

## Progress Report 5 against AITSL Work Plan 2015-2016 – Final Status

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			
Activity	Milestone	Status	Comments
<p><b>Accreditation</b></p> <p><b>Impact:</b> 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</p>	<ul style="list-style-type: none"> <li>Transition / implementation arrangements for the new accreditation process endorsed by Education Council</li> <li>Timeline – December 2015</li> </ul>	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"> <li>Revised Accreditation Standards and Procedures endorsed by Education Council</li> <li>Timeline – December 2015</li> </ul>	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"> <li>Support materials for the accreditation process developed and published</li> <li>Timeline – February 2016</li> </ul>	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"> <li>Training system established for accreditation panel members</li> <li>Timeline – March 2016</li> </ul>	Completed	Online training modules have been developed and have been tested with future panel members. The online platform and face to face workshop is now available. Additional training for panel chairs is under development and will be released at the September 2016 workshop.
	<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> <li>Timeline - Ongoing</li> </ul>	Ongoing	Ongoing, and on track.
<p><b>Selection</b></p> <p><b>Impact:</b> 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</p>	<ul style="list-style-type: none"> <li>Revised selection guidelines containing specific entry criteria endorsed by Education Council</li> <li>Timeline – September 2015</li> </ul>	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><b>Professional Experience</b></p> <p><b>Impact:</b> 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"> <li>Best practice examples of practical experience published</li> <li>Timeline – August 2015</li> </ul>	Completed	Best practice case study videos published on AITSL website ( <a href="http://www.aitsl.edu.au/initial-teacher-education/ite-reform/professional-experience/ite-reform-case-studies-of-effective-professional-experience">http://www.aitsl.edu.au/initial-teacher-education/ite-reform/professional-experience/ite-reform-case-studies-of-effective-professional-experience</a> ).
	<ul style="list-style-type: none"> <li>Essential requirements of practical experience published</li> <li>Timeline – December 2015</li> </ul>	Completed	Essential requirements are included in the Standards and Procedures endorsed by Education Council in December 2015.
	<ul style="list-style-type: none"> <li>Clear expectations of teachers supervising practical experience, including selection and training of these teachers, published and included in course accreditation requirements</li> <li>Timeline – December 2015</li> </ul>	Completed	<i>Participant Roles and Responsibilities in Professional Experience</i> published on the AITSL website. ( <a href="http://www.aitsl.edu.au/initial-teacher-education/ite-reform/professional-experience/roles-and-responsibilities">http://www.aitsl.edu.au/initial-teacher-education/ite-reform/professional-experience/roles-and-responsibilities</a> ).
	<ul style="list-style-type: none"> <li>Model partnership agreements and other supporting materials for strong partnerships between schools and universities published and included in course accreditation requirements</li> <li>Timeline – June 2016</li> </ul>	Completed	Guidelines and template for partnership arrangements in line with Program Standards 5.1 published on the AITSL website ( <a href="http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/formal-partnerships-guidelines-and-template.docx?sfvrsn=4">http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/formal-partnerships-guidelines-and-template.docx?sfvrsn=4</a> )
<p><b>Graduate Assessment</b></p> <p><b>Impact:</b> 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"> <li>Framework for the assessment of teacher education students endorsed</li> <li>Timeline – March 2016</li> </ul>	In progress	A new approach for AITSL to support the development of robust teacher performance assessments in Australia was agreed by the AITSL Board on 10 June 2016. Implementation of the project is underway and it is anticipated it will be ongoing to early 2018. This project has been carried over to the 2016-17 Work Plan.
	<ul style="list-style-type: none"> <li>Subject specialisation requirements included in course accreditation requirements</li> <li>Timeline – December 2015</li> </ul>	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><b>Research and Data</b></p> <p><b>Impact:</b> 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"> <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>Timeline – December 2015</li> </ul>	Completed	Research Agenda endorsed by the AITSL Board in October 2015, and published on AITSL website ( <a href="http://www.aitsl.edu.au/docs/default-source/aitsl-research/ITE-research-agenda.pdf?sfvrsn=4">http://www.aitsl.edu.au/docs/default-source/aitsl-research/ITE-research-agenda.pdf?sfvrsn=4</a> ).
	<ul style="list-style-type: none"> <li>A clear proposal of the data to be collected nationally on teacher workforce and supply and demand developed and endorsed by Education Council</li> <li>Timeline – December 2015</li> </ul>	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"> <li>Ideal ITE Data Framework endorsed by AITSL Board as the basis for future data reports</li> <li>Timeline – December 2015</li> </ul>	Completed	ITE Data Framework reviewed and endorsed by the AITSL Board in October 2015.
	<ul style="list-style-type: none"> <li>4th ITE data report published</li> <li>Timeline – June 2016</li> </ul>	In progress	Report completed and endorsed by the Board in July 2016. Final checking taking place prior to publication.

## 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
<b>Principal Preparation</b> <b>Impact:</b> 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"> <li>Evaluative framework for principal preparation programmes developed, approved by AITSL Board, integrated into AITSL website and launched</li> <li>Timeline – December 2015</li> </ul>	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 in July. Further work completed to improve user accessibility through the development of a concise form of the Framework.
	<ul style="list-style-type: none"> <li>Leadership scenario tool to support the decision making of beginning principals scoped and delivered</li> <li>Timeline – June 2016</li> </ul>	Completed	Three new beginning principal scenarios and associated support materials finalised.
	<ul style="list-style-type: none"> <li>Research and advice on leadership preparation pathways published</li> <li>Timeline – June 2016</li> </ul>	Completed	Facilitated and filmed national conversation on leadership pathways completed. Available on the AITSL website ( <a href="http://www.aitsl.edu.au/school-leaders/principal-preparation/leadership-pathways">http://www.aitsl.edu.au/school-leaders/principal-preparation/leadership-pathways</a> ).
<b>Principal Resources</b> <b>Impact:</b> 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"> <li>School leaders self-assessment tool developed as an interactive online resource</li> <li>Timeline – October 2015</li> </ul>	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 rectification work is conducted. AITSL communicated with stakeholders to manage the impact of the delay. Successful delivery in 2016-17 is likely. This project has been carried over to the 2016-17 Work Plan.
	<ul style="list-style-type: none"> <li>Partnerships with systems/sectors to trial use of the Profiles finalised and results disseminated</li> <li>Timeline – March 2016</li> </ul>	Completed	Reports from each group (aspirants, school leaders, and system leaders) involved in the trials are located on a new webpage: <a href="http://www.aitsl.edu.au/leadership-profiles/profiles-in-action">http://www.aitsl.edu.au/leadership-profiles/profiles-in-action</a> .
	<ul style="list-style-type: none"> <li>Collection of relevant school leadership research and current practice studies maintained and disseminated</li> <li>Timeline – Ongoing</li> </ul>	Ongoing	Available on the AITSL website ( <a href="http://www.aitsl.edu.au/school-leadership-ecollection">http://www.aitsl.edu.au/school-leadership-ecollection</a> ).
	<ul style="list-style-type: none"> <li>360° Reflection Tool maintained and promoted</li> <li>Timeline – Ongoing</li> </ul>	Ongoing	Over 3,700 School Leaders have registered for the 360° Reflection Tool and activity in 2015/16 was 49% greater than in 2014/15. The Tool is available on the AITSL website ( <a href="http://www.aitsl.edu.au/australian-professional-standard-for-principals/360-reflection-tool">http://www.aitsl.edu.au/australian-professional-standard-for-principals/360-reflection-tool</a> ).
	<ul style="list-style-type: none"> <li>Leadership Profiles maintained, promoted and extended</li> <li>Timeline – Ongoing</li> </ul>	Ongoing	Current focus is on promotion and uptake. Available on the AITSL website ( <a href="http://www.aitsl.edu.au/leadership-profiles">http://www.aitsl.edu.au/leadership-profiles</a> ). New introductory video for users of the Interactive Profiles located on webpage, launched and promoted. New Profiles in Action videos to highlight how the resource is being used by aspiring leaders, principals and system leaders located on webpage.

## 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
<b>Induction</b> <b>Impact:</b> Beginning teachers are better supported, retained for longer and increasingly effective in the classroom	<ul style="list-style-type: none"> <li>High level, national induction guidelines and proposed support for early career teachers agreed by Ministers</li> <li>Timeline – April 2016</li> </ul>	Completed	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 endorsed by Education Council in July 2016.
	<ul style="list-style-type: none"> <li>Highly Accomplished and Lead Teacher Network established and integrated with the TEMAG agenda</li> <li>Timeline – December 2015</li> </ul>	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 Australian Government Minister for Education and Training.
<b>Australian Professional Teaching Standards – Graduate Career Stage</b> <b>Impact:</b> The Graduate standards are better understood by stakeholders as reflecting the requirements of beginning teachers	<ul style="list-style-type: none"> <li>Report on review of Graduate career stage of the Teaching Standards agreed by Minister</li> <li>Timeline – June 2016</li> </ul>	Completed	Stakeholder consultation completed. Report for the Education Minister was endorsed by the AITSL Board in May and submitted to the Minister in August. Awaiting acceptance by the Minister.
<b>Certification</b> <b>Impact:</b> Certified teachers are increasingly recognised for their professional expertise and actively contribute to AITSL's work	<ul style="list-style-type: none"> <li>National approach maintained, monitored and reported on</li> <li>Timeline – Ongoing</li> </ul>	Ongoing	Information on certification available on the AITSL website ( <a href="http://www.aitsl.edu.au/certification">http://www.aitsl.edu.au/certification</a> ). A mapping and review of teacher certification processes across Australia has been drafted and will be completed in early September.
	<ul style="list-style-type: none"> <li>National certification renewal process agreed</li> <li>Timeline – August 2015</li> </ul>	Completed	Renewal process endorsed by Certifying Authorities on 15 September. Renewal guide published on AITSL website ( <a href="http://www.aitsl.edu.au/certification/renewal-of-certification">http://www.aitsl.edu.au/certification/renewal-of-certification</a> )
	<ul style="list-style-type: none"> <li>National Assessor Training Refresher Program agreed</li> <li>Timeline – September 2015</li> </ul>	Completed	National Assessor Training Program Refresher approved by certifying authorities.
<b>Evaluation of Australian Professional Teaching Standards</b> <b>Impact:</b> Evaluation findings are widely used to inform and improve practice	<ul style="list-style-type: none"> <li>Final report of, and response to, the Standards Evaluation endorsed by Board and released</li> <li>Timeline – March 2016</li> </ul>	Completed	Presented to the AITSL Board in February 2016. Final report is completed and published.
<b>Illustrations of Practice</b> <b>Impact:</b> Teachers are supported to improve their teaching practice across a range of context, including Maths and Science	<ul style="list-style-type: none"> <li>Approved Mathematics and Science Illustrations of Practice published</li> <li>Timeline – August 2015</li> </ul>	Completed	All Illustrations completed and published on AITSL website ( <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/resources/topics/maths-and-science">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/resources/topics/maths-and-science</a> )
	<ul style="list-style-type: none"> <li>Ongoing access to tools and resources maintained and refreshed</li> <li>Timeline - Ongoing</li> </ul>	Ongoing	A total of 325 Illustrations of Practice published on the AITSL website ( <a href="http://www.aitsl.edu.au/teachers">http://www.aitsl.edu.au/teachers</a> ) 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.
<b>Assessment for Migration</b> <b>Impact:</b> Teachers migrating to Australia are suitable to gain registration and teach in schools	<ul style="list-style-type: none"> <li>Assessment continued on a cost recovery basis</li> <li>Timeline - Ongoing</li> </ul>	Ongoing	Financial and operational targets being met.

