

IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP AGREEMENT

ADDENDUM TO
FINAL IMPLEMENTATION PLAN

Implementation Plan for Principal Professional Development

QUEENSLAND

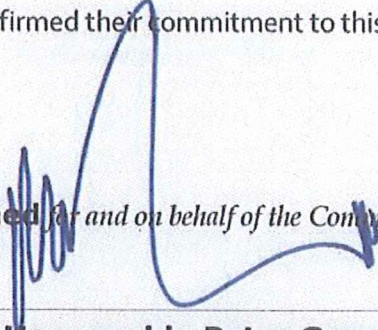
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SIGNATURE PAGE

Parties have confirmed their commitment to this agreement as follows:

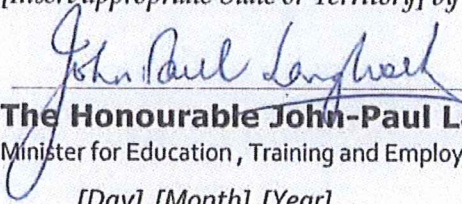

Signed for and on behalf of the Commonwealth of Australia by

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

[Day] [Month] [Year]

23.5.12

Signed for and on behalf of *Queensland*
[Insert appropriate State or Territory] by


The Honourable John-Paul Langbroek MP
Minister for Education, Training and Employment

[Day] [Month] [Year]

10.4.12

Implementation Plan for Principal Professional Development in Queensland

NATIONAL PARTNERSHIP AGREEMENT ON IMPROVING TEACHER QUALITY

SECTION 1

PURPOSE

1. This document is an addendum to the Queensland *Improving Teacher Quality* National Partnership (NP) Agreement Final Implementation Plan. It details a state-wide plan for expenditure of Queensland's allocation of an additional \$38 million in principal professional development funds provided through the NP, and responds to a requirement from the Commonwealth that a Principal Professional Development Implementation Plan is required from each state and territory.

BACKGROUND

2. At the Thirteenth Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) meeting conducted 14 October 2011, Ministers agreed to a proposal for the re-allocation of \$50 million for the provision of professional development for principals.
3. An initial commitment of \$50 million over five years for principal professional development was made by the former Prime Minister, the Hon Kevin Rudd MP, on 29 November 2008. On 7 April 2010 the then Deputy Prime Minister, the Hon Julia Gillard MP, agreed to provide \$12 million of the \$50 million funding to the Australian Institute of Teaching and School Leadership (AITSL) to support school leaders. This funding for AITSL was endorsed by MCEECDYA on 15 April 2010.
4. At the AEEYSOC meeting of 18 November 2010 it was agreed that the Australian Government would convene a working group to recommend a process, including criteria and guidelines, for the distribution of the \$38 million remaining under the Teacher Quality National Partnership (TQNP) for principal professional development. It was agreed that the role of AITSL would also be considered in this process.
5. The working group reached general consensus about the principles and methodology for the distribution of the funds. Specifically, the working group preferred that the majority of the funds be directed to state and territory jurisdictions for use on principal professional development, with \$400,000 to AITSL to perform a national coordination role for activities funded under this allocation.
6. The allocations to states and territories will be based on numbers of Full-Time Equivalent (FTE) teaching staff in jurisdictions, consistent with the initial mechanism used for the NP.

PRELIMINARIES

7. 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.
8. The objective of the National Partnership is to drive system-wide reforms targeting critical points in the teacher 'lifecycle' to attract, train, place, develop and retain quality teachers and leaders in our

schools and classrooms. It also has a specific focus on professional development and support for principals.

9. This Project relates to use of funds allocated under the Agreement for professional development and support for principals. For the purposes of this Implementation Plan, the term 'principals' refers to both current and emerging principals.

TERMS OF THIS IMPLEMENTATION PLAN

10. 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 Queensland, represented by the Minister for Education and Industrial Relations.
11. 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.
12. This Implementation Plan may be varied by written agreement between the Ministers.
13. 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.
14. 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

15. 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

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

Role of the Commonwealth

17. The Commonwealth agrees to be accountable for the following roles and responsibilities:
 - 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
 - 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

18. The State/Territory is responsible for all aspects of project implementation, including:
- fully funding the project, after accounting for financial contributions from the Commonwealth and any third party;
 - 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:
 - provide opportunities for emerging and current principals in school and non-school settings, including those in regional and remote locations, to access professional development.
 - ensure appropriate access by government and non-government principals.
 - align with the National Professional Standards for Principals.
 - exemplify the best practice characteristics elaborated in the draft Australian Charter for the Professional Learning of Teachers and School Leaders: relevant; collaborative; futures focused; and sustained.
 - demonstrate effectiveness and value for money.
 - ensure tools and/or resources developed are shared nationally in support of sustainable national collaboration through AITSL.
 - give priority to:
 - building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities;
 - improving development of and support for Aboriginal and Torres Strait Islander principals and emerging principals;
 - supporting principals to lead institutional change to enable implementation of the Australian Curriculum; and
 - local priorities agreed in state and territory Principal Professional Development Implementation Plans;
 - completing the project in a timely and professional manner in accordance with this Implementation Plan;
 - providing data to enable assessment of progress against this Implementation Plan, consistent with the National Partnership Agreement on Improving Teacher Quality Variation (Schedule C);
 - meeting all conditions including providing reports in accordance with this Implementation Plan.

REPORTING AND FINANCIAL ARRANGEMENTS

19. 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.
20. 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.
21. 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 Section 2;
 - 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.
22. The final report is due within 60 Business Days of the completion of the project or termination of this Implementation Plan.
23. 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.
24. The maximum financial contribution to be provided by the Commonwealth for the project is \$7,526,779 payable in accordance with Table 1. All payments are exclusive of GST.
25. 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.
26. 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

Deliverable	Due date	Amount
Agreement to the Implementation Plan by the Ministers or authorised delegates of each jurisdiction	Expected by 20 Jan 2012	\$1,585,268
Submission of a progress report to the satisfaction of the Commonwealth	Due 30 Apr 2012	\$2,338,266
Submission of a progress report to the satisfaction of the Commonwealth	Due 31 Oct 2012	\$2,702,434
Submission of a final report to the satisfaction of the Commonwealth	Due 30 Apr 2013	\$900,811
Update on 2013 activities as an addendum to the Annual Report submitted under the Agreement	Due 31 Oct 2013	\$0
Total payable (excluding GST)		\$7,526,779

Implementation Plan for Principal Professional Development in Queensland

NATIONAL PARTNERSHIP AGREEMENT ON IMPROVING TEACHER QUALITY

SECTION 2

This section describes the activities (including timeframes) that Queensland will undertake to address the principles for use of funds in Item 18 and achieve the agreed milestones specified in Schedule C of the Agreement.

QUEENSLAND MODEL

Within Queensland, the context within which each schooling sector delivers educational services varies. In acknowledgement of this, in the initial NP Final Implementation Plan, it was determined that whilst a single state-wide plan would be provided, the plan would be a collation of the three separate plans developed by each sector. Whilst synergies and efficiencies would be sought, these should be natural and not forced.

To facilitate this, each sector will receive an allocation of funds provided through the NP determined in a manner consistent with that applied in the initial NP. Sectoral allocations are

Table 2: Queensland schooling sector funding allocations

	Commonwealth facilitation funds			
	TOTAL	S	QCEC	ISQ
Initial payment	\$1,585,268	\$1,081,153	\$263,154	\$240,961
Progress payment Apr-2012	\$2,338,266	\$1,594,697	\$388,152	\$355,416
Progress payment Oct-2012	\$2,702,434	\$1,843,060	\$448,604	\$410,770
Final payment Apr-2013	\$900,811	\$614,353	\$149,535	\$136,923
Total	\$7,526,779	\$5,133,263	\$1,249,445	\$1,144,070

Sector split based on teaching staff FTE in jurisdictions. State Sector: 68.2%; Catholic Sector: 16.6%; Independent sector: 15.2%. These figures have been generated using data from the National Schools Statistics Collection (NSSC): ABS 4221.0 - Schools, Australia, 2009 as agreed to at the Thirteenth Ministerial Council for Education, Early Childhood Development and Youth Affairs Meeting conducted 14 October 2011.

GOVERNANCE

Oversight for development of this Plan, and for implementation of the activities identified within the Plan, will be provided by the *Improving Teacher Quality* National Partnership Working Group, comprising representatives from all three schooling sectors and the Queensland College of Teachers.

Where necessary, or where dispute resolution is required, the Working Group will refer to the Queensland Schooling Sector CEOs Committee, chaired by the Director-General, Department of Education and Training. The membership of this committee includes the Executive Director, Queensland Catholic Education Commission (QCEC); the Executive Director, Independent Schools of Queensland; and the Deputy Director-General, Education Queensland.

REPORTING OUTCOMES

Jurisdictions are required to report on outcomes against milestones to demonstrate:

Quantitative

The number of principals and/or emerging principals who have undertaken professional development, including by:

- participant type (emerging, beginning and/or experienced principals)
- participant gender
- participant sector (Government, Catholic, Independent), and
- participant location (metropolitan/regional/remote).

Qualitative

The extent to which professional development:

- links to the National Professional Standard for Principals and is available for national use
- assists principals in leading the implementation of the Australian Curriculum
- has a focus on Aboriginal and Torres Strait Islander education, and
- addresses local priorities identified in Principal Professional Development Implementation Plans.

Evaluation of the effectiveness of the principal professional development may also include the level of principal satisfaction and/or engagement.

OVERVIEW OF PROPOSED ACTIVITIES

State Schooling

Queensland state schooling has embarked on a significant school reform agenda, driven by both a commitment to improve student performance as measured through national testing, and from recommendations contained within:

- the Masters Review report, *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*, in response to which the Queensland Government has committed to nine key actions designed to enhance teaching and learning in literacy, numeracy and science, including:

- building confidence in teaching standards
 - endorsement of rigorous professional development
 - analysis of student performance data, and
 - establishing the Queensland Education Leadership Institute to provide high quality professional learning opportunities to meet the needs of leaders in all school sectors.
- the *Flying Start for Queensland Children* Queensland Government Education White Paper, in response to feedback provided through a community consultation process.

Education Queensland has outlined its strategic direction through *United in our pursuit of excellence* which consists of the four pillars of School and community partnerships, School curriculum, Teaching practice and Principal leadership and school capability. Our core learning priorities are reading, writing, numeracy, science, retention, attainment and transition of students at key junctures of schooling and *Closing the Gap* between the attendance and outcomes of Indigenous and non-Indigenous students.

Integral to this reform agenda is a strategic state-wide focus on school leadership, which commenced in 2009, and which is founded on the *Principals' Capability and Leadership Framework* (PCLF): an online, multi-layered, self-reflective framework that assists principals to build knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda in their school. The PCLF framework has been based on the new National Professional Standard for Principals.

School leadership is focussed along the continuum from aspirant leaders to the most experienced senior leaders. The diversity of Queensland state schools, in terms of size, location and demography, are also acknowledged.

Education Queensland prefers to invest in a small number of key initiatives that will lead to improved principal leadership and school capability. Therefore rather than seeding additional or new school leadership initiatives, the funding provided through this agreement provides the capacity to extend the range of existing programs both in scope and duration. These include:

- Broaden the Principal Capability and Leadership Framework to cover aspiring principals such as deputy principals, heads of department and heads of curriculum.
- Extend the scope of the 1School 1Plan project which is to provide a technical solution to refine school planning to build principal and school administration staff capability in evidenced based strategic and operational planning.
- Continue to develop resources for the Curriculum into the Classroom to enable principals and teachers to concentrate on classroom teaching practice
- Teaching and Learning Audits to inform best practice in school leadership
- Grow the *Take the Lead* Program to provide aspiring principals with a supported career pathway, including experience in small schools in rural and remote locations
- Targeted initiative to develop Indigenous school leadership

Queensland Catholic Education Commission (QCEC)

QCEC has noted the reports from local Catholic schooling authorities of increased professional capacity especially seen in mentoring and induction processes and for school leadership and succession planning. Models where performance management is aligned with school renewal planning and provision of quality targeted resources including online modules are underpinning quality change. Support for Aboriginal and Torres Strait Islander people is evidenced through the proposed reforms that enhance the recruitment and employment of Indigenous leaders.

Catholic Education is reforming school leadership capacity through a developmental series of leadership experiences and the creation and piloting of Professional Learning Communities. An Education Officer for Professional Learning has been appointed. Leadership Programs are planned and include improved in-school support for school principals particularly in disadvantaged, indigenous, multi-cultural and hard-to-staff schools through a series of developmental workshops that utilised school clusters to assist schools in developing capacity to deal with difference.

Diocese plan improved induction processes for beginning principals and Succession Management Planning. A three day program for aspiring leaders and an induction program for beginning principals are to be conducted. A Diocesan Consultant will be supported to serve rural / remote schools.

Diocese will be supported to conduct an in-service day for participants who aspire to leadership and an additional day for Principals and others new to leadership teams. Lastly a New Leaders' Mentoring program is to be run for 10 new leaders.

A Religious Institute schools cluster will continue to develop partnerships that operate between members of each college's leadership teams. College Leadership teams to continue the work with outside expert – Dr Adrian Bertolini- to develop curriculum vision.

The activities will generally seek to align with national education reform initiatives.

Independent Schools Queensland

The approach proposed by ISQ exemplifies the best practice characteristics elaborated in the Australian Charter for the Professional Learning of Teachers and School Leaders (AITSL):

- self-directed and personalised;
- contextualised and relevant;
- collaborative;
- futures focused; and
- sustained.

Self-directed

Principals will be able to choose those activities most relevant to their school improvement agenda.

Personalised

Principals will choose the activities that most closely relate to their personal learning needs.

Contextualised and relevant

The activities offered are relevant to Independent schools. At times, generic Leadership course can be missing the nuance of working in particular sectors. The activities below avoid this.

Collaborative

The activities on offer all build in a component of collaborative work and the experience of learning from others.

Futures focused

Because the principal can choose those activities most relevant to them, the learning from the activity will be able to implement immediately.

Sustained

It is expected that participating in the activities that are most relevant to their need will assist in the Principals sustain the learning they have achieved.

As a result Principals will select activities most suited to their capacity building goals. Activities will include:

- Attendance at:
 - ISQ CELI Innovation Forum
 - ISQ Governance Forum
 - ISQ Master Classes
- Inclusion in ISQ CELI's mentoring and coaching program
- ISQ consultancy support in embedding the Australian Curriculum
- ISQ consultancy support in parent and community engagement strategies
- subsidy to participate in QELI's- Creating Superb School Leadership Teams
- subsidy to participate in QELI's- Executive Leadership program
- subsidy to participate in QELI's- Good to Great Leadership program

Principals will have the option of designing their own activity that meets the principles for funding. Each principal's proposal would have to outline how they will meet the principles for funding.

ACTIVITY OVERVIEW –GOVERNMENT SECTOR

The Queensland Government schooling sector will apply the additional funding provided to expand the current school leadership reform agenda through the following activities:

Activity	Description	Target Area/s	Timeframes/Milestones
1. Capability and Leadership Framework – Associated Administrators	<p>In 2012 Education Queensland will extend the Principal Capability and Leadership Framework (PCLF) to formally include all associated administrators in state schools.</p> <p>The PCLF is an online multi-layered self-reflective framework that will assist principals to build knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda in their school. The PCLF framework is based on the new National Professional Standard for Principals.</p> <p>By the end of 2012, all Education Queensland associated administrators (Deputy Principals, HODs, HOCs, HOSES) will have access to a Capability and Leadership Framework aligned to the design and content of the PCLF.</p>	<p>Building the leadership capacity of aspiring school leaders</p> <p>Local priorities - Instructional leadership</p>	<p>Full Implementation of framework by the end of 2012.</p>
2. Evidenced based school strategic and operational planning	<p>The Department is developing a single scaleable web-based planning tool with pre-populated template/s to allow school principals to manage the school planning lifecycle. For the school planning process to be effective, this will require changed business processes in schools. It will also support the implementation of the National School Improvement Framework (NSIF) due to be implemented in 2013.</p> <p>During the development of the planning tool, the number of plans required by schools will be reduced, from as high as 300 to only ten. This streamlining of plans will allow</p>	<p>Supporting principal to lead institutional change to enable implementation of the Australian Curriculum</p> <p>Local priorities - Instructional leadership</p>	<p>Design stage completed March 2012</p> <p>Build stage completed June 2012</p> <p>Test stage completed July 2012</p> <p>Solution deployed September 2012</p> <p>Professional</p>

Activity	Description	Target Area/s	Timeframes/Milestones
	<p>principals more time to focus on curriculum and pedagogical leadership.</p> <p>Professional development and training for principals on school planning will be developed as part of this project.</p>		development/training developed Term 4 2012.
3. C2C	<p>The Department is continuing to develop whole of school programs, year level plans, unit plans and lesson plans including assessment items and resources in English mathematics and science.</p> <p>Regions will provide principals and teachers with appropriate support in the areas of instructional leadership and implementation.</p> <p>The Department will also establish C2C partner schools to provide in depth feedback about all aspects of the C2C materials and resources to support the refinement of these products and ensure quality, relevance and useability.</p>	<p>Supporting principal to lead institutional change to enable implementation of the Australian Curriculum</p> <p>Local priorities - Instructional leadership</p>	<p>Release F(Prep)-10 English, mathematics and science materials one term in advance of implementation in schools:</p> <ul style="list-style-type: none"> ▪ Term 1, 2012 materials — beginning of Term 4, 2011 ▪ Term 2, 2012 materials — beginning of Term 1, 2012 ▪ Term 3, 2012 materials — beginning of Term 2, 2012 ▪ Term 4, 2012 materials — beginning of Term 3, 2012 <p>Release F(Prep)-10 materials in history:</p> <ul style="list-style-type: none"> ▪ Whole-school plan, year level plans and unit overviews — beginning of Term 3, 2012 ▪ Term 1, 2013 history materials — beginning of Term 4, 2012 <p>Re-release refined materials in F(Prep)-10 English, mathematics and science:</p>

Activity	Description	Target Area/s	Timeframes/Milestones
			<ul style="list-style-type: none"> ▪ Term 1 materials — beginning of Term 4, 2012 ▪ Term 2 materials — beginning of Term 1, 2013 ▪ Term 3 materials — beginning of Term 2, 2013 ▪ Term 4 materials — beginning of Term 3, 2013 <p>Partner schools established Term 1 2012.</p>
4. Teaching and Learning Audits	<p>DET will direct funding to conduct follow-up Teaching and Learning Audits of schools, focusing on auditing key curriculum, teaching, learning and assessment practices to improve the educational outcomes of students in Queensland state schools.</p> <p>The audit program is based on international best practice and is conducted by experienced, high-performing school principals. The audit gives each school a picture of where they are at, against clear criteria, across eight key aspects of teaching and learning. Each school receives a comprehensive report which the principal then uses to develop an action plan, in consultation with their school community, as a part of an overall school improvement strategy. The report will inform future developmental needs of each school and, importantly, where the system can better support schools.</p>	<p>Supporting principals to lead institutional change to enable implementation of the Australian Curriculum</p> <p>Building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities</p> <p>Local priorities - Instructional leadership</p>	<p>Continuation of auditing process to audit up to 400 state schools in 2012 and 2013.</p> <p>Introduction of advisory visits to all schools undertaking an audit in 2012 and 2013.</p>
5. Take the Lead	The <i>Take the Lead</i> Program will provide aspiring principals with a supported career pathway, including experience in	Building the leadership capacity	Extension of Take the Lead program throughout 2012 and

Activity	Description	Target Area/s	Timeframes/Milestones
	<p>small schools in rural and remote locations. It will include professional development, extended induction processes, and an online support community.</p> <p>Through the program, aspiring principals well-suited to placements in rural and remote locations will be identified and provided with a scaffolded career pathway that will include:</p> <ul style="list-style-type: none"> • targeted induction • pre-placement professional development • placement in a rural and remote location as a small school principal • on-going professional development and mentoring • a career path to a school leadership position in a preferred location on completion of an agreed duration 	<p>of aspiring school leaders</p> <p>Increase the retention and success of teaching principals in QLDs rural and/or remote locations, evidenced through student improvement and community engagement.</p> <p>Local priorities - Instructional leadership, small school leadership</p> <p>Recognise and employ the local examples of best practice to build skills and knowledge.</p> <p>Building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities.</p>	<p>2013 to facilitate the development of up to 75 aspiring leaders.</p> <p>Development of a Capability development checklist of skills to be embedded in program by Semester 1 2012.</p> <p>Development of financial, facility and HR management component in the program by end 2012.</p> <p>Development of OneSchool administrator responsibilities in the program by end of 2012.</p> <p>Through the provision of professional learning build on the capabilities of current school leaders who nominate to support an aspiring leader as a mentor within Take the Lead.</p>
6. Develop Indigenous school leadership	<p>Proud, Skilled and Ready to Lead is an exceptional program that will:</p> <ol style="list-style-type: none"> a. identify and promote leadership opportunities for the department's Indigenous teachers b. provide high quality, culturally appropriate professional development programs, c. provide ongoing support and discussion of real 	<p>Improving development of, and support for, Aboriginal and Torres Strait Islander principals and emerging principals</p> <p>The program consists of three face-to-face Professional Development residential.</p>	<p>Professional Development residential to occur for 25 teachers:</p> <ul style="list-style-type: none"> • February 2012. • September 2012. <p>25 places in a second round to be advertised from the 16 April</p>

Activity	Description	Target Area/s	Timeframes/Milestones
	<p>life scenarios around leadership</p> <ul style="list-style-type: none"> d. deliver training sessions to assist in the Embedding of Aboriginal and Torres Strait Islander Perspectives in Schools e. mentor and coach Indigenous teachers into leadership roles <p>It will support Indigenous teachers to achieve their potential as aspiring leaders by providing the necessary skills, training and support to help them successfully transition into leadership roles within schools in the future.</p>		<p>2012.</p> <p>Second round to begin November 2012.</p>

ACTIVITY OVERVIEW - QUEENSLAND CATHOLIC EDUCATION COMMISSION

The Queensland Catholic Education Commission will apply the additional funding provided to expand the current school leadership reform agenda through the following activities:

Activity	Description	Impact	Milestones
1. In-school support	<ul style="list-style-type: none"> Improved in-school support for school principals particularly in disadvantaged, Indigenous, multi-cultural and hard-to-staff schools. Support for a secondary staffing committee to set benchmarks and provide advice around sustainable and quality staffing practices. Additional support hours for school principals of small schools. 	<p>Develop workshops that utilised school clusters to assist schools in developing capacity of staff to deal with difference.</p> <p>Diocesan Consultant based in rural / remote schools</p> <p>External consultants provide in-school support for rural / remote schools</p> <p>School Development Officers continue to provide school-based advice, support and guidance to the principals of seven small regional schools and Thursday Island.</p>	<p>Series of 6 workshops developed</p> <p>Diocesan Consultant based in rural / remote schools</p> <p>External consultants engaged to provide in-school support for rural / remote schools</p> <p>School Development Officers employed</p>
2. Improved performance management and continuous improvement	<ul style="list-style-type: none"> Teachers and school leaders' performance (linked to national professional standards) will be aligned to a School Renewal Plan and will be grounded in improvements in outcomes for students. Process of yearly and four-yearly performance management will be revised to reflect this. Workshops for senior school leadership personnel will be run. Development of a process linking individual professional 	<p>Performance and Development workshops support for senior school leadership personnel – assistant principals, assistant principals religious education and deputy principals.</p> <p>43 additional school visits to</p>	<p>Performance and Development workshops completed.</p> <p>43 additional school visits to work with Leadership Teams and School Staff groups completed.</p>

Activity	Description	Impact	Milestones
	<p>learning planning for school leaders for their personal development of skills aligned to the National Standards for Teachers</p> <ul style="list-style-type: none"> • Strategically build school leadership capacity through a developmental series of leadership experiences and the creation and piloting of Professional Learning Communities. 	<p>work with Leadership Teams and School Staff groups on school Performance and Development knowledge, processes and skills.</p> <p>Additional on-line resources to be developed.</p> <p>A strategic and structural program of professional learning is in place.</p> <p>Creation of learning networks and regular (per term) twilight sessions.</p> <p>A coaching course developed and presented for principals and school teacher leaders.</p>	<p>Additional on-line resources developed.</p> <p>Coaching course, professional learning and networks are in place.</p>
<p>3. Indigenous leadership</p>	<ul style="list-style-type: none"> • Review and enhance strategies to attract Indigenous personnel to leadership and teaching using a number of strategies including new models for formal leadership structures to include community representation and improvements to cadetship models for developing Indigenous teachers. 	<p>Indigenous community leaders partner with leadership teams</p>	<p>Indigenous community leaders form part of the leadership teams.</p>
<p>4. Succession management Program</p>	<ul style="list-style-type: none"> • Offer Leadership Development Courses focused on aspiring, existing and transitional leaders 	<p>Enable participants to develop an appreciation and understanding of all forms of leadership in our schools.</p>	<p>Succession management Programs operating for about 60 aspiring leaders</p>

Activity	Description	Impact	Milestones
5. Mentoring/consultancy programs	<ul style="list-style-type: none"> • Principals will have access to models of mentoring through sharing of practices. • Use consultancy programs which are research-based and training will focus on the needs of the participants. 	Sharing of practices through: Participation in teleconferences Attendance at Conferences Mentoring arranged for second year Principals and others. Capacity building for Principals.	Teleconferences and Diocesan curriculum conference held. 20 mentors trained to work with school leaders.

ACTIVITY OVERVIEW - INDEPENDENT SCHOOLS QUEENSLAND

Principals will select activities most suited to their capacity building goals.

Activity	Description	Impact	Target Areas	Timeframes/Milestones
1. Forum Attendance	<ul style="list-style-type: none"> • ISQ CELI Innovation Forum • ISQ Governance Forum • ISQ Master Classes 	<p>The theme of this year's Forum is Dare to...be Still and the two day program provides time for participants to think, create, engage and reflect in the presence of outstanding local and international speakers.</p> <ul style="list-style-type: none"> ○ ISQ Governance Forum <p>The focus of the 2012 Independent Schools Governance Forum is on how to maintain the strength and financial viability of schools in changing times. The program will include a keynote address and facilitated roundtable on the topic of <i>Financial Sustainability</i> as well as a series of workshops and panels. Program Registration includes the new ISQ School Governance Publication.</p> <ul style="list-style-type: none"> ○ ISQ Master Classes <p>The 2012 Management Master Classes include five afternoon sessions of three and a half hours duration over the course of the year. Participants may choose to complete all workshops or attend any number of individual workshops. Topics for the five classes are: Managing School Finances,</p>	Capacity building for Principals	<p>26-27 July</p> <p>26 May</p> <p>22 March, 5 June, 18 July, 22 August, 11 October</p>

Activity	Description	Impact	Target Areas	Timeframes/Milestones
		Financial Leadership, Legal and Compliance Framework (1) and (2), HR Management.		
2. Mentoring Programs/Succession Management	ISQ CELI's mentoring and coaching program	This is a school based program which involves two days training of up to 5 mentors and their corresponding mentees on the school site, followed by a year of follow up executive coaching with mentors.	Capacity building for Principals	Throughout 2012
3. Curriculum Support	Improved understanding of the Australian Curriculum - ISQ will negotiate individually designed consultancy support (up to 5 days) specific to the needs of the school leader	ISQ is in a strong position to link up school leaders with nationally recognised curriculum experts. ISQ will facilitate the engagement of the consultant based on the identified interests and needs of the school leader.	Supporting principals to lead institutional change to enable implementation of the Australian Curriculum	Throughout 2012
4. Parent and Community Engagement	More effective parent and community engagement strategies - ISQ will negotiate individually designed consultancy support (up to 5 days) specific to the needs of the school leader	ISQ is in a strong position to link up school leaders with nationally recognised practitioners in this field. The focus could be on Indigenous parents and their communities but need not be that specific. ISQ will facilitate the engagement of the consultant based on the identified interests and needs of the school leader.	Building the capacity of principals to engage with local Aboriginal and Torres Strait Islander communities	Throughout 2012
5. Improved	<ul style="list-style-type: none"> Subsidy to participate in 	The aim is to build the capability of the school		Throughout 2012

Activity	Description	Impact	Target Areas	Timeframes/Milestones
<p>performance management and continuous improvement</p>	<p>QELI's- Creating Superb School Leadership Teams</p> <ul style="list-style-type: none"> • Subsidy to participate in QELI's- Executive Leadership program • Subsidy to participate in QELI's- Good to Great Leadership program • subsidy to participate in QELI's- Future Leaders program 	<p>leadership team to work together to achieve whole school improvement. Through a combination of online and face-to-face learning modules the program introduces strategies to develop a shared vision and establish group protocols, shape team learning and build a coaching culture within the school.</p> <p>An intensive program to provide a high quality executive leadership experience to challenge and stretch experienced principals.</p> <p>An intensive program for experienced principals who have previously participated in high level leadership programs to build on recent and previous executive principal learning in order to renew and reinvigorate their focus and commitment to school improvement.</p> <p>A 6-12 month 'blended' learning program introducing aspirants to leadership evidence and research focussing on leading self, leading a team and leading a school.</p>	<p>Capacity building for Principals</p> <p>Building the leadership capacity of aspiring school leaders</p>	