



"APTA is a federation of state and territory joint councils of professional teacher associations. Its vision is to provide national leadership that supports and advances the teaching profession".

NEWS IN BRIEF – October 2022



President's Report



APTA President, Cheryl Brennan

2022 has continued to be an eventful year with workload pressures impacting classroom teachers, teacher association Boards and committee members. Teacher association leaders have navigated their way through the “winter wave” of COVID-19 with new ideas and innovative approaches. APTA will remain focused on its three pillars set out in its strategic plan: providing support to our joint council members and the teaching profession, speaking out and acting to ensure that interests are taken into account, and combining efforts and expertise to produce greater effectiveness. Please speak to your state or territory APTA representative if you have suggestions on how APTA can further its strategic objectives.



Department of Education

Members of the APTA Board met with the Australian Government Department of Education on 10 August 2022. The Department of Education shared the new federal minister Jason Clare’s passion for education as mentioned in his maiden speech to parliament. Click [HERE](#) to read it.

The previous Department of Education, Skills and Employment (DESE) is now split into two: the Department of Education, and the Department of Employment and Workplace Relations. There are some internally restructured teams, although the Secretary of the Department of Education remains Michele Bruniges.

The main focus of the meeting was an extended discussion of reasons for, and solutions to the current teacher workforce shortages. APTA raised the importance of teacher association voice through teacher associations, which are able to raise collective teacher efficacy, help teachers see themselves as part of a profession beyond their school context, provide important professional learning and help teachers gain mastery over their subject or area of speciality. Teacher association leaders are aware of emerging issues, have strong connections across educational systems, and have experience in dealing with curriculum, pedagogy and research linked to current classroom practice. APTA noted that the issues it raises are being listened to, but that there is more potential for the federal and state governments to embrace teacher associations as part of the “solution space”, for example through funding or joint projects. The unintended consequence of failing to include teacher associations is that funds are wasted on expensive projects that do not achieve their objective, such as AITSL’s *My Teacher Advice Platform*.

At the meeting with the Department of Education, APTA also raised two other main points:

- out-of-school subject-specific professional learning has been discouraged by some schools in favour of generic whole-school pedagogical approaches – the reality is that both are needed
- there are workload pressures on pre-service teachers working in schools prior to completing their studies in education.

APTA will meet with Department of Education staff in Term 4. Please be in touch with your state or territory APTA representative if you have items to raise at this meeting.

Australian Curriculum

Many teacher associations have been involved in the development of the Australian Curriculum over the past couple of years. Version 9.0 of the Australian Curriculum is now available on a new website and will be implemented by schools according to the timelines set by education authorities in states and territories. Click [HERE](#) to access the website.

Productivity Commission Review of National Schools Reform Agreement

APTA Board members met with Productivity Commissioners regarding the National Schools Reform Agreement on 7 July and made a formal submission. The submission focused on the connection between what happens in the classroom and national policy.

APTA’s seven recommendations were:

- that government policy needs to appreciate that the complexity of teacher’s work has increased in the last five years.
- that government policy needs to actively include authentic teacher voice as a means of empowering the profession and of producing more effective government policy that has direct classroom impact.

- that teacher association voice, as well as principal association voice, be considered in formulating education policy to ensure relevance to classroom practice.
- that the representation of professional teacher association leaders is required on expert advisory committees within the national architecture for schooling. These leaders are respected, experienced, expert teachers across schooling sectors with proven pedagogy and a strong understanding of how to lead curriculum development, implementation, assessment and review.
- that the NSRA objective and outcomes be reviewed in the light of the *Alice Springs Declaration on Education Goals* and the fact that the emergency issue at the moment is how to prevent many excellent classroom teachers from leaving the profession due to excessive workloads and not being valued.
- subject/specialty professional learning to be customised to the professional needs of teachers, as determined by teachers and their associations, in order to build individual and collective capacity.
- the provision of opportunities for teachers to develop their subject/specialty expertise through professional teacher associations, supported and encouraged by educational jurisdictions in real terms, e.g. through accreditation and funding.

APTA's full submission can be accessed [HERE](#).

The Productivity Commission's Interim Report was released on 14 September and reviews how well national policy initiatives by the Australian, State and Territory Governments have achieved the objectives and outcomes set out in the Agreement and makes recommendations to inform the design of the next school reform agreement.

A key recommendation relevant to joint councils and teacher associations is for Governments to create the time, support and resources for effective teaching and quality teaching.

Priorities include:

- reducing high workloads
- reducing out-of-field teaching
- professional development at critical points
- fostering best practice through networks, collaboration and technology.

The public is invited to examine the interim report and make written submissions by Friday 21 October. APTA will be making a written submission. If your joint council has any comments, please pass them on to your state or territory APTA representative.

Australian Institute for Teaching and School Leadership (AITSL)

Steve Hawkins, APTA Secretary, attended the AITSL Highly Accomplished and Lead Teacher Summit in Adelaide on 13–14 May to represent APTA. Speak to your state or territory APTA representative if you have comments on HALTs and how they relate to teacher associations. APTA is planning to meet with AITSL General Manager Daniel Pinchas in Term 4 to hear about AITSL's upcoming projects.



Director Identification Number

If your association is a company, remember that all directors will need to organise a director ID number through ASIC.

A director ID is a unique identifier that a director will apply for once and keep forever – which will help prevent the use of false or fraudulent director identities. All directors of a company, registered Australian body, registered foreign company or Aboriginal and Torres Strait Islander corporation will need a director ID.

When people must apply for their director ID depends on when they first become a director:

- Directors appointed before 1 November 2021 have until 30 November 2022 to apply.
- New directors appointed for the first time between 1 November 2021 and 4 April 2022 had 28 days from their appointment to apply.
- From 5 April 2022, intending new directors must apply before being appointed.

For more information about the director ID, including how to register, please visit – <https://www.abrs.gov.au/director-identification-number>

Australian Teacher Workforce Data (ATWD) initiative



Australian Teacher Workforce Data

The ATWD is a valuable national evidence-base that is providing important insight into addressing key challenges in the teaching profession. The ATWD Teacher Survey, the largest survey of the teacher workforce in Australia, is an important part of this.

See what the ATWD is showing us by clicking the link [HERE](#).

The ATWD Teacher Survey is the teacher voice in the ATWD. It provides an opportunity for teachers to share their unique experiences and insights. The ATWD Teacher Survey is a voluntary, 10-minute survey for all registered teachers and school leaders. Find out when the ATWD Teacher Survey will be held in your state/territory [HERE](#).

APTA webinars

Thanks to APTA Board Member Deb Hull for hosting a webinar on Governance on 1 June. This was well attended and provided numerous and significant support and tips, such as how to run a meeting focused on discussion and decision making rather than on dissemination of information.

APTA hosted a webinar on *The Pros & Cons & Management of Social Media* on 13 September. Expert presenters included Kerri Buttery, Director and Designer, VETNexus, Claire Hewat from Associations Forum and Alison Muscat, Executive Officer for Careers Advisers Association of NSW and ACT.

Keep your eye out for upcoming APTA webinars that can support you in running your association!

APTA AGM

The APTA AGM is scheduled for Saturday 12 November at 2.30pm.

Details about the AGM will be forwarded to Joint Councils prior to the AGM.