

Progress Report against AITSL Work Plan 2015-2016 – as at 30 November 2015

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 	In progress	An implementation schedule was proposed to Education Council in September 2015 which received in principle endorsement. A further paper on this issue, based on discussion with jurisdictions, will be presented to the December Education Council meeting.
	<ul style="list-style-type: none"> Revised Accreditation Standards and Procedures endorsed by Education Council Timeline – December 2015 	In progress	Following wide stakeholder consultation, the revised Accreditation Standards and Procedures were discussed at the AEEYSOC meeting on 27 November 2015. The work program remains on schedule to submit the revised standards to Education Council in December 2015.
	<ul style="list-style-type: none"> Support materials for the accreditation process developed and published Timeline – February 2016 	In progress	Work has begun on the development of guidance material however further progress is dependent on Education Council agreement to the revised accreditation standards and procedures in December 2015.
	<ul style="list-style-type: none"> Training system established for accreditation panel members Timeline – March 2016 	In progress	An RFQ to develop and deliver accreditation panel training has been let. Delivery of training is dependent on Education Council agreement to revised accreditation standards and procedures in December 2015.
	<ul style="list-style-type: none"> Support for national accreditation against the national standards continues, including panel training, panel reviews, moderation and data collection 	Ongoing	Ongoing, and on track. National standards to be applied with rigour pending transition to endorsed new arrangements.
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 	In progress	Stakeholder workshop held 30 July. Essential elements are reflected in the revised accreditation standards and procedures.
	<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 	In progress	Expectations drafted. Stakeholder workshop held 30 July. Refinement underway to reflect feedback.
	<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. To be included in accreditation guidance material.
<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 continuing but not all issues resolved.
	<ul style="list-style-type: none"> Subject specialisation requirements included in course accreditation requirements Timeline – December 2015 	In progress	Requirements are reflected in the revised accreditation standards and procedures. Further work to be undertaken 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.
	<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 	In progress	Drafting and consultation on track with final report from Victoria University to be received in December. Recommendation to be presented to the Education Council at its first meeting in 2016.
	<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	The ITE Data Framework reviewed and endorsed by the AITSL 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 requested.

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
<p>Principal Preparation</p> <p>Impact: The evidence base for effective principal preparation is widely used by systems and sectors to inform and improve practice</p>	<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 	In progress	Evaluative Framework due from Learning First in December 2015. To be noted by the Board in February 2016.
	<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. Refinement and prioritisation of scenarios commenced.
	<ul style="list-style-type: none"> Research and advice on leadership preparation pathways published Timeline – June 2016 	In progress	Project scoped and consultation initiated.
<p>Principal Resources</p> <p>Impact: Resources that support leaders are widely used by individuals to improve practice</p> <p>Partnerships with systems and sectors make a positive difference to school leaders' confidence and practices</p>	<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 in final stages with an expected completion date of December 2015.
	<ul style="list-style-type: none"> Partnerships with systems/sectors to trial use of the Profiles finalised and results disseminated Timeline – March 2016 	In progress	Two comprehensive trials undertaken in Tasmania and ACT government education systems and final report being prepared for dissemination.
	<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	Over 2,600 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).

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 completed, stakeholder consultation completed and final drafting of Guidelines in progress. To be presented to the Board in February 2016 for endorsement.
	<ul style="list-style-type: none"> Highly Accomplished and Lead Teacher Network established and integrated with the TEMAG agenda Timeline – December 2015 	In progress	Initial meeting with planning group held on 9 September and plans underway for a launch/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	<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	Process for reviewing the Graduate career stage and stakeholder consultation commenced. Final report to be reviewed by the Board early in 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 	In progress	Work is completed, subject to approval of Certifying Authorities Network in December 2015.
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	Final report drafted, with presentation to the Board in February 2016.
Illustrations of Practice Impact: Maths and Science teachers are supported to improve their teaching practice	<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 practise published on the AITSL website (http://www.aitsl.edu.au/teachers).
Assessment for Migration	<ul style="list-style-type: none"> Assessment continued on a cost recovery basis 	Ongoing	Financial and operational targets being met.

Impact: Teachers migrating to Australia are suitable to gain registration and teach in schools	<ul style="list-style-type: none">• Timeline - Ongoing		
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