

**LEGISLATIVE ASSEMBLY FOR THE  
AUSTRALIAN CAPITAL TERRITORY**

**STANDING COMMITTEE ON EDUCATION**

**(Reference: Teacher numbers and recruitment)**

**Members:**

**MS K MacDONALD (The Chair)  
MR S PRATT (The Deputy Chair)  
MS R DUNDAS**

**TRANSCRIPT OF EVIDENCE**

**CANBERRA**

**FRIDAY, 25 JUNE 2004**

**Secretary to the committee:  
Ms K McGlinn (Ph: 6205 0137)**

**By authority of the Legislative Assembly for the Australian Capital Territory**

Submissions, answers to questions on notice and other documents relevant to this inquiry which have been authorised for publication by the committee may be obtained from the committee office of the Legislative Assembly (Ph: 6205 0127)

**The committee met at 9.13 am.**

**MICHAEL BRADY,**

**CHRISTINE LUCAS,**

**MICHAEL BATEMAN** and

**PAM DAVOREN**

were called.

**THE CHAIR:** Good morning. Welcome and thank you for coming along today. You should understand that these hearings are legal proceedings of the Legislative Assembly protected by parliamentary privilege. That gives you certain protections but also certain responsibilities. It means that you are protected from certain legal action, such as being sued for defamation for what you say at this public hearing. It also means that you have a responsibility to tell the committee the truth. Giving false or misleading evidence will be treated by the Assembly as a serious matter. Could each of you state the capacity in which you appear today.

**Mr Brady:** I am the Acting Manager of the Organisation and People Development section of the Department of Education and Training.

**Ms Lucas:** I am the Manager of Organisation and People Development in the Department of Education and Training.

**Mr Bateman:** I am the director of HR in the Department of Education and Training.

**Ms Davoren:** I am the Executive Director of Industrial Relations and Public Sector Management in the Chief Minister's Department.

**THE CHAIR:** Thank you. Michael has appeared before us before. I take it that you have seen the terms of reference—obviously Michael has. Did any of you want to make a few opening comments?

**Mr Bateman:** No, not really. It would probably be better to get down to business so that you can get as many questions to us as possible.

**THE CHAIR:** Yes. I know that there is a general whole-of-government inquiry going on. I am curious to know how that is running and how the education department slots into that in particular?

**Ms Davoren:** This goes back to 2001-02 where we started a service-wide council of HR directors, so both our central agency and agency HR directors are called the ACT Public Service Human Resources Council. Through that council we developed an ACT Public Service HR strategy to look at issues of HR at a service-wide level but also to incorporate and align agency based strategies. One of the issues that was obviously apparent through some of our state of the service reports—I think we have now done three state of the service reports—was that around the ageing work force. We also knew

about issues inherent within the old Commonwealth Superannuation Scheme where there were incentives for people to retire at 55.

In early 2002 we conducted a retirement intention survey just to get a handle on the information, to get some more detailed information around that cohort of people, around that age group of people. People aged 45-plus were covered by the survey. We had a very strong response. That was quite an important survey because it told us about the predicted retirement intentions of that cohort of people and also told us about some of the things that would influence their decision to retire. Obviously it confirmed our concerns that there were going to be an increasing number of retirements. Twenty per cent of respondents indicated that they were intending to retire over the next five years. Also, there was some data that indicated that that was more extreme in some agencies than others. Teachers were one area where the impact of ageing was going to be greater than in other agencies.

As I said before, it also showed us some of the positive things—the kinds of things that people might be interested in looking at to defer retirement. Since then we have done quite a lot of work through the HR strategy. There are two levels to that: a number of service-wide initiatives around our HR strategy and also agency based issues. For example, we have done a number of things in relation to work force planning. That is something that will develop over time because I think it is something that you just don't do and get right. Our capacity to do effective work force planning is also an indication of our organisational maturity. That is about building stronger people systems and is really the core focus of that strategy.

We have an ACT Public Service work force planning framework, but work force planning generally must happen at agency levels. There is a split between developing service-wide frameworks and guidelines, doing work to build stronger service-wide people systems and facilitating and supporting agency activity. Agencies which are coming from the other side and doing the work to manage their own work force are also doing issues such as strategic HR planning at agency level and building their capacity to do work force planning.

**MS DUNDAS:** Could I just ask a quick question? The submission from the department talks about the survey that you mentioned and says that about 35 per cent of staff in the 45-year and over range are likely to retire before 2007. Is that sector wide—not teachers specifically?

**Mr Bateman:** No, that was teachers.

**Ms Davoren:** Yes. I think it was 20 per cent service wide.

**THE CHAIR:** Yes. I have information from the retirement intention survey that at 2002, 18 per cent of teachers aged 45 and more intend to retire within the next two years. A further 35 per cent said that similarly—

**Mr Bateman:** Yes. Just to follow on from what Ms Davoren was saying, without getting into the detail at this stage, the department has responded in a couple of different ways to the issue of the formation of a dedicated teacher recruitment unit. It has been running from about the time the survey was released. As I said, its main work is out there looking

at what we have to do in teacher recruitment, running the program and trying to attract the numbers. The area that Ms Lucas heads up is responsible for work force planning. That is one of its responsibilities. Previous to the survey, our focus was probably more on work force reporting. Work force planning was something that we did, but we did not do it in the formal sense; it was a responsive approach and that sort of thing. We realised that we needed to focus on those two aspects of the business a lot better than we were in the past. As to the numbers you have just been talking about, the 18 per cent: yes, that prediction has come to fruition. However, since that time we would have lost 18 per cent.

**MS DUNDAS:** Of teaching staff?

**Mr Bateman:** Yes, of teaching staff. I think the prediction that 35 per cent of over 45s are likely to retire before 2007, given the shape of the graph, is a reasonable prediction as well.

**THE CHAIR:** So 35 per cent total as opposed to 53 per cent, which would be the 18 and 35 percentages indicated in the retirement intention survey.

**Mr Bateman:** No, the 35 per cent is the next part; 53 per cent is the total. When you look at the shape of the graph, you will see that it is a bimodal graph at the moment because our recruitment has been building up at the bottom end. The capacity to attract in that trough area is not overly great. Generally we rely on attracting somebody who is working in another system. Superannuation, portability and those sorts of things—it is the same anywhere—come into it. You lose something when you move. We get a few people who move into Canberra because their spouse or partner is moving in and we will attract them that way. There are some career changes, but we are not seeing a lot of career changes at the moment. The main recruitment area is straight out of teacher training institutions following school.

**MS DUNDAS:** You said that there is a need to fill that trough and that there is not a lot of scope for people moving to the ACT to take up teaching. Are you focused on that area? Are you trying to aggressively recruit senior or experienced teachers from interstate?

**Mr Bateman:** I do not think there is necessarily a need to fill the trough. It is there and we are aware of it. What happens with any planning is that, no matter what you do, solving one problem sometimes creates another problem. You have to balance these things. As you are saying, the choice is either trying to fill the trough or not fill the trough. At this stage we would say, without having a real policy position on it, that the trough is not our focus.

**MS DUNDAS:** Do you think that at some point in the very near future we will have a cohort of teachers at the lower end of the experience scale—they have been teaching for only four years—and that they will be the bulk of the work force? We will not have a lot of mature teachers to either fill in the senior roles or play the mentoring role that, as we have been discussing, is so important in the development of younger teachers?

**Mr Bateman:** By the time the trough becomes the top end, that will not be the case. In terms of teacher maturity, we see the model as being the length of our incremental scale. The first three years is beginning and learning, the next two to three years are ones of

consolidation and then they are into the experience. So, from the time you take on a beginning teacher, you have a five to six-year period until you can count upon them as being one of your more experienced teachers. By the time the trough becomes the top end, the experience bank will still be sitting right behind them. The question with some of that is to do with leadership positions in the future and how we manage that side of things.

**MS DUNDAS:** How are you going to manage that side of things?

**Mr Bateman:** That is what we have been working on. I think we started all this work, trying to change the culture in schools, from about 1996. We have been heavily involved in the standards debate nationally and a lot of it is to do with the way we go about developing leaders and moving more away from our previous positions that all leaders have to have the same level of experience. You can start nurturing and producing leaders much earlier, provided you put the right support mechanisms around them.

As I said before, everything requires a different treatment. As long as you are aware that you are creating a situation that you have to treat along the way, then I think we can manage our way through that part of it. At this stage there has been a lot of talk about attracting career changers into teacher education, but there is not a lot happening in the real sense. A lot of that is manufactured by the employers. New South Wales are heavily into attracting career changers to fill some of their gaps. We have not gone into that side because it is something that a small system has trouble with. There is a definite economy of scale in how you do these things.

Universities are not going to run a program for career changers, such as New South Wales, unless there is a great need to put them out. We do not have the capacity to say that we want 17 science teachers in the future. We might want three or four coming in over a number of years. Our capacity to respond quickly to those things is not the same as some of the others. Sometimes you have just got to piggyback onto those programs. We see our solution as focusing on early recruitment.

**THE CHAIR:** What you are talking about is very important. Focusing on early recruitment is important because you have to have that group of people coming through. The submission talks about age rather than experience; obviously when teachers retire it is not the end of everything. Has any consideration been given to bringing them back in some sort of mentoring capacity?

**Mr Bateman:** We are already doing that with principals. A number of retired principals are involved in mentoring programs either on a voluntary basis or in a limited paid capacity through the mentoring program. You will probably talk to the Centre for Teaching and Learning about that when you visit.

**THE CHAIR:** I hope so.

**Mr Bateman:** A principals' learning fund was established through the previous principals' agreement. Some of that money is now being used to support a mentoring program.

**THE CHAIR:** What about getting some retired teachers and principals involved with,

say, the University of Canberra, with the experience they can offer to that mix?

**Mr Bateman:** I am not too sure whether there is any involvement. Over the years there has been, but I am not too sure at the moment. Are you aware of any?

**Ms Lucas:** Some retired principals and senior school leaders work with the University of Canberra, as far as I am aware, but that is an arrangement that they have been able to negotiate together. Certainly their expertise, as far as we are aware, is welcomed by the university.

**THE CHAIR:** There is no formal arrangement at all, so there is nothing to say, “Principal X at school Y, we don’t want to lose your expertise totally; we don’t want it to disappear into the ether. You could contribute to the development of training teachers: have you considered going to the University of Canberra and offering your skills part time?”

**Mr Bateman:** That is something we can talk to the university about.

**MR PRATT:** My apologies for being late. No excuses; I won’t make any. We are looking forward to where things might be improved with the pay system—the HR strategy. The current structure is fairly well layered; the matrix covers a broad range of experience. Are you considering flexing that up? Are there any thoughts, for example, for performance based pay as a means of trying to retain good experienced teachers who may feel they need to be better recognised for the services they have put in and the experience levels they have developed?

**Mr Bateman:** The closest we have come to some of those would be the leading teacher allowance, a school based allowance. It is not really performance classroom based; it is contribution based—an additional contribution. If you have an innovative program that you want to get up and get running and the school supports it and sees value in it, then the principal can arrange for an additional payment to be made to that teacher. I don’t think it would be called performance pay in the strict sense that you are talking about.

**MR PRATT:** It is a project identification, isn’t it?

**Mr Bateman:** Yes, but it rewards innovation.

**MR PRATT:** Yes, it does.

**Mr Bateman:** It rewards aspects of performance but it is not really to do with performance in the classroom sense. If you get better grades in something else or some of those sorts of measures of performance, it wouldn’t be—

**MR PRATT:** That is an initiative based thing, isn’t it?

**Mr Bateman:** Yes.

**MR PRATT:** Do you get any feedback at all from teachers about what they feel they want—perhaps more definite recognition of older teachers and their experience levels or recognition by perhaps rewarding some of those people with additional increments of

pay? Are you getting any feedback at all about that?

**Mr Bateman:** No, I am not. I don't know whether you have picked anything up at all. It is something you would probably have to have a debate with teachers about before you get a lot of feedback on it. The incremental system has been in teaching for a long time. Most people, in their normal teaching time, don't think about those sorts of things. Their focus is on classroom work and the kids and not necessarily on their own pay, except when there is a certified agreement discussion going on or something like that—but generally, yes.

**MR PRATT:** I know the union argument against performance based pay in terms of the EBA structures. What do you think about that? Do you think you might be able to retain more teachers in the system if there were a flexing up of the system, some sort of reward or bonus for the following year, based on the teacher's annual performance report? I know the argument will be that the unions will see that this as being terribly divisive.

**THE CHAIR:** Is this to do with retirement, though, as a way of dealing with that?

**MR PRATT:** It is. If you are trying to attract teachers who were looking to retire at the 55-year mark and you want to try and retain them, or teachers in their 40s who are looking at retirement—of course it is. We are talking about incentives.

**Mr Bateman:** I would have to answer it at a personal level rather than as a departmental view. Just to put it in context, there has been some attempt at some of these things previously with the advanced skills teacher. Generally they have been unsuccessful in all the states because, instead of being what you are talking about, they become the norm. If you look at the independent system, the local Catholic system took our leading teacher arrangement and paid an allowance to all their teachers. It could not be regarded as performance pay there either because not everyone could be performing at the same level. But, as a general thing, my personal view is that I would prefer to look at better ways of restructuring the promotion system to allow people to engage more at a wider level than we do at the moment.

**MR PRATT:** A sort of duty based increment?

**Mr Bateman:** Yes. It has some performance aspects to it but it is saying that this is necessary work. As soon as you get to some of the subjective measurement stuff that sometimes goes with performance pay that is when it starts to wander too much for me.

**MR PRATT:** By flexing up the system to reward—it is not rewarding; it is paying for added duties if that teacher has been selected to take on—

**Mr Bateman:** One of the problems with any education system's promotional structure arrangement is that you get promotion out of the classroom. What I am talking about is that there has to be some way that we can promote people into the classroom.

**MR PRATT:** Yes.

**THE CHAIR:** Ms Davoren, can you tell me what transitional work arrangements are being considered at ACT government service-wide level?

**Ms Davoren:** This is still at a fairly early stage. We are looking at a number of different issues. Within our existing arrangements, you can have part-time or temporary work. There is an issue around people coming back after retirement and either working for, say, three months of a year on a particular task or part-time for a year. In our department, some people who have extensive experience, say, in public sector policy have come back and worked for us and also shared their knowledge with other staff. We are looking at issues at the moment as to how we provide information for agencies about whether or not you can make changes to people's superannuation pay, or pay for superannuation purposes, to support issues such as moving from full time to part time without disadvantaging superannuation outcomes. They are the kinds of issues we are currently looking at.

**THE CHAIR:** What age cohort are you looking at for that?

**Ms Davoren:** We are not restricting it to an age cohort, but obviously the key attraction for people who are at the 55-plus age group, who perhaps do have the financial security, is to retire. We are saying, "If you do want to retire, that is fine" and we support their decision, but we say, "If you want to come back, we would certainly welcome you."

There is a whole lot of thinking around encouraging people to come back after retirement, looking at different models of work and also at issues like alumni. So, in a sense, we are looking at having a bank of people registered who would be available for future part-time or short-term work. You can use that experience and target it—it could be mentoring on a project, doing some key specialist work or coming in and filling gaps. That would be consistent with our merit processes and would also provide encouragement for people to come in and out of the work force because they have basic financial security. People do want to contribute; they don't necessarily want to stay at home.

**THE CHAIR:** Is that being looked at for teaching as well?

**Ms Lucas:** In some respects we are certainly looking into ways that we can encourage people, if they are interested, to work past 55. We are hoping to run some information sessions later this year for people who are interested in working past 55—what they need to consider financially and, in some parts, their career as well. There tends to be a good come back rate, if you like. Once people retire, teachers tend to come back for casual work, which I think is quite a positive thing.

**THE CHAIR:** Ms Davoren was talking about the idea of coming back for blocks of time as well. Obviously if you have a teacher who goes off on maternity leave, you will have somebody who is away for a block of time. Is it utilised in that sort of situation as well?

**Ms Lucas:** It can be. We are still looking at monitoring how much of those blocks are taken by teachers who retire and then come back. Teachers who retire and want to come back for either day-to-day casual work or longer term contract work, which might be anything from five weeks to a term or perhaps even longer, are able to do so. That is an area that we have identified that we need to be getting some data on to see how many of our retired teachers are taking up the option to come back. We do know it happens; we are just not sure how frequently and whether or not that is increasing.



**MS DUNDAS:** Is there specialised support and training for retired teachers who come back into the casual work force? I am imagining the scenario where a teacher has retired, has a year off and then comes back into the school system. Educational modes change quite quickly. There is always talk such as “This group of kids is so much different from that group of kids”. Kids are continually changing and it is harder to pick up and monitor when you have been out of the system for a while. How do you support the reintegration then even if they are coming back in as casual teachers? That is something for you to look at.

**Ms Lucas:** I would say that anecdotal evidence suggests that teachers do not spend that long before they come back into work. They tend to come back fairly soon, relatively soon, into casual work. It is partly, I think, because they want to keep their finger in the pie and not have a lag between their experience and what is happening in schools when they do come back. Again, we think teachers continue to participate in professional learning opportunities, but we are still gathering firm data on how many participate. Schools run their own professional learning that these teachers are able to participate in. The Centre for Teaching and Learning Technologies offers ongoing professional learning as well.

**MS DUNDAS:** That is accessible by teachers who have retired but are still continuing in the work force?

**Ms Lucas:** My understanding is that most of it is. I am not sure. That is not our area. I understand that people can participate in—

**MR PRATT:** There is no impediment to casual retired teachers accessing those departmental programs?

**Ms Lucas:** Not that I am aware of, no.

**MS DUNDAS:** Can I ask a different question? Michael, you mentioned earlier the notion of piggybacking onto other schemes in relation to career change because of the scale of the ACT. Is there a formal arrangement in trying to utilise the New South Wales systems at the moment? If somebody says, “I want to career change into teaching”, do we put them in a box and ship them up to New South Wales for training and bring them back?

**Mr Bateman:** It is not really a career change. We use it in some of the special ed areas such as reading recovery. I think we tried to use it in the autism area early on, but the problem was that those courses fill up with people from other states; they are fairly demand driven. We cannot get in until the last minute. We talked with the University of Canberra about the science training that was done locally at the university. Again, that was a full course. We elected to go into our own maths retraining—it is not really a career change; it is a career change internal to teaching. New South Wales is doing the same sort of thing, yes.

**MS DUNDAS:** University of Canberra courses are all full up with beginning teachers or pre teachers, so there is no scope to bring career change people through it.

**Mr Bateman:** Career change from, say, being an engineer or a doctor to being a teacher

would be done in a lot of cases through normal teacher education courses. New South Wales focus on what they call their TAS area—Technical Arts and—I can't remember what it all means now.

**MS DUNDAS:** Applied Science?

**Mr Bateman:** Something like that. It is where you do all the technologies such as home economics, textiles—all those sorts of things. They all go out to an industry and, if you are a builder or a tradesman of some description, they say, “We can get you into teaching fairly quickly and fast track you.” Our common access to that is to wait until they are finished and then try and attract them to the ACT.

**MS DUNDAS:** Does that happen?

**Mr Bateman:** Yes.

**MS DUNDAS:** It has been successful?

**Mr Bateman:** All strategies are successful in some way.

**THE CHAIR:** The reverse can apply to that too, can't it?

**MS DUNDAS:** I congratulate you for the ability to poach people from New South Wales.

**Mr Bateman:** We have done well out of it. We have got quite a few technology teachers out of that program.

**THE CHAIR:** We have talked a bit about teachers who have retired coming back and filling in on a casual basis. We have had an inquiry from somebody who is a retired teacher who wants to re-enter the work force on a long-term basis. They have been having a bit of trouble doing that, so I feel it is incumbent upon me to ask about that. Their question was: is the department interested in rehiring older teachers who want to go back in on a long-term basis?

**Mr Bateman:** We are always interested in hiring quality teachers. It is a merit system. Everybody who is re-entering or entering goes through the same process: they apply and are interviewed, refereed and rated. One of the difficulties for people who may have been out of the work force for some time is whether their skills are still current and what efforts they have made to maintain currency while they have been out of the work force. That is fairly important to us. Quality is what we are on about.

**THE CHAIR:** If they have been rated as highly suitable—

**Mr Bateman:** That means that they are up there. They are unlikely to get an offer of permanency in most teaching areas. We work within the outstanding rating in most teaching areas. Sometimes in the maths or the LOTE areas we may come down into the highly suitables, but our focus is on outstanding. We would be saying to that person, “You will probably get a temporary contract in the initial stages. That is your way of easing back into the system, in a sense. You have been found to be up there, but you just

need to hone up on some areas.” Generally that is what would happen. A lot of people who are highly suitable end up being offered a contract arrangement for a 12-month period. They then go into the next recruitment program with a bit more recent experience behind them.

**MR PRATT:** Could you clarify, in the case of retired teachers seeking to come back in—I don’t know whether you have the resources—whether there are any occasions when you might have potentially identified teachers who are highly regarded, have a good record and, with a little bit of retraining, would be useful in a new stream. Do you have the capacity to undertake those sorts of initiatives?

**Mr Bateman:** For retired teachers?

**MR PRATT:** Yes.

**Mr Bateman:** Probably not. Can you think of any?

**Ms Lucas:** No.

**MR PRATT:** Particularly if you have a shortage of maths teachers. You may have a retired primary maths—

**Mr Bateman:** Generally a lot of that happens in service rather than post service. Teaching is generally fairly fluid in some of those things. I think that is one of the things that the principals probably raised with you—that is, people working outside their so-called area of expertise. That is a natural thing that happens in schools: people will move subject areas based on some experience in the subject but maybe not at a very deep level. I think those things happen but generally it is pre leaving rather than afterwards.

**THE CHAIR:** Are there any other questions?

**MR PRATT:** No other questions.

**THE CHAIR:** Have I missed anything? Goodness, we have finished 10 minutes early.

**MS DUNDAS:** We have finished on time.

**THE CHAIR:** That is good. Is there anything else that you feel the committee should know about—the things we are looking at in our terms of reference?

**Mr Bateman:** Teacher numbers and recruitment?

**MS DUNDAS:** And retention.

**Mr Bateman:** And retention.

**THE CHAIR:** That question is also to Ms Davoren in the whole-of-government perspective as well.

**Mr Bateman:** I suppose you have got a bit of work to do and that you are not looking for

more work. If you have an opportunity and you were looking for a visit, our recruitment processing part will start on 19 July. Our actual application date closes today, so we will start to have an idea of the applications we have attracted. We will continue to accept applications after that, but this is just to try and get us to a stage where we can kick on to the next side. The panels will start work on 19 July or from that date, so if you have any time after that—

**THE CHAIR:** That depends on—

**Mr Bateman:** That is what I mean, yes.

**THE CHAIR:** how that fits in with our report back date too.

**Mr Bateman:** But it might give you a bit of feel for what the process is like.

**THE CHAIR:** We do have some possible time. We will try to fit that in.

**MR PRATT:** I would be attracted to that—to go into the factory and see it all close up.

**Mr Bateman:** There is one other thing, which you have probably picked it up from the university side of things: universities are fairly critical of us in this whole exercise. The relevance of their courses and whether they are keeping in contact with schools and education systems is fairly important. MCEETYA is doing some work around that at the moment. It will not be available to anyone before you are finished your work. It is not necessarily showing up that the universities are meeting the needs of the education employers.

**MR PRATT:** How can you tighten the liaison?

**Mr Bateman:** I think there is a lot of focus on standards of teachers but I think there has also got to be a focus on standards of teacher education.

**THE CHAIR:** Do you find that more with some institutions than others?

**Mr Bateman:** Our area of influence is the University of Canberra and, to a limited extent, Signadou. We work closely with the people there. I think we have achieved a lot in getting a lot of change in areas. The difficulty we have had with Canberra is the turnover there. Oftentimes when you are talking about teacher education you are saying that there is not enough turnover, but in this particular case there has been a fair bit of turnover with Joan Livermore and Marie Brennan going. Others are coming in and you have to re-establish the relationship. The new ones coming in do not understand necessarily why certain things are there and before you have got the relationship established they have started pulling that down and building something different. It is one of those difficult things.

But we have a fairly good relationship with all the universities we recruit from. We have been to 30 of them this year in terms of our recruitment visits and that sort of thing. Part of the success of our program has to be building a relationship with those universities. That does not necessarily influence what they are doing in their training. It influences the attractiveness of the ACT to their students. If they are supportive of us being there, then

they will talk about us.

**MR PRATT:** It must be pretty tough for you to try and influence the operational user requirement, for want of a better term, with some of the bigger interstate universities, given that they have to cast the net more broadly?

**Mr Bateman:** Yes.

**THE CHAIR:** Since you have raised that issue, I know that there has been a national teaching institute recently established at the ANU. Do you have any input into that?

**Mr Bateman:** This might get a little bit political.

**THE CHAIR:** Oh, please—feel free.

**MR PRATT:** It is the atmosphere around here.

**Mr Bateman:** One of the difficulties we have is that we do not seem to be able to access it at all at that level.

**MR PRATT:** Is that right?

**THE CHAIR:** This is a loaded question: were you surprised that it ended up at the Australian National University considering that they do not offer any teacher training?

**Mr Bateman:** I was not surprised, no.

**THE CHAIR:** Okay. I won't go to the next question. Thank you very much for your attendance today. It is greatly appreciated and will help the inquiry greatly.

**Mr Bateman:** Thank you.

**MR PRATT:** Thanks very much.

**The committee adjourned at 9.55 am.**