

# Implementation Plan for Principal Professional Development in New South Wales

## NATIONAL PARTNERSHIP AGREEMENT ON IMPROVING TEACHER QUALITY

### PRELIMINARIES

1. This Implementation Plan is created subject to the provisions of the National Partnership Agreement on *Improving Teacher Quality* (the Agreement) and should be read in conjunction with that Agreement.
2. The objective of the National Partnership is to drive system-wide reforms targeting critical points in the teacher 'lifecycle' to attract, train, recruit, develop and retain quality teachers and leaders in our schools and classrooms. It also has a specific focus on professional learning and support for principals. For the purposes of this Implementation Plan, the term 'principals' refers to both current and emerging principals.
3. This Project relates to use of funds allocated under the Agreement for professional development and support for principals.

### TERMS OF THIS IMPLEMENTATION PLAN

4. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia (the Commonwealth), represented by the Minister for School Education, Early Childhood and Youth, and the State of New South Wales represented by the Hon. Adrian Piccoli MP, the NSW Minister for Education.
5. This Implementation Plan will cease on completion of the project as specified in this Implementation Plan, including the acceptance of final reporting and processing of final payments against reform activities specified in this Implementation Plan.
6. This Implementation Plan may be varied by written agreement between the Ministers.
7. Either Party may terminate this agreement by providing 30 days notice in writing. Where this Implementation Plan is terminated, the Commonwealth's liability to make payments to the State is limited to payments associated with Agreed Milestones achieved by the State by the date of effect of termination of this Implementation Plan.
8. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to this Implementation Plan.

### PROJECT OBJECTIVE

9. The objective of this Implementation Plan is to contribute to the Facilitation Reform under the Agreement of developing and delivering high quality professional development programs for principals and emerging principals that address national and local priorities; and the sharing of best practice programs nationally.

## ROLES AND RESPONSIBILITIES

### Shared Roles of the Commonwealth and States and Territories

10. The Commonwealth and the States and Territories will share responsibility for:
  - (a) monitoring achievements against the Implementation Plan and providing information to the COAG Reform Council, consistent with the Agreement; and
  - (b) facilitating the sharing of best practice case studies, materials and resources.

### Role of the Commonwealth

11. The Commonwealth agrees to be accountable for the following roles and responsibilities:
  - (a) reviewing State/Territory progress against the Agreed Milestones specified in this Implementation Plan and providing any consequential financial contribution to the State/Territory for that progress; and
  - (b) providing funding to the Australian Institute for Teaching and School Leadership (AITSL) to perform a national coordination function for principal professional development activities funded under this allocation.

### Role of the State/Territory

12. The National Partnership Agreement on Improving Teacher Quality – Implementation Plan for Principal Professional Development in New South Wales will be developed, implemented and evaluated by a governance committee that will include leaders from professional learning in the government, Catholic and Independent sectors, and will include an Aboriginal representative.

The State/Territory is responsible for all aspects of project implementation, including:

- (a) fully funding the project, after accounting for financial contributions from the Commonwealth and any third party;
- (b) undertaking activities in accordance with the following principles for use of funds agreed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs to:
  1. provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development;
  2. ensure appropriate access by government and non-government principals.
  3. align with the National Professional Standard for Principals;
  4. exemplify the best practice characteristics elaborated in the Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained;
  5. demonstrate effectiveness and value for money;
  6. ensure tools and/or resources developed are shared nationally in support of sustainable national collaboration through AITSL; and
  7. give priority to:
    - a) building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities;

- b) improving development of and support for Aboriginal and Torres Strait Islander principals and emerging principals;
- c) supporting principals to lead institutional change to prepare for the implementation of the Australian Curriculum; and
- d) local priorities agreed in state and territory Principal Professional Development Implementation Plans;
- e) completing the project in a timely and professional manner in accordance with this Implementation Plan;
- f) providing relevant data to enable assessment of progress against this Implementation Plan, consistent with the National Partnership on *Improving Teacher Quality* Variation (Schedule C);
- g) meeting all conditions including providing reports in accordance with this Implementation Plan.

## REPORTING AND FINANCIAL ARRANGEMENTS

13. The State/Territory will provide progress and final reports to the Commonwealth to demonstrate achievement of the agreed milestones specified in Schedule C of the Agreement.
14. The timing of submission of progress and final reports, as specified in Table 1, will align with the reporting framework of the Agreement. The reporting period for the first progress report, due 30 April 2012, will include activities commenced in 2012.
15. Progress and final reports will contain the following information:
  - a) a description of progress of the State/Territory in the period to date against the project activities set out in sections 21 and 22;
  - b) a description of participation in activities to support sustainable national collaboration by the Australian Institute for Teaching and School Leadership; and
  - c) promotional activities undertaken in relation to, and media coverage of, the project during the reporting period and any expected promotional opportunities during the next reporting period.
16. The final report is due within 60 Business Days of the completion of the project or termination of this Implementation Plan.
17. The final report will be a stand-alone document that can be used for public information dissemination purposes regarding the project and must:
  - a) describe the conduct, benefits and outcomes of the project as a whole, including assessing the extent to which the objective in this Implementation Plan has been achieved and explaining why any aspects were not achieved; and
  - b) include a discussion of any other matters relating to the project, which the Commonwealth notifies the State/Territory should be included in the final project report at least 60 days before it is due.
18. The maximum financial contribution to be provided by the Commonwealth for the project is \$11,898,742 allocated to New South Wales, payable in accordance with Table 2.1 of the Variation to the National Partnership Agreement on Improving Teacher Quality:

Intergovernmental Agreement on Federal Financial Relations. All payments are exclusive of GST.

19. Any Commonwealth financial contribution payable will be processed by the Commonwealth Treasury and paid to the State/Territory Treasury in accordance with the payment arrangements set out in Schedule D of the *Intergovernmental Agreement on Federal Financial Relations*.
20. The State/Territory will not be required to pay a refund to the Commonwealth if the actual cost of the project is less than the agreed estimated cost of the project. Similarly, the State/Territory bears all risk should the costs of a project exceed the estimated costs. The Parties acknowledge that this arrangement provides the maximum incentive for the State/Territory to deliver projects cost-effectively and efficiently.

**Table 1: Reporting and Payments**

<b>Deliverable</b>	<b>Due date</b>	<b>Amount</b>
(i) Agreement to the Implementation Plan by the Ministers or authorised delegates of each jurisdiction	Feb 2012	\$2,506,078
(ii) Submission of a progress report to the satisfaction of the Commonwealth	30 Apr 2012	\$3,696,458
(iii) Submission of a progress report to the satisfaction of the Commonwealth	31 Oct 2012	\$4,272,155
(iv) Submission of a final report to the satisfaction of the Commonwealth	30 Apr 2013	\$1,424,052
(v) Update on 2013 activities as an addendum to the Annual Report submitted under the Agreement	31 Oct 2013	
<b>Total payable (excluding GST)</b>		<b>\$11,898,742</b>

## PROJECT ACTIVITIES

21. The State of New South Wales will address the principles for use of funds described in Item 12 (b) through the following activities:
  - a) Principal action learning communities
  - b) Building instructional leadership capacity
  - c) Leading improvement, innovation and change
  - d) Principal preparation pathways

A detailed summary of each of the above projects is provided at Appendix A.

22. The State of New South Wales will achieve the agreed milestones as specified in Schedule C of the Agreement through the following activities:

### Reporting Milestones

- 30 April 2012: Progress report on the establishment of programs, units and implementation frameworks.

NSW will report against the detailed project milestones outlined below at the following intervals:

- 31 October 2012: Progress report
- 30 April 2013: Final report
- 31 October 2013: Addendum to the Annual Report submitted under the Agreement

## Project milestones

### i) Number of participants engaged in each project

Project Activity	Participation	Participation Milestones		
		31 Oct 2012	30 Apr 2013	31 Oct 2013
a) Principal action learning communities	Schools	50	100	150
	Principals	50	100	150
	Emerging Principals	100	200	300
b) Building instructional leadership capacity	Schools	50	100	150
	Principals	50	100	150
	Emerging Principals	100	200	300
c) Leading improvement, innovation and change	Schools	50	100	150
	Principals	50	100	150
	Emerging Principals	100	200	300
d) Principal preparation pathways	Emerging Principals	100	200	300

### ii) Demographic profile of participants

Under the Principal Professional Development Implementation Plan, New South Wales aims to achieve participation figures in project activities that are commensurate with overall sector representation under the National Partnership Agreement on Improving Teacher Quality.

An updated demographic profile of participants engaged in project activities will be provided at each of the reporting milestones (31 October 2012 – 31 October 2013), with reference to the following:

- Sector (% Government, % Catholic, % Independent)
- Geographical location (% Metropolitan, % Regional, % Remote)
- Gender (% Female, % Male)
- Aboriginality (% Aboriginal, % Non-Aboriginal)

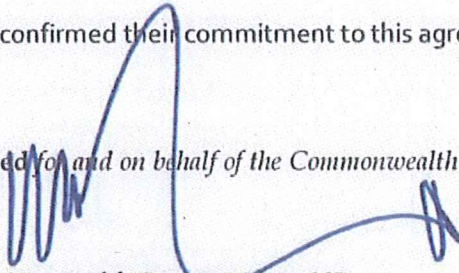
### iii) Number of professional learning units developed, aligned to the *National Professional Standard for Principals*

At each of the reporting milestones (31 October 2012 – 31 October 2013), New South Wales will provide an update on the following:

- Project Activity A: Principal action learning communities
  - Number of learning units developed, aligned to the *National Professional Standard for Principals*
- Project Activity B: Building instructional leadership capacity
  - Number of learning units developed, aligned to the *National Professional Standard for Principals*
- Project Activity C: Leading improvement, innovation and change
  - Number of learning units developed, aligned to the *National Professional Standard for Principals*
- Project Activity D: Principal preparation pathways
  - Number of learning units developed, aligned to the *National Professional Standard for Principals*
- Percentage of total units developed, aligned to the *National Professional Standard for Principals*, available across New South Wales.

Parties have confirmed their commitment to this agreement as follows:

Signed for and on behalf of the Commonwealth of Australia by

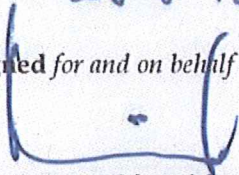


**The Honourable Peter Garrett MP**  
Minister for School Education, Early Childhood and Youth

[Day] [Month] 2012

29.5.12

Signed for and on behalf of the State of New South Wales by



**The Honourable Adrian Piccoli MP**  
NSW Minister for Education

[Day] February 2012

## National Partnership Agreement on Improving Teacher Quality – Principal Professional Development: Summary of NSW Project Activities

NSW will implement the following four projects:

- a) Principal action learning communities
- b) Building instructional leadership capacity
- c) Leading improvement, innovation and change
- d) Principal preparation pathways

A detailed outline of each project is provided below.

The projects provide principals and emerging school leaders with opportunities to engage in core learning, accessed online and through flexible facilitated delivery. Professional learning content is aligned to the *National Professional Standard for Principals'* professional practices:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community.

Implementation of the projects will be supported by:

- key features of effective professional development, including content focus, active learning opportunities, coherence with other activities, sustained duration and collective participation (Desimone, 2009; Hochberg and Desimone, 2010)
- best practice characteristics elaborated in the draft *Australian Charter for the Professional Learning of Teachers and School Leaders* (i.e. 'relevant'; 'collaborative'; 'futures focused'; and 'sustained')
- strategies of feedback, reflection and collaborative learning with professional learning that is strongly connected to priorities within school improvement plans
- active learning through school implementation projects
- a model for implementing school improvement
- procedures for tracking and recording participation.<sup>1</sup>

Findings regarding the impact of National Partnership program interventions will be disseminated nationally.

### Project 1: Principal action learning communities

This project enables schools across NSW to build both current and emerging principal capacity for school improvement through the implementation of an action research inquiry to improve student learning in a locally identified focus area.

The project is informed by the success of the Alberta Initiative for School Improvement through which schools research, implement and evaluate local innovations with a focus on improvement and accountability and the support of networked systems of collaboration.

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<sup>1</sup> N.B. Successful completion of core learning may be used as credit towards higher education qualifications.

As in the Alberta model, schools participating in this project “will collect and analyse data to determine their recommendations for school improvement and work within local networks with a commitment to broadening professional understanding about what works best and how to improve student learning and performance” (McIntyre, 2011).

The project is designed to enable principals and schools to develop enhanced skills in research, data creation and analysis, school planning and improvement.

School teams will research effective practices for their local context and design and implement appropriate local strategies. A key component of the project will be the use of formative assessment to inform and monitor the impact of the intervention and make adjustments to optimise effectiveness.

The project involves school teams that will be supported by professional networks involving principals who have a shared school improvement focus area. The professional networks will be supported by principal leaders who have demonstrated success in school improvement.

These professional networks will enable the sharing of expertise and the formulation of local implementation strategies to support local priorities. These may be as diverse as, for example:

- improving outcomes for Aboriginal students
- using assessment as feedback for teachers and leaders
- differentiating instruction
- improving literacy and numeracy
- improving learning through information communication technologies.

The project provides principals across NSW with the opportunity to engage in core school based action learning to address local needs. The project includes a framework for school improvement and key strategies for school self evaluation.

Principals will be supported by online resources and local facilitated networks focused on school improvement that are based on the National Professional Standard for Principals.

### **Project 2: Building instructional leadership capacity**

This project is designed to build on research that identifies the significant impact of school leadership focused on the professional learning of teachers (Robinson, 2007). Instructional leadership is a critical element of the principal's role and has a significant impact on student learning. A key to instructional improvement is observing what happens between teachers and students in classrooms and working within protocols to build teacher and leader learning through observing and analysing instructional practice that leads to improvement in student achievement (Elmore, 2009).

The project draws on the experience of Ontario's Student Success School Support Initiative (McIntyre, 2011). It focuses on enhancing a principal's skills in instructional leadership through using strategies to develop the capacity of the school leadership team. It also encourages and enables school leaders to have a direct impact on classroom teaching and learning strategies and to increase their capacity to observe and highlight the direct relationship of the impact of teaching on student achievement. The project provides significant support for the implementation of the National Professional Standards for Teachers.

The project provides principals and their school leadership teams (including emerging principals) from across NSW with opportunities to engage in core school based learning supported by online



resources and through flexible facilitated delivery, and aligned to the National Professional Standard for Principals.

The project focuses on principals leading school teams to:

- identify local learning needs through student performance data
- develop goals, expectations and strategies to improve instructional practice
- design systems to build capacity for the implementation of new curriculum and assessment practices
- analyse patterns of instructional practice to build support for curriculum implementation and enhance student learning
- support the implementation of new strategies to address local learning needs
- monitor teacher learning and the development of capacity for curriculum implementation and analyse the results of student learning.

### **Project 3: Leading improvement, innovation and change**

Schools today are facing change on an unprecedented scale, including the impact of modern technologies, the implementation of national standards for both teachers and principals, and the empowering of schools to make more local decisions.

Developing school leadership capacity, flexibility and capability is critical to successfully meeting these challenges over the long term. School leadership needs to be open and inclusive, providing clear direction and focus and drawing on the contributions of all staff and stakeholders (Collarbone, 2009).

The Commonwealth Government's Empowering Local Schools Initiative provides school communities with more authority over governance, finance and human resources. On 11 August 2011, the NSW Government announced its commitment to empowering local schools to make more local decisions that meet the needs of students. The NSW Department of Education and Communities conducted the Local Schools Local Decisions consultation (September-November 2011) to enable stakeholders to comment on proposed reforms to empower schools. A framework outlining the next steps will be presented to the NSW Minister for Education in February 2012 (NSW Auditor-General, 2011, p.551).

This project focuses on implementing change and building capacity for leading and managing local school reform and improved student performance through:

- evidence based local decision making
- observation and reflective practice
- performance management and feedback for all staff
- continued professional learning to enable school improvement
- networks of school support led by principal leaders who have demonstrated success in school improvement.

Participants will engage in the core project to lead improvement, innovation and change and with one of the following implementation strands:

- leading innovation in the use of information communication technology to provide greater access to students and teachers across NSW
- leading implementation of reforms focusing on empowering local schools
- leading implementation of the *National Professional Standards for Teachers*

- leading innovation and change to support the learning needs of Aboriginal students.

#### **Project 4: Principal preparation pathways**

This project is designed to increase the pool of potential principals to meet the projected shortfall arising from changing demographics in NSW. Forty four percent of NSW teachers are over 50 years of age with many forecast to retire over the next five years. These include current principals and executive (NSW Auditor-General, 2011, p.56).

The project includes:

- activities based around the *National Professional Standard for Principals* to provide feedback on current leadership practice and competencies
- a 360 degree diagnostic experience review to identify professional learning needs and to inform a customised professional learning plan for the *Principal Preparation Pathway*
- a suite of professional learning units to support the customised pathway (e.g. 'Leading learning in your school'; 'Leading financial management'; 'Leading performance management'; 'Using research for continuous school improvement'; and 'Engaging with the community').

#### **References**

Alberta Education (2010) *Accountability Pillar* (Available at: <http://education.alberta.ca/aisi>)

Collarbone, P. (2009) *Creating Tomorrow: Planning, developing and sustaining change in education and other public services* (London: Continuum International Publishing Group)

Desimone, L. (2009) 'How can we best measure teacher's professional development and its effects on teachers and students?' *Educational Researcher*, 38(3), 181-199

Elmore, R. (2009) *Improving the instructional core* (Harvard University Graduate School of Education)

Hochberg, E. & Desimone, L. (2010) 'Professional development in the accountability context: Building capacity to achieve standards', *Educational Psychologist*, 45(2), 89-106

McIntyre, A. (2011) *Continuous school improvement: What matters most* (Canberra: The Winston Churchill Memorial Trust)

NSW Auditor-General (2011) *NSW Auditor-General's Report: Financial Audit, Volume Nine 2011. Focusing on Education and Communities* (Sydney: Audit Office of New South Wales)

Robinson, V.M.J (2007) *School Leadership and Student outcomes: Identifying what works and why* (Winmalee, NSW: Australian Council for Educational Leaders. Monograph 41, ACEL Monograph Series)