

Improving Teacher Quality National Partnership Reward Milestones 2012

In response to the recommendation of the COAG Reform Council (CRC) in its report - National Partnership Agreement on Improving Teacher Quality: Performance report for 2011, the Commonwealth has worked with all States and Territories to revise the 2012-13 performance milestones. Revised milestones for South Australia are in the below table.

In conjunction with agreeing to revise the performance milestones which reflect ambition of reform, the Commonwealth has also agreed that reward funding be made available to States for partial achievement of milestones, in accordance with a methodology agreed between Ministers.

South Australia		
REWARD REFORM 1: Improved pay dispersion to reward quality teaching		
1.1	AMBITION	Extensive negotiations were undertaken with key government school stakeholders including the Australian Education Union and school leaders, leading to an enterprise agreement that provided an agreed process of competency-based recognition of high quality teachers.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of an additional 1,350 teachers participated in an established competency-based process and were recognised and rewarded for high quality teaching practice. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by developing a whole-of-system structure that enables school leaders to develop, recognise and reward high quality teachers.
REWARD REFORM 1: Improved pay dispersion to reward quality teaching		
1.2	AMBITION	Through collaborative processes and the revision of an options paper that included reference to the National Professional Standards for Teachers, the Association of Independent Schools of South Australia ensured that
	APPROVED MILESTONE (as at 31 December 2012)	all principals in the Independent schooling sector had access to information about and, where requested, assistance in negotiating and implementing improved remuneration structures to reward quality teaching. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by strengthening the capacity of schools to improve pay dispersion so that quality teaching is recognised and rewarded.
REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		

Improving Teacher Quality National Partnership Reward Milestones 2012

2.1	AMBITION	In partnership with the tertiary sector and through review of current practices in the use of teacher release time for eligible beginning teachers in government schools,
	APPROVED MILESTONE (as at 31 December 2012)	a resource, which is a guide to contemporary best practice, was provided for use by all eligible beginning teachers to support quality professional induction. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by strengthening the system structures for the quality induction of beginning teachers and maximising their opportunities to build resilience.
REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
2.2	AMBITION	The Association of Independent Schools of South Australia reviewed and updated an options paper for the Independent schooling sector that focused on national practices to reward quality teaching in hard-to-staff schools.
	APPROVED MILESTONE (as at 31 December 2012)	All Independent school principals had access to current information to inform decisions about improved reward structures for teachers and school leaders, including principals of hard-to-staff schools. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by strengthening the capacity of disadvantaged, Indigenous, rural/remote and hard-to-staff schools to improve reward structures that attract and retain quality teachers and school leaders.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.1	AMBITION	By expanding and funding a range of accredited short courses, certificates and diplomas for support staff in the government schooling sector,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 600 additional school support staff was supported by access to funded enrolment in accredited training. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by building the capacity of school support staff in disadvantaged, Indigenous, rural/remote and hard-to-staff schools to work in partnership with teachers to improve student learning outcomes.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-		

Improving Teacher Quality National Partnership Reward Milestones 2012

to-staff schools		
3.2	AMBITION	As a result of reviewing the extent to which accredited courses currently delivered in the government schooling sector meet workplace needs for school support staff,
	APPROVED MILESTONE (as at 31 December 2012)	a resource was developed that identifies nationally-accredited learning pathways for school support staff. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by extending the competencies of school support staff so that there is increased capacity to meet students' learning needs, particularly those in disadvantaged, Indigenous, rural/remote and hard-to-staff schools.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.3	AMBITION	Through extensive analysis of workforce data and consultation with stakeholders, a suite of attraction and retention initiatives for teachers and leaders of rural, remote and hard-to-staff schools was developed and implemented in government sector schools.
	APPROVED MILESTONE (as at 31 December 2012)	<p>A suite of attraction and retention initiatives for teachers and leaders of rural, remote and hard-to-staff schools was developed and implemented in government sector schools, comprising:</p> <ul style="list-style-type: none"> • Customised incentive packages were provided, enabling the successful recruitment of teachers and school leaders to identified hard-to-staff locations. • An additional 8 temporary relieving teacher positions were created across 4 regional hard-to-staff locations, to provide continuity of learning programs and a potential pathway into longer-term employment. • In principle agreement was reached through negotiation with the Teacher Registration Board for a special authority to teach for participants in the Teach Next program. • Centres for Excellence and other programs provided incentives for 63 teacher education students to undertake professional experience. <p>(Government sector)</p>
	CONTRIBUTION TO REFORM	These activities contribute to reform by providing a more systematic approach to the attraction, deployment and retention of teachers and school leaders to improve the quality of teaching in hard-to-staff schools.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-		

Improving Teacher Quality National Partnership Reward Milestones 2012

to-staff schools		
3.4	AMBITION	Through consultation with schools, the Association of Independent Schools of South Australia resourced the continuing engagement of allied health professionals to work with Independent schools in identified areas of high student need.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 300 visits to Independent sector schools was made by allied health professionals, including occupational therapists and speech pathologists. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by providing teachers and school leaders with specialist support to maximise the learning engagement of identified students, particularly those in disadvantaged, Indigenous, rural/remote and hard-to-staff schools.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.5	AMBITION	Through consultation, the Association of Independent Schools of South Australia worked collaboratively with schools in the sector to move towards and implement a model of school-based professional learning.
	APPROVED MILESTONE (as at 31 December 2012)	Educational consultants provided a minimum of 175 in-school professional learning activities and customised services for principals and school staff, including in disadvantaged, Indigenous, rural/remote and hard-to-staff schools. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by embedding a model of professional learning that is substantially school based and allows principals and staff to engage in professional learning in the immediate context of their classroom and school.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.6	AMBITION	Through development of a discussion paper by the Association of Independent Schools of South Australia that drew on contemporary research and the Association's experience in the design and delivery of an early career teacher program,
	APPROVED MILESTONE (as at 31 December 2012)	information was provided to all principals in the Independent schooling sector about approach and practice to support early career teachers. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by improving the effectiveness of in-school support that increases the resilience and retention of early career teachers, particularly in disadvantaged, Indigenous, rural/remote and hard-to-staff schools.

Improving Teacher Quality National Partnership Reward Milestones 2012

REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.7	AMBITION	To improve in-school support for early career teachers in the Catholic schooling sector, especially in rural and remote schools, resources were allocated so that
	APPROVED MILESTONE (as at 31 December 2012)	a formal and consistent in-school approach to induction and ongoing mentoring was implemented for early career teachers in a minimum of 70 schools, including all rural and remote schools with early career teachers, based on the National Professional Standards for Teachers. (Catholic sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by building the capacity of school leaders to provide induction, mentoring, feedback and support to early career teachers in all schools.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.8	AMBITION	Through the establishment of new networks of school leaders and of teachers in the Catholic schooling sector, opportunities were provided to build capacity for instructional leadership and cultural change for sustained improvement within their schools.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 15 school leaders and 30 teachers participated in professional networks focused on leading contemporary approaches and practices in student learning. (Catholic sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by engaging school leaders and teachers in the improvement of practices and outcomes across all schools, including those that serve disadvantaged and rural/remote communities.
REWARD REFORM 3: Improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
3.9	AMBITION	Through negotiations between leaders in Catholic Education South Australia and interstate/overseas organisations working with rural or hard-to-staff schools,
	APPROVED MILESTONE (as at 31 December 2012)	interstate or overseas immersion study experiences were undertaken by a minimum of 10 school leaders. (Catholic sector)

Improving Teacher Quality National Partnership Reward Milestones 2012

	CONTRIBUTION TO REFORM	This activity contributes to reform by providing school leaders with direct access to leading-edge knowledge about school leadership for student learning and school cultural change in other settings.
REWARD REFORM 5: Continual improvement program for all teachers		
5.1	AMBITION	By the introduction throughout the government schooling sector of a comprehensive approach to performance development, linked to the national suite of professional standards frameworks,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 14 workshops was implemented to enable leaders to establish quality performance and development processes at a local level. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by strengthening the capacity of school leaders to initiate and undertake performance and development processes that impact the quality of classroom teachers.
REWARD REFORM 5: Continual improvement program for all teachers		
5.2	AMBITION	Through the implementation of locally-delivered quality leadership programs for aspiring and beginning leaders in the government schooling sector that align with the National Professional Standard for Principals,
	APPROVED MILESTONE (as at 31 December 2012)	there was a 10 per cent minimum increase in aspiring and beginning leaders who had participated in online professional learning, as one component of a wider leadership development approach. (As at Dec 2010 there were 266 aspiring and beginning leaders who had participated in online professional learning) (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by equipping new and future leaders, including those in rural and remote locations, with the capacity to lead continual improvement programs for quality teaching.
REWARD REFORM 5: Continual improvement program for all teachers		
5.3	AMBITION	Through the trialling in the government schooling sector of mentor training, including of an accredited program,
	APPROVED MILESTONE (as at 31 December 2012)	mentor training was delivered to at least 30 experienced leaders. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by building the capacity of experienced leaders to mentor and support new and aspiring leaders in ways that will strengthen teacher quality.

Improving Teacher Quality National Partnership Reward Milestones 2012

REWARD REFORM 5: Continual improvement program for all teachers		
5.4	AMBITION	By harnessing the capacity of the government School Centres for Excellence model to strengthen teacher quality through reference to the National Professional Standards for Teachers,
	APPROVED MILESTONE (as at 31 December 2012)	an expanded model of teacher pre-service and continual improvement programs was implemented across a minimum of 30 school sites, including the South Australian Aboriginal Lands District. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform as a first step towards building collaborative networks among schools to embed the National Professional Standards for Teachers in continual improvement programs for all teachers, including pre-service.
REWARD REFORM 5: Continual improvement program for all teachers		
5.5	AMBITION	Through the trialling in the Independent schooling sector of models of school review,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 10 schools participated in a school review program with a focus on teaching and learning. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by incorporating a focus on continual teacher improvement in school review processes.
REWARD REFORM 5: Continual improvement program for all teachers		
5.6	AMBITION	Building on previous effort by the Association of Independent Schools of South Australia related to maximising use of student performance data by schools in the Independent sector,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 50 professional learning activities and customized services was undertaken to assist schools in the use of performance information in the context of continual teacher improvement. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by embedding the use of student performance data in school approach and practice to achieve continual improvement in student learning outcomes.
REWARD REFORM 5: Continual improvement program for all teachers		

Improving Teacher Quality National Partnership Reward Milestones 2012

5.7	AMBITION	Building on previous effort by the Association of Independent Schools of South Australia related to the Australian Curriculum,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 60 visits and activities was undertaken by curriculum consultants across 50 Independent schools to support principals and teachers to implement the Australian Curriculum. (Independent sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by concurrently addressing implementation of the Australian Curriculum and the teacher professional learning that is required for continual improvement in student learning outcomes.
REWARD REFORM 5: Continual improvement program for all teachers		
5.8	AMBITION	A collaborative professional learning strategy that harnessed the expertise within Catholic sector schools was developed to support school leaders and teachers to implement the Australian Curriculum.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 75 schools engaged in professional learning focused on assessment practices using the Australian Curriculum. (Catholic sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by embedding a continual improvement process for leaders and teachers in the development of assessment practices and resources for the Australian Curriculum.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.1	AMBITION	Through the targeted promotion of workplace qualifications to Aboriginal staff in government schools,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 50 Aboriginal employees completed a workplace qualification. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by strengthening the workplace qualifications of Aboriginal employees, enabling more effective engagement within their education communities.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.2	AMBITION	Through collaborative and strategic planning for pathways into teaching for Aboriginal employees in the government schooling sector, including a focus on awareness-raising,

Improving Teacher Quality National Partnership Reward Milestones 2012

	APPROVED MILESTONE (as at 31 December 2012)	an additional 10 Aboriginal employees developed a career plan identifying teaching pathways as a long term goal. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by increasing the number and capacity of Aboriginal employees in the education workforce.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.3	AMBITION	Through extensive negotiation with the tertiary sector and Aboriginal employees in the government schooling sector, a tailored teacher education degree course providing recognition of prior learning was designed. As a result,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 5 Aboriginal employees enrolled in the new teacher education course offered by the University of South Australia. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by expanding significantly the opportunity for Aboriginal employees to access and engage in a teaching pathway.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.4	AMBITION	To support Aboriginal teachers and aspiring leaders in the government schooling sector to make improved connections between their work and the cultural contexts that enable that work to occur effectively,
	APPROVED MILESTONE (as at 31 December 2012)	an experienced leader in Aboriginal schooling was appointed as a consultant to implement strategies that support the career pathways of identified Aboriginal leaders and teachers. (Government sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by building the capacity of Aboriginal teachers and leaders to provide Indigenous education and work with their communities.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.5	AMBITION	Building on previous collaborative effort within the Association of Independent Schools of South Australia related to cultural awareness and culturally inclusive curriculum,
	APPROVED MILESTONE	a minimum of 25 Independent schools participated in training programs that strengthened the cultural awareness of school leaders and teachers. (Independent sector)

Improving Teacher Quality National Partnership Reward Milestones 2012

	(as at 31 December 2012)	
	CONTRIBUTION TO REFORM	This activity contributes to reform by enabling school leaders and teachers to engage more effectively with Indigenous communities, supporting the implementation of an inclusive curriculum.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.6	AMBITION	Programs were reviewed and partnerships with the tertiary sector were strengthened by Catholic Education South Australia to support the pathways of Indigenous students towards tertiary enrolment in teaching/early childhood education.
	APPROVED MILESTONE (as at 31 December 2012)	One formal agreement with a university was drafted, and negotiations were under way with two more universities, for provision of support for Indigenous students to undertake teaching/early childhood education programs. (Catholic sector)
	CONTRIBUTION TO REFORM	This activity contributes to reform by providing support from the Catholic schooling sector to Indigenous students to undertake teaching/early childhood courses at university, in order to increase the number of Indigenous teachers/early childhood educators in Catholic schools.