

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 the Northern Territory 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.

Northern Territory		
REWARD REFORM 1: Improved pay dispersion to reward quality teaching		
1	AMBITION	Through administrative and industrial negotiations, new recognition and reward structures were integrated into strategies to attract and retain outstanding teachers in government schools with the highest level of need, including schools serving remote communities.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 10 additional highly accomplished teacher and lead teachers working in remote government schools.
	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing the capacity of schools with the most challenging needs to improve the quality of classroom practice.
REWARD REFORM 2: Improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools		
2	AMBITION	Following initial work involving consultation with the principals' association, the teacher unions and other stakeholders, new approaches were developed and implemented to the recognition and remuneration conditions that impact on school leaders and teachers in government schools, to job descriptions for remote teachers in all sectors and to financial incentives for teachers in remote government schools.
	APPROVED MILESTONE (as at 31 December 2012)	<p>New approaches developed and implemented included:</p> <ul style="list-style-type: none"> • A refined classification structure for all principals in government schools provided for differential remuneration to attract principals to remote schools and to schools where the position has been hard to fill. • Job descriptions were developed within the 3 schooling sectors that clearly articulate teacher roles and responsibilities specific to schools in remote locations, including community engagement. • Financial incentives were implemented within the government schooling sector for all teachers in schools serving remote communities.

Improving Teacher Quality National Partnership Reward Milestones 2012

	CONTRIBUTION TO REFORM	These achievements contribute to reform by recognising and taking the fullest possible account of the complex range of circumstances within individual schools and communities that impact the work of school leaders and teachers, particularly where they work in challenging school and community environments.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
3	AMBITION	Through consultation and extensive developmental work across the 3 schooling sectors and the university and training sectors, opportunities were broadened for Indigenous people to gain or increase their level of formal educational qualifications.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 150 additional Indigenous employees across all 3 schooling sectors has formal initial or higher level educational qualifications compared with December 2010 (137).
	CONTRIBUTION TO REFORM	This achievement contributes to reform by increasing the skills and capacity of the Indigenous workforce in local communities and by expanding the participation of Indigenous employees in pathways towards teaching.
REWARD REFORM 6: Indigenous teachers' and school leaders' engagement with community members		
4	AMBITION	Across the 3 schooling sectors, extensive consultation and developmental work provided a basis for innovative and locally-tailored models of school governance, including a focus on greater engagement between schools and Indigenous community members.
	APPROVED MILESTONE (as at 31 December 2012)	A minimum of 120 local Indigenous community members participated in school governance training across all 3 schooling sectors.
	CONTRIBUTION TO REFORM	This achievement contributes to reform through strengthened relationships and partnerships between schools and Indigenous community members that impact the engagement and learning of Indigenous students.