

Progress Report 4 against AITSL Work Plan 2015-2016 (as at 31 May 2016)

Under the *Students First* approach, the Australian Government works with the states and territories, teachers and parents to focus on four key areas that make a difference to students: teacher quality; school autonomy; parental engagement; strengthening the curriculum.

To help implement the Government's *Students First* plan, AITSL plays a key role in leading significant national educational reform for the Commonwealth, state and territory governments to improve and promote excellence in initial teacher education, teaching and school leadership to achieve maximum impact on student learning in all Australian schools.

Initial Teacher Education

Initial Teacher Education (ITE) must provide teachers with the best possible preparation so they can succeed from their first day in the classroom. The Australian Government's response to the report of the Teacher Education Ministerial Advisory Group (TEMAG) recognises that strengthening ITE is critical to ensure that the quality of Australian teaching is world class. AITSL will work with stakeholders to implement the Government's response to the TEMAG report in a context where initial teacher education is characterised by variability in quality and a limited evidence base on what works best, even as expectations for the classroom readiness of graduates are rising.

AITSL's work plan for 2015/16 places priority on stronger quality assurance for teachers education courses; rigorous selection for entry to teacher education courses; improved and structured practical experience for teacher education students; robust assessment of graduates to ensure classroom readiness; and national research and workforce planning capabilities.

Activity	Milestone	Status	Comments
Accreditation Impact: The public can be confident that all initial teacher education programs in Australia are of consistently high quality and have demonstrable impact on graduates and in turn on student outcomes	<ul style="list-style-type: none"> Transition / implementation arrangements for the new accreditation process endorsed by Education Council Timeline – December 2015 	Completed	The implementation schedule and timelines targeting accreditation decisions by 2017 was endorsed by the Education Council on 11 December 2015 on the basis that all jurisdictions are endeavouring to meet the timelines and resolve any outstanding implementation issues.
	<ul style="list-style-type: none"> Revised Accreditation Standards and Procedures endorsed by Education Council Timeline – December 2015 	Completed	Following wide stakeholder consultation, the revised Accreditation Standards and Procedures were endorsed by the Education Council on 11 December 2015.
	<ul style="list-style-type: none"> Support materials for the accreditation process developed and published Timeline – February 2016 	Completed	<i>Guidance for the Accreditation of Initial Teacher Education in Australia</i> and first set of templates published. Work to refine guidelines and add to guidance material with further detail, templates and examples is ongoing.
	<ul style="list-style-type: none"> Training system established for accreditation panel members Timeline – March 2016 	In progress	Following a competitive tender process a Contract with ACER has been finalised and work has commenced to develop and deliver accreditation panel training. Janisson has been appointed to provide the platform for the online components.
	<ul style="list-style-type: none"> Support for national accreditation against the national standards continues, including panel training, panel reviews, moderation and data collection Timeline - Ongoing 	Ongoing	Ongoing, and on track.
Selection Impact: The only candidates admitted to initial teacher education courses are those with the right mix of skills and attributes who are most likely to succeed in the program and become effective teachers	<ul style="list-style-type: none"> Revised selection guidelines containing specific entry criteria endorsed by Education Council Timeline – September 2015 	Completed	Selection Guidelines with an implementation date of January 2017 were endorsed by Ministers at Education Council in September 2015. The agreed selection requirements are reflected in the revised accreditation standards and procedures.

<p>Professional Experience</p> <p>Impact: All initial teacher education students develop strong pedagogical skills through theory and practice linkages and are rigorously assessed</p> <p>Beginning teachers are more confident, have increased efficacy and are classroom ready</p>	<ul style="list-style-type: none"> Best practice examples of practical experience published Timeline – August 2015 	Completed	Best practice case study videos published on AITSL website (http://www.aitsl.edu.au/initial-teacher-education/ite-reform/professional-experience/ite-reform-case-studies-of-effective-professional-experience).
	<ul style="list-style-type: none"> Essential requirements of practical experience published Timeline – December 2015 	Completed	Essential requirements are included in the Standards and Procedures endorsed by Education Council in December 2015.
	<ul style="list-style-type: none"> Clear expectations of teachers supervising practical experience, including selection and training of these teachers, published and included in course accreditation requirements Timeline – December 2015 	Completed	<i>Participant Roles and Responsibilities in Professional Experience</i> published on the AITSL website. (http://www.aitsl.edu.au/initial-teacher-education/ite-reform/professional-experience/roles-and-responsibilities).
	<ul style="list-style-type: none"> Model partnership agreements and other supporting materials for strong partnerships between schools and universities published and included in course accreditation requirements Timeline – June 2016 	In progress	Partnership agreements and other supporting materials have been identified through consultation and work on best practice case studies. A consultant has been commissioned to develop model agreements and associated advice.
<p>Graduate Assessment</p> <p>Impact: All graduates are rigorously and robustly assessed against the Australian Professional Standards for Teachers to ensure that they are classroom ready and can have a positive impact on student learning</p>	<ul style="list-style-type: none"> Framework for the assessment of teacher education students endorsed Timeline – March 2016 	In progress	AITSL has identified and assessed the edTPA instrument as an appropriate tool for investigation for use in the assessment of teacher education students. Scoping documents have been drafted to trial an Australian version of edTPA. Delivery of edTPA trials will require agreement with Stanford University on intellectual property. Negotiations are continuing between AITSL and Stanford. AITSL is also investigating alternatives to edTPA.
	<ul style="list-style-type: none"> Subject specialisation requirements included in course accreditation requirements Timeline – December 2015 	Completed	Requirements are reflected in the revised accreditation standards and procedures which were endorsed by the Education Council on 11 December 2015. Further work underway to support implementation.
<p>Research and Data</p> <p>Impact: A rigorous evidence base about effective initial teacher education is available, allowing initial teacher education programs to learn from, and be benchmarked against effective practice</p> <p>Data driven teacher workforce planning is undertaken to improve the recruitment, resourcing and retention of quality teachers</p>	<ul style="list-style-type: none"> National focus on research into the effectiveness of initial teacher education and teaching practice, including impact on student outcomes – Research Plan developed and endorsed by AITSL Board Timeline – December 2015 	Completed	Research Agenda presented to and endorsed by the AITSL Board in October 2015, and published on AITSL website (http://www.aitsl.edu.au/docs/default-source/aitsl-research/ITE-research-agenda.pdf?sfvrsn=4).
	<ul style="list-style-type: none"> A clear proposal of the data to be collected nationally on teacher workforce and supply and demand developed and endorsed by Education Council Timeline – December 2015 	Completed	Education Council has endorsed AITSL doing further work to scope and cost a National Initial Teacher Education and Teacher Workforce Data Strategy, to be presented to Council during 2016. This further work is on track.
	<ul style="list-style-type: none"> Ideal ITE Data Framework endorsed by AITSL Board as the basis for future data reports Timeline – December 2015 	Completed	ITE Data Framework reviewed and endorsed by the ATISL Board in October 2015.
	<ul style="list-style-type: none"> 4th ITE data report published Timeline – June 2016 	In progress	On track. First data sets have been received. To be considered by Board in July 2016.

School Leadership

Leadership is second only to teaching among school-related factors in its impact on student learning. As school leaders' responsibilities expand beyond traditional educational roles, support is needed for them to meet the changing demands and opportunities of increasingly complex environments, using the levels of autonomy available to them.

AITSL's plan for 2015/16 places priority on: continuing promotion of the Australian Professional Standard for Principals; the effective use of the Leadership Profiles, including in interactive form online; preparation for the principalship; and continuing to support practising school leaders.

AITSL's work will contribute to improving school leadership in Australia, in a context where the profession is characterised by a lack of comprehensive and systematic preparation, an ageing demographic and shortages, particularly in schools serving disadvantaged communities.

Activity	Milestone	Status	Comments
Principal Preparation Impact: The evidence base for effective principal preparation is widely used by systems and sectors to inform and improve practice	<ul style="list-style-type: none"> Evaluative framework for principal preparation programmes developed, approved by AITSL Board, integrated into AITSL website and launched Timeline – December 2015 	Completed	Principal Preparation Evaluative Framework was presented to the AITSL Board at 15 March meeting and is to be located in AITSL website research repository. Further work underway to improve user accessibility through the development of a concise form of the Framework.
	<ul style="list-style-type: none"> Leadership scenario tool to support the decision making of beginning principals scoped and delivered Timeline – June 2016 	In progress	Project scoped, literature review finalised and extensive stakeholder consultation concluded. Three new principal scenarios at final editing stage and accompanying support materials are undergoing final processing. Webpage preparation underway.
	<ul style="list-style-type: none"> Research and advice on leadership preparation pathways published Timeline – June 2016 	In progress	Facilitated and filmed national conversation on leadership pathways conducted with 25 school and system leaders on 6 May. Video presentation and editing process in final stages. Webpage preparation underway.
Principal Resources Impact: Resources that support leaders are widely used by individuals to improve practice Partnerships with systems and sectors make a positive difference to school leaders' confidence and practices	<ul style="list-style-type: none"> School leaders self-assessment tool developed as an interactive online resource Timeline – October 2015 	In progress	Validation of tool and pilot completed. Project completed and launched. Post launch, issues with the Tool's functionality resulted in it being taken offline while an investigation into the problem is conducted.
	<ul style="list-style-type: none"> Partnerships with systems/sectors to trial use of the Profiles finalised and results disseminated Timeline – March 2016 	Completed	Trials completed. Reports from each group (aspirants, school leaders, system leaders) involved in the trials located on new webpage. Editing of videos to accompany each report underway.
	<ul style="list-style-type: none"> Collection of relevant school leadership research and current practice studies maintained and disseminated Timeline – Ongoing 	Ongoing	Available on the AITSL website (http://www.aitsl.edu.au/school-leadership-ecollection).
	<ul style="list-style-type: none"> 360° Reflection Tool maintained and promoted Timeline – Ongoing 	Ongoing	3,400 School Leaders have completed the 360° Reflection Tool. The Tool is available on the AITSL website (http://www.aitsl.edu.au/australian-professional-standard-for-principals/360-reflection-tool).
	<ul style="list-style-type: none"> Leadership Profiles maintained, promoted and extended Timeline – Ongoing 	Ongoing	Current focus is on promotion and uptake. Available on the AITSL website (http://www.aitsl.edu.au/leadership-profiles). New introductory video for users of the Interactive Profiles located on webpage, launched and promoted.

Teaching

Teachers have the greatest in-school influence on student outcomes. As a result support to advance the quality of teaching in Australian schools is central to improving educational outcomes.

Teaching in Australia is characterised by high attrition rates in early career teachers, plateauing performance after five years and variable professional practices, despite the evidence on high impact teaching methodologies. It is critical, therefore, that teachers are well inducted and supported to continue to improve their practice and impact on students throughout their careers.

To achieve significant improvement in the quality of teaching and consequently of student learning, AITSL's work plan for 2015/16 places priority on: working with systems, sectors and the profession to provide accessible, practical tools to support teachers based on the Australian Professional Standards for Teachers, with a focus on induction, observation and feedback as high impact strategies to improve performance; and the engagement of Highly Accomplished and Lead teachers as drivers of improvement in teacher quality and in support of graduates and beginning teachers.

Activity	Milestone	Status	Comments
Induction Impact: Beginning teachers are better supported, retained for longer and increasingly effective in the classroom	<ul style="list-style-type: none"> High level, national induction guidelines and proposed support for early career teachers agreed by Ministers Timeline – April 2016 	In progress	Significant research and stakeholder consultation completed. Guidelines approved by the Board in February 2016 and have progressed through the Schools Policy Group. Submitted to the Minister in April and approved by AESOC in May. Will be presented to Education Council at the next available opportunity.
	<ul style="list-style-type: none"> Highly Accomplished and Lead Teacher Network established and integrated with the TEMAG agenda Timeline – December 2015 	Completed	Highly Accomplished and Lead Teacher Network established. The HALT Summit was successfully convened in Adelaide on 11 and 12 March 2016 and was launched by the Federal Minister for Education and Training.
Australian Professional Teaching Standards – Graduate Career Stage Impact: The Graduate standards are better understood by stakeholders as reflecting the requirements of beginning teachers	<ul style="list-style-type: none"> Report on review of Graduate career stage of the Teaching Standards agreed by Minister Timeline – June 2016 	In progress	Stakeholder consultation completed. Report for the Education Minister was endorsed by the AITSL Board and will be submitted to the Minister in June 2016.
Certification Impact: Certified teachers are increasingly recognised for their professional expertise and actively contribute to AITSL's work	<ul style="list-style-type: none"> National approach maintained, monitored and reported on Timeline – Ongoing 	Ongoing	Information on certification available on the AITSL website (http://www.aitsl.edu.au/certification).
	<ul style="list-style-type: none"> National certification renewal process agreed Timeline – August 2015 	Completed	Renewal process endorsed by Certifying Authorities on 15 September. Renewal guide published on AITSL website (http://www.aitsl.edu.au/certification/renewal-of-certification)
	<ul style="list-style-type: none"> National Assessor Training Refresher Program agreed Timeline – September 2015 	Completed	National Assessor Training Program Refresher approved by certifying authorities.
Evaluation of Australian Professional Teaching Standards Impact: Evaluation findings are widely used to inform and improve practice	<ul style="list-style-type: none"> Final report of, and response to, the Standards Evaluation endorsed by Board and released Timeline – March 2016 	In progress	Presented to the AITSL Board in February 2016. AITSL and University of Melbourne completing the final report for publication.
Illustrations of Practice Impact: Teachers are supported to improve their teaching practice across a range of context, including Maths and Science	<ul style="list-style-type: none"> Approved Mathematics and Science Illustrations of Practice published Timeline – August 2015 	Completed	All Illustrations completed and published on AITSL website (http://www.aitsl.edu.au/australian-professional-standards-for-teachers/resources/topics/maths-and-science)
	<ul style="list-style-type: none"> Ongoing access to tools and resources maintained and refreshed Timeline - Ongoing 	Ongoing	A total of 325 Illustrations of Practice published on the AITSL website (http://www.aitsl.edu.au/teachers) with 21,262 unique average views per month between December 2014 and December 2015. AITSL's most popular and practical resources were featured in a February communications campaign attracting 13,779 registrations to receive ten resources in ten days.
Assessment for Migration Impact: Teachers migrating to Australia are suitable to gain registration and teach in schools	<ul style="list-style-type: none"> Assessment continued on a cost recovery basis Timeline - Ongoing 	Ongoing	Financial and operational targets being met.

