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Australian Institute for Teaching and School Leadership Limited

Progress Report 3 against AITSL Work Plan 2015-2016 (as at 29 February 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	• 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.
	• 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.
	• Support materials for the accreditation process developed and published • Timeline – February 2016	In progress	Development of guidance material has progressed through the Standards and Procedures Working Group, consultation with regulatory authorities and Deans of Education, and is on track.
	• Training system established for accreditation panel members • Timeline – March 2016	In progress	The tender for the contract to develop and deliver accreditation panel training was completed in December. In January, the AITSL Finance Committee approved the recommendation to award the Contract to ACER. The Contract with ACER has been finalised and work has commenced.
	• 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	• 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.

Professional Experience **Impact:** All initial teacher education students develop strong pedagogical skills through theory and practice linkages and are rigorously assessed Beginning teachers are more confident, have increased efficacy and are classroom ready	• 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).
	• 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.
	• Clear expectations of teachers supervising practical experience, including selection and training of these teachers, published and included in course accreditation requirements • Timeline – December 2015	In progress	Following Stakeholder Workshop in July 2015, a roles and responsibilities document has been drafted, and further stakeholder feedback incorporated. Publication is imminent.
	• 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. To be included in accreditation guidance material.
Graduate Assessment **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	• 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 and progress on resolving outstanding issues is being made.
	• 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 to be undertaken to support implementation.
Research and Data **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 Data driven teacher workforce planning is undertaken to improve the recruitment, resourcing and retention of quality teachers	• 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).
	• 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	In progress	Drafting and consultation on track with report from Victoria University finalised. Recommendation to be presented to the Education Council at its meeting in March 2016. Consideration by Data Strategy Group and Schools Policy Group reveals that jurisdictions are broadly supportive, but may wish to negotiate on the level of detail Ministers agree to at this time.
	• Ideal ITE Data Framework endorsed by AITSL Board as the basis for future data reports • Timeline – December 2015	Completed	The ITE Data Framework reviewed and endorsed by the ATISL Board in October 2015.
	• 4th ITE data report published • Timeline – June 2016	In progress	On track. First data sets have been received.

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 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.

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	• Evaluative framework for principal preparation programmes developed, approved by AITSL Board, integrated into AITSL website and launched • Timeline – December 2015	In progress	Final draft of Evaluative Framework delivered by Learning First in December 2015. Editing currently underway. Document version to be provided to the AITSL Board at 15 March meeting.
	• 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. Refinement and prioritisation of scenarios commenced. Specialist expertise procured and work on scenario script development underway.
	• Research and advice on leadership preparation pathways published • Timeline – June 2016	In progress	Project scoped and processes for procuring the specialist expertise to implement the project are currently 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	• School leaders self-assessment tool developed as an interactive online resource • Timeline – October 2015	In progress	Validation of tool and pilot completed. Project in final stages with an expected completion date of March 2016.
	• Partnerships with systems/sectors to trial use of the Profiles finalised and results disseminated • Timeline – March 2016	In progress	Trials completed. Editing of draft final report underway, formatted to provide basis for online dissemination.
	• 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).
	• 360° Reflection Tool maintained and promoted • Timeline – Ongoing	Ongoing	2,950 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).
	• 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).

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	• 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. On track for submission to the Minister in April.
	• Highly Accomplished and Lead Teacher Network established and integrated with the TEMAG agenda • Timeline – December 2015	Completed	Highly Accomplished and Lead Teacher Network established with invitations sent for the inaugural summit on 11 and 12 March 2016.
Australian Professional Teaching Standards – Graduate Career Stage **Impact:** The Graduate standards are better understood by stakeholders as reflecting the requirements of beginning teachers	• Report on review of Graduate career stage of the Teaching Standards agreed by Minister • Timeline – June 2016	In progress	Process for reviewing the Graduate career stage and stakeholder consultation commenced. Final report to be reviewed by the AITSL Board in April 2016.
Certification **Impact:** Certified teachers are increasingly recognised for their professional expertise and actively contribute to AITSL's work	• National approach maintained, monitored and reported on • Timeline – Ongoing	Ongoing	Information on certification available on the AITSL website (http://www.aitsl.edu.au/certification).
	• 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)
	• National Assessor Training Refresher Program agreed • Timeline – September 2015	In progress	Work is completed, subject to approval of Certifying Authorities Network in February 2016.
Evaluation of Australian Professional Teaching Standards **Impact:** Evaluation findings are widely used to inform and improve practice	• 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. AITSL's Standing Committees to discuss the report at their next meetings.
Illustrations of Practice **Impact:** Teachers are supported to improve their teaching practice across a range of context, including Maths and Science	• 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)
	• 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 providing registered users with ten resources in ten days.
Assessment for Migration **Impact:** Teachers migrating to Australia are suitable to gain registration and teach in schools	• Assessment continued on a cost recovery basis • Timeline - Ongoing	Ongoing	Financial and operational targets being met.