



Education and Training

High Standards in ACT School Education

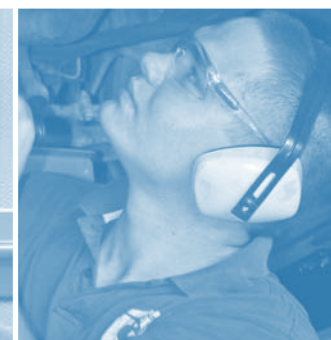
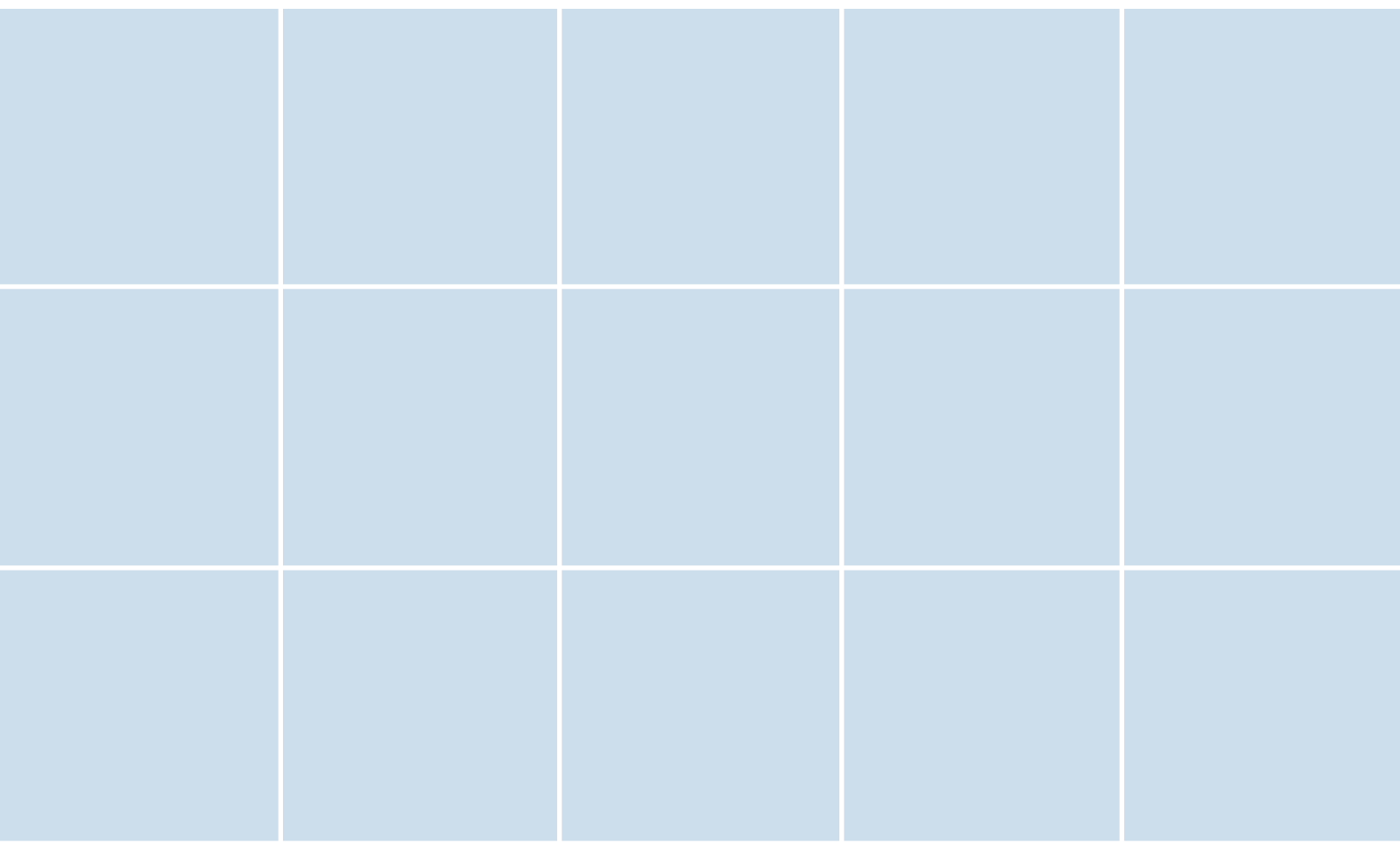
A Consultation Paper for an ACT School Standards Authority

Andrew Barr MLA
Minister for Education and Training



High Standards in ACT School Education

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Message from the Minister

The quality of school education in the ACT is of the highest importance for our territory's future. In February 2008, I launched a discussion paper on *High standards in ACT school education* to promote community debate on ways in which we could maintain and enhance excellence in all our schools.

The paper proposed the establishment of an **ACT School Standards Authority**, built on the foundation of the ACT Board of Senior Secondary Studies. The paper proposed an independent body that would provide a cost-effective approach to quality assurance across both the public and non-government school sectors.

I would like to thank all the school education stakeholder organisations, school boards and community members who responded to the discussion paper. Most responses supported the concept of an ACT School Standards Authority. Responses also supported further community consultation on the functions of such an authority.

The paper that follows, together with a wider consultation process, will encourage debate on the functions of an ACT School Standards Authority and allow for the development of a preferred operational model.

This discussion is timely. It builds on the cross-sectoral collaboration that has led to the implementation of our new ACT Curriculum Framework (P-10), *Every Chance to Learn*. It is an opportunity to discuss ACT standards in school education at a time when there are important national initiatives going forward.

Children and young people deserve the best teaching and a curriculum that supports lifelong learning and citizenship. All students deserve to feel safe at school and supported in their learning at every stage of their school life. Strong partnerships between schools and their communities are also needed to support students' progress.

I look forward to further discussion on how standards in ACT school education should be maintained and improved. Input from educators and the wider community will assist the Government in its decisions on an ACT School Standards Authority.

Andrew Barr MLA

Minister for Education and Training

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Introduction

The purpose of this consultation paper is to engage educators and the wider ACT community in discussing options for an ACT School Standards Authority.

All major school education stakeholders, across the public and non-government school sectors, responded to the discussion paper, *High Standards in ACT School Education*, which was launched by the Minister for Education and Training in February 2008. So did a number of schools and individuals.

Most stakeholder organisations supported the concept of a school standards authority although there were differing views about its functions. There was strong support for further community consultation.

This consultation paper summarises feedback on the discussion paper and includes:

- the rationale for an ACT School Standards Authority
- the proposed functions for the authority
- possible models for the operations of the authority.

Consultation on options and issues presented in this paper will take place during the middle months of 2008 and will include focus groups and workshops.

Further information is available on the Department of Education and Training's website at www.det.act.gov.au. The discussion paper and consultation paper are both available through the website.

If the Government were to proceed with the establishment of a School Standards Authority, the authority would commence operations by 2011. This timeframe would allow time for detailed planning, for further consultation with education stakeholders on the implementation of an agreed model, and for requisite changes to legislation.



Rationale for an ACT School Standards Authority

Improving student learning

The prime goal of any educational change is to strengthen student learning, progress and achievement. An ACT School Standards Authority would support this goal through establishing and monitoring school education standards. The authority's scope could extend to standards in curriculum, student achievement, teaching, school registration, home education and schooling generally.

Accountability

Parents, carers, communities and governments across Australia are looking to greater accountability for the outcomes of school education. A School Standards Authority would provide independent, objective advice on the achievement of agreed standards in the ACT.

Teaching, curriculum and assessment are three key, interconnected dimensions of school education. In addition, strong leadership, high quality facilities, positive school environments and community involvement are needed to support student learning and progress. The ACT remains committed to principles of school-based curriculum and assessment; parent, carer and community participation; and self-evaluation processes to support continuous school improvement. However, there is also a role for an independent quality assurance body to strengthen accountability for the outcomes of schooling across the territory.

Cross-sectoral focus

There are strong arguments for moving quality assurance functions that apply across the public and non-government school sectors to an independent body. Currently, functions such as registration of non-government schools are the responsibility of the Department of Education and Training (DET).

Moving these functions to the standards authority would allow DET to develop a primary role as the provider of public education. It would also allow for the maximum separation of the Minister's responsibilities for public schooling and his responsibilities for all schools. This would be achieved by an independent authority taking over quality assurance functions that apply to both public and non-government schools.

Timeliness

The proposal for an ACT School Standards Authority is timely. Such an authority would build on the collaboration across the public and non-government school sectors that has underpinned the development of the development and implementation of the new ACT Curriculum Framework (P-10). It would also be timely given the impetus of the national accountability agenda, including the implementation of the National Assessment Program and the development of national curriculum by 2010.

Support from stakeholders

The support from most education stakeholder organisations for an independent authority suggests that ACT school education would be strengthened if such a body were established. Stakeholders saw natural organisational synergies between many of the proposed functions, including the current work of the ACT Board of Senior Secondary Studies (BSSS).

One public school stakeholder organisation thought that public education should be the ACT Government's priority and did not support an independent standards authority. Another organisation reserved its view, pending further consultation.

There was a general view that an ACT School Standards Authority should be seen as a new initiative rather than simply an expansion of the BSSS.



Proposed functions

Curriculum and assessment

Background

The discussion paper, *High Standards in ACT School Education*, proposed that an ACT School Standards Authority would maintain and review the ACT Curriculum Framework (P-10), Every Chance to Learn and continue the BSSS responsibilities for year 11-12 course frameworks and course accreditation.

The discussion paper also suggested that the authority could administer the National Assessment Program (NAP) in the ACT, analyse NAP data and report to the Minister on student achievement. The NAP consists of: annual testing of literacy and numeracy for all students in years 3, 5, 7 and 9; a rolling three year cycle of testing national samples of students in science (year 6 students); information and communication technology (students in years 6 and 10); and civics and citizenship (students in years 6 and 10); and Australian students' participation in the OECD Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS).

The authority would continue BSSS responsibilities for moderation of school-based assessments for the Year 12 Certificate and scaling procedures for tertiary entrance.

Support from stakeholders

With a small number of exceptions, respondents to the discussion paper supported or strongly supported an ACT School Standards Authority being responsible for curriculum frameworks (P-12) and for related assessment matters. This would build on the public and non-government collaboration that already exists in the BSSS for senior secondary curriculum and on the cross-sectoral work that developed the P-10 Framework. Most respondents also supported the new authority having responsibility for administering the NAP.

Continuity of learning (P-12)

The P-12 (or K-12) curriculum and assessment authority model is used in a number of other Australian states and territories. The model supports a consistent approach to curriculum across all the years of schooling. It supports a more seamless transition for students from the compulsory to the post-compulsory years. Many respondents felt that extending the current BSSS curriculum and assessment responsibilities into the earlier years of schooling was a logical step for the ACT.

A number of responses commented on the blurring of boundaries between the early childhood, school, vocational education and training (VET) and higher education sectors. An independent authority, with appropriate representation, would support student pathways into, through and beyond schooling. Cross-sectoral responsibilities related to school student pathways, currently managed within DET, might also be transferred to a new authority.

Responses to the discussion paper commented on the importance of retaining school-based curriculum development in the ACT, within agreed curriculum frameworks. Questions were raised about the role of the proposed authority in relation to curriculum development and professional support for teachers in their curriculum development roles.

There was an assumption, correctly made, that the current BSSS accreditation processes for senior secondary courses would continue. Some respondents raised the question of whether an accreditation or registration function for programs in the high school years should be undertaken as part of a new standards authority.

National curriculum and assessment agenda

Stakeholders agreed that an independent authority would be well placed to develop a coherent response to the national curriculum agenda, across the years of schooling and across the public and non-government school sectors. The establishment of an ACT School Standards Authority by 2011 would fit in well with the anticipated need to review frameworks to ensure their consistency with national curriculum, expected to start coming on line from 2010.

Respondents to the discussion paper also supported transferring the administration of the NAP from DET to a new standards authority. They considered that the authority would be well placed to hold and analyse NAP data at a whole of ACT level. Reports to the Minister would provide cross-sectoral information on how well ACT students performed in relation to students in other states and territories and on areas where improvements may be needed.

Respondents also commented on the appropriate use of data and how it might be regulated. Data should not be used to compare schools or school systems. Each school system and/or school should be responsible for analysing its own data at a more detailed level and for implementing any changes where data on student achievement indicated areas of concern.

Some respondents commented on the possible separation of policy and administrative roles. It was felt that it would be difficult for a new authority to administer the NAP if it were not involved in policy decisions. In other jurisdictions, policy and administrative roles for the NAP sit together – in some cases with the education department and in others with an independent curriculum and assessment authority. This issue would be resolved during the establishment phase for a new authority in the ACT.

Other assessment functions

A number of responses to the discussion paper suggested that the authority should have assessment functions beyond those related to the NAP. Stakeholders commented that curriculum and assessment go hand in hand and that national testing should not be the sole measure of student achievement standards.

Some respondents suggested that the new authority could also:

- monitor standards of student achievement in relation to *Every Chance to Learn*
- extend some form of moderation of A-E grades to other years of schooling (particularly the secondary years)
- provide support for school-based assessment practices.

Further discussion of how an ACT School Standards Authority might undertake its curriculum and assessment functions will be welcomed during the consultation process.

Certification

Background

The discussion paper, *High Standards in ACT School Education*, suggested that an ACT School Standards Authority could take on responsibilities for Year 10 certification and continue the BSSS responsibilities for year 12 qualifications.

Support from stakeholders

Where responses commented on the certification function, all supported an ACT School Standards Authority continuing the current BSSS responsibilities for year 12 qualifications and also taking on responsibility for year 10 certification.

Year 12 qualifications

The current functions of the BSSS – approval of recognised educational institutions for the teaching of vocational education programs and of specialist education providers; establishing and moderating achievement standards (A-E grades); and

scaling school-based results for tertiary entrance – all assure the standards of certificates and achievement statements issued by the Board. These include Year 12 Certificates, Tertiary Entrance Statements and Vocational Education and Training Certificates. All these functions would continue under a new standards authority.

Year 10 certificates

The BSSS policies and procedures for year 12 certification provide comprehensive quality assurance of school-based curriculum and assessment. This ensures that grades and scores can be validly compared across all ACT senior secondary schools. On the other hand, year 10 certification, currently managed by DET, records the outcomes of school-based curriculum and assessment. Quality assurance is the responsibility of individual schools.

A school standards authority would have responsibility for policy and procedures associated with year 10 certification. Quality assurance could continue to be the responsibility of individual schools or the authority could develop some quality assurance mechanisms, in consultation with stakeholders.

In a number of other states and territories, the role of year 10 certification has been, or is, the subject of discussion. Some states are considering including year 10 as part of senior schooling. Others have designated year 10 as a transition year. Most jurisdictions no longer issue a year 10 certificate. Where they do issue a certificate, its content has been, or is being, reviewed. A school standards authority would be well placed to pursue such discussions in the ACT.

Further discussion of how an ACT School Standards Authority might undertake its certification functions will be welcomed during the consultation process.

Registration of non-government schools and home education

Background

The discussion paper, *High Standards in ACT School Education*, proposed that an ACT School Standards Authority be responsible for non-government schools registration and the registration of students for home schooling. These responsibilities are currently undertaken by DET.

Arrangements for the registration of non-government schools and home education vary widely across the Australian states and territories. In some cases, departments of education manage these processes. In others, a separate independent board has been established. In some cases different authorities manage the registration of non-government schools and the registration of home education.

COMMUNITY RESPONSE FORM

The purpose of the community consultation process on an ACT School Standards Authority is to seek your views on:

- how such an authority might improve ACT school education, across the public and non-government sectors
- what functions the authority should undertake and what operational model should be adopted.

You may download this form from the ACT School Standards Authority project website at www.det.act.gov.au.

Responses need to be submitted by 1 September 2008.

Please indicate your professional or personal role and the sector in which you work or have a particular interest. You may tick more than one box.

	Public schools	Catholic	Independent
Teacher			
Other school-based employee			
Student			
Parent / carer			
Principal			
School Board member			
Parent committee member			
Teacher educator			
Educational administrator			
Union representative			
Member of the public			
Other stakeholder (please specify)			

Name	
Organisation (if applicable)	
Position (if applicable)	
Contact details	

Please indicate by placing an 'X' in the box opposite **if you consent to your submission being published** on the project website

Question

The goal of an ACT School Standards Authority would be to improve student learning through establishing and monitoring standards across a range of functions.

How do you think an ACT School Standards Authority might add value to ACT school education?

Comment**Question**

The consultation paper discusses five possible functions an ACT School Standards Authority could undertake: curriculum and assessment; certification; registration of non-government schools and home education; teacher registration; and schooling standards.

Do you have any comment on one or more of these specific functions?

Are there any additional functions you would like to propose for an ACT School Standards Authority?

Comment

Question

The consultation paper proposes three models for an ACT School Standards Authority.

What are the advantages and disadvantages of the models? Which model do you think is the most appropriate for the ACT?

(Please feel welcome to propose a variation to one of the models or develop another option.)

What suggestions do you have for governance and Board membership?

Comment**Question**

Do you have any further comment on how the Government might move forward to establish an ACT School Standards Authority by 2011?

Comment

Space for additional comments

When you have completed the form, please submit it:

By post to:

Michael Brady
School Standards Authority Consultation
ACT Department of Education and Training
GPO Box 158 CANBERRA ACT 2601

or by email to:

schoolstandards@act.gov.au

or by fax to:

Michael Brady
ACT School Standards Authority Proposal
Fax: (02) 6205 9418

The closing date for submissions is 1 September 2008.

More information about the consultation process is available through the DET website at www.det.act.gov.au.



Education and Training

In New South Wales, the Board of Studies administers both functions, in addition to its responsibilities for curriculum, assessment and certification (K-12). In Victoria, the Victorian Registration and Qualifications Authority administers both functions in addition to its responsibilities for quality assurance for qualifications in the school, VET and higher education sectors.

Support from stakeholders

There was strong support from stakeholder organisations, particularly in the non-government sector, for the registration of non-government schools to be managed by an ACT School Standards Authority.

There was also support for the authority to manage the process of registering students for home education. It seemed logical to place this function together with the registration of non-government schools.

Where stakeholders disagreed with these proposals, their preference was to establish a statutory body for registration matters, separately from a P-12 curriculum and assessment authority. However, there is a strong argument for consolidation, rather than proliferation of statutory bodies as a means of promoting efficiency and effectiveness.

Some stakeholders felt the current arrangements, managed by DET, were working well and that conflicts of interest were not an issue at present. However, they recognised that placing these functions in an independent body would secure objectivity in the longer term.

School registration

Some stakeholder organisations suggested that moving responsibility for the registration of non-government schools from DET to an ACT School Standards Authority would provide an opportunity for the ACT to review the criteria and processes for registration. Such a review could include considering the option of registering all schools (public and non-government) as is the case in Victoria.

Further discussion of how an ACT School Standards Authority might undertake its functions related to registration of non-government schools and home education will be welcomed during the consultation process.

Teacher registration

Background

In 2007, the Teacher Registration Project held extensive community consultations. Issues discussed included current arrangements for the employment of teachers in the ACT; arrangements and criteria for teacher registration in other states and territories; professional standards; and teacher education. The final report from the project was presented to the Minister for Education and Training at the end of 2007. The report included recommendations for an independent body to manage teacher registration in the ACT. This would follow the model adopted in other Australian states and territories.

The discussion paper, *High Standards in ACT School Education*, proposed that an ACT School Standards Authority take responsibility for registration of teachers and raised issues about how related functions, such as establishing professional standards, might be managed.

Stakeholder views

The majority of responses to the discussion paper did not support including teacher registration in an ACT School Standards Authority. Most respondents supported the recommendation of the Teacher Registration Project that the Government establish an independent teacher registration board.

Options for teacher registration

Opposition by stakeholder organisations to the inclusion of teacher registration in an ACT School Standards Authority appears to be based on two main concerns. The first is the time frame. Consultation on an ACT School Standards Authority and a long lead time for its establishment would delay ACT implementation of teacher registration and the associated benefits registration would bring to the profession.

It would be possible for a teacher registration process to be established in a way that would satisfy this concern. An approach suggested in one response to the discussion paper was to establish an interim process in the short term and incorporate it into an ACT School Standards Authority at a later time.

The most practical way to achieve this initially is to implement a range of pre-employment checks that are common to teachers seeking work in ACT schools, regardless of sector. These functions could transfer to the ACT School Standards Authority when it becomes operational in 2011. If there were to be a decision not to include teacher registration in the authority, or if there were a decision not to proceed with the establishment of a standards authority, a longer term model of teacher registration for the ACT would need to be considered.

The second concern of stakeholders was that an authority with broad-ranging functions might not give sufficient recognition to the value and importance of

teaching and teachers. If teacher registration were to be a part of the authority, it would be essential to structure the authority in a way that would ensure the active participation of the teaching profession.

Research confirms that the most important variable in a child's success at school is the quality of teaching. Research also suggests that standards in teaching, curriculum and assessment need to be aligned to support student achievement. Including teacher registration in a broader standards body could support this alignment and strengthen, not diminish, the value of teaching and teachers.

Collaboration in teaching, curriculum and assessment matters, across the public and non-government sectors, is already strong in the ACT. This collaboration would be strengthened in an ACT School Standards Authority.

Further discussion of how the functions related to teacher registration and teacher standards should move forward will be welcomed during the consultation process.

Schooling standards

Background

The discussion paper, *High Standards in ACT School Education*, suggested that an ACT School Standards Authority could have a role in monitoring the standards of ACT schooling generally. This would provide a new level of quality assurance and would apply across both the public and non-government school sectors.

Support from stakeholders

There was general support for the suggestion that an ACT School Standards Authority have some responsibilities for monitoring and reporting on the standards of schooling generally. However, a number of respondents did not comment on this aspect of the discussion paper and others sought further consultation and clarification of how such monitoring might be carried out.

Options for reviewing schooling standards

Approaches to monitoring and reporting on schooling standards can be viewed on a continuum. A minimalist approach could involve an ACT School Standards Authority collating and reporting on territory-wide data on areas including the following:

- number of registered schools
- number of students registered for home education
- number of registered teachers
- results of national assessments
- certification and qualifications of students.

The authority could do this by drawing on information gathered as part of its other functions. This would provide an overview of ACT schooling standards.

At the other end of the continuum, an ACT School Standards Authority could undertake external reviews of all schools on a cyclical basis. This could follow the model of the New Zealand Education Review Office (ERO).

The ERO framework is based on three review strands: school specific priorities; areas of national interest (for example, Maori education) and compliance with legal requirements. The ERO review builds on schools' self review processes. If this approach were taken in the ACT, it could be linked to the registration and review of schools.

It is possible that the preferred position for the ACT would lie somewhere between these two models. Any agreed approach would need to be consistent with the ACT education community's philosophies.

For example, the ACT School Standards Authority could be given responsibility for collating and reporting ACT data on those areas that have been agreed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) for national reporting on school performance.

Areas for national reporting include:

- national assessments in literacy, numeracy, science, information and communication technologies, civics and citizenship
- measures of vocational education and training in schools
- student participation and attainment.

Another approach could be a variation of the New Zealand model, involving the development and reporting of high level performance indicators, including identified priorities of the ACT Government, but not extending to external review of all schools. Such performance indicators would need to be developed through an extensive process of consultation with stakeholders.

It would also be possible for an ACT School Standards Authority to be set up without designated responsibilities for schooling standards but with a charter to develop an agreed model at a later time.

Further discussion of how an ACT School Standards Authority might undertake its functions related to schooling standards will be welcomed during the consultation process.

Other possible functions

A number of responses to the discussion paper, *High Standards in ACT School Education*, suggested other policy and operational areas, applicable to both public and non-government schools, that might be transferred from DET to a School Standards Authority.

While there are many areas of education that might be seen as cross-sectoral, the key role of an ACT School Standards Authority would be quality assurance and the provision of independent, objective advice on the achievement of agreed standards in the ACT. All the authority's functions would need to be consistent with its rationale and purpose.

Further discussion of other functions that might be managed by an ACT School Standards Authority will be welcomed during the consultation process.



Models

To promote meaningful consultation on an ACT School Standards Authority, the following section of the consultation paper outlines three operational models. There is no assumption that there is a preferred model, that these are the only possible models or that each model could not be modified in ways that stakeholders thought appropriate.

An examination of how other Australian states and territories manage the functions outlined above has informed the development of these models. There is wide variation in the structures used in other jurisdictions to undertake the functions proposed for an ACT School Standards Authority. These include statutory bodies, units within Departments of Education (sometimes with the support of an advisory council) and, in one case, the separation of functions between a Department of Education and a Department of Education Services.

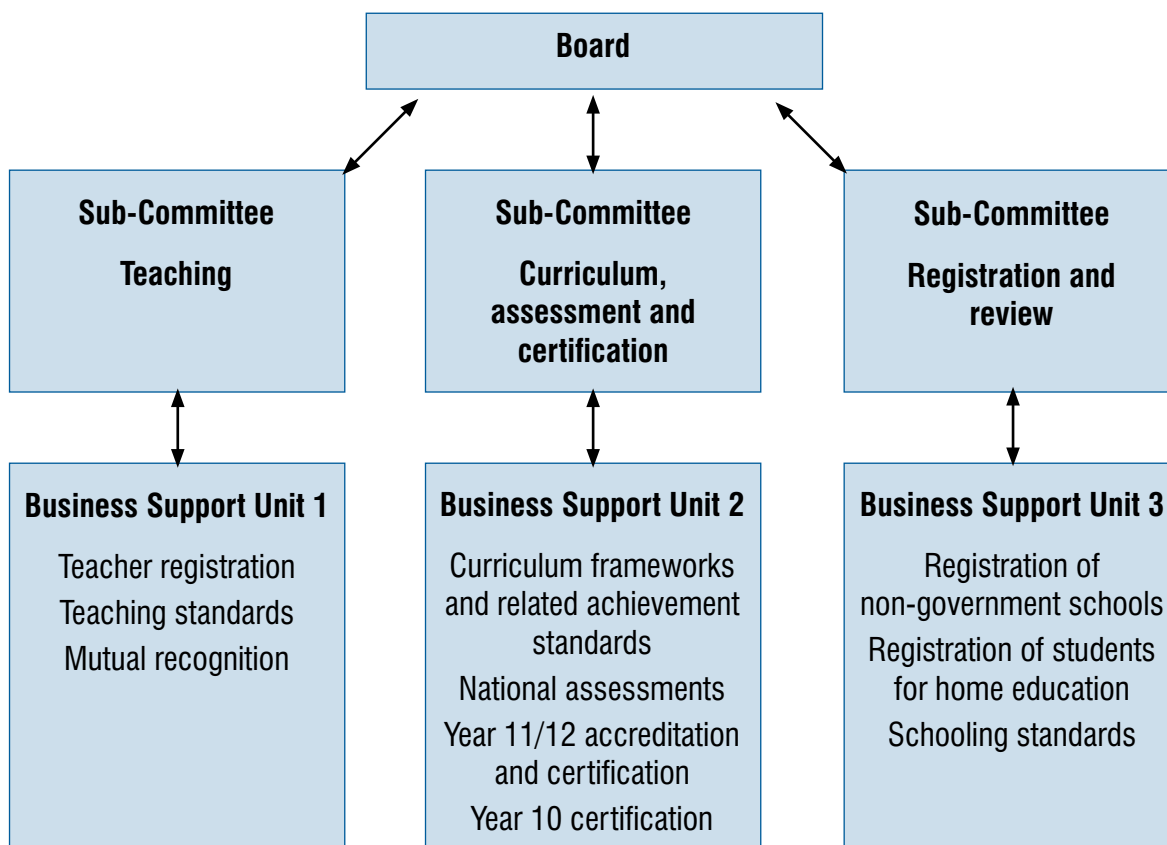
All of the three suggested models operate on the assumptions that an ACT School Standards Authority would be established under legislation as an independent body, reporting directly to the Minister. To guarantee this independence, the authority would have its own budget line, separate from that of DET, and employ its own staff, using the shared services of the ACT Government administration. It may be appropriate for transfers of staff from DET to the new authority, related to specific functions such as the registration of non-government schools and home education and the administration of the NAP.

Governance arrangements would follow the determination of functions, with appropriate representation of stakeholders. The authority would be resourced to manage its agreed range of functions.

Discussions of the models for an ACT School Standards Authority will be the main focus of the consultation process.

Model 1: ACT School Standards Authority

This model proposes a full range of quality assurance functions covering teaching; curriculum, assessment, and certification; and registration and review.



Under this model, a broadly representative Board would set strategic directions and take policy decisions. Board membership would include nominees from systems and organisations that represent teachers, parents and schools in both the public and non-government school sectors. It would also include representatives of the vocational education and training and the higher education sectors and representatives of business and industry. Consideration should be given to appointing a small number of additional members with specific expertise, for example in Indigenous education.

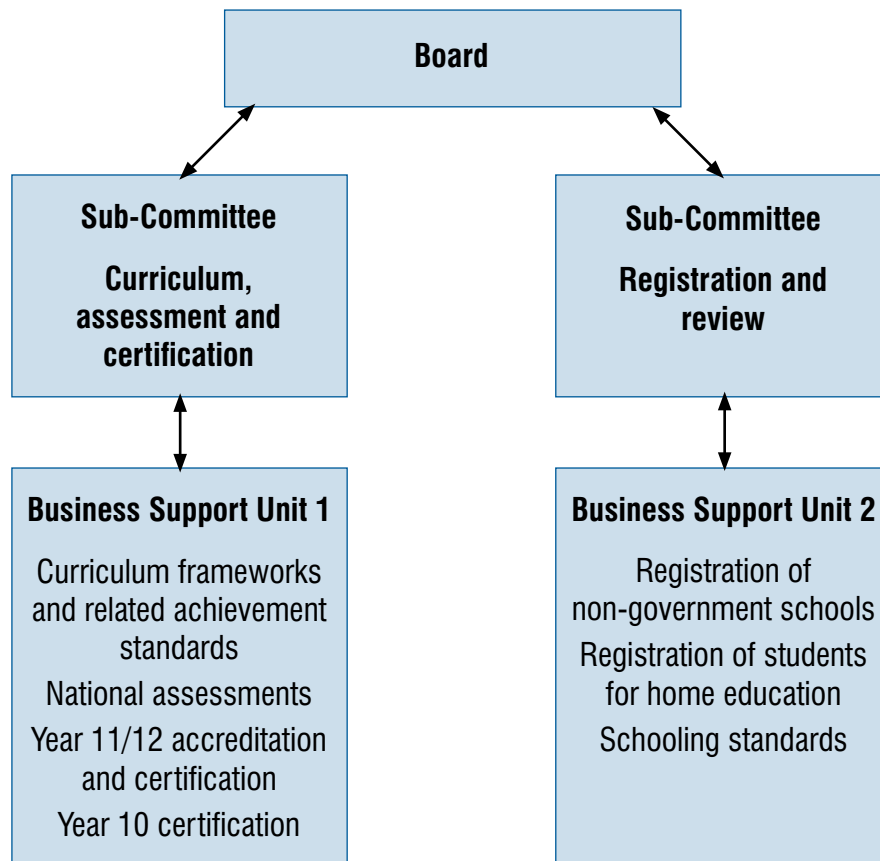
Three Sub-Committees on Teaching; Curriculum, Assessment and Certification; and Registration and Review would advise the Board on decisions related to those functions. Each Sub-Committee would be supported by a Business Unit. The Business Units would be responsible for implementing Board policies and for operational procedures.

Under this model, it would be possible to implement a range of pre-employment checks that are common to teachers seeking work in ACT schools, regardless of sector, prior to the full establishment of the School Standards Authority. These checks could be managed within DET and integrated, through a teacher registration model, into the Authority when it commences operations.

Model 2: ACT School Standards Authority

This model does not include teacher registration. In other respects it is the same as Model 1.

In this model, a longer term model of teacher registration for the ACT would need to be considered.

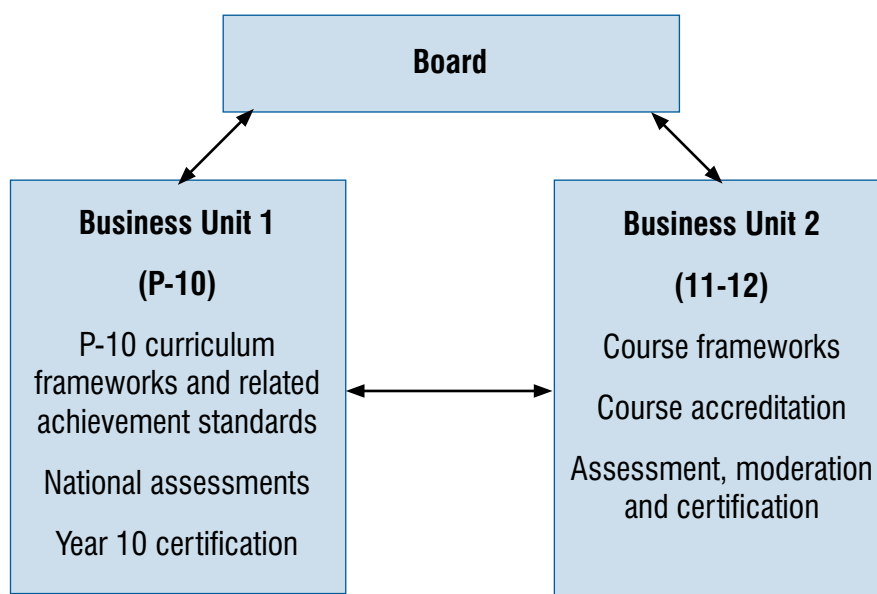


Model 3: ACT Curriculum and Assessment Authority

This model limits the authority's functions to those of curriculum, assessment and certification. There was particularly strong support from stakeholders for these functions to be managed by a new body. This model is an expansion of the current BSSS to include all the years of schooling and also the administration of the National Assessment Program.

Responsibility for the registration of non-government schools and of students for home education would remain in the Non-Government Schools Office in DET. Teacher registration and related matters would require further consideration. The authority would not have any functions in relation to standards of schooling generally.

The membership of the current BSSS Board would be reviewed to ensure that it represented the perspectives of the P-10 years of schooling.





Concluding remarks

This community consultation paper follows the support expressed by most school education stakeholders for the concept of an ACT School Standards Authority.

Responses to the consultation paper, together with feedback obtained through focus groups and workshops, will provide input to help the Government make decisions on the establishment of the Authority.

Whatever is determined must suit the educational philosophies ACT education stakeholders value; be appropriate for the size and distribution of our schooling population; and must build on practices that are already successful.

More information about the consultation process is available through the School Standards Authority website at www.det.act.gov.au.

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Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

A National Framework for Professional Standards for Teaching

http://www.mceetya.edu.au/verve/_resources/national_framework_file.pdf

National Assessment Program

[http://www.curriculum.edu.au/mceetya/national_assessment_program_\(nap\),16358.html](http://www.curriculum.edu.au/mceetya/national_assessment_program_(nap),16358.html)

Performance Monitoring and Reporting Taskforce

<http://www.mceetya.edu.au/mceetya/pmrt,11415.html>

New South Wales

Board of Studies NSW

<http://www.boardofstudies.nsw.edu.au/>

New South Wales Institute of Teachers

<http://www.nswteachers.nsw.edu.au/>

Northern Territory

The Northern Territory Board of Studies

<http://www.deet.nt.gov.au/education/ntbos/about.shtml>

Teacher Registration Board of the Northern Territory

<http://www.trb.nt.gov.au/>

Registration of non-government schools

<http://www.deet.nt.gov.au/education/ngs/index.shtml>

Queensland

Queensland Studies Authority

<http://www.qsa.qld.edu.au/index.html>

Queensland College of Teachers

<http://www.qct.edu.au/index.aspx>

Non-State Schools Accreditation Board

<http://www.nssab.qld.edu.au/>

South Australia

Senior Secondary Assessment Board of South Australia
<http://www.ssabsa.sa.edu.au/>

South Australian Curriculum, Standards and Accountability Framework
<http://www.sacsa.sa.edu.au/splash.asp>

Non-Government Schools Registration Board
<http://www.ngss.sa.edu.au/pages/default/7784/>

Teachers Registration Board of South Australia
<http://www.trb.sa.edu.au/>

Tasmania

Tasmanian Qualifications Authority
<http://www.tqa.tas.gov.au/>

Schools Registration Board
<http://www.srb.tas.gov.au/>

Teachers Registration Board
<http://www.trb.tas.gov.au/>

Tasmanian Home Education Advisory Council
<http://www.theac.org.au/>

Victoria

Victorian Curriculum and Assessment Authority
<http://www.vcaa.vic.edu.au/>

Victorian Registration and Qualifications Authority
<http://www.vrqa.vic.gov.au/>

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Western Australia

Curriculum Council
<http://www.curriculum.wa.edu.au/>

Western Australian College of Teaching
<http://www.wacot.wa.edu.au/>

Department of Education Services (registration of non-government schools)
<http://www.des.wa.gov.au/>

New Zealand

New Zealand Curriculum Framework
<http://www.minedu.govt.nz/index.cfm?layout=document&documentid=3561&CFID=5726137&CFTOKEN=28835053>

New Zealand Teachers Council
<http://www.teacherscouncil.govt.nz/>

Education Review Office
<http://www.ero.govt.nz/ero/publishing.nsf/Content/Home+Page>

Note: website addresses were accurate as at April 2008.