

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.

This work plan 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	Milestones	Timeline
NEW	In line with Government's response to the recommendations of TEMAG, undertake work to support stronger quality assurance of initial teacher education courses	<ul style="list-style-type: none"> <li>▪ Transition / implementation arrangements for the new accreditation process to Education Council for approval</li> <li>▪ Guide to the accreditation process developed and published</li> <li>▪ Training system established for accreditation panel members</li> </ul>	<ul style="list-style-type: none"> <li>▪ December 2015</li> <li>▪ February 2016</li> <li>▪ March 2016</li> </ul>
NEW	In line with Government's response to the recommendations of TEMAG, undertake work to support rigorous selection for entry to teacher education courses	<ul style="list-style-type: none"> <li>▪ Revised selection guidelines containing specific entry criteria:                             <ul style="list-style-type: none"> <li>○ draft guidelines provided to Ministers for approval for consultation</li> <li>○ draft guidelines revised following consultation and provided to Education Council for approval for use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ August 2015</li> <li>▪ December 2015</li> </ul>
NEW	In line with Government's response to the recommendations of TEMAG, undertake work to support improved and structured practical experience	<ul style="list-style-type: none"> <li>▪ Best practice examples of practical experience published</li> <li>▪ Essential requirements of practical experience published</li> <li>▪ Clear expectations of teachers supervising practical experience, including selection and training of these teachers, published and included in course accreditation requirements</li> <li>▪ Model partnership agreements and other supporting materials for strong partnerships between schools and universities published and included in course accreditation requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ August 2015</li> <li>▪ December 2015</li> <li>▪ December 2015</li> <li>▪ June 2016</li> </ul>
NEW	In line with Government's response to the recommendations of TEMAG, undertake work to support robust assessment of graduates	<ul style="list-style-type: none"> <li>▪ Framework for the assessment of teacher education students endorsed</li> <li>▪ Subject specialisation requirements included in course accreditation requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ March 2016</li> <li>▪ December 2015</li> </ul>
NEW/ BAU+	Build national research and workforce planning capabilities	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ A clear proposal of the data to be collected nationally on teacher workforce and supply and demand developed and presented to Education Council</li> <li>▪ Ideal ITE data framework endorsed by AITSL Board as the basis for future data reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ December 2015</li> <li>▪ December 2015</li> </ul>

		<ul style="list-style-type: none"> <li>4<sup>th</sup> ITE data report published</li> </ul>	<ul style="list-style-type: none"> <li>December 2015</li> <li>June 2016</li> </ul>
BAU	Monitor and maintain the national approach to the accreditation of initial teacher education courses	<ul style="list-style-type: none"> <li>Support for national accreditation against the national standards continues, including panel training, panel reviews, moderation and data collection</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

## 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 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.

AITSL's plan for the next 12 months places priority on: continuing promotion of the Australian Professional Standard for Principals; the effective use of the Leadership Profiles, including an interactive form online; preparation for the principalship; and continuing to support practising school leaders.

	Activity	Milestones	Timeline
NEW	Provide research and tools to identify high impact professional learning practices that inform jurisdictions' work on preparing aspiring and beginning principals for increasingly autonomous and complex school settings:	<ul style="list-style-type: none"> <li>Evaluative framework for principal preparation programmes developed, approved by AITSL Board, integrated into AITSL website and launched</li> <li>Leadership scenario tool to support the decision making of beginning principals scoped and delivered</li> <li>Research and advice on leadership preparation pathways published</li> </ul>	<ul style="list-style-type: none"> <li>December 2015</li> <li>June 2016</li> <li>June 2016</li> </ul>
BAU+	Work with a selection of systems and sectors to use the Leadership Profiles in workforce policies and processes	<ul style="list-style-type: none"> <li>School leaders self-assessment tool developed as an interactive online resource</li> <li>Partnerships with systems/sectors to trial use of the Profiles finalised and results disseminated</li> </ul>	<ul style="list-style-type: none"> <li>October 2015</li> <li>March 2016</li> </ul>
BAU	Develop, house and maintain tools and resources to support school leader improvement and professional growth based on the Australian Professional Standard for Principals, including: <ul style="list-style-type: none"> <li>Access to pertinent online research</li> <li>360° Reflection Tool</li> <li>Leadership Profiles</li> </ul>	<ul style="list-style-type: none"> <li>Relevant research disseminated</li> <li>360° Reflection Tool maintained and promoted</li> <li>Leadership Profiles maintained, promoted and extended</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> </ul>

## 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 the next 12 months 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	Timeline
NEW	In line with the Government's response to the recommendations of TEMAG: <ul style="list-style-type: none"> <li>Develop a consistent, high quality approach to induction and support for beginning teachers informed by research and stakeholder input</li> <li>Promote and leverage the expertise of nationally certified Highly Accomplished and Lead teachers, particularly in support of graduates and beginning teachers, including through establishment of a Highly Accomplished and Lead Teacher Association (HALTA)</li> </ul>	<ul style="list-style-type: none"> <li>Report, including high level, national induction guidelines and proposed support for early career teachers, provided to Minister</li> <li>Highly Accomplished and Lead Teacher Association established and integrated with the TEMAG agenda</li> </ul>	<ul style="list-style-type: none"> <li>April 2016</li> <li>December 2015</li> </ul>
NEW	In line with the Government's response to the recommendations of TEMAG, undertake a review of the Graduate career stage of the Australian Professional Standards for Teachers to determine whether it reflects the knowledge, skills, and capabilities of beginning teachers	<ul style="list-style-type: none"> <li>Report on review of Graduate career stage of the Teaching Standards provided to Minister</li> </ul>	<ul style="list-style-type: none"> <li>June 2016</li> </ul>
BAU+	Maintain, monitor and report on the national approach to Certification of Highly Accomplished and Lead Teachers, including: <ul style="list-style-type: none"> <li>National certification renewal process</li> <li>Assessor Training Refresher program</li> </ul>	<ul style="list-style-type: none"> <li>National approach maintained, monitored and reported on</li> <li>National certification renewal process agreed</li> <li>National Assessor Training Refresher Program agreed</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>August 2015</li> <li>September 2015</li> </ul>
BAU+	Oversee the evaluation of the use and impact of the Australian Professional Standards for Teachers, being undertaken by the University of Melbourne, and provide recommendations that can inform systems and jurisdictions about the effective use of the Standards	<ul style="list-style-type: none"> <li>Final report of the Standards Evaluation completed</li> <li>Response to report endorsed by Board and released</li> </ul>	<ul style="list-style-type: none"> <li>December 2015</li> <li>March 2016</li> </ul>
BAU	Develop, house and maintain tools and resources for teacher improvement and professional growth based on the Australian Professional Standards for Teachers, including finalising the Mathematics and Science Illustrations of Practice project to support effective teaching in science and mathematics (Additional Projects)	<ul style="list-style-type: none"> <li>Approved Mathematics and Science Illustrations of Practice published</li> <li>Ongoing access to tools and resources maintained and refreshed</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> <li>Ongoing</li> </ul>
BAU	Continue <i>Assessment for Migration</i> work to the satisfaction of the relevant authorities, as requested by the Department of Immigration	<ul style="list-style-type: none"> <li>Assessment continued on a cost recovery basis</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

BAU+	Maintain high standards of governance and high levels of stakeholder engagement in AITSL's work, including collaborating with jurisdictions and education systems; the profession (peak bodies, leadership institutes, principals' associations, practising teachers and principals); teacher regulatory bodies; universities and higher education providers; and parents and school communities	<ul style="list-style-type: none"> <li>▪ Refreshed governance and consultative mechanisms endorsed by Board</li> <li>▪ Refreshed approach to consultation and engagement sustained</li> <li>▪ Communications strategy for TEMAG agreed and delivered</li> </ul>	<ul style="list-style-type: none"> <li>▪ 31 July 2015</li> <li>▪ Ongoing</li> <li>▪ July 2015 / ongoing</li> </ul>
BAU	Continue to pay salaries, manage administration and support the refreshed AITSL Board		<ul style="list-style-type: none"> <li>▪ Ongoing</li> </ul>