

Australian Institute for Teaching and School Leadership (AITSL)

Work Plan 2016-17

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.

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 2016/17 places priority on implementing the strengthened *Standards and Procedures for the Accreditation of Initial Teacher Education in Australia*, supporting the TEMAG themes of stronger quality assurance for teacher 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"> Support for implementation of the strengthened approach to accreditation. <ul style="list-style-type: none"> Training provided to panel members – first cohort finishes October 2016. Examples of evidence against the program standards available from August 2016 Assessment criteria for Graduate Standards 1.4 and 2.4 developed for providers and panels by December 2016 Support for the accreditation process including coordinating interstate panel members - ongoing 	Ongoing	Need for further support materials and additional cohorts of trained panel members will be assessed as implementation proceeds.
	<ul style="list-style-type: none"> Lead activities to ensure consistency of judgements under the accreditation process, including standard setting and moderation. Timeline – ongoing 	Ongoing	This includes moderation of transition plans for currently nationally accredited programs (early 2017) and full applications from State-accredited programs (late 2017)
	<ul style="list-style-type: none"> Accreditation stage 2 process, written guidance, templates and examples developed Timeline – June 2017 	Ongoing	The first Stage 2 applications are likely to be submitted during 2017.
	<ul style="list-style-type: none"> Support provided to ITE providers to implement specialisations in priority areas, including literacy and numeracy. Timeline – December 2016 	Ongoing	Support may include outcome statements in particular areas, and examples of how the standard can be met.
	<ul style="list-style-type: none"> Teaching Performance Assessment tool(s) for ITE students developed. Timeline - December 2017 	Ongoing	Grants to be awarded to consortia October 2016. Assessments in place for the 2018 academic year.
	<ul style="list-style-type: none"> Work with AESOC to report back to Education Council on further options for improving entry standards. Timeline – June 2017 	Emerging	Work requested by Education Council September 2016

<p>Strengthened Evidence Base</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 Workforce Data Strategy implementation and costing advice presented to the Education Council. Timeline – December 2016 	Ongoing	Subject to Council endorsement, this would become a major work program in 2017 and beyond. Activities would include establishing new data collections and a national data warehouse.
	<ul style="list-style-type: none"> 5th ITE data report published Timeline – June 2017 	Ongoing	
	<ul style="list-style-type: none"> Evaluation Framework designed and implemented to monitor the implementation and impact of TEMAG recommendations Timeline – Design of evaluation - October 2016. Implementation of evaluation is ongoing 	Ongoing	Scoping project, to be completed by October 2016, will provide options, including costings, to support a decision on the final evaluation strategy.
	<ul style="list-style-type: none"> Deliver agreed actions from the AITSL Research Agenda. Timeline – ongoing 	Ongoing	Activities include using outcomes of the accreditation process to generate evidence on what works best in initial teacher education, disseminating research findings in an accessible form, and advocating for quality ITE research.
<p>Induction for Graduate Teachers</p> <p>Impact: Beginning teachers are better supported, and increase their impact on student learning</p>	<ul style="list-style-type: none"> Induction guidelines launched and materials and resources, including the induction app developed Timeline – February 2017 	Ongoing	To support the implementation and impact of the national induction guidelines, an induction app, case studies of successful implementation approaches and an animation to support the key messages in the guidelines will be developed.

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 2016/17 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.

Preparation for principalship, including certification of principals prior to taking on the role, is a particular focus for 2016/17.

Activity	Milestone	Status	Comments
<p>Supporting effective preparation and certification of school leaders</p> <p>Impact: The evidence base for effective principal preparation is widely used by systems and sectors to inform and improve practice. Understandings around certification and recognition of principal preparation practices are further explored and developed.</p>	<ul style="list-style-type: none"> Undertake research into leadership preparation and processes for certification and develop proposed approach to future implementation. Timeline – May 2017 	Emerging	Work will include scoping (July - October 2016), stakeholder engagement (October September – February April 2017) and high level authorisation (May 2017)
	<ul style="list-style-type: none"> Principal preparation resources trialled and supporting materials extended: <ul style="list-style-type: none"> New leader scenarios trialled and extended – April 2017 Evaluation Framework trialled and promoted – May 2017 National conversation on principal preparation pathways developed and extended – April 2017 	Ongoing	<p>A further 3 new leader scenarios and supporting guides developed, with a possible further 3 scenarios and guides developed according to response to the initial series.</p> <p>Tool to support evaluation framework developed and trialled to support effective evaluation of principal preparation programs.</p> <p>The national conversation (already recorded) further segmented based on identified themes and accompanied by personal profiles of leaders talking about their pathways and preparation.</p>
<p>Promoting and extending implementation of the Australian Professional Standard for Principals</p> <p>Impact: Resources that support leaders are widely used by systems and individuals to improve leadership practice</p>	<ul style="list-style-type: none"> School Leader Self-Assessment Tool (SL SAT), promoted, monitored, analysed and reviewed Timeline – June 2017 	Ongoing	An initial analysis of the use of the tool will be conducted.
	<ul style="list-style-type: none"> Materials making connections between the Principal Standard and Teacher Standards developed and disseminated Timeline – June 2017 	Ongoing	Resources will be developed that identify and clarify the connections between the APST and the APSP to provide guidance on how both Standards used together can articulate and support a standards based approach to school leadership development.
	<ul style="list-style-type: none"> 360° Reflection Tool refined to enhance user experience and ongoing usage promoted and monitored. Timeline – ongoing 	Ongoing	The 360 Reflection Tool will be enhanced through introduction of a shorter questionnaire and updated user and rater guidance materials.
	<ul style="list-style-type: none"> Resources supporting the Leadership Profiles maintained and extended Timeline – Ongoing 	Ongoing	Supporting resources will include relevant research and case studies.

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.

To achieve significant improvement in the quality of teaching and consequently of student learning, AITSL's work plan for 2016/17 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 making the most of the expertise 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
<p>Certification of Highly Accomplished and Lead Teachers</p> <p>Impact: Certified teachers' professional expertise is recognised and leveraged</p>	<ul style="list-style-type: none"> National Certification of Highly Accomplished and Lead Teachers is strengthened. Timeline – June 2017 	Ongoing	<p>The National Certification process review is completed and recommendations agreed and implementation scoped (December 2016)</p> <p>National approach maintained, monitored and reported (ongoing)</p> <p>National Assessor Training Program maintained and monitored, with transfer to new platform (February 2017)</p> <p>Highly Accomplished and Lead Teacher Network Summit held (March 2017)</p>
	<ul style="list-style-type: none"> Classroom Practice Continuum and supporting resources refreshed Timeline – February 2017 	Ongoing	<p>Additional/revised content validated (October 2016)</p> <p>Revised continuum designed, piloted and released (February 2017)</p>
<p>Promoting and extending implementation of the Australian Professional Standards for Teachers</p> <p>Impact: Teachers are supported to improve their teaching practice across a range of contexts</p>	<ul style="list-style-type: none"> Teacher Self-Assessment Tool (TSAT) reviewed and launched Timeline – February 2017 	Ongoing	<p>Self-Assessment Tool beta-launch for functionality testing (December 2016)</p> <p>Self-Assessment Tool released (February 2017)</p>
	<ul style="list-style-type: none"> Guide and contribute to the scoping of online formative assessments to enhance teaching practice in key curriculum areas. These assessments will support teachers to better understand their impact on student learning and more effectively target their teaching. Timeline - June 2017 	Emerging	<p>This work will be undertaken in collaboration with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Education Services Australia (ESA).</p>
	<ul style="list-style-type: none"> Resources to support teacher's use of effective feedback as part of evidence-based high-impact teaching practice. Timeline - June 2017 	Ongoing	<p>In partnership with Evidence for Learning, resources will be developed to provide implementation support for the high impact strategy, feedback, as part of the Australian version of the Teaching and Learning Toolkit (June 2017)</p>
	<ul style="list-style-type: none"> Ongoing access to tools and resources maintained, promoted and refreshed Timeline - Ongoing 	Ongoing	<p>The Android version 2.0 of the My Standards app will be released (September 2016)</p> <p>The Teacher Toolkit will be maintained and updated with new and revised resources developed by AITSL (e.g. Self-Assessment Tool, Classroom Practice Continuum)</p>
	<ul style="list-style-type: none"> Teacher Professional Growth – Development of policy and processes Timeline - June 2017 	Emerging	<p>To support integration of the Australian Professional Standards for Teachers and the Professional Learning Charter with the Australian Teacher Performance and Development Framework.</p>
<p>Assessment for Migration</p> <p>Impact: Teachers migrating to Australia are suitable to gain registration and teach in schools</p>	<ul style="list-style-type: none"> Assessment continued on a cost recovery basis Timeline - Ongoing 	Ongoing	<p>Over 90% of complete applications received to be processed within 10 weeks.</p>