their three year service commitment in January 2006.

The evaluation of the 2002/2003 program highlighted the effectiveness of the teacher training program; the quality of the in-school professional experience component; and the satisfaction of scholarship holders with their teaching position, their transition into teaching and their ability to meet the demands of teaching.

The ongoing evaluation of the program will track scholarship graduates to obtain longitudinal data on their teaching careers.

Other information about the scholarship program

The Department recognises that students entering university, those undertaking undergraduate courses and individuals with appropriate backgrounds and contemplating a career change are a potential source of teachers.

The Department is offering 800 pre-service teacher education scholarships over the period 2004 – 2007.

The scholarships are in areas of teacher shortage such as:

- Mathematics
- Science
- Technological and applied studies
- English

Each year at least 30 scholarships are for Aboriginal or Torres Strait Islander people.

- Of the 150 scholarships awarded for 2003, 25 were awarded to Aboriginal or Torres Strait Islander students.
- From 2004, the number of scholarships available each year was increased from 150 to 200. In 2004, 32 of the 200 scholarships were awarded to Aboriginal or Torres Strait Islander students.
- Of the 200 scholarships awarded for 2005, 41 were offered to Aboriginal or Torres Strait Islander students. Thirty five scholarships have been taken up by Aboriginal or Torres Strait Islander students.

The Department's pre-service teacher education scholarships are available for one, two, three or four year approved teacher education courses at a New South Wales or ACT university.

The pre-service teacher education scholarships provide:

- HECS fees for subjects successfully completed towards an approved teacher education qualification,
- \$1,500 training allowance per year for the duration of the scholarship.

The Department would be in a position to offer more scholarships if it did not have to pay Fringe Benefits Tax (FBT) to the Commonwealth Government on the HECS fees component of the scholarships and tuition fees component of the Accelerated Teacher Training Program (details about sponsorships offered through the Accelerated Teacher Training Program are discussed at Question 11).

For every dollar provided by the Department in HECS payments, an additional 94.2 cents is paid to the Commonwealth for FBT. In 2002/2003 and 2003/2004, of the total of \$14.8 million allocated to scholarships, and sponsorships to complete accelerated teacher training, over \$6.3 million was paid in HECS fees and tuition fees, and approximately \$5.9 million in FBT payments back to the Commonwealth, whilst \$2.6 million was used on student training allowances, university development costs, student mentoring costs and administrative costs.

Without the current requirement of paying FBT payments back to the Commonwealth, the Department would have the funding to offer 110 additional scholarships and sponsorships. Scholarship and sponsorship application data show that there is plenty of demand from high quality applicants for scholarships and sponsorships.

- ***Who do scholarships target?***

The scholarships target school leavers, as well as existing university students who are part way through a relevant degree course.

The selection process for the award of pre-service teacher education scholarships is rigorous, and only the best quality applicants are successful in obtaining them. The assessment is based on personal and professional/academic achievement, and is backed up by a personal interview to assess suitability for teaching.

- ***Do scholarship holders remain employed by the Department after their scholarship obligations have been fulfilled?***

Yes, pre-service teacher education scholarship holders sign an agreement which obliges them to remain in their teaching appointment for a period of three years.

If a scholarship holder resigns within the three years of their agreement they are required to repay to the Department, on a pro rata basis, the moneys that the Department has paid for their training.

Since the scholarship program commenced in 2002, 8.8 per cent of scholarship holders have withdrawn from the program. This figure compares favourably with the official DEST general attrition rate which covers all undergraduate and postgraduate tertiary programs offered across Australia. In the DEST publication Higher Education Attrition Rates 1994-2002 published in March 2004, the attrition rate across all higher education institutions for 2002 was 18.5 per cent.

Aboriginal or Torres Strait Islander teachers, including scholarship holders, are case managed by a dedicated project team within the Department. The Department also provides mentoring support, career development programs and enhanced professional development opportunities specifically for its Aboriginal or Torres Strait Islander employees.

Evaluation of the scholarship program

The 2002/2003 program was evaluated at the end of 2004. Principals who received graduates from the scholarship program reported that the appointees had settled in well, and commented favourably on the appointees' professionalism and enthusiasm, and indicated that the appointees were well prepared for teaching. Overall, the principals expressed a high level of satisfaction with the scholarship program.

The Department has developed an ongoing program of evaluation and monitoring of the effectiveness of the scholarship program, which involves longitudinal studies and continuing contact with both scholarship graduates and principals.

QUESTION 6: The Hon. KAYEE GRIFFIN: Yes. I think how the department assesses a graduate's ability is a good one to have on notice.

Response

The Graduate Recruitment Program targets high-quality teacher education graduates for casual, temporary and permanent employment in NSW public schools.

Under the Graduate Recruitment Program, up to 1000 students completing their teacher education training and whose academic results, professional experience reports and interview responses are of a high standard may be offered a permanent teaching appointment for the following school year to high schools, central schools, and primary schools across the State.

All final year teacher education students from universities in NSW (as well as the Albury/Wodonga campus of La Trobe University) and the ACT are eligible to apply for employment under the Program. Interviews for final year teacher education students are conducted at various Departmental venues and some tertiary institutions in New South Wales and the Australian Capital Territory commencing from April each year. Interviews are conducted by experienced teachers.

Selection criteria used to assess graduates include personal qualities, teaching expertise, curriculum teaching methods and leadership skills. Other special skills and aptitudes are also taken into account. The assessment of graduates at interview is based on the following sources of information:

- application for employment
- two page supporting statement
- academic transcripts
- professional experience reports
- responses to questions asked at interview.

The graduates are interviewed by two experienced teachers including school executive who consider the graduate's responses and supporting documents and, based on these, make a recommendation to the Department.

Program evaluation

2004 Graduate Recruitment Program

A random sample of graduates appointed to 52 schools under the 2004 program was identified. The sample reflected the total numbers of graduate appointments made in terms of school category and location and graduate gender.

The principals of these graduates were contacted to discuss the progress of the teacher. Overall the principals reported a high level of satisfaction with the teachers and the program.

2005 Graduate Recruitment Program

In 2005, the evaluation of the program has been expanded to include a longitudinal study. All principals of teachers appointed under the 2005 Graduate Recruitment Program have recently been contacted by the Department to monitor the teachers' adjustment to the profession.

The telephone interview survey has focussed on:

- the new teacher's transition to school;
- induction and mentoring support for the new teacher;
- the teaching allocation of the new teacher;
- the new teacher's ability to manage students effectively; and
- the new teacher's pre-service teacher training.

Overwhelmingly the responses to questions regarding the progress of individual teachers are extremely positive. Some responses from principals include; "absolutely sensational", "really valuable to the school", "a very professional excellent teacher", "school is pleased to have such an interesting young person", "should clone this one" and "extremely dedicated".

Throughout term 3, 2005, each school will be contacted for a follow up interview regarding the teacher's progress.

QUESTION 7: CHAIR: It would probably be useful if we could get some information on the department's submissions or arguments to that inquiry, which I think has not yet got underway.

Response

The Department will provide the Inquiry with a copy of its submission to the National Review of Teacher Education when it has been submitted.

QUESTION 8: With regard to exchanges, there is a process for looking at how mutual exchanges operate. They operate largely between English-speaking countries where there is a degree of commonality around teaching practice. That is largely Canada, the United Kingdom, the United States and the like, but there are some other exchanges with smaller numbers to a wider number of countries. I do not have the exact numbers. We might get you the details.

The Hon. CHARLIE LYNN: I would appreciate that. I was also looking at teaching the teachers up there, more so than teaching the students.

Response

Teacher Exchange Program

Through the Department's Teacher Exchange Program, NSW government schools are able to exchange teaching assignments and accommodation with overseas and interstate teachers.

Exchanges operate for one full year, generally beginning in January to coincide with the New South Wales academic year, though some destinations prefer a mid-year exchange commencement.

Exchange locations for 2005 and 2006 include:

- United Kingdom: England, Wales, Scotland, Northern Ireland
- USA: Colorado, Nebraska, Washington State
- New Zealand
- Australian States and Territories
- France (language teacher exchanges)
- Germany (language teacher exchanges)
- Canada: Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario
- Denmark (may require language fluency)
- Switzerland (may require language fluency)

In 2005, there are 33 teacher exchange placements occurring within NSW government schools.

Role of the Teacher Exchange Program in teacher learning

Teachers have the opportunity to work in different education systems, exchange ideas and knowledge and observe different teaching practices while living in other cultural contexts.

During the exchange, school teachers are required to undertake a research and learning project. On their return, teachers share the learning project with colleagues in their workplace, in their region or Institute and with professional associations.

Teachers' learning projects are also distributed to departmental officers who are best placed to consider information detailed in the project.

Some projects can be viewed on the Teacher Exchange Program website.

Students benefit from being taught by visiting overseas or interstate teachers who bring to the classroom new ideas and experiences from different educational systems and cultures.

Visiting teachers provide valuable input into curriculum and teaching and learning practices by contributing knowledge and asking questions about education in New South Wales.

Role of the Department in international aid projects

The Department supports the provision of educational and financial aid to countries in need of assistance. Support from the Department augments the efforts of Australia's aid agencies carried out by AusAid.

To assist the rehabilitation of education in East Timor for example, the Department appointed two of its teachers to teach English as a foreign language to students in East Timor during term 4, 2000.

In 2003, a further two teachers of English as a foreign language were appointed to East Timor for six months to support the teaching of English as a foreign language and develop teaching syllabuses in primary and secondary schools in East Timor.

From 2003-2005, the Department is hosting visits of district superintendents and principals from the East Timorese Department of Education. A range of professional development opportunities including field visits, exemplary teaching programs, workshops and conferences is provided to assist East Timorese colleagues with the rehabilitation of education in East Timor.

The secondment of a departmental officer to East Timor in 2003 provided supervision and direction to the seconded teachers; support for training and development programs run by the East Timorese Department of Education and on the spot liaison with other aid providers.

TAFE GLOBAL

TAFE GLOBAL provides TAFE NSW with access to new business through aid and development projects. Recently, TAFE GLOBAL has successfully developed key strategic relations with organisations in the United Kingdom, Sri Lanka, Switzerland and Korea. TAFE GLOBAL has directly entered new markets in the United Arab Emirates, Papua New Guinea and Singapore and is working with TAFE NSW Institutes and various government and non-government agencies to develop commercial opportunities in India, Sri Lanka, Iran, Singapore, Bhutan and Papua New Guinea.

Benefits from these partnerships to TAFE NSW include valuable professional development opportunities, enhancement of internal project management

capacity and the strengthening of links between TAFE NSW and regional countries. These benefits help position TAFE NSW as a world class training provider.

QUESTION 9: to what extent have you been developing the possible usage of e-learning, videoconferencing and all those tools of trade

QUESTION 10: A lot of money from the Commonwealth and State governments goes into producing online materials. For New South Wales that becomes the capacity to be able to say, "How do we take that and use it in such a way that it will be of benefit to schools, be they in the metropolitan area or more generally in the rural and remote areas of the State?"

I will be happy to provide the Committee with details but we have established the teaching and learning exchange.

Response to Questions 9 and 10

The Centre for Learning Innovation (CLI) was established in 2004 to foster a culture of innovation in teaching and learning throughout schools and TAFE through the use of 'connected learning' and cutting edge technologies. This encompasses e-learning, blended learning and online collaboration.

CLI develops learning resources across all contemporary media – including web, DVD, video, television and print. Learning design teams are complemented and supported by in-house media production and information and communication technology (ICT) experts, and broadcast quality production facilities. These reflect the latest understandings and research into teaching and learning practice and the innovative use of online and multimedia technologies and approaches.

E-Learning

The Department provides a range of projects and support materials to support the Government's commitment to the integration of technology, particularly online technology, into the curriculum.

Opportunities for teachers to develop their own skills and those of their students to integrate learning and technology into the curriculum include:

- Resources such as *WebQuests* and *Internet Scavenger Hunts* for students and teachers of English, History, French, German, and Personal Development, Health and Physical Education to support inquiry-oriented aspects of syllabuses.
- *Annual Schools Web Design Awards* which provide opportunities for students and teachers to showcase their skills in web development. In 2004, over 200 schools entered the awards.
- Student internet projects including *Through my window*, *Backyard Biodiversity* and *Newsday*. In these projects, students harness the communicative aspects of the internet and interact with students from other schools via email. The projects are based on syllabus outcomes and provide a framework to support implementation by teachers.

- *NSW HSC Online* provides online resources for approximately 66, 000 students preparing for the NSW Higher School Certificate, their teachers and parents. The site provides syllabus-focused material to support 48 subjects including nine VET curriculum frameworks and 76 courses.

The NSW Department of Education and Training and Charles Sturt University, supported by the NSW Board of Studies and the Professional Teachers Council, manage the NSW HSC Online website and it is hosted by Charles Sturt University on their web servers.

During 2004, over 10 million pages were downloaded by users from the University website.

- CLI is conducting a limited trial in five schools of the *Learning Activity Management System (LAMS)* to explore its usefulness to teachers in using ICT to structure, prepare and deliver learning.
- The Le@rning Federation (TLF) is a national schools online curriculum content initiative delivering support material for a range of subjects and stages. Currently it is developing high-quality, pedagogically sound, interactive, multimedia online curriculum content to be made available to all students in the K–10 years. To date, approximately, 450 learning objects have been delivered to States, Territories and New Zealand. The objects include Science K-10, Maths/Numeracy, Literacy for students at risk, Studies of Australia, Languages and Enterprise, Creativity and Innovation. To date, some 81 teachers from 70 government schools have been involved in trialing the materials.
- The delivery of resource support including curriculum-focused reviews of over 340 websites which support teaching and learning. There are 14,590 resource records in all media formats including catalogued for the Schools Catalogue Information Service (SCIS) online database.

Teacher Professional Learning

The professional learning of teachers plays a major role in ensuring the successful integration of ICT use by students into classroom programs. Teachers require an understanding of the nature of these resources, of classroom management issues and of delivery implications. Professional learning opportunities include:

- The TaLE gateway which is being developed to enable efficient access to extensive resources available to teachers. The professional learning section in TaLE provides a professional learning community and links to support teachers' understanding of professional practice and awareness of current issues in teaching and learning. A series of online Professional Learning Communities allows teachers to join discussions on topics of relevance to them.

- The *Intel Teach to the Future* program which focuses on the integration of “computer-aided learning into the existing curriculum”. To date, 700 teachers have been trained in this program with the expectation of a further 1,700 teachers being trained in 2005.
- The *Using Technology in Teaching and Learning – Online Course Modules* which are designed to give teachers a greater understanding of the integration of ICT into their classroom teaching programs. In 2004, approximately 170 teachers from 65 schools were involved in piloting the modules, in 2005, 216 teachers are currently undergoing training.
- The “*Teaching Literacy in*” website provides subject-specific professional development for secondary teachers by demonstrating good practices in literacy teaching.
(http://www.qtp.nsw.edu.au/teaching_literacy/index.htm)
- *Count me in too* is a numeracy project being implemented in primary schools to help teachers extend their understanding of how students learn mathematics through strategies used for solving arithmetical tasks. By the end of 2005, *Count me in too* will have professionally developed 837 teachers in 144 schools.
(<http://www.curriculumsupport.nsw.edu.au/mathscmitonline/>)
- *LARK online*, provides professional development for school literacy support teams to plan a whole school approach to literacy with the support of the area literacy team.
(<http://www.qtp.nsw.edu.au/lark>)
- *Early Literacy Online* is a professional development course in literacy which focuses on talking and listening, reading and writing for teachers of Kindergarten to Year 2.
(www.qtp.nsw.edu.au/elo)

Videoconferencing

In Distance Education teachers are using videoconferencing and satellite technology in their daily teaching. Examples include:

- The Access Program which links 22 remote schools, arranged in five clusters of four to seven schools, using videoconferencing to allow small groups of Year 11 and Year 12 students to work together in real-time classes.
- Dubbo School of Distance Education is using videoconferencing to support students studying subjects that are not taught in their home school.
- Primary Distance Education teachers at Broken Hill, Tibooburra, Hay, Port Macquarie, Casino, Dubbo and Cobar are teaching their students using videoconferencing and satellite technology.

On-line Materials

The Department has developed digital content resources to support teachers implement the curriculum. Three examples include:

- *Access Asia Online* is primarily designed to support primary and secondary teachers in the Access Asia Program in NSW. All educational sectors in across NSW are involved.
(<http://www.accessasia.edu.au/>)
- *Discovering Democracy* is a professional development website which promotes civics and citizenship education in government and non-government schools across Years 4–10.
(<http://www.abc.net.au/civics/democracy/default.htm>)
- *Australian designers at work* website has been developed as an online resource for teachers and students of the new Stage 4 Technology (Mandatory) course. Australian designers at work features six designer profiles representing the three areas of study: built environments, products and information and communications.
(<http://www.powerhousemuseum.com/designersatwork>)

QUESTION 11: We will take the factual material on notice.

Is it possible to provide the Committee with an indication of the results already achieved and a prediction of expected improvements in enrolments over the next 3 years, including:

- e) percentage of graduates employed annually by the Department are from Accelerated Teacher Training courses?
- f) an indication of the average length of time graduates from these programs have stayed in the teaching profession?

What kinds of induction and mentoring programs are currently in use? Are they effective? How widespread and consistent is the provision of these programs?

Response

Accelerated Teacher Training Programs

The Department receives significant numbers of applications for technology and applied studies Accelerated Teacher Training Program with the greatest number being industrial arts applicants. There are very few applicants for the physics program because there seems to be very few people with the pre-requisite level of physics.

2005 Accelerated Teacher Training Program		
	Applicants	Sponsorships Awarded
Maths	75	12
Science	28	1
TAS	271	62
Total	374	75

The outcomes of the program are as follows:

- 87 graduates of the 2002/2003 program were appointed to NSW government schools for the 2004 school year. These graduates have brought technical expertise and current industry knowledge to the teaching areas of technology, mathematics and science
- 84 trainees who successfully completed the 2003/2004 program were appointed to schools from the beginning of the 2005 school year. A further eight trainees will continue with the program for appointment during 2005
- Another 75 trainees commenced training in July 2004 and are expected to be appointed to schools for the 2006 school year.

The Department continually refines and modifies its strategies to ensure they are meeting current needs. The Department is considering a range of additional strategies such as a strong media campaign.

Evaluations of the Accelerated Teacher Training Programs

An evaluation of the first cohort (2001/2002) was undertaken by an external evaluator from the University of Sydney, Dr Paul Whiting. Overall, the ATT programs were seen as providing a good balance between theoretical studies and practical application. There was general agreement that the quality of school experiences, particularly practice teaching, was high. Principals, supervisors, mentors and graduates all considered that the newly appointed ATT teachers' adjustment to the demands of teaching – their classes, whole school and system responsibilities, parents, the community and professional development – was good after seven months of teaching.

The evaluation also made a number of recommendations which addressed issues such as the size of the university cohort, course content, selection of applicants, in school experience, and support for graduates when they take up their first appointment.

As an outcome of the evaluation, the university providers were advised of the need to further address senior syllabuses and classroom management, to increase the number of professional experience and internship days, and to review the organisation of Technological and Applied Studies (TAS) to address TAS curriculum and related requirements.

Additionally, the Department provided participants with enhanced information about the financial and tax implications related to undertaking the program; appointed participants to schools as early as possible and supported participants with a flexible program of relief days to provide mentoring upon their teaching appointment.

An evaluation of the second cohort (2002/2003) was undertaken in August 2004 by Staffing Services staff and an external evaluator, Mr Brent Corish, of the University of Wollongong. As a result of their university preparation, graduates report confidence in their overall ability to handle most aspects of teaching. Responses from senior school executive, regarding the progress of graduates, are overwhelmingly positive. Overall, the data show that graduates of the ATT programs are committed, keen and mature and making a successful transition to teaching.

The evaluation recommended that the following aspects of the program be strengthened:

- contact between the Department and the participants while studying;
- future course specifications in relation to classroom management and programming; and
- the provision of post-appointment support through professional associations and mentoring.

As an outcome of the evaluation the Department has increased contact with participants during their course (telephone contact, visits to universities, despatch of departmental literature etc), strengthened classroom management and programming input, included workshops which provide

information on professional associations and enhanced mentoring support upon appointment in 2005 through the addition of a two day workshop.

Induction and Mentoring Programs

The Department believes that beginning teachers deserve all the support it can give them. This is substantiated by a number of reports including the Ramsey report, Vinson Inquiry and MCEETYA reports.

The Department has addressed this matter in a number of ways as follows:

Before Appointment

The Department has developed an orientation to the NSW Department of Education and Training to promote public education and attract more teacher education graduates from NSW universities into the NSW public education system. The program, written in consultation with the Deans of NSW universities, is delivered to pre-service teacher education students on campus in the final year of the teacher education program.

After Appointment

The Department's Professional Learning Policy for Schools directs the design and implementation of school-based induction of new teachers. Over four years, \$144 million in professional learning funds will be allocated to schools to increase the per capita expenditure per year to around \$700 per teacher, including beginning teachers.

The induction guidelines (within the Professional Learning Policy for Schools) include an on-line web strategy which consists of the Beginning Teachers' Website and the Information for Newly Appointed Teachers website. The websites contain information including departmental policies, conditions of employment, salary advice, teaching ideas and resources and on-line chat forums for new teachers, mentors and supervisors. Other support includes the *Induction of Beginning Teachers* resource kit which contains 24 modules and is available on-line to assist school leaders to develop school-based orientation and induction programs. The kit addresses a range of topics including teacher professionalism and legal responsibilities; departmental policies; curriculum and programming; and behaviour management.

Beginning teachers can also access the Teaching and Learning Exchange (TaLE) which is a single gateway where teachers, school leaders and parents can easily locate resources and research to support the learning of students. TaLE points teachers to other resources and research to support their practice. It also supports parents and carers as partners in the learning process.

Regional consultants offer direct support to schools and new teachers including individual advice and assistance as required. To support the entry of casual and temporary teachers into schools, the Department has published a

new on-line resource on its website. The website provides casual and temporary teachers with an induction kit including syllabus and resource material not currently provided to casual teachers to bolster their professional role and ensure they are up to date with the latest teaching resources.

The Department has also developed targeted strategies to support newly appointed teachers. The Teacher Mentor Program provides mentors in schools with large proportions of newly appointed teachers to work with newly appointed teachers to demonstrate quality teaching practices, observe lessons in consultation with newly appointed teachers, assist with assessment and reporting and guide the newly appointed teachers towards effective classroom management. Teacher mentors also facilitate a school environment that is supportive of the development of newly appointed teachers.

Fifty teacher mentors were appointed to support new teachers in 51 schools in 2003 and in 53 schools in 2004.

Drawing on the findings of the evaluation of the 2003-2004 program, the 2005-2006 Teacher Mentor Program features 58 teacher mentors to support new teachers in more than 80 schools.

Teacher mentors may be appointed to work 100 per cent above establishment in one school; 50 per cent above establishment in two schools; 100 per cent above establishment across three schools; or 100 per cent above establishment across five schools each to support newly appointed temporary teachers.

The flexible nature of the program means the reach of mentors has been expanded to provide mentoring support to approximately 60 per cent of new teachers.

The teacher mentor has a reduced teaching load to provide the beginning teacher with a reduced teaching load. The amount and timing of such release will vary from school to school depending on the number of beginning teachers and the degree and nature of the teachers' support needs.

In 2003 a newly appointed teacher stated *The support and guidance provided by my mentor has been invaluable.*

A teacher mentor from the 2003-2004 program stated *It's one of the best initiatives I have been fortunate to be part of, and this has been substantiated by the favourable reaction from the school community.*

Respected mentoring expert Dr Kay Martinez of James Cook University has worked closely with the teacher mentors and in her international work frequently cites the NSW Teacher Mentor Program as a model worthy of emulation by other school authorities and systems.

QUESTION 12: I understand why your submission does not mention TAFE, but perhaps you could take on notice the extent to which some of the TAFE issues are relevant. Many people who teach in TAFE also teach in schools and there is a movement from one to the other. Although the terms of reference are about teachers in public schools, we would be foolish to avoid looking at TAFE areas that could be useful.

Response

There are three components to TAFE teaching qualifications:– (i) technical or professional qualifications, (ii) vocational and industrial experience, and (iii) educational qualifications.

To be considered for employment as a permanent, temporary or part time casual teacher in TAFE, a person must have the relevant technical or professional qualifications, and vocational and industrial experience (from two to five years), to be able to teach the particular course or module.

Permanent and temporary TAFE teachers who do not have educational qualifications on entry are assisted to gain them during employment.

Part time casual teachers are encouraged to gain educational qualifications (minimum competencies from the Certificate IV in Assessment and Workplace Training). In those circumstances where part time casual teachers do not yet have educational qualifications, they will assess in partnership with, and work under the supervision of, a person with educational qualifications.

If the Inquiry requires further information or has specific questions about TAFE issues, the Department would be pleased to answer them.

QUESTION 13: I know your point was made as an aside but the whole issue of the ways in which the profession may be perceived by males in the light of highly publicised issues like that is the hope that commonsense might sometimes override as long as the spirit is there. I think it is a very important issue.

The Hon. ROBYN PARKER: I think we would like to know what the department is doing about it actually.

Response

Considerable work has been undertaken to ensure that teachers clearly understand the Department's expectations of them when interacting with children and what constitutes appropriate and inappropriate behaviour towards students.

The *Child Protection Legislation Amendment Act 2003* was developed by Government to change the *Ombudsman Act* and the *Commission for Children and Young People Act*. It provides clearer advice to employees who work with children and young people about the sorts of matters that do and do not constitute reportable conduct. It also reduces the emotive language used in the legislation. The effect of this legislation has been to reduce the proportion of matters that get reported to the Ombudsman and the Commission or Children and Young People and to give a clearer message to staff.

The Department revised its procedures for responding to allegations against employees in the area of child protection following proclamation of this legislation. All principals and many executive staff have been trained in the application of the new procedures and are required to train all school staff annually.

The procedures and training clearly outline that comforting students, appropriately restraining students or coming into contact with students in line with school policy is appropriate.

Appendix 5 of the Procedures is a *Guide for Teaching and Protecting Children and Young People* and provides teachers with some practical assistance in understanding appropriate and inappropriate teaching methods when working with students. It is not a prescriptive document but was designed to facilitate discussion amongst staff. The Guide has been extremely well received and a number of other agencies have requested approval to use it or adapt it.

The Employee Performance and Conduct Unit within the Department now provides practical training in child protection to teaching students at most universities across the State. Again, this training has been well received by academics and students. The training educates participants about the myths that have arisen about not being able to touch students and allows students to discuss how they would respond to sometimes difficult classroom situations.