



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2023-2024

Mr Mark Parton MLA (Chair), Ms Jo Clay MLA (Deputy Chair),
Mr Michael Pettersson MLA

ANSWER TO QUESTION ON NOTICE

Mr Jeremy Hanson MLA: To ask the Minister for Education and Youth Affairs

Ref: Budget Statement F, Budget Outlook

Hearing Date: 21 July 2023

In relation to: **Output Class 1: Public School Education and Scott Review**

The Scott Review on initial teacher education found that pre- and in-service teachers are not getting sufficient instruction in the practical skills required for literacy instruction, including an understanding of cognitive load theory.

- 1) What measures is the ACT Government taking to ensure pre- and in-service teachers in the ACT receive appropriate professional development in the practical skills required for teaching explicit instruction, cognitive load theory and the five skills required for reading which are phonemic awareness, phonics, fluency, vocabulary and comprehension?

Teachers in the ACT are saying that the 10 essential literacy practices provided to teachers in ACT public schools are insufficient and place a burden on teachers to invest their own time, resources, and efforts in receiving the instruction they should have received at university.

- 2) Why won't the ACT Government make a system-wide investment in professional development for teachers including highly trained instructional coaches as has been provided through the South Australian Literacy Guarantee Unit?

Minister Yvette Berry MLA: The answer to the Member's question is as follows: –

- 1) The ACT Education Directorate provides detailed learning modules for all in-service teachers on targeted, explicit and scaffolded instruction, including explicit instruction and cognitive load theory, through a professional learning package. The practical skills in the course are designed to be applied to all learning areas, including reading. The Directorate's Enabling Pedagogies Team offers a course on explicit instruction for new educators.

The Directorate works alongside the University of Canberra to ensure alignment of pedagogies for in-service and pre-service teachers including teacher practicums and teaching clinics. In addition, the Directorate's Enabling Pedagogies team partners with University of Canberra to provide learning to pre-service teachers completing the *Foundations of Pedagogy* unit in their first year of their degree. This learning focuses on high impact teaching strategies from Enabling Pedagogies, including explicit instruction.

All ACT public school new educators are offered professional learning in the 10 Essential Instructional Practices in literacy. This covers phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Expert Literacy Champions (coaches) are identified in each primary school to support their colleagues in a school-wide approach to the teaching of literacy and professional learning for all staff.

- 2) The ACT Government is making system-wide investment in professional development for teachers including highly trained instructional mentors.

Instructional Mentors (deputy principal level school leaders based in the Education Support Office) work in collaboration with leadership teams in schools and Directors of School Improvement in strengthening Professional Learning Communities (PLCs). PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better outcomes for students including literacy learning.

Expert Literacy Champions (coaches) are identified in each primary school to support their colleagues in a school-wide approach to the teaching of literacy and professional learning for all staff.

ACT public school teachers also have access to professional learning opportunities, support from the Education Directorate's Enabling Pedagogies team, resources and supports in literacy education, and subject specialists in the Education Support Office.

Approved for circulation to the Select Committee on Estimates 2023-2024

Signature:



Date:

31/08/23

By the Minister for Education and Youth Affairs, Yvette Berry MLA