

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 Tasmania 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.

Tasmania		
REWARD REFORM 1: Improved Pay Dispersion to Reward Quality Teaching		
1	AMBITION	Through the incorporation of a Lead Teacher position in the government school sector teacher classification scale,
	APPROVED MILESTONE (as at 31 December 2012)	at least 10 Lead Teachers were recruited and appointed.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by acknowledging, establishing and resourcing classroom leadership to impact the quality of teaching 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		
1	AMBITION	From a review of school funding in the government sector involving extensive stakeholder consultation, including the Tasmanian Principals' Association, the AEU and parent and community groups,
	APPROVED MILESTONE (as at 31 December 2012)	a flexible and equity-based resourcing model for High and Additional Needs students was implemented in all schools.

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	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing the capacity of teachers and school leaders to better meet the needs of students who are impacted by factors of disadvantage arising from location and socio-economic, cultural and Aboriginal background.
REWARD REFORM 3: Improved In-school Support for Teachers and School Leaders who Work in Disadvantaged, Indigenous, Rural/Remote and Hard to Staff Schools		
2	AMBITION	By undertaking developmental work in the government school sector to address teacher knowledge, skills and understanding related to the learning needs of Aboriginal students and to strengthen Community engagement,
	APPROVED MILESTONE (as at 31 December 2012)	a training program to strengthen cultural understandings was delivered to teachers and leaders in at least 15 schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing the capacity of teachers and school leaders to personalise learning for all Aboriginal students in their 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	AMBITION	By building on the partnership with the University of Tasmania and by utilising the resource capacity of Centre for Excellence schools in the government school sector,
	APPROVED MILESTONE (as at 31 December 2012)	a minimum of 50 Partnerships in Teaching Excellence (PiTE) trained teachers was placed and retained for at least 12 months in hard to staff, low SES and rural schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by effectively preparing and supporting new teachers so that classroom practice meets the learning needs of students in disadvantaged, rural and hard to staff schools.

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REWARD REFORM 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget		
1	AMBITION	Through the development of a structure in the government school sector to facilitate and support collaboration across associated schools,
	APPROVED MILESTONE (as at 31 December 2012)	11 networks of schools were established, covering all Tasmanian government schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by enabling increased shared principal capacity for local decision making and opportunity for cooperative and flexible resource management.
REWARD REFORM 5: Continual Improvement Program for All Teachers		
1	AMBITION	Through cross-sectoral negotiation and in collaboration with the University of Tasmania, resourcing arrangements were put in place to facilitate further tertiary study by teachers in Tasmanian schools.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum total of 600 unit enrolments was achieved in post-graduate teacher education courses between 2009 and 2011. In this reporting period the minimum unit enrolments is 100.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by enabling teachers to achieve higher professional qualifications that impact directly on the quality of classroom practice, especially in the areas of literacy and numeracy.
REWARD REFORM 5: Continual Improvement Program for All Teachers		
2	AMBITION	Through liaison between the government school sector and the University of Tasmania,

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	APPROVED MILESTONE (as at 31 December 2012)	at least 5 professional learning courses were established to enable teachers and school leaders to gain recognition within their postgraduate studies.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by adding value to the continual professional learning of teachers, especially in the areas of school leadership, mentoring and Aboriginal education.