

<p>NT teachers initiative</p>	<p>I would be interested to know more detail about some of the initiatives put in place to keep them, because it is difficult. You talked about online mentoring and the recall program. If you have some more detail about that, I would be very interested. I also want to know what percentage are Territory teachers, as opposed to from interstate. We tend to find that people that are recruited locally have their roots there as opposed to those from interstate. (p8)</p> <ul style="list-style-type: none"> <li>• The Closing the Gap in the Northern Territory National Partnership Agreement aims to increase the educational engagement and attainment of young Aboriginal and Torres Strait Islander people and, through the 200 Additional Teachers Measure, to improve the recruitment and retention of quality trained teachers into remote and very remote communities in the Northern Territory.</li> <li>• The Northern Territory Department of Education and Training has reported to the Department of Education, Employment and Workplace Relations that on initiation of the Additional 200 Teachers Measure in 2008, a model of operation was tested where teachers funded through this measure received an intensive pre-deployment program.</li> <li>• Following evaluation of this approach in 2009, the Northern Territory moved to a more integrated teacher pre-deployment support package.</li> <li>• At the start of the school year, all teachers new to the Northern Territory undertake a 3 day in depth orientation program introducing them to the services, systems, networks and contacts that support their teaching career.</li> <li>• A further 2 day program is held before the commencement of semester 2 and includes a 2 day recall program designed to bring teachers from across each region together to encourage reflection and to support teachers through professional development relevant to their experiences in the field. These programs are delivered by the NT's Centre for School Leadership, Learning and Development (CSLLD).</li> <li>• Professional learning is also delivered at a regional level in line with the context of particular communities, schools and regions.</li> <li>• For teachers entering the system to teach in remote schools, which include teachers funded under the 200 Additional Teachers Measure, additional inductions are delivered through the Remote Teaching Service, with a particular focus on cross cultural training. This ensures teachers are prepared to enter the particular remote context of their school.</li> <li>• Teachers receive a further, school specific induction from the Principal on arrival at the school.</li> <li>• A 2 year program of continuous professional development is delivered online, aiming to overcome some of the geographical barriers to delivery of quality professional development in remote teaching. Through the online forum, subject specialists deliver topics such as approaches to successful curriculum delivery in the remote context.</li> <li>• Early indicators suggest the shift to a phased approach to inductions and professional development, delivering ongoing support, is enhancing the capability and capacity of teachers across the Northern Territory, in particular for teachers in challenging remote contexts.</li> <li>• The location of professional learning is determined by the purpose; where the interchange between teaching professionals from different contexts is core to training, central locations are identified. For example, the initial teacher orientation is run in Darwin and Alice Springs. This encourages new teachers to create a professional network with peers across the Northern Territory. Where training is linked to skills required to teach in particular communities, schools or regions, training is delivered</li> </ul>
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	<p>accordingly. As such the teacher recall program is run at a regional level.</p> <ul style="list-style-type: none"> <li>• Teacher Support Officers (TSOs) in regional posts have targeted improved retention of teaching staff and leaders through ensuring staff are supported to meet the challenges of living and working in remote contexts. TSO's mentor new teachers and assist them to ensure basic levels of service are received and teachers new to the remote setting are not overwhelmed. The support they have provided includes brokering discussions to ensure housing is functional, facilitating the setting up of payroll so teachers receive their wages and helping set up travel to, from, and within communities.</li> <li>• The Commonwealth pays the full allocation for each position funded under the 200 Additional Teachers Measure. At 2010 this was costed at \$130,000, inclusive of items such as salary, remote incentive allowances, inductions and professional development.</li> <li>• No data is provided by the Northern Territory Department of Education and Training on the origin of staff recruited into the Northern Territory Teaching Service.</li> <li>• The Northern Territory Catholic Education Office reports that it has integrated a program that mentors and supports local Indigenous people to gain qualifications that enable them to be recruited into their local schools as teaching staff. The Additional Teachers Measure resources provided to the five Indigenous Catholic Community Schools and to St Josephs Catholic College, Katherine, have assisted those schools to support the achievement of fifteen Growing Our Own Indigenous graduates from the staff of those schools to achieve Bachelors of Teaching and Learning to date.</li> <li>• This, along with improved recruitment, orientation and retention practices, has improved the overall retention of the teaching workforce in these schools. A second cohort of Growing Our Own students from four of the Indigenous Catholic Community schools has commenced studies in 2011.</li> </ul>
	<p><b>Could you provide details of the communities where those houses have been built? (p8)</b></p> <ul style="list-style-type: none"> <li>• Embedded in the National Partnership Agreement is <i>The Supporting Remote Schools – Additional Teachers Implementation Plan</i> between the Department of Education, Employment and Workplace Relations and the Northern Territory Department of Education and Training which clarifies roles and responsibilities between the Commonwealth and government and non-government education authorities who have primary responsibility for decisions about infrastructure required to meet the specific needs of their schools.</li> <li>• A key element of that partnership is the responsibility of those authorities to plan and prioritise the construction, development and maintenance of their school facilities, including teacher accommodation, in accordance with local needs.</li> </ul> <p><b>NTER Teacher Housing</b></p> <p><u>Government:</u></p> <ul style="list-style-type: none"> <li>• The Northern Territory Department of Education and Training has constructed teacher dwellings in Galiwin'ku (8 dwellings); Yirrkala (6); Maningrida (6); Hermannsburg (N'taria) (5); Ramingining (4); Ngukurr (4); Yuendumu (4); Umbakumba (8) and Gunbalanya (2).</li> </ul> <p><u>Non government:</u></p> <ul style="list-style-type: none"> <li>• The Northern Territory Catholic Education Office has</li> </ul>

	<p>constructed teacher dwellings in Wadeye (2); Nguiu, Bathurst Island (1) and Santa Teresa (1).</p> <p><b>Wadeye Teacher Housing</b></p> <ul style="list-style-type: none"> <li>• The Northern Territory Catholic Education Office has been provided funding to construct 10 teacher dwellings in Wadeye. Five dwellings have been completed, with construction of the remaining five to be commenced in 2012</li> <li>• Savings in the budgeted construction costs of houses under the Wadeye Teacher Housing project have been pooled with the NTER Teacher Housing and this has enabled the Northern Territory Catholic Education Office to construct one additional house at Santa Teresa and two additional dwellings at Bathurst Island, bringing the total houses for Northern Territory Catholic Education Office up to 17 across both measures.</li> </ul> <p><b>200 Additional Teachers</b></p> <ul style="list-style-type: none"> <li>• Following a revision of the Northern Territory Department of Education and Training's budget for the Additional 200 Teachers measure, \$14.7 million in savings were identified. Savings were generated as a result of revised estimates of the annual per teacher costs of \$150,000 originally projected, coming in at closer to \$130,000.</li> <li>• It was agreed to use these savings for the construction of at least an additional 22 teacher houses in agreed priority communities in 2010-11 and 2011-12.</li> <li>• Six dwellings have now been completed under this project, and all are now fully occupied. The houses are at Mataranka (2); Arlparra (2); and Minyerri (2).</li> <li>• Planning is continuing for a further dwelling at Minyerri; two dwellings at Kalkaringi; and one dwelling at Umbakumba.</li> </ul>
	<p><b>the number of communities with schools that have not had houses built for them.(p9)</b></p> <ul style="list-style-type: none"> <li>• The provision of housing is an important component of the overall package offered to teachers in remote and very remote communities and is a practical way the Australian Government has provided support to education services in remote and regional areas of the country to address the gap in education outcomes seen in many disadvantaged school communities.</li> <li>• Teacher housing has been funded by the Australian Government in agreed remote and very remote communities of the Northern Territory. Under the agreements to build teacher housing in remote NT communities, the relevant education provider selects the communities in which houses will be built. The Department of Education, Employment and Workplace Relations does not keep information on communities where houses are not being built.</li> </ul>