

## EDUCATION, SCIENCE AND TRAINING

### SENATE LEGISLATION COMMITTEE - QUESTIONS ON NOTICE 2003-2004 BUDGET ESTIMATES HEARING

**Outcome:** 1

**Output Group:** 1.3 – Assistance for quality teaching and learning

#### **DEST Question No. E281\_04**

Senator Carr asked on 5 June 2003, EWRE Hansard page 541

#### **Question:**

Provide details of funding for all programs supported by the quality teaching (outcomes) program 2002-03, including the quality of the teacher program, number of schools, teachers, government, Catholic, independent, primary and secondary; themes and objectives; literacy, sciences, vocational education and other programs; the details of the consultancies and projects including project descriptions, the expected outcomes and timing; and the details of the conferences, workshops and seminars funded by the Commonwealth.

#### **Answer:**

##### *Quality Outcomes Programme*

This question has been understood to relate to the Commonwealth Quality Teacher Programme and not the Quality Outcomes Programme. The discussion leading up to this question was about the Commonwealth Quality Teacher Programme and the details requested in the question are not applicable to the characteristics of the Quality Outcomes Programme.

##### Commonwealth Quality Teacher Programme

The Commonwealth Quality Teacher Programme (CQTP) provides funding to strengthen the skills and understanding of the teaching profession as the main means of implementing the Commonwealth's *Teachers for the 21<sup>st</sup> Century* initiative. The key elements of the *Teachers for the 21<sup>st</sup> Century* initiative are:

- *Quality Teachers*: to improve teachers' skills and understanding and enhance the status of teachers;
- *Quality leaders*: to support school principals and their leadership teams to be highly effective educational leaders, people leaders and managers;
- *Quality school management*: to support the development and implementation of best management practices in schools, leading to improved student outcomes; and
- *Recognition of quality*: to recognise excellent teachers, leaders, and schools and in so doing, help raise the status of the teaching profession.

## Funding

Funding for the Commonwealth Quality Teacher Programme has been provided in two phases:

- Phase 1: an initial \$77.7 million (of which \$76.197 million was available for programme activities) over three years in the 1999-2000 Budget (during the first phase the programme was referred to as the Quality Teacher Programme (QTP)); and
- Phase 2: an extension of \$82.4 million to the end of June 2005 in the 2002-03 Budget (since the establishment of the second phase, the programme has been referred to as the Commonwealth Quality Teacher Programme (CQTP)).

The State and Territory projects funding statistics table (Attachment A) reflects these two phases for this component of the CQTP. The two funding phases overlapped in 2002/03, therefore, the total 2002/03 financial year funding statistics for State and Territory projects are also shown. In Victoria, the Northern Territory and Tasmania, CQTP funding is provided and managed cross sectorally.

## Quality of the Commonwealth Quality Teacher Programme

The quality of the programme was investigated in an interim review of the QTP (Phase 1) by an external consultant, Dr David McCrae. This review is unpublished at the time of writing, however, it found that up to the end of 2002, the “evidence suggests that, generally speaking, the QTP is a very good programme” and that the “learning activities provided through the QTP have been professionally satisfying to the vast majority of participants and that they are achieving the first outcome” (to update and improve teachers skills and understanding). In particular, it found that :

- there has been a high level of teacher participation;
- the levels of teacher satisfaction with QTP activities have been very high;
- the professional learning activities funded through the QTP have closely reflected Commonwealth priorities specified at the start of the programme; and
- there is evidence of changes in teaching practice as a result of QTP activities.

Final reports of the State and Territory project activities for Phase 1 were received in June 2003 and are currently being analysed for information on the effectiveness of the activities in achieving the intended outcomes of the QTP. Initial analysis has identified that individual State and Territory projects demonstrate that they are achieving the Commonwealth objectives. Across Australia, there has been a strong positive response from teacher participants in the programme’s priority areas. Teachers have commented that QTP activities are real professional development, linked clearly to personal and school needs. Many teachers commented on the strength of the collaborative and collegiate nature of the work they were involved in. Teachers have also commented that as a result of their participation in the QTP their ability to meet the learning needs of their students had expanded.

A further external evaluation of the CQTP will be conducted throughout the new funding period. A tender process will be used to appoint an external evaluator to conduct this evaluation. This is expected to commence in 2003.

## Details of teacher participants

Teacher target groups were specified for QTP (Phase 1) activities. For CQTP (Phase 2) State and Territory, target groups are not specified. States and Territories are now required to report by identified teacher participation groups. These teacher participation groups are: teachers' teaching experience by yearly categories (0 – 2, 3 – 5, 6 – 10, 11 – 20 and 20 + years), teachers who are re-entering the teaching profession, teachers of Indigenous students, teachers in rural and remote schools and teachers in disadvantaged urban schools.

The teacher participant tables below provide the available details of national teacher participation statistics for the QTP State and Territory professional development projects during Phase 1. This teacher participant data reflects the State and Territory activities for the 2002 school year and for the first semester of 2003 funded under the QTP (Phase 1). CQTP (Phase 2) funding contracts were executed in June 2003. Activities for these contracts will not begin until the second semester of 2003, therefore teacher participant data is not yet available. Under CQTP (Phase 2) reports, States and Territories will provide the Department with:

- teacher participation data by: each professional learning activity and priority area; and by teacher participation group, sector and level of schooling (primary or secondary); and
- a list of schools participating in CQTP activities.

This data will begin to be available in the CQTP State and Territory project progress reports due in December 2003.

### Number of Schools

- The number of schools reached by the QTP (Phase 1) was not a reported statistic as teacher participants rather than schools were the focus of the programme.

### Number of Teachers

#### *(a) Government, Catholic and Independent*

*Table 1: Sector Table* provides data on the number of teachers from each sector. In three states (New South Wales, Northern Territory and Tasmania) this data was not reported at a sectoral level due to the cross sectoral management of their activities.

TABLE 1: SECTOR TABLE (2002 school year and first semester of 2003)

<b>Sector</b>	<b>National Teacher Participants</b>
<b>Government</b>	69,411
<b>Catholic</b>	9,813
<b>Independent</b>	10,484
<b>Cross sectoral (NSW, Tas, NT)</b>	20,292
<b>National Total</b>	110,000

#### *(b) Primary and secondary*

Reporting by primary and secondary categorisation of teachers was not required under Phase 1 of funding. The level of schooling at which teachers were teaching was not identified as a target area for the QTP (Phase 1).

(c) Priority Areas

Table 2: Priority Areas Table, provides details on the number of teacher participants by the QTP (Phase 1) priority areas.

TABLE 2: PRIORITY AREAS TABLE (2002 school year and first semester of 2003)

	<b>LITERACY</b>	<b>NUMERACY</b>	<b>MATHS</b>	<b>SCIENCE</b>
<b>Teacher participants</b>	25,569	27,730	6,641	7,346
	<b>ICT</b>	<b>VOCATION EDUCATION</b>	<b>MULTIPLE PRIORITY AREAS</b>	<b>National TOTAL</b>
<b>Teacher participants</b>	17,841	5,641	19,232	110,000

Themes relating to priority areas across all State and Territory projects

#### Literacy

A common theme is to achieve greater consistency in practice within and across schools. The following sector specific themes are also apparent.

- Early childhood - early identification and effective intervention for students at risk
- Primary - supporting the implementation of new curricula; extend practices embedded in the early years through later primary years
- Middle years - supporting efficient transition, with a subtext of sharing, aligning and improving literacy practice for junior secondary years
- Secondary - general improvement in literacy practice, non-English teacher literacy practices across the curriculum, support for implementation of new English curricula at senior secondary level

#### Numeracy

A common theme exists, to make broad improvements to practice, particularly through the development of innovative resources.

#### Mathematics

There is a variety of themes apparent, including reshaping mathematics pedagogy along more constructivist lines, consideration of ways of using ICTs to improve practice, support for implementation of new senior secondary syllabi, investigation of how students develop mathematical understandings.

#### Science

There is a variety of themes apparent, including supporting introduction of new syllabi at senior secondary level, resource development, introducing and enhancing the use of ICT for science teaching, and updating content knowledge.

## Information and Communication Technology (ICT)

The most common themes are developing and improving classroom use of ICTs, teacher skill development, and familiarisation with various forms of software. Other themes are supporting information skills for teacher librarians, teaching ICT syllabi at senior secondary level, advancement of literacy practice, use of ICTs for distance teaching through video conferencing and so on.

## Vocational Education and Training

Common themes are providing access to required qualifications and providing industry experience, and general improvements to practice, including liaison and building new partnerships with local business and industry groups.

Themes relating to State and Territory projects which include multiple priority areas

- Middle years of schooling - Improving the quality of educational experiences for students
- Curriculum - The significance and implications of an emphasis on outcomes in the design and delivery of curricula at school level
- Assessment - Improving teacher judgements especially in an outcomes based environment
  - Improving the consistency of judgements
  - Using new assessment techniques as a driver in the revision of practice in numeracy/mathematics.

Consultancies, projects, conferences, workshops and seminars

The strategic national initiatives component of the CQTP provides funding for these types of activities. The strategic national initiatives table (Attachment B) provides project descriptions, the expected outcomes, timing and participant details on these for 2002/03.

## Commonwealth Quality Teacher Programme State and Territory Project Funding

<i>Jurisdiction</i>	<b>Total Contracts (Phase One) 2000-2003</b>	<b>2002-2003 Financial Year</b>		
		<i>1st Phase Contract (final payments)</i>	<i>2nd Phase Contract (First Payment)</i>	<i>Total 2002-2003</i>
<b>NSW</b>				
Govt	\$16,646,000	\$2,793,000	\$3,841,800	
Catholics	\$4,869,000	\$817,000	\$1,123,800	
AIS	\$2,068,000	\$348,000	\$477,000	
<b>Total</b>	<b>\$23,583,000</b>	<b>\$3,958,000</b>	<b>\$5,442,600</b>	<b>\$9,400,600</b>
<b>VIC</b>				
Payment to Government	\$17,169,000	\$3,634,000	\$3,963,000	
<b>Total</b>	<b>\$17,169,000</b>	<b>\$3,634,000</b>	<b>\$3,963,000</b>	<b>\$7,597,000</b>
<b>QLD</b>				
Govt	\$9,181,000	\$1,108,000	\$2,118,600	
Catholics	\$2,138,000	\$452,000	contract to be finalised	
AIS	\$1,429,000	\$302,000	\$330,000	
<b>Total</b>	<b>\$12,748,000</b>	<b>\$1,862,000</b>	<b>\$2,448,600</b>	<b>\$4,310,600</b>
<b>WA</b>				
Govt	\$4,941,000	\$1,046,000	\$1,140,000	
Catholics	\$1,201,000	\$254,000	\$277,200	
AIS	\$706,000	\$149,000	\$163,200	
<b>Total</b>	<b>\$6,848,000</b>	<b>\$1,449,000</b>	<b>\$1,580,400</b>	<b>\$3,029,400</b>
<b>SA</b>				
Govt	\$3,845,000	\$813,000	\$887,400	
Catholics	\$895,000	\$189,000	\$206,400	
AIS	\$699,000	\$148,000	\$161,400	
<b>Total</b>	<b>\$5,439,000</b>	<b>\$1,150,000</b>	<b>\$1,255,200</b>	<b>\$2,405,200</b>
<b>TAS</b>				
Payment to Government	\$1,834,000	\$389,000	\$423,000	
<b>Total</b>	<b>\$1,834,000</b>	<b>\$389,000</b>	<b>\$423,000</b>	<b>\$812,000</b>
<b>ACT</b>				
Govt	\$852,000	\$180,000	\$196,800	
Catholics	\$357,000	\$76,000	\$82,200	
AIS	\$117,000	\$25,000	\$27,000	
<b>Total</b>	<b>\$1,326,000</b>	<b>\$281,000</b>	<b>\$306,000</b>	<b>\$587,000</b>
<b>NT</b>				
Payment to Government	\$1,250,000	\$266,000	\$288,600	
<b>Total</b>	<b>\$1,250,000</b>	<b>\$266,000</b>	<b>\$288,600</b>	<b>\$554,600</b>
<b>GRAND TOTAL</b>	<b>\$70,197,000</b>			<b>\$28,696,400</b>

Project	Contractor / School / Sector	Project funding (QTP funding 2002-03) (excl GST)	Project timeframe	Project Description	Project outcomes	Project participants (incl number of schools and teachers by primary, secondary)
National Quality Teacher Information Exchange Project	National Curriculum Services	\$156,778	June 2001 – December 2003	This project disseminates information about the Quality Teacher Programme, through a website, workshops, annual reports and a newsletter. This project also conducted an informal review of the QTP.	<ul style="list-style-type: none"> <li>• website.</li> <li>• Two national workshops</li> <li>• Two annual reports</li> <li>• A report of the review of the QTP</li> <li>• Two distributed editions of the newsletter and several draft editions prepared and awaiting approval</li> </ul>	Not applicable
Investigating the Links Between Teacher Professional Development and Student Learning Outcomes	The Australian Council for Educational Research	\$66,245	June 2001 – July 2003	The project is investigating the link between teacher professional development and improved student learning outcomes.	Two progress reports to date, and a final report expected shortly	Not applicable
National Trial of IDEAS	University of Southern Queensland	\$160,000	December 2002 to November 2003	To assess the viability of IDEAS, a process for school revitalization in a range of school settings and in a number of Australian education systems.	<p>Measure the impact of a comprehensive implementation of IDEAS on:</p> <ul style="list-style-type: none"> <li>• teacher morale and professionalism; achievement;</li> <li>• the development of school-based leadership concepts and processes; and</li> </ul> <p>Measure the transferability of IDEAS from the Education Queensland educational jurisdiction to other education sectors.</p>	12 schools are participating in the trial.
Evaluation of National Trial of IDEAS	Australian Catholic University	\$30,829	June 2003 to February 2004	The evaluation will identify and report on the impact and transferability of the IDEAS process in different school settings across jurisdictional boundaries.	<p>The evaluation will independently assess the national trial of the IDEAS Project in terms of the impact of the implementation of IDEAS on:</p> <ul style="list-style-type: none"> <li>• teacher morale and professionalism;</li> <li>• student outcomes;</li> <li>• the development of school-based leadership concepts and processes;</li> </ul> <p>The transferability of IDEAS from the Education Queensland educational authority to other education sectors.</p>	Not applicable
Taking It On, the second phase of the Dare to Lead project	Australian Principals' Associations Professional Development Council	\$909,090.90	2002-2004	The APAPDC will engage around 1500 principals from around Australia, to form an ongoing Coalition of schools and their principals who will commit to improving educational outcomes for their Indigenous students.	<p>Ministerial national launch has been held and forums in most States and Territories completed. Membership of 662 towards the target of 1500 has been achieved.</p>	1500 principals

Project	Contractor / School / Sector	Project funding (QTP funding 2002-03) (excl GST)	Project timeframe	Project Description	Project outcomes	Project participants (incl number of schools and teachers by primary, secondary)
Online Training and Support for Indigenous Educators'	Australian College of Educators	\$45,000	October 2002 - June 2003	To improve Indigenous education outcomes through support of Indigenous educators by way of an online learning centre	<p>A process for identifying Indigenous teachers' professional learning needs that can be addressed by online support</p> <p>An online learning centre experience for Indigenous educators</p> <p>A model for the establishment, implementation and evaluation of online support for Indigenous educators</p> <p>Project commenced in June 2003</p>	<p>Australian College of Educators</p> <p>Department of Education, Science and Training</p> <p>Approximately 20 Indigenous educators from a variety of locations around Australia</p> <p>Project commenced in June 2003</p>
Asian Languages Professional Learning Project (ALPLP)	Asia Education Foundation	\$200,000 in 2002 -03	June 2003 – June 2005	<p>To improve the quality of Asian languages programs through the development and delivery of an innovative professional development program, that provides teachers nationally with opportunities to:</p> <ul style="list-style-type: none"> <li>• improve their skills and understanding in languages methodology</li> <li>• become familiar with current research and resources in the field</li> <li>• be able to use their new knowledge and understanding with confidence in the classrooms</li> <li>• strengthen linkages between language programs and other areas of the curriculum through whole school approaches</li> </ul>	<p>The report will contribute to the OECD Activity aims to: (i) synthesise research on issues related to policies concerned with attracting, recruiting, retaining and developing effective teachers; (ii) identify innovative and successful policy initiatives and practices; (iii) facilitate exchanges of lessons and experiences among countries; and (iv) identify policy options.</p>	Not applicable
OECD Education Activity 'Attracting, Developing and Retaining Effective Teachers' – preparation of Australian Country Background Report	Connell Skillbeck	\$43,972	Oct 2002 – June 2003	The preparation of a report on current policies, practices and issues for attracting, developing and retaining effective teachers in Australia.	<p>The report will contribute to the OECD Activity aims to: (i) synthesise research on issues related to policies concerned with attracting, recruiting, retaining and developing effective teachers; (ii) identify innovative and successful policy initiatives and practices; (iii) facilitate exchanges of lessons and experiences among countries; and (iv) identify policy options.</p>	Not applicable



Project	Contractor / School / Sector	Project funding (QTP funding 2002-03) (excl GST)	Project timeframe	Project Description	Project outcomes	Project participants (incl number of schools and teachers by primary, secondary)
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	New South Wales Department of Education and Training	\$30,000	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002).	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 33 schools. In addition, 45 participants attended a special conference.
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	Victorian Department of Education and Training	\$25,000	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 34 schools. In addition, 264 teachers and over 2,100 students took part in a range of forums and special events/activities.
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	Education Queensland	\$5,925.51	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 12 schools.
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	Western Australian Department of Education	\$4,290	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 9 schools.
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	State of South Australia as represented by and acting through the Minister for Education and Children's Services	\$10,000	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 12 schools.
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	Tasmanian Department of Education	\$2,000	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 7 schools
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	Association of Independent Schools of the ACT Incorporated	\$2,000	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	Grants provided to 5 schools. In addition, 71 participants attended a seminar/workshop (including 16 teachers and 43 students)
The provision of small grants to schools to encourage their participation in <i>Celebrating Democracy Week</i>	Northern Territory Department of Education	\$2,000	August 2002 – December 2002	Helping schools across the sectors to engage in civics and citizenship education activities in <i>Celebrating Democracy Week</i> (23-29/10/2002)	Good practice in civics and citizenship education highlighted. Teachers' awareness of professional development opportunities increased.	350 teachers and students from 13 schools attended a forum. There were regional activities in 7 schools.
Meetings of Teacher Standards Reference Group	Australian College of Educators	\$39,970	30 July 2002 – 2 September 2002	Conduct of meetings of the Teacher Standards Reference Group on 31 July 2002, 7 November 2002 and 27 November 2002	Reference Group will facilitate the development of a national statement for the teaching profession.	19 teachers and other stakeholders.

Project	Contractor / School / Sector	Project funding (QTP funding 2002-03) (excl GST)	Project timeframe	Project Description	Project outcomes	Project participants (incl number of schools and teachers by primary, secondary)																		
Boys' Education Lighthouse Schools Programme (BELSP)	Curriculum Corporation (Stage One)	\$510,000 from QTP for Stage One	<p><b>Stage one</b> February 2003 - December 2003</p> <p><b>Stage Two</b> Early 2004 - End of 2004 .</p>	<p>Stage One (2003), 110 schools and school clusters are receiving grants to develop, implement and document their successful practices in the education of boys.</p> <p>Stage Two (2004), up to 30 'lighthouse' schools will be established to champion, demonstrate and disseminate best practices in boys' education to a cluster of schools around them.</p>	<p>The BELSP aims to disseminate information and strategies that will contribute toward an effective pool of quality teachers by documenting, showcasing and promoting successful practices in the education of boys.</p> <p><b>Stage One:</b> A final report and a summary report will be disseminated to all Australian schools in late 2003.</p> <p><b>Stage Two:</b> In addition to professional learning programmes for teachers in each 'lighthouse' cluster, a communication strategy will disseminate findings of Stage Two to all schools in late 2004.</p>	<p><b>Teacher Data</b> 217 teachers participated in Stage One briefing sessions in May 2003</p> <p>Approx 3,700 staff from the 230 participating schools will be involved in the project either directly or indirectly during Stage One.</p> <p><b>School Data</b> The following table provides a breakdown of schools by type and system.</p> <table border="1"> <thead> <tr> <th>TYPE</th> <th>No of Schools</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>173</td> </tr> <tr> <td>Secondary</td> <td>48</td> </tr> <tr> <td>K-12</td> <td>4</td> </tr> <tr> <td>Other</td> <td>5</td> </tr> </tbody> </table> <p><b>SYSTEM</b></p> <table border="1"> <thead> <tr> <th>SYSTEM</th> <th>No of Schools</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td>191</td> </tr> <tr> <td>Catholic</td> <td>29</td> </tr> <tr> <td>Independent</td> <td>10</td> </tr> </tbody> </table>	TYPE	No of Schools	Primary	173	Secondary	48	K-12	4	Other	5	SYSTEM	No of Schools	Government	191	Catholic	29	Independent	10
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National Mapping of Gender Specific and Gender Related Curricula	Impetus Consultations Pty Ltd	\$17,000	June 2003 - October 2003	<p>The project involves a national mapping of curricula and materials that have been designed with a specific gender focus or are gender related.</p> <p>The national map of materials will be made available to teachers via a user-friendly, web-based resource that provides a summary of each initiative, how it works, what its purpose is and whether a particular initiative would be relevant to the needs of their school or be able to be adapted to meet their needs.</p>	<p>A final report containing a national map of gender specific and gender related curricula materials.</p> <p>It is intended that the final resource will be made available to all Australian schools and school teachers via a user-friendly website.</p>	<p>Data relating to the number of schools/teachers who contribute material to the project will be available at the conclusion of the activity.</p>																		

Project	Contractor / School / Sector	Project funding (QTP funding 2002-03) (excl GST)	Project timeframe	Project Description	Project outcomes	Project participants (incl number of schools and teachers by primary, secondary)
Career Change Entrants to Teaching Project	Australian College of Educators	\$50,000	November 2002 – mid 2003	The project examines current Australian and overseas practice in relation to policies and programmes for mid career teacher entrants and report on effective strategies for attracting, training and retaining mature age entrants to teaching.	A Final Report.	322 principals and teachers responded to a survey. 36 teachers participated in focus groups.
Effective Programmes for Beginning Teachers	Tasmanian Department of Education	\$24,260	Jun 01 - Nov-02	The project involved a literature review, a survey of 700 first and second year teachers and 380 supervisors of beginning teachers from around Australia, a workshop of key stakeholders and a final report.	To identify how well prepared beginning teachers are, whether needs are currently being met and ways the preparation of, and support for, beginning teachers may be improved.	700 first and second year teachers and 380 supervisors of beginning teachers.
National Forum on Teacher Standards, Quality and Professionalism	Australian College of Educators	\$140,772	9 May 2003-July 2003	Conduct of a National Forum on Teacher Standards, Quality and Professionalism on 26 May 2003	The National Forum provided the Commonwealth and other stakeholders with an opportunity for reporting to and consulting with teachers and other educators about recent developments in teacher standards, quality and professionalism.	230 teachers and other educators
Second seminar on Excellence in School Leadership	Australian Secondary Principals Association (ASPA)	\$85,000	30 August 2002- July 2003	Conduct a seminar for representatives of school leader organisations	School leaders shared understandings and reached agreement on issues relating to school leadership.	70 school principals and 10 other stakeholders
Investigation of a national approach to support school leadership	Aust. Secondary Principals Assoc., Aust Primary Principals Assoc., Aust Catholic Secondary Principals Assoc., Assoc. of Heads of Independent Schools of Aust.	\$65,000	18 June 2003 - 12 September 2003	Management of a consultation strategy to identify options on a national approach to support school leadership.	Commonwealth provided with options on a national approach to support school leadership.	Consultation with Australia's 9,700 principals.
Qualitative Study on Teacher Attraction and Retention	Catalyst Recruitment	\$74,811	September 2002 – December 2002	The project conducted case studies, focus groups and a phone survey of teachers to provide information on: factors that attract people to teaching and influence people to leave teaching <ul style="list-style-type: none"> <li>• Teacher quality</li> <li>• Perceptions and attitudes to the teaching profession</li> <li>• School environment and working conditions</li> <li>• Past career and future career</li> <li>• Education levels</li> </ul>	A report on the Demand and Supply of Primary and Secondary School Teachers in Australia for MCEETYA	Teachers and principals across Australia.
Support for the Review of Teaching and Teacher Education under <i>Backing Australia's Ability</i>	Various projects to support the work of the Review Committee	\$625,000	August 2002 – Mid 2003	The Review of Teaching and Teacher Education, which was established under <i>Backing Australia's Ability</i> is examining ways to attract and retain the best people into the teaching profession, especially in the fields of science, technology and mathematics.	Various outcomes to support the work of the Review Committee	Teachers and principals across Australia including representatives on the Committee and Reference Groups.