

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 Victoria 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.

Victoria		
REWARD REFORM 1: Improved pay dispersion to reward quality teaching		
1.1	AMBITION	Through extensive consultation with key stakeholders, the government schooling sector identified additional resources and established trials to test the impact of financial rewards for teacher performance on school culture and student outcomes.
	APPROVED MILESTONE (as at 31 December 2012)	Preliminary findings were reported from an ongoing evaluation of teacher performance pay trials (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by providing an evidence base to inform future work to reward quality teaching through improved pay dispersion.
REWARD REFORM 1: Improved pay dispersion to reward quality teaching		
1.2	AMBITION	To strengthen recognition of high quality teaching across schools in the Independent schooling sector:
	APPROVED MILESTONE (as at 31 December 2012)	The following activities were undertaken in Independent schools: <ul style="list-style-type: none"> • research was undertaken, finalised and provided to understand the factors behind the level of take-up of a model to reward high-performing teachers • Independent Schools Victoria provided one briefing session and opportunities for principals and Independent Schools Victoria staff to meet to share alternative models developed by individual Independent schools to reward high-performing teachers (INDEPENDENT).
	CONTRIBUTION TO	These achievements contribute to reform through building the capacity of schools within the Independent schooling sector to make decisions about the identification and reward of quality teaching.

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	REFORM	
REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
2.1	AMBITION	Building on previous workforce reforms and in consultation with key stakeholders in the government schooling sector, a financial incentive program was implemented to retain high quality graduate teachers in hard-to-staff rural schools.
	APPROVED MILESTONE (as at 31 December 2012)	A total of 100 graduate teachers in rural schools who met performance and service requirements received retention payments (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through increasing staff stability and the quality of teaching in rural schools where there is evidence of ongoing challenge in retaining staff.
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	Building on previous workforce reforms, a range of strategies was promoted to all principals across the government schooling sector to assist them to attract and retain high quality teachers in their schools.
	APPROVED MILESTONE (as at 31 December 2012)	A total of 30 schools, including those serving disadvantaged and rural communities, provided incentive payments to attract and retain high quality teachers (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through principals more fully exercising their capacity to make local workforce management decisions to attract and retain high quality staff, including where the school serves a disadvantaged or rural community.
REWARD REFORM 2: Improved reward structures for teachers and school leaders who work in disadvantaged, Indigenous, rural/remote and hard-to-staff schools		
2.3	AMBITION	Building on previous workforce reforms, a specialised intervention strategy was developed and implemented in the government schooling sector whereby outstanding school leaders were recruited and remunerated to work with targeted

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		schools in complex and challenging environments.
	APPROVED MILESTONE (as at 31 December 2012)	A further 6 executive principals were recruited to schools serving disadvantaged communities, either by appointment to one school or to lead improvement across a number of schools (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through an additional remuneration structure for outstanding school leaders as a strategy to address issues in school improvement, including in schools that serve disadvantaged or rural 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		
3.1	AMBITION	Building on previous workforce reforms, the government schooling sector established trials in a number of schools to gain understanding about the impact on student learning experiences of flexible staffing, including the more effective utilisation of administrative, allied health and other paraprofessional staff.
	APPROVED MILESTONE (as at 31 December 2012)	Following field trials that explored flexibility in staffing configuration at the local school level, an evaluation was completed, the evaluation findings were reported and new resources were developed and provided (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through an evidence base to inform future workforce policy, with a focus on improved in-school support for teachers and school leaders who work in disadvantaged, Indigenous, rural 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		
3.2	AMBITION	The government schooling sector resourced and established an innovative and intensive model of internship as a professional learning pathway for identified principal aspirants from across the education workforce.
	APPROVED MILESTONE (as at 31 December 2012)	A second cohort of 18 principal aspirants completed internships and a third cohort of 18 participants commenced internships (GOVERNMENT).

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	CONTRIBUTION TO REFORM	This achievement contributes to reform by preparing principals more effectively for leadership, including those who will lead schools serving disadvantaged, Indigenous and rural 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		
3.3	AMBITION	The government schooling sector resourced and established a leadership coaching initiative as an approach to providing in-school support for school leaders.
	APPROVED MILESTONE (as at 31 December 2012)	A total of 100 principals and assistant principals and 50 first-time principals in their second year participated in an initiative whereby they each received personalised support from a qualified leadership coach (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by strengthening the capacity of principals and assistant principals to lead school improvement, including those who lead schools serving disadvantaged, Indigenous and rural 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		
3.4	AMBITION	Through consultation with schools, the Catholic Education Commission of Victoria developed an effective practices framework to guide schools in the effective use of learning support officers, especially in literacy and numeracy teaching practice.
	APPROVED MILESTONE (as at 31 December 2012)	A total of 4 field trials of school use of an effective practices framework was completed and evaluated, providing case studies to inform decisions about broader implementation of the framework (CATHOLIC).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by maximising the value of the learning support officer resource in targeted schools, including particularly schools that serve disadvantaged, Indigenous and rural communities.
REWARD REFORM 4: Increased school-based decision making about recruitment, staffing mix and budget		
4.1	AMBITION	Extending the current financial model for secondary schools, the Catholic Education Commission of Victoria developed a more flexible model of primary school resource allocation, applicable where sound financial management could be demonstrated.

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	APPROVED MILESTONE (as at 31 December 2012)	A consultative trial to ascertain the impact of flexible financial management on school operations was undertaken and evaluated in 35 targeted primary schools serving low socio-economic status communities. This led to full implementation in 256 primary schools (CATHOLIC).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through a new resource allocation model that gives primary schools within the Catholic education sector increased capacity for local decision making about recruitment, staffing mix and budget.
REWARD REFORM 4: Increased school-based decision making about recruitment, staffing mix and budget		
4.2	AMBITION	Independent Schools Victoria developed and made available a suite of instruments and a collaborative process within schools through which they could gather and analyse school management and student performance data.
	APPROVED MILESTONE (as at 31 December 2012)	A total of 43 targeted Independent schools participated in a process of data gathering and analysis to benchmark their performance and inform their school development plans (INDEPENDENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by providing schools in the Independent sector with the opportunity to have more comprehensive data as a basis for decisions about recruitment, staffing mix and budget.
REWARD REFORM 5: Continual improvement program for all teachers		
5.1	AMBITION	To support teachers to improve the quality of their practice, the government schooling sector developed and trialed a suite of high quality curriculum, assessment and instructional tools, and resources including online modules.
	APPROVED MILESTONE (as at 31 December 2012)	<p>The suite of high quality curriculum assessment and instructional tools and resources developed and trialed in Government schools included:</p> <ul style="list-style-type: none"> • Digital curriculum resources were developed and made accessible for all teachers in government schools. • An agreed model of effective teaching practice was made available to support teachers in all government schools. • A journal to support teachers' reflection on and improvement of their practice was disseminated to teachers in 200 government schools (GOVERNMENT).
	CONTRIBUTION TO REFORM	These achievements contribute to reform through sustaining the engagement of teachers in shared understandings of effective professional practice, enabling more precise identification of the learning required for continual improvement.

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REWARD REFORM 5: Continual improvement program for all teachers		
5.2	AMBITION	The government schooling sector developed succinct information about sabbatical leave provisions for staff as a component of wider effort to retain school leaders and teachers.
	APPROVED MILESTONE (as at 31 December 2012)	Information was provided to all schools to raise awareness among principals and teachers of sabbatical leave provisions with a view to increased take-up for professional renewal (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by providing a flexible opportunity for staff to renew and expand their knowledge and skills as part of their continual improvement.
REWARD REFORM 5: Continual improvement program for all teachers		
5.3	AMBITION	The Catholic Education Commission of Victoria worked in partnership with schools to design and support the introduction of a sector-wide integrated online platform, requiring school leader and teacher professional learning.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 60 facilitators, including 16 master facilitators, was trained in the use of a change management model to support the introduction of a sector-wide online administrative and learning platform (CATHOLIC).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by providing a substantial contemporary tool through which teachers can collaborate more effectively to improve student learning.
REWARD REFORM 5: Continual improvement program for all teachers		
5.4	AMBITION	Through negotiation by the Catholic Education Commission of Victoria with key stakeholders including school leaders and the tertiary sector, design and developmental work has been undertaken to strengthen the quality of educational leadership in the Catholic schooling sector.
	APPROVED MILESTONE (as at 31 December	A Catholic Leadership Learning Centre was established and a range of leadership development programs is being designed and promoted for delivery commencing 2013 (CATHOLIC).

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	2012)	
	CONTRIBUTION TO REFORM	This achievement contributes to reform through an integrated and leading edge approach to the continual improvement of current and aspiring educational leaders in the Catholic context.
REWARD REFORM 5: Continual improvement program for all teachers		
	AMBITION	Through research and development within the Catholic schooling sector, there has been an increased focus on the inter-relationship between principal professional learning and school improvement.
5.5	APPROVED MILESTONE (as at 31 December 2012)	<p>The inter-relationship between principal professional learning and school improvement was increased by:</p> <ul style="list-style-type: none"> • A minimum of 20 principals participated in the evaluation of the principal coaching initiative, especially focused on professional planning informed by the use of a diagnostic tool. • A minimum of 5 refined and additional school performance tools was identified and developed based on principal feedback and best practice research. These tools were used to inform continuing implementation of the sector's school improvement framework (CATHOLIC).
	CONTRIBUTION TO REFORM	These achievements contribute to reform through a sector-wide approach to continual improvement that builds the capacity of school leaders in the context of their own schools.
REWARD REFORM 5: Continual improvement program for all teachers		
	AMBITION	In collaboration with the Victorian Institute of Teaching, the Catholic Education Commission of Victoria developed a model to recognise the practice of high-performing teachers.
5.6	APPROVED MILESTONE (as at 31 December 2012)	An evaluation was completed of a pilot project in 6 Catholic schools that investigated the identification and acknowledgement of high-performing teachers (CATHOLIC).
	CONTRIBUTION TO REFORM	This achievement contributes to reform as a foundation for the wider recognition of quality teaching practice, aligned with the National Professional Standards for Teachers.
REWARD REFORM 5: Continual improvement program for all teachers		

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5.7	AMBITION	Through utilisation of the official accreditation process initially developed by the government schooling sector, the Catholic Education Commission of Victoria established the processes and protocols through which schools could be accredited for high quality practices.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 50 Catholic schools was accredited for the quality of their performance and development practices, and a further 100 schools have completed the self assessment stage and developed plans to meet accreditation requirements by June 2013 (CATHOLIC).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through schools publicly demonstrating a performance and development culture, including the engagement of teachers in continual professional learning.
REWARD REFORM 5: Continual improvement program for all teachers		
5.8	AMBITION	Independent Schools Victoria initiated partnerships with schools to develop and trial teaching and learning programs so that all teachers in Independent schools had access to a bank of high quality resources.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 10 online interactive teaching resources was refined, extended and made accessible to all teachers in the Independent schooling sector (INDEPENDENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through an online community in which teachers can engage to build their professional knowledge and skills, underpinning their continual improvement.
REWARD REFORM 5: Continual improvement program for all teachers		
5.9	AMBITION	Independent Schools Victoria developed a collaborative approach through which schools could gather and analyse data to better link teacher professional learning and improved classroom practice.
	APPROVED MILESTONE (as at 31 December 2012)	Collaborative work was undertaken by sectoral advisers with school leaders in 43 targeted schools to analyse and understand student performance and other data in the context of improved teacher practice (INDEPENDENT).
	CONTRIBUTION TO	This achievement contributes to reform by building the capacity of leaders in Independent schools to plan for and embed

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	REFORM	continual teacher improvement.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.1	AMBITION	As part of wider effort to support the Koorie workforce, the government schooling sector established a review panel process to identify and support professional learning and career development.
	APPROVED MILESTONE (as at 31 December 2012)	A further 2 panel reviews, in a total of 4, were completed for each member of the Koorie workforce to review their progress and identify next steps in professional development (GOVERNMENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through an opportunity for members of the Koorie workforce to build their capacity to connect schools more effectively with their communities.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.2	AMBITION	The Catholic Education Commission of Victoria has facilitated and supported networks of teachers and other educators across schools to strengthen approach and practice in meeting the learning needs of Koorie students.
	APPROVED MILESTONE (as at 31 December 2012)	A total of 5 networks for educators of Koorie students was established in Catholic schools across Victoria (CATHOLIC).
	CONTRIBUTION TO REFORM	This achievement contributes to reform through increasing knowledge of effective literacy and numeracy teaching and learning practices and the capacity to engage Koorie students, their families and community in culturally appropriate ways.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.3	AMBITION	Building on previous work to increase the workforce participation and qualifications of Indigenous people in Catholic schools, a strategy was developed to provide pathways towards teaching as a career.
	APPROVED MILESTONE (as at 31 December	<p>The Catholic sector has implemented a strategy to provide pathways for Indigenous people towards a career in Catholic schools:</p> <ul style="list-style-type: none"> • A total of 4 Koorie education workers, representing 25 per cent of this group in the Catholic schooling sector, was

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	2012)	supported to participate in studies towards a teaching qualification. <ul style="list-style-type: none"> • A total of 4 Indigenous Year 12 graduates was supported financially to participate in studies towards a teaching qualification (CATHOLIC).
	CONTRIBUTION TO REFORM	These achievements contribute to reform by building the capacity of the Koorie workforce, by valuing the important role of Koorie educators in schools and by strengthening the engagement of the community with the school.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
6.4	AMBITION	Independent Schools Victoria led the development of professional learning modules to support the professional practice of teachers working with Indigenous students and their communities.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 2 professional learning modules addressing teacher professional learning in Indigenous education and community engagement was developed and made available to all school leaders and teachers (INDEPENDENT).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by building teacher capacity to engage more effectively with Indigenous people and communities as a key element in improving learning outcomes for Indigenous students.